

**UNIVERSITY OF COLORADO AT BOULDER
OFFICE OF INTERNATIONAL EDUCATION**

**STRATEGIC PLAN
2008 - 2010**



Bringing CU to the World • Bringing the World to CU

University of Colorado at Boulder

TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
INTRODUCTION.....	5
Major Accomplishments 2005 – 2007	5
Major Changes in the OIE Environment.....	9
Key Planning Assumptions	9
MISSION, VISION & CORE VALUES.....	11
MAJOR PROGRAMS	12
Study Abroad Programs (SAP)	12
International Student & Scholar Services Program (ISSS)	15
Smith Hall International Program (SHIP)	16
U.S. Fulbright Student Program	17
FINANCIAL POSITION & CURRENT ECONOMIC MODEL	18
CRITICAL STRATEGIC ISSUES.....	20
LONG-RANGE GOALS & OBJECTIVES.....	21
KEY STRATEGIES	24
Governance Strategies	24
Management & Staffing Strategies	25
Marketing Strategies	26
Financial & Development Strategies	26
Facilities & Operations Strategies	27
APPENDICES:.....	28
APPENDIX A: STUDY ABROAD COMPARISONS TO OTHER AAU UNIVERSITIES	29
APPENDIX B: INTERNATIONAL STUDENT TRENDS & COMPARISONS TO OTHER AAU PUBLIC UNIVERSITIES	31
APPENDIX C: FULBRIGHT COMPARISONS TO AAU PUBLIC & RESEARCH UNIVERSITIES	34
APPENDIX D: OIE FINANCIAL POSITION & TRENDS	36
APPENDIX E: CRITICAL STRATEGIC ISSUES: 2005 vs. 2008.....	42

EXECUTIVE SUMMARY

In July 2007, the Office of International Education (OIE) undertook an update to its previous (2005) Strategic Plan. The effort was to ensure that the goals and objectives were up-to-date, given changes in the environment and to make the plan consistent with the University's Flagship 2030 Plan. The process included all OIE staff.

The planning process was led by the OIE Management Team, consisting of Larry Bell, Kim Kreutzer, Mary Ryan Dando, Tina Tan, Marie Cox, Nancy Vanacore and a consultant, Sharon McClew. The strategic plan addresses a 5-10 year planning horizon for long-range goals and a 3-year planning horizon for the operational work program.

OIE Mission Statement – why OIE exists

The mission of the Office of International Education (OIE) is to actively promote international and intercultural understanding and to enrich the academic and cultural environment of CU-Boulder by facilitating the exchange of people and ideas. OIE brings CU to the world and the world to CU.

Vision Statement – what success looks like

The CU-Boulder community (students, faculty and staff) has a broader world view, has a richer understanding of other cultures, and is more tolerant of differences, as a result of the educational experiences offered by the Office of International Education.

Long-Range Goals

The following long-range goals were identified as fundamental to fulfilling OIE's vision and mission and addressing critical strategic issues identified in the planning process.

1. To increase enrollment in CU-Boulder study abroad programs by an average of 6% per year for the next five years, leading to an overall increase of 34% from academic year 2006-2007 to academic year 2011-2012. This will include a special focus on under-represented students.
2. To take the lead and coordinate development of a campus-wide recruitment and retention plan for international students and scholars.
3. To partner with other units at CU-Boulder to create an internationally-aware and engaged campus community that will keep CU-Boulder among the top universities in the country for international education.
4. To successfully expand the Smith Hall International Program (SHIP) as a Residential Academic Program (RAP).
5. To enhance the Office of International Education's infrastructure to support the implementation of the OIE strategic plan and the Flagship 2030 Plan.

6. To create and implement a development/funding plan to finance the growth and programs to achieve the goals of the OIE Strategic Plan and the Flagship 2030 Strategic Plan. This will include a special focus on affordability for all students.

Although the Office of International Education has achieved significant results over the years and has earned a strong reputation among peer universities across the country, huge challenges remain. This written plan documents the next steps in meeting those challenges. We encourage you to read the plan and engage with OIE staff as we begin implementation. This roadmap for future action and our belief in what can be accomplished is a vision of what the international dimension of the University of Colorado at Boulder can be. Please join us in making this vision a reality.

INTRODUCTION

The previous Office of International Education (OIE) Strategic Plan was finalized in 2005. In July of 2007 an update process was undertaken, the goals of which were:

- To use the current strategic plan as a starting point for new efforts.
- To learn from the plan's implementation during 2005-2007 and to recognize major accomplishments.
- To identify and incorporate major changes in OIE's environment.
- To align the OIE Strategic Plan with CU-Boulder's Flagship 2030 Plan.

The update process was driven by the OIE Management Team, consisting of Larry Bell, Kim Kreutzer, Tina Tan, Mary Ryan Dando, Marie Cox and Nancy Vanacore. Opportunities were provided for all OIE staff members to provide input. The process was facilitated by management consultant Sharon McClew.

The strategic plan addresses a 5 - 10 year planning horizon for long-range goals and a three-year planning horizon for the operational work program. It is anticipated that the plan will be reviewed and the three-year work program updated each year, as part of the annual budgeting and planning cycle.

Major Accomplishments 2005 – 2007

In addition to the day-to-day work of OIE, staff achieved a number of major accomplishments between 2005 and 2007, while working on the first OIE strategic plan. Here are some of those accomplishments.

- Accomplishments related to Goal #1 of the first OIE strategic plan: **To be among the top 20 AAU public universities in the number and percentage of undergraduate students who study abroad by the time of graduation.**
 - Implemented an on-line application and enrollment management system for Study Abroad (Studio Abroad). This major project involved the following:
 - Creating a StudioAbroad transition team that oversaw the management of this project.
 - Integrating all study abroad procedures into the online system.
 - Training of all staff to use the system.
 - Setting up each study abroad program in the system with brochures, applications, and pre-and post-departure information.
 - Integrating information from the old website to the new one.
 - Installing three computer kiosks in the lobby for student web access.
 - Coordinated staff changes in Study Abroad programs (SAP): replaced the director, assistant director, and lead program assistant due to staff retirements and reassignments; hired new lead advisor, two new program managers, and new special project coordinator.

- Designated a study abroad visa specialist; developed information materials for students regarding student visa requirements and conducted staff training to remain updated about changes in visa requirements for outgoing students.
- Worked with the Registrar's Office on a new system for study abroad grade report record-keeping. The Registrar's Office will scan original grade reports and archive them in Web Alchemy.
- Redesigned the space in the peer advising area to add more work space and make it more efficient.

➤ Accomplishments related to Goal #2 of the first OIE strategic plan: **To provide leadership and coordination in the development of a campus-wide plan for the recruitment of international students.**

- Had two staff (Tina Tan and Larry Bell) participate as members of the Graduate School Task Force on International Graduate Enrollment. Key things learned include:
 - The Boulder campus does not have a goal for an ideal number of international students and the task force did not set a specific goal.
 - Currently, the recruitment of international students is not coordinated; individual departments may recruit on their own. These include the Telecommunications Program, the MBA program, and the International English Center (IEC).
 - The Graduate School has done two high level recruiting trips to China.
 - The Admissions Office does mostly 'armchair' recruiting, by placing ads in magazines like "Study in the USA," in conjunction with the IEC.
 - There is interest on the part of departments like Telecommunications and the MBA program to pool resources (people and money) to coordinate recruiting efforts. This needs further exploration.
 - Task Force members seemed to be more interested in increasing exchanges than they are with increasing numbers of international students enrolled in degree programs.
- Received approval from senior management for OIE to take the lead in developing an international student recruitment plan for the Boulder campus.
- Researched international alumni programs at other AAU universities and prepared a report, which was presented to Kent Zimmerman and others at a meeting of OIE, Admissions and the Alumni Association. This was the first time the directors of Admissions, Alumni Relations and OIE had met to discuss recruitment.
- Learned that there is a willingness on the part of the Alumni Association and the International Admissions Office to partner on projects, events and mailings for alumni living overseas.
 - Discussed possible alumni events in Korea and Japan to correspond with recruitment fairs.
 - Created a postcard for a future event in Japan and/or Korea.
 - Learned about the potential in Korea to build an Alumni Chapter (as a result of the high level of informal activity that already exists there).
- Researched why international students transfer from CU. The key reasons are: (1) financial issues and (2) academic challenges for undergraduate international students.

- Began notifying graduating international students about keeping their CU email address “for life.”
 - Submitted contact information for study abroad and international student alumni to the CU Foundation /Alumni Association to improve future mailings, and received a list back from the Alumni Association with updated email addresses.
 - Improved the environment for international students through activities such as the international coffee hours and the summer BBQ picnic. Also, revamped handouts for international students and scholars on a range of topics to better serve their needs.
 - Worked with students to create a new international club through the Student Organizations Finance Office, CU International, which assists ISSS with orientation of new international students and organizes activities throughout the year.
 - Provided successful leadership of the student group that organizes the annual CU International Festival (now in its 17th year and attended by about 3,000 community members); this included securing funding from CU Parents Association and many other campus offices and organizations.
 - Improved the orientation and welcome process for international scholars through the implementation of the weekly Drop-In Conversation lunch hour program and development of the Scholar Handbook.
- Accomplishments related to Goal #3 of the first OIE strategic plan: **To assess how internationalized the CU Boulder campus is perceived to be and to clarify how internationalized CU’s administration and faculty want the campus to be.**
- Developed and administered an online survey meant to assess the scope of international activities at CU-Boulder.
 - Invitations to complete the survey were emailed to all graduate students and publicized in Staff and Faculty Buff Bulletins. 300+ responses were received. In general, respondents were engaged in international activities and see the value in “internationalization.”
 - A quick summary of results was provided at a public brownbag in May 2007. Attendees at the brownbag were overwhelmingly staff and primarily Academic Advisors.
 - Published a brief report of findings
 - Completed a comparison to other universities regarding “internationalization” and created an inventory of international activities/events/groups at CU-Boulder as a precursor to an online calendar.
- Accomplishments related to Goal #4 of the first OIE strategic plan: **To partner with other internationally-related functions at CU Boulder to create an International Center that will keep CU Boulder among the top universities in the country for international education.**
- Awarded the first two Faculty International Development Grants in 2007.
 - Began to contact CU faculty who have been awarded Fulbrights to see if there are ways in which we can work together.
 - Remodeled the old Center for International Research and Education Projects (CIREP) database into a new CU-Boulder International Expertise database. (CIREP no longer exists.)

- Developed a new procedure for submission of study abroad and exchange proposals by faculty and by academic departments.
- Planned, created materials, and implemented a successful International Education Week program in each of the three years.
- Developed and implemented an awards process beginning during the 2006 International Education Week. We began with four awards: Campus Global Citizen, International Student of the Year, Study Abroad Student of the Year, and SHIP Student of the Year. In 2007, the “Champions” awards were added (Champion of Study Abroad, Champion of International Students and/or Scholars) in addition to a new International Scholar of the Year award.
- Implemented a very successful International Coffee Hour program (routinely attended by over 100 students every Friday) during the academic year. Obtained a \$2500 grant for this project from CU Parents Association.

➤ Accomplishments related to Goal #5 of the first OIE strategic plan: **To enhance the Office of International Education’s current infrastructure to support the implementation of this strategic plan.**

- Gathered existing OIE assessment surveys/tools and attended trainings on using Student Voice as an assessment tool. This was done to examine better ways of measuring the outcomes and impacts of OIE programs as well as continuing the use of Zoomerang (a web-based survey product).
- Created and staffed an Associate OIE Director position to do outreach and support the strategic planning efforts. In addition, this position supports the work of other OIE work groups and committees, notably International Education Week efforts and monitoring the exchange process.
 - A process was established to record the reasons that international students leave CU.
- Took a number of steps to improve the appearance and functionality of the OIE office:
 - Removed physical materials that are now available online to make space less cluttered.
 - Painted the walls to brighten the space.
 - Used framed pictures of previous OIE photo contests and rearranged panels.
 - Updated the “what time is it around the world?” clocks.
- Hired an IT Manager.
- Examined and completed a number of technology-related projects, including:
 - Transforming International Students and Scholar Services (ISSS) into a ‘paperless office.’
 - Creating e-mail lists (OIE-ALL, OIE-ISSS, OIE-SAP, OIE-ITSupport and OIE-ComIT) for improved communication.
 - Purchasing an IT-Safe - The 'auxiliary' OIE notebook computers are now safely stored in a secure location.
 - Enabling scanning software on the OIE copier.
 - Purchasing a new server (and disaster recovery plan put into place), new laptops, new scanner and a portable screen.
 - Creating a Study Abroad online application process; computer terminal kiosks for student use were installed in the OIE lobby in June 2006.
 - Installing a private network (which is only accessible to OIE computers).
- Created a new OIE logo and increased outreach/marketing.

- Completed Web channels for SAP and for ISSS on CU Connect.
- Secured interim, temporary office space to give us more overall space that allowed some staff growth to help meet growing service demands.

Major Changes in the OIE Environment

OIE's environment has changed since the 2005 Strategic Plan's development. The following major changes were identified:

- The Flagship 2030 strategic plan for CU-Boulder is raising the importance of international education and the need for increased internationalization on the Boulder campus.
- There are fewer reports by international students of difficulties in obtaining visas to come to CU-Boulder.
- Laws passed by the state legislature have made Colorado less welcoming for foreigners.
- Competition from other countries for international students is developing a competitive advantage world-wide.
- Federal immigration fees are up significantly for international students and scholars while services have remained generally the same.
- It has become more difficult for US students to get passports. It takes longer and fees have increased. In addition, visas for CU-Boulder students going to other countries are more difficult to obtain, creating workload issues for Study Abroad staff.
- Funding for higher education in Colorado has improved, at least temporarily.
- In order to free-up some space in the main office to hire needed new staff, several OIE employees are now housed in another building. Hallways are no longer being used to house staff, but communications within OIE has become more difficult and travelling between buildings expends staff time (rental costs add to financial burdens).
- Risk management and liability issues have grown, highlighting the need for emergency plans for both incoming and outgoing students.
- Federal immigration reform creates constant changes of which staff must be knowledgeable.
- State and university fiscal rules are constantly changing requiring training and procedural changes, adding to OIE's administrative burden.

Key Planning Assumptions

The Office of International Education is updating its strategic plan as CU-Boulder is finalizing the Flagship 2030 Plan. Given Flagship 2030's increased emphasis on global engagement, its

implementation is likely to impact OIE in ways that are not yet fully understood. This update takes into account the importance of Flagship 2030, while recognizing that there is still a great deal of uncertainty regarding its full impact. Given the range of possible scenarios, some of the following planning assumptions may appear to be somewhat contradictory.

- In the field of international education, there will continue to be constant change.
- Although historically CU-Boulder's mission statement has not mentioned anything specifically related to international education or cross-cultural awareness, that is likely to change given the international/global focus of the Flagship 2030 Plan.
- Given current resources, the Office of International Education is beyond capacity in terms of programs and the number of students that can be served.
- Without intervention, the historical growth trend in CU-Boulder students' enrollment in study abroad experiences could decline.
- Without intervention, international student enrollment will decline.
- However, given the goals of Flagship 2030, it is assumed that more resources will be made available to support growth in study abroad and international student enrollment.
- In order for our programming to be affordable to a wide-range of students, increased funding must not rely simply on higher student fees. Additional broad-based funding is needed.
- CU-Boulder's overall enrollment will continue to grow at historical levels (6,500 students over 25 years).
- Graduate students, as a percentage of the Boulder campus student body, will grow from the current 15% to 20% by 2030. This likely will mean a growth in the international graduate student population.
- Assuming that in-state tuition continues to be available for students who are on appointment, departmental interest in international graduate students is likely to increase.
- The demand from departments to propose international exchanges will continue to increase.
- The demand from faculty for short-term, faculty-led study abroad programs will continue to increase.
- Flagship 2030's Experiential Learning Initiative likely will increase the number of students seeking a study abroad experience.
- Competition will continue to grow for U.S. and international students who seek international educational experiences. (Competition is growing nationally among colleges and universities, as well as by for-profit organizations. Other English-speaking countries are competing aggressively for international students wanting to study at the undergraduate and graduate levels in English.)

- A growing number of international students are looking for funding opportunities to support them in their studies at the undergraduate and graduate level. Scholarships earmarked for international students would certainly be an advantage in marketing CU-Boulder.
- A growing number of undergraduate students are looking at the availability, range of programs, and support for study abroad programs when selecting a college or university. The percent of undergraduates who have participated in an international learning experience by the time of graduation is a key statistic being used to help market schools.

MISSION, VISION & CORE VALUES

As part of the strategic plan update process, OIE's missions and vision statements were revisited and revised. Core values remained the same.

Mission Statement – why OIE exists

The mission of the Office of International Education (OIE) is to actively promote international and intercultural understanding and to enrich the academic and cultural environment of CU-Boulder by facilitating the exchange of people and ideas. OIE brings CU to the world and the world to CU.

Vision Statement – what success looks like

The CU-Boulder community (students, faculty and staff) has a broader world view, has a richer understanding of other cultures, and is more tolerant of differences, as a result of educational experiences offered by the Office of International Education.

Core Values – the context within which we do our work

- We value being a major contributor to the University's mission of fostering critical thought and responsible global citizenship.
- We value students and their willingness to step beyond the safety of what they already know.
- We value what international students and scholars bring to the University's learning environment.
- We value education in all forms; growth experiences; students learning from students; personal development; transformation.
- We value internationalism, intercultural awareness and communication, diversity and respect for other people and cultures.
- We value tolerance, open-mindedness and forward-thinking; we value creating world peace one student at a time.
- We value innovation, creativity and flexibility.
- We value professionalism, competence and a strong work ethic.

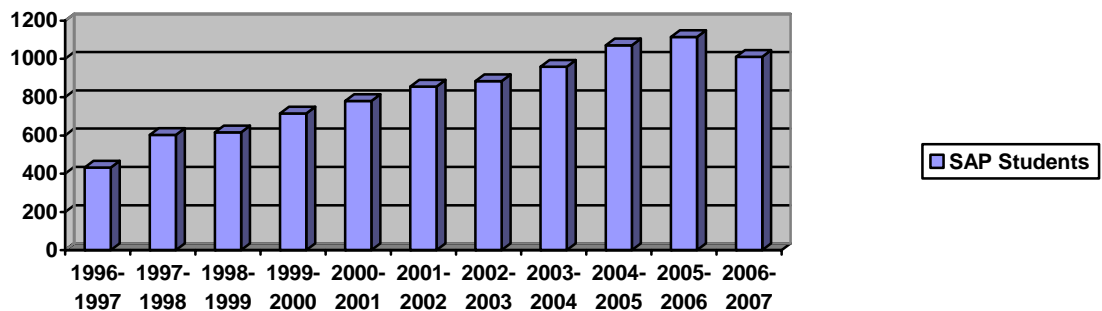
- We value teamwork, inclusiveness, mutual respect and community.
- We value humor, fun and optimism.

MAJOR PROGRAMS

Study Abroad Programs (SAP)

The mission of the Study Abroad Programs unit (SAP) is to provide students with a comprehensive selection of academically-sound and experientially-rich study abroad programs that foster their personal development and prepare them to successfully engage in a globally interdependent and culturally diverse world.

As can be seen in the following graph, study abroad enrollment has grown from 432 students to 1,010 students in the ten-year period between 1996 and 2006, an increase of 134%.



Much of this growth has been accomplished by the addition of programs and capacity through partnerships with study abroad program providers and by the addition of CU-Boulder faculty-led programs.

Unfortunately, the growth in participation and programs has not been accompanied by proportional staff increases for SAP. As a result, in recent years it was necessary for SAP to limit growth in order to manage the increasing workloads. Starting in 2002-2003, SAP implemented growth limiting tactics, such as cutting back on advertising and outreach, maintaining conservative approaches to proposals for new study abroad programs, and trying to discontinue low-enrollment programs for which SAP had primary administrative responsibility.

In 2006-2007, SAP shifted its approach to the growth problem by launching an online enrollment management program which helped to streamline the advising and application processes. This technological overhaul eliminated most of SAP's paper files, made it easier for program managers and support staff to do their jobs, and was more responsive to student needs. In spring of 2007 the new SAP Director and the Director of OIE decided to expand staffing despite the limitations of existing office space. OIE rented space elsewhere on campus, allowing some growth in SAP staffing. Although these actions helped position SAP for future growth, as can be

seen in the chart above, the pace of growth has slowed and in 2006-2007 student participation actually decreased. A variety of factors have contributed to the decreased numbers:

- Earlier efforts to limit growth. The impact of previous years' reductions in advertising and outreach to staff, faculty, and students are now being felt. The greatest impact has been on enrollment in faculty-led programs, which are more reliant on advertising and outreach to maintain sufficient numbers.
- The strength of the dollar has significantly deteriorated, making study abroad in many locations around the world more difficult to afford.
- We experienced significant staffing shifts within SAP, including the retirement of two highly experienced, long-serving staff members (including the Director), the promotion of the Associate Director out of SAP, and an 85% loss of hours from a fourth experienced staff member.
 - As a result, there is a new Director in place, all SAP job responsibilities have changed, and five new employees have been hired. The vast majority of SAP staff members are still in the process of learning the responsibilities of their new positions.
 - Although these changes help position SAP for the future, they have slowed SAP's ability to move quickly to implement innovative strategies to improve service and increase study abroad programs and participation.

A key statistic used by colleges and universities to recruit top undergraduate students is the percentage of students who participate in a study abroad program by the time of graduation. CU-Boulder historically has been very strong in this area. As can be seen in the table below the percentage of students entering CU-Boulder as freshmen and having studied abroad by graduation, has increased from 21.5% in 1998-99 to 26.4% in 2006-2007. This percentage has remained relatively steady since 2000-2001, averaging 26.2% in the seven year period from 2000 to the present.

Percentage of undergraduate degree recipients, entering CU-Boulder as freshmen, who studied abroad prior to graduation

98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
21.5%	23.7%	26%	27.9%	26.7%	25.3%	24.9%	26.3%	26.4%

Source: Planning, Budget, and Analysis Campus Performance Measures Report; updated October, 2007

Another key statistic used by colleges and universities is the raw number of students who study abroad each year. Whereas in the past CU-Boulder had ranked favorably among American Association of Universities (AAU) public institutions, this is no longer the case. There are some troubling trends that, if continued, could impact CU-Boulder's ability to maintain or improve upon its competitive position among peer institutions.

Comparisons to the top 15 public AAU universities from 2001-02 to 2005-06 in terms of the number of students studying abroad are shown in the following table:

Top 15 Public AAU Universities in Number of Students Studying Abroad

(Showing the top ranked universities in 2001-02 and their enrollment growth over four years)

2001-2002 ranking	Institutions	2001-02	2005-06	Percentage Change: 2001/02 to 2005/06
1	Michigan State University *	1,819	2,558	40.63%
2	The University of Texas at Austin *	1,591	2,244	41.04%
3	The University of Wisconsin-Madison *	1,340	1,616	20.60%
4	The University of Arizona *	1,326	1,611	21.49%
5	The Pennsylvania State University *	1,270	2,168	70.71%
6	University of North Carolina at Chapel Hill *	1,266	1,410	11.37%
7	Indiana University *	1,245	1,613	29.56%
8	University of Minnesota, Twin Cities *	1,219	1,981	62.51%
9	University of Illinois at Urbana-Champaign *	1,216	1,988	63.49%
10	The Ohio State University *	1,156	1,858	60.73%
11	Texas A&M University *	1,130	1,162	2.83%
12	University of Florida *	1,121	1,926	71.81%
13	University of Washington *	1,118	1,724	54.20%
14	University of Colorado at Boulder *	1,114	1,265	13.55%
15	University of Michigan *	985	1,701	72.69%

*Indicates a public university.

Here are some insights based on the data, and the additional data on CU-Boulder students' participation in study abroad that can be found in Appendix A:

- One of the most startling statistical changes among this group of 15 AAU public institutions is in the percentage change from 2001-2002 to 2005-2006. Whereas CU-Boulder showed a modest growth of 13.55% during these years, twelve other institutions grew by much larger amounts. Seven institutions grew by over 50%, led by the University of Michigan whose percentage change exceeded 72%.
- In terms of total numbers of students participating in study abroad programs among AAU public institutions, CU-Boulder was ranked 14th in 2001-2002. Going further back in time, we can see a longer negative growth trend. In 1998-99 CU-Boulder was ranked 6th, and in 1999-2000 CU-Boulder's ranking was 8th.
- For many AAU institutions, growth in study abroad numbers has been accomplished most easily by increased student participation in summer and other short-term faculty-led programs. To this point, CU-Boulder has not been in a position to increase faculty-led programs since they are the most labor intensive programs to manage. We are now, however, poised to develop and manage a larger portfolio of short-term faculty-led programs which is beneficial to internationalizing the campus and increasing study abroad participation.
- In spite of the declining ranking in percentage of participation and total numbers, study abroad participation is still strong at CU-Boulder. In 2005-2006, CU-Boulder ranked 7th nationwide for the number of students from U.S. doctoral-research institutions who studied

abroad on semester-long programs. During 2007 both OIE and SAP made concerted efforts to respond cooperatively to faculty and departmental requests for new exchanges, new faculty-led programs, and new study abroad programs.

SAP is looking forward with renewed commitment to growth and development of study abroad participation and programs. With the prospect of stronger support from the university administration stemming from recommendations of Flagship 2030 and the availability of new resources, such as proposed space scheduled to become available in August of 2010, we have set ambitious goals for growth.

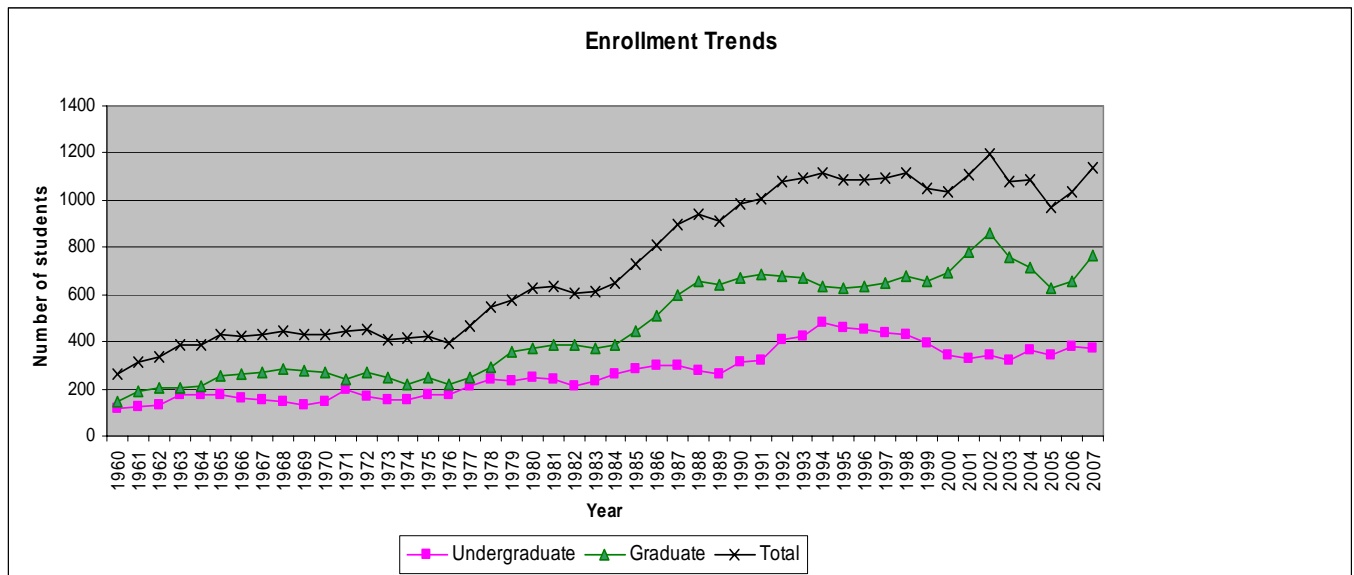
International Student & Scholar Services Program (ISSS)

The mission of International Student and Scholar Services (ISSS) is to serve as host to students, staff and faculty from abroad and contribute to their success by providing advising, assistance and support, including maintaining international programs that further international understanding and promoting compliance with federal regulations governing non-immigrants.

ISSS fulfills this mission by providing programs of advising, assistance and logistical support for the University’s international guests. ISSS has the overall institutional responsibility for international students once they are admitted to CU-Boulder. ISSS also assists University departments in bringing visiting international scholars and researchers to CU-Boulder. Once they are here, ISSS is available to help students and scholars with issues such as legal status, housing, university life, cultural adjustment, information about Boulder, etc.

Another major responsibility of ISSS is the implementation and maintenance of SEVIS, the system and database mandated by the Department of Homeland Security to track all international students attending U.S. colleges and universities. SEVIS was created in part as a result of the terrorist attack of September 11, 2001. The impact of “9/11” and other recent events on international student enrollment are shown in the following graph:

Trends in International Student Enrollment at CU-Boulder



Additional information on trends as well as a comparison of CU-Boulder's percentage of international students to that of other AAU public universities is shown in Appendix B. As data in Appendix B indicates:

- A combination of factors, including aggressive competition from other countries with English language curriculums, rising CU-Boulder tuition, and U.S. security measures have made it more difficult for international students to enter the United States in the years post 9/11/01. These factors have negatively impacted international enrollments from 2002 to 2005.
- The number of international students at CU-Boulder peaked in 2002 at 1,199 and declined in subsequent years. The numbers are now slowly rising again, particularly for graduate students. Part of the rebound might also be attributed to attempts by the State Department to facilitate visa issuance following a period of extreme delays in 2002 and 2003 and also because of the new CU-Boulder tuition remission policy whereby graduate students on appointment are eligible for the comparable employee tuition rate. This latter factor is helpful for departments who could not afford to cover international students' tuition at the prior out-of-state rate.
- International students as a percentage of all CU-Boulder students peaked in 1995 at 4.46%.
- Since 1989, international students as a percentage of the total CU-Boulder student body, has fluctuated between 3.6% and 4.46%.
- In 2007, CU-Boulder's percentage of international students was 3.92%, significantly lower than the percentages at most other AAU public universities. Twelve of the 31 AAU schools had percentages over 8% and 4 universities had percentages over 10%.
- Only one of the comparison AAU public universities (UC Santa Barbara) had a lower percentage of international students than CU-Boulder for 2007. The percentage at most schools is at least double that of CU-Boulder.

Smith Hall International Program (SHIP)

The Smith Hall International Program began in the fall of 1997 as a Residential Academic Program (RAP). The goal was to create the same kind of academic experience for first-year students as the traditional residential academic programs offer, but at a much reduced cost to students. SHIP was begun as a partnership between the Department of Housing and the Office of International Education; however, it is currently solely managed by OIE.

Specific objectives are:

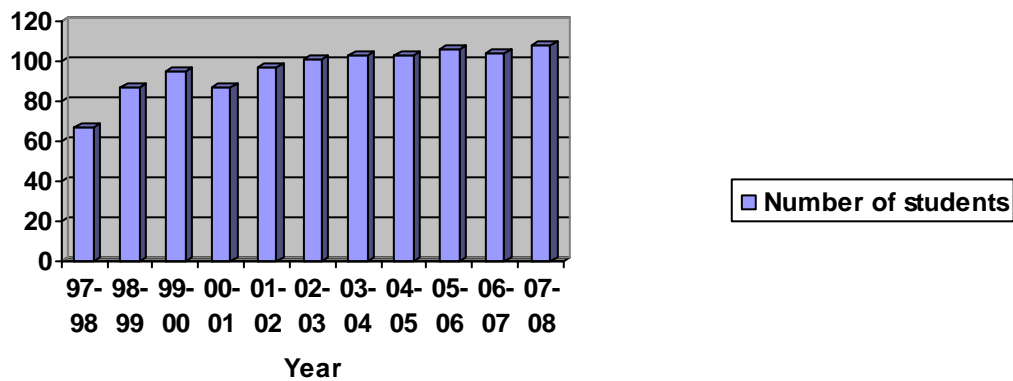
- To create a small community of students who share similar interests and to help them make a successful transition from high school to the University.
- To encourage the study of other cultures, peoples and languages.
- To introduce students to outstanding teaching faculty who work internationally and who bring that experience into the classroom.

- To introduce students to different fields of study that demand “thinking internationally” as well as to various opportunities on campus, such as the Study Abroad Program.

SHIP is open to any admitted first-year student and acceptance is on a first-come, first-served basis. The program has three major components: 1) academic course work, 2) evening co-curricular activities and 3) student activities and field trips. The academic requirements have an international focus and fulfill core requirements for both Arts and Sciences and for the Leeds School of Business. Co-curricular programs are non-credit, optional programs designed to introduce students to excellent teaching faculty, to a diversity of areas or countries in the world, and to a variety of academic disciplines and campus programs. Student activities have an international theme and have included such activities as international cooking classes, cultural dance lessons, and visits to restaurants offering international cuisine.

SHIP occupies one wing of Smith Hall in the Kittredge residential complex. The program capacity currently is 103 student beds, plus three Residential Advisors (RAs) on three floors. SHIP’s capacity will increase to 150-175 students for the 2008-2009 academic year and to 200 for the 2010-2011 academic year.

As shown in the following chart, SHIP has grown from 67 students its first year, to its capacity of 108 students 2007-2008.



U.S. Fulbright Student Program

Established in 1946, the Fulbright Program aims to increase understanding between peoples of the United States and other countries through the exchange of persons, knowledge and skills. Sponsored by the U.S. Department of State, the Fulbright U.S. Student Program offers opportunities for recent graduates, current graduate students, developing professionals, and artists to conduct career-launching study and research abroad.

Students enrolled at CU-Boulder must apply for the Fulbright Program through the Office of International Education. Larry Bell, Nancy Vanacore, and Kim Kreutzer are the Fulbright advisors for the Boulder campus. They provide students with guidance and assistance by reviewing application essays and conducting campus interviews. Each interview committee consists of three faculty members – one from the applicant’s major department, one from a related department and one from the language department of the country to which the student is applying (if applicable).

Since 1977, there have been almost 500 CU-Boulder applicants and of these applicants 100 have received Fulbright grants. In the competition for 2008-2009 grants, held during the fall 2007 semester, there were 23 applicants.

(Data is provided in Appendix C, showing how CU-Boulder compares to other AAU public institutions and to top research institutions that receive Fulbright Awards.)

FINANCIAL POSITION & CURRENT ECONOMIC MODEL

The Office of International Education (OIE) receives its funding from two primary sources: state appropriations (general funds) and student fees. Over the past few years the State of Colorado has been faced with significant budget deficits which have directly affected the funds available to CU-Boulder. This general trend has negatively impacted OIE's overall budget situation. The implementation of the campus Vision 2020 and the Flagship 2030 strategic plans will also have a financial impact on OIE's budget situation as we expect to have additional responsibilities as a result of these initiatives. Although some of the budget reduction has been mitigated by salary savings due to the departures of several senior staff members; there will continue to be an impact on OIE operations overall.

In fiscal year (FY) 2007, the total OIE operations budget is \$1,464,884 (49% from general funds and 51% from auxiliary student fees). In addition, OIE has \$670,381 in gift funds deposited in accounts earmarked for student scholarships. Although the split between general funds and student fees is fairly even for the total OIE budget, the breakdown within the three OIE organizational/budgetary units varies significantly. The approximate funding of each unit in FY 2007 is as follows:

- Administration: 87% general funds / 13% auxiliary student fees
- International Student & Scholar Services (ISSS): 79% general funds / 21% auxiliary student fees
- Study Abroad Program (SAP): 10% general funds / 90% auxiliary student fees

While Flagship 2030 provides the opportunity for affected departments to apply for seed money to implement their initiatives, this process has not yet begun and there have not yet been any guarantees of continued permanent funding. Given these funding patterns and the fact that OIE has no control over state funding, it is important to identify the financial drivers that OIE can impact. In addition to expense control, two of the more critical financial drivers are the number of study abroad and international students and the fees paid by these students. However, neither International Student and Scholar Services nor Study Abroad can increase the student numbers significantly until additional staff can be hired and additional staff cannot be hired until OIE has the additional space to accommodate the increase in staff. Even though OIE acquired some additional space, it was barely enough to relieve the existing overcrowded conditions. So, the only revenue source that OIE currently can control is fees.

Administration

In addition to the normal administrative and management responsibilities, the OIE Administration section runs the Smith Hall International Program (SHIP), one of several residential academic programs on campus. Residential academic programs (RAPs) are funded

by fees assessed to students choosing to participate in the programs and by school/college funding. Presently, SHIP is the only RAP funded exclusively by student fees. This fee is half the amount assessed by the other residential programs since SHIP is smaller in scale and does not have a faculty director. In Campus Vision 2020, there is a plan to expand SHIP into a "full RAP" by the year 2010. However, the plan does not automatically allow SHIP to increase its fee or provide for assistance from a school/college to assist in this growth. SHIP has managed to increase its programs and course offerings with careful planning, but this expansion plan will need more than careful planning, it will need the funding of increased fees and school/college support.

International Student & Scholar Services (ISSS)

ISSS is primarily a general fund operation since it serves enrolled international students and visiting international scholars on behalf of the University. Since all international students pay non-resident tuition to CU-Boulder, the services of ISSS are funded by the institution. The additional SEVIS fee (\$22 per student per semester) and the one-time international matriculation fee may have had a negative impact on the enrollment of international students, but this has been minimized somewhat by additional services and programming that the office provides. The fact that international students pay non-resident tuition and fees has been and continues to be a major issue in the recruitment and retention of international students. For graduate students on appointment, the tuition issue has been mitigated by the tuition remission program.

International scholar services are provided by the Office directly to the departments that bring in these international visitors, but general funds pay for the services. Some colleges and universities charge fees to departments for these services, but OIE has resisted this additional source of revenue for the goodwill that the services create. This practice may need to be reconsidered.

Study Abroad Programs (SAP)

SAP is organized as an auxiliary enterprise. Students enrolled in CU-Boulder study abroad programs pay fees that cover the costs of the programs in which they are participating and contribute to the administrative expenses associated with operating the Study Abroad Programs section of OIE. In addition to the specific program costs, in-state students are assessed \$350 per program and out-of-state students are assessed \$1,350 per program. Initially, SAP was able to add staff to meet the growth as student demand increased. However, the lack of office space to house staff has severely limited and now halted the growth of study abroad programs despite continued growing demand. The Flagship 2030 initiatives that will lead more CU-Boulder students to incorporate global experiences into their degree programs present new challenges and opportunities.

Economic Trends & Implications

Future funding is dependent upon variables discussed earlier, many of which are beyond OIE's control. While Colorado's fiscal crisis may be lessening temporarily due to the passage of Amendment C, difficulties on the national and international levels have been intensifying. On the national level, the economy appears to be uncertain. Internationally, the weak dollar negatively impacts the US students going abroad, although it conversely has a positive impact for many international students wishing to study in the US. Government regulations related to the admission and enrollment of international students are likely to become ever more complex

and costly to manage which could negate any financial benefit the weak dollar may provide. In addition, increasing health and safety risks will make these study abroad programs more costly to run. Each of these issues has the potential to negatively affect the budget stability of OIE. At the same time, responsible management of resources and maintenance of a prudent reserve fund are more critical than ever before in OIE's history.

While there is a need to increase the amount of current funding to maintain the existing level of services in OIE, the expansion necessary to meet the demands of normal growth plus the additional implications of Flagship 2030 will require investigations into other sources of funding. Requesting an increase to the office's general fund budget allocation is one strategy that could fully, or more fully, fund current operations and provide the foundation for the implementation of Flagship 2030. A modest increase in the existing fees charged by OIE is another possible strategy to increase OIE revenues as is the identification of additional areas of possible fee generation. Other potential funding sources are outside grants and contracts and planned and organized development activities, discussed elsewhere in this plan. Finally, we plan to apply for seed money from the Flagship 2030 initiative to aid in the implementation of the 2030 plan and will include the investigation of additional sources of more permanent funding.

CRITICAL STRATEGIC ISSUES

Critical strategic issues have been defined as those issues that are likely to have a significant impact on OIE's ability to be successful over the next 3 – 5 years. Based on staff input and discussions with the Management Team, the following strategic issues were identified as the most critical for the Office of International Education at this point in time. (A comparison of the current critical strategic issues and those identified in the 2005 Plan is provided in Appendix E.)

- ***Clarifying implications of Flagship 2030 Plan and OIE's role in its implementation.***
Issues to explore include those related to the following topics:
 - Accelerated bachelor's/master's degree tracks
 - Year-round learning
 - International students
 - Exchange programs
 - Study abroad institutional support

- ***Building necessary infrastructure and capacity to successfully meet Flagship 2030 goals.***
 - Office Space – Securing additional office space to allow needed growth.
 - Staffing Levels – Increasing staffing levels to achieve Flagship 2030 goals.
 - Staffing – Keeping turnover to an absolute minimum.
 - Technology – Building on work that has been done to continue automating and streamlining work processes, enhancing communications, implementing databases, and implementing software applications.
 - Administrative Systems & Compliance – Dealing effectively with changes in university and state regulations and administrative systems, including the new student information system.

- ***Developing stable funding to achieve necessary growth.***

- ***Dealing with government regulations and issues created by the current and changing world situation.*** Major issues include:
 - Risk management
 - Obtaining passports and visas in a timely manner
 - Creating a welcoming environment for international students and visitors
- ***Reversing declining Study Abroad numbers.***
- ***Staying Ahead of the Curve and Managing Change – Anticipating what is coming, determining how to deal with it and managing the needed changes.***

LONG-RANGE GOALS & OBJECTIVES

The following long-range goals were identified as fundamental to fulfilling OIE's mission, achieving its vision and addressing the identified strategic issues. Following the goals are specific objectives to be addressed over the next three years (2008 – 2010).

Goal #1 – To increase enrollment in CU-Boulder study abroad programs by an average of 6% per year for the next five years, leading to an overall increase of 34% from academic year 2006-2007 to academic year 2011-2012. This will include a special focus on under-represented students.

The 2006-2007 starting point is 1,010 students enrolled in CU-Boulder study abroad programs. The goal is to increase this number to at least 1,350 students by academic year 2011-2012.

Specific objectives:

1. Create Faculty-led Program position in SAP.
 - Fill Faculty-led Program position.
 - Identify potential faculty-led study abroad programs.
 - Evaluate/develop application process for study abroad faculty-led programs.
 - Consider 'Call for Proposals' for Faculty-led study abroad programs.
2. Assess SAP staffing needs.
3. Research study abroad programs focused on affordability and geographic opportunities.
4. Bring proposals for new study abroad programs or new study abroad program providers to the Study Abroad Committee.
5. Increase SAP advertising, outreach and marketing efforts.
6. Develop a plan for ensuring additional outreach efforts for students currently underrepresented on programs abroad, including additional scholarship efforts.
7. Review research and data from other universities on student-perceived barriers to studying abroad.
 - Develop and implement survey of CU-Boulder students to identify perceived barriers to studying abroad.

8. Develop evaluation process and identify study abroad programs for evaluation.
 - Review/assess identified study abroad programs.
9. Update and expand emergency preparedness plans.
10. Develop and implement plan for increased communication and collaboration between SAP and schools/colleges.
11. Participate on Flagship 2030 task forces as assigned.
12. Identify and review work processes for efficiencies and effectiveness.

Goal #2 – To take the lead and coordinate development of a campus-wide recruitment and retention plan for international students and scholars.

Specific objectives:

1. Identify & communicate what is needed from senior management to lay the ground-work for this goal.
2. Create organizational infrastructure needed to accomplish this goal.
3. Identify representatives of partner offices/departments and establish a planning committee.
 - Partners would include the Admissions Office, the Graduate School, the Alumni Association, Continuing Education, and departmental graduate programs.
4. Facilitate the work of the planning committee.
 - Define the types of international students to be recruited and set goals (fields of study, targeted countries, targeted foreign schools, graduate/undergraduate, degree-seeking, non-degree seeking, etc.).
 - Identify effective recruitment methods to attract qualified international students.
 - Identify the campus services and resources needed to support an increased number of international students.
 - Identify possible obstacles and strategies for overcoming the obstacles.
 - Identify funding sources for recruiting international students.
 - Produce a specific campus plan documenting the plan goals and strategies and present to appropriate administrators, departments, etc.
5. Explore the desirability and feasibility of creating a new program for incoming, non-degree seeking study abroad students.
6. Increase communication and collaboration with schools and colleges.
7. Develop an emergency preparedness plan.

Goal #3 – To partner with other units at CU-Boulder to create an internationally-aware and engaged campus community that will keep CU-Boulder among the top universities in the country for international education.

Specific objectives:

1. Create a listing of potential partners.

2. Work with strategic partners to create a CU-Boulder International Center.
 - Manage CU-Boulder participation in the American Council on Education (ACE) Internationalization Laboratory.
 - In the short-term, create a virtual International Center (IC).
 - Maintain an active International Education Week program.
3. Work with CU-Boulder's schools and colleges re: a planning process for adding new exchanges and study abroad programs.
4. Provide a broader range of services to campus constituencies beyond those that have been our traditional strengths (i.e. in study abroad and international student and scholar services).
5. Develop a marketing program to enhance awareness and understanding of international programs, activities, issues, etc. on campus.
6. Evaluate potential services to provide to campus.

Goal #4 – To successfully expand the Smith Hall International Program (SHIP) as a Residential Academic Program (RAP).

Specific objectives:

1. Develop strategic partnerships necessary to implement expansion of the program.
 - Consult the SHIP Advisory Group.
 - Develop partnership with A&S and IA program.
 - Hire Academic Director.
2. Expand program capacity.
3. Have 10% continuing students in SHIP by 2012.
4. Have live-in faculty director by 2012.

Goal #5 – To enhance the Office of International Education’s infrastructure and resources to support the implementation of the OIE strategic plan and the Flagship 2030 Plan.

Specific objectives:

1. Review space needs and make appropriate requests for additional space.
2. Develop and implement a funding plan to address both short-term and long-term needs.
 - Work to identify how Flagship 2030 seed money can help in this effort.
 - Develop grant and fund-raising strategies (naming rights, etc.).
3. Expand on plans for the move to the Center for Community.
 - Move into the Center for Community in the fall of 2010.
 - Create a physical space for the campus International Center.
4. Clearly define and justify needs; then add additional staff to meet goals:
 - Staff to manage planning and development needs.
 - Staff to assist with IT work / develop better ways to address IT needs.
 - Staff to enhance Study Abroad to accomplish Goal #1.
 - Staff to enhance ISSS to accomplish Goal #2.

- Staff to assist with financial management work.
 - Staff to support SHIP expansion.
5. Develop a plan for IT needs and updates (hardware and software).
 6. Explore outsourcing possibilities.
 7. Establish a planning process & implement the move to the Center for Community.
 8. Explore possibility of partnering with other units to share staff/space.

Goal #6 – To create and implement a development/funding plan to finance the growth and programs needed to achieve the goals of the OIE Strategic Plan and the Flagship 2030 Strategic Plan. This will include a special focus on affordability for all students.

Specific objectives:

1. Develop a plan for a fundraising campaign to increase study abroad scholarships.
2. Develop a plan for fundraising to increase scholarships for international students.
3. Apply for Flagship 2030 Plan Seed Money.
4. Oversee strategic plan implementation.
5. Assess impact of Flagship 2030 Plan on OIE.
6. Review & update work plan.
7. Update strategic plan.
8. Participate in Flagship 2030 Task Forces.
9. Identify and review work processes for efficiencies and effectiveness.

KEY STRATEGIES

Governance Strategies

- Continue to work with the Division of Student Affairs in support of its goals as well as to make structures more welcoming for international students and supportive of the study abroad experiences of U.S. students.
- Continue to use the Study Abroad Committee to provide the academic authority for Study Abroad programs and to offer input and advice.
- Continue to use the informal structure of the ISSS Advisory Committees to advise the International Student and Scholar Program.
 - Student issues will continue to be addressed by the ISPG (International Student Policy Group) and scholar issues will continue to be addressed by the ISG (International Scholar Group).

- Seek to expand the membership of the advisory groups for policy and legal issues.
- Continue to receive policy and procedural guidance from the Residential Academic Programs (RAP) Council as well as the newly formed SHIP Advisory Group for the Smith Hall International Program.
- Continue to have representation by the OIE Director at the Council of Associate Deans (CADS) on a regular basis.
- In the longer-term, oversee the exploration of the evolution of the International Center Steering Committee into an International Council appointed by the Provost or Chancellor.

Management & Staffing Strategies

- The management philosophy will continue to be collaborative, inclusive and focused on teamwork.
- The goal is to hire good people, train them, and then help them get their work done.
- Management strives to be supportive, to see both sides of an issue, to be communicative and to be consistent.
- Management encourages an environment that is empathetic, compassionate, student/client-centered, and developmentally-focused.
- There will continue to be an emphasis on assessment, through client surveys, retreats and other means.
- Humor is an important component of the work environment.
- It is recognized that OIE staff continues to be stretched very thin. Management will explore options for improving staff morale and recognizing staff accomplishments.
- There is a management philosophy to advocate for the benefits of increased international students and scholars in our midst as well as the benefits to the entire campus of increased education abroad opportunities and faculty/staff exchanges.
- Management values and relies on technology. Technology will be utilized whenever possible to improve communications and to enhance efficiency and productivity.
- Student employees will continue to be a critical part of OIE staffing.
- Graduate students, contractors and consultants will be used when appropriate to assist with strategic planning projects, research, and to meet short-term needs.
- If new work efforts are undertaken, priorities will be established to determine which existing activities must be stopped. OIE staff is at capacity without additional resources from the university.
- Faculty members will continue to be used as Resident Directors only for short-term SAP summer programs. The Study Abroad Program relies on partner universities for the longer-term programs.

- It is recognized that having ISSS and SAP together organizationally results in administrative cost savings.
 - Work will continue to be done in established teams and by ad hoc committees.
- The effort to do cross-education/training to develop better back-up support will continue, as will the effort to develop more documentation for work processes and procedures.
- There is an ongoing effort to develop more standardization across programs.
- As staffing levels allow it, more emphasis will be placed on joint programming and cross-training among major programs.

Marketing Strategies

- OIE staff members will model integration and raise the profile of the Office of International Education by representing themselves as members of OIE (versus only SAP or ISSS). This focus also will be used with marketing materials, the website, etc.
- OIE will continue to collaborate and partner with other CU-Boulder offices whenever possible in order to leverage resources and to broaden knowledge and understanding of OIE programs. Key partners include:
 - The Alumni Association and the Office of Admissions for the recruitment of international students and scholars.
 - Academic departments.
 - University System Administration and the Office of State & Federal Government Relations (CU's state and federal government liaisons).
 - University Communications.
 - Other appropriate offices within the Division of Student Affairs.
- OIE will continue to distinguish itself based on:
 - The quality of its programs.
 - The high quality of services to its constituents.
 - Its ability to anticipate, adapt and be flexible.
 - The quality and dedication of staff.

In addition to these factors, in the future, OIE also will distinguish itself by:

- Providing quality facilities and resources for student and scholar services.
 - Facilitating the integration and linking of international activities on campus.
 - Providing the center for international activities on campus.
- OIE will continue to be a vital student academic support service.

Financial & Development Strategies

- OIE will actively seek and will establish collaborations and/or partnerships whenever they are mutually beneficial.
 - Partnering will be a key strategy in the effort to hire an International Development Officer and to raise funds to develop an International Center on campus.

- Study Abroad will continue to develop partnerships with international universities or study abroad provider organizations as a way to expand programming in a cost-effective manner.
- OIE will continue to work cooperatively with other CU-Boulder offices to serve clients as efficiently as possible.
- A key strategy will continue to be careful management of financial resources. OIE is careful to follow all of the University's fiscal rules.
- Funds will continue to be raised from a variety of sources.
- All fees charged to students will continue to be transparent and clearly explained.
- Efforts will continue to be made to identify scholarship funds to help students participate in Study Abroad and International Student & Scholar programs.
- Other mechanisms will continue to be used to develop needed resources:
 - ISSS will continue to collaborate with community groups such as Boulder Friends of International Students to help support international students.
 - There will continue to be reciprocity agreements for exchange students.
 - Study Abroad will continue to negotiate the lowest fees possible for students participating in study abroad programs.

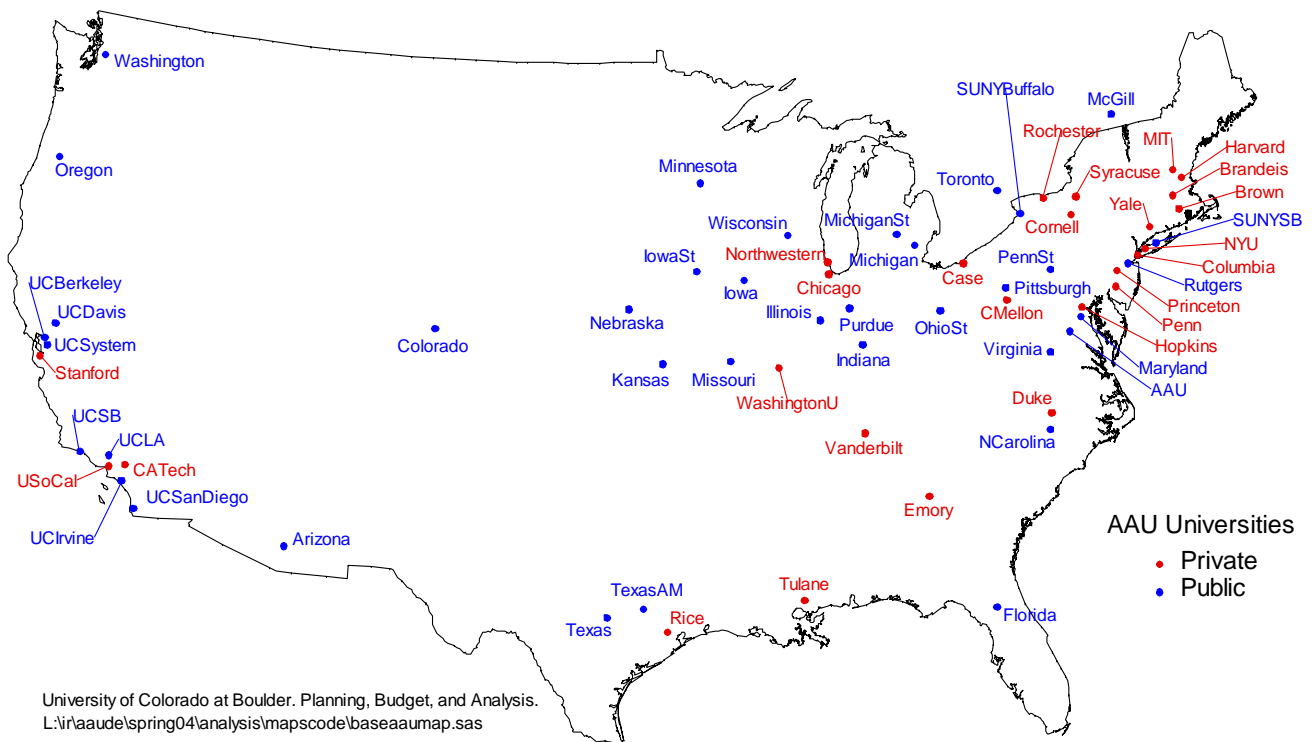
Facilities & Operations Strategies

- The most critical strategy is to continue working with the administration to secure more and better office space.
- Technology will be used whenever feasible to streamline and/or automate work processes, to enhance communication and to increase staff productivity.
- Best practices in the profession will be monitored and adopted when appropriate.

APPENDICES:

- A: Study Abroad Comparisons to Other AAU Universities
- B: International Student Trends & Comparisons to Other AAU Public Universities
- C: Fulbright Comparisons to AAU Public & Research Universities
- D: OIE Financial Position and Trends
- E: Critical Strategic Issues: 2005 vs. 2008

Note: Since we use Association of American Universities (AAU) member universities for comparison in the following charts, here is a graphical representation of the locations of member schools (*map produced by the CU-Boulder Office of Planning, Budget, and Analysis*):



Note: for clarity, some liberties were taken with placement of institutions

APPENDIX A: STUDY ABROAD COMPARISONS TO OTHER AAU UNIVERSITIES

**Study Abroad Student Enrollment at AAU Universities,
both public and private** *(public universities are marked with an asterisk)*

This table is ordered by 2001-2002 study abroad enrollment numbers

		2001-02	2002-03	2003-04	2004-05	2005-06	Percentage Change 2001-02 to 2005-06
1	New York University	1,872	2,061	2475	2,611	2,809	50.05%
2	Michigan State University *	1,819	1,864	2269	2,385	2,558	40.63%
3	The University of Texas at Austin *	1,591	1,654	2011	2,169	2,244	41.04%
4	University of Pennsylvania	1,461	1,228	1510	1,744	1,815	24.23%
5	The University of Wisconsin-Madison *	1,340	1,441	1609	1,611	1,616	20.60%
6	The University of Arizona *	1,326	1,466	1591	1,462	1,611	21.49%
7	The Pennsylvania State University *	1,270	1,351	1874	2,084	2,168	70.71%
8	University of North Carolina at Chapel Hill *	1,266	1,426	1660	1,381	1,410	11.37%
9	Indiana University *	1,245	1,379	1443	1,605	1,613	29.56%
10	University of Minnesota, Twin Cities *	1,219	1,294	1644	1,836	1,981	62.51%
11	University of Illinois at Urbana-Champaign *	1,216	1,377	1456	1,739	1,988	63.49%
12	University of Southern California	1,211	1,207	1252	1,343	1,399	15.52%
13	The Ohio State University *	1,156	1,227	1399	1,580	1,858	60.73%
14	Texas A&M University *	1,130	884	1103	1,191	1,162	2.83%
15	University of Florida *	1,121	1,357	1537	1,805	1,926	71.81%
16	University of Washington *	1,118	1,100	1454	1586	1,724	54.20%
17	University of Colorado at Boulder *	1,114	1,064	1241	1,356	1,265	13.55%
18	University of Michigan *	985	1,103	1235	1263	1,701	72.69%
19	Syracuse University	947	1,116	1133	1,285	1,239	30.83%
20	Duke University	943	868	902	958	882	-6.47%
21	Cornell University	932	1,077	1129	1,234	1,216	30.47%
22	The University of Kansas *	929	1,040	1088	1,208	1,346	44.89%
23	University of Virginia	923	1,019	1427	1,684	1,712	85.48%
24	Iowa State University *	880	915	1042	1,108	1,023	16.25%
25	University of Pittsburgh *	870	939	1115	1,089	1,223	40.57%
26	The University of Iowa *	771	834	883	1078	1,103	43.06%
27	University of California, San Diego *	696	848	902	1,037	1,000	43.68%
28	University of Maryland, College Park *	689	893	974	974	1,270	84.33%
29	University of Oregon *	663	745	786	913	940	41.78%
30	Emory University	638	778	800	800	1,014	58.93%
31	Purdue University *	595	701	897	879	974	63.70%
32	Tulane University	548	843	623	158	665	21.35%
33	Brown University	536	481	1490	563	504	-5.97%

34	Stanford University	532	656	665	752	831	56.20%
35	Vanderbilt University	518	513	518	515	538	3.86%
36	University of Missouri-Columbia *	513	614	686	736	811	58.09%
37	University of California, Los Angeles *	502	1,917	2034	555	1,966	291.63%
38	University of Nebraska-Lincoln	500	534	555	594	616	23.20%
39	University of California, Berkeley *	495	628	788	743	767	54.95%
40	University of California, Santa Barbara *	450	573	690	661	692	53.78%
41	University of California, Irvine *	425	562	665	751	738	73.65%
42	Northwestern University	385	387	581	655	653	69.61%
43	Rutgers, The State University of New Jersey *	360	550	598	545	571	58.61%
44	The University of Chicago	320	357	399	473	349	9.06%
45	Washington University in St. Louis	306	392	338	457	570	86.27%
46	Princeton University	284	270	319	335	346	21.83%
47	University of California, Davis *	281	349	372	402	383	36.30%
48	Columbia University	276	273	314	385	428	55.07%
49	University of Rochester	251	298	291	246	297	18.33%
50	Rice University	214	201	245	270	193	-9.81%
51	Brandeis University	202	263	220	292	344	70.30%
52	Yale University	171	182	224	264	361	111.11%
53	Carnegie Mellon University	167	207	232	295	234	40.12%
54	The Johns Hopkins University	166	213	245	288	288	73.49%
55	Stony Brook University-State University of New York *	165	178	189	236	298	80.61%
56	Harvard University	156	192	306	451	506	224.36%
57	University at Buffalo, The State University of New York *	94	58		88	448	376.60%
58	Massachusetts Institute of Technology	26	27	24	57	72	176.92%
59	California Institute of Technology	17	22	25	27	26	52.94%

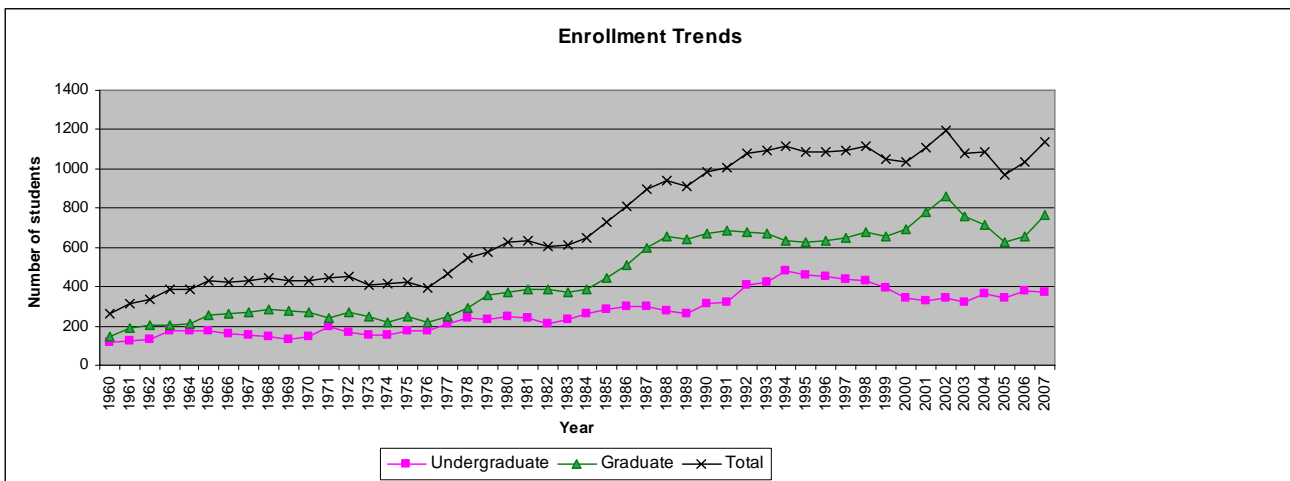
*Indicates public university

APPENDIX B: INTERNATIONAL STUDENT TRENDS & COMPARISONS TO OTHER AAU PUBLIC UNIVERSITIES

Trends in International Student Population at CU-Boulder (Fall 1960-Fall 2007)

Year	Undergraduate	Graduate	Total
1960	117	144	261
1961	126	190	316
1962	133	205	338
1963	176	207	383
1964	173	213	386
1965	176	255	431
1966	160	265	425
1967	155	273	428
1968	149	288	446
1969	129	280	428
1970	145	267	433
1971	194	243	445
1972	168	269	449
1973	153	248	409
1974	156	220	412
1975	178	246	424
1976	175	218	396
1977	214	247	466
1978	244	290	548
1979	231	355	579
1980	247	370	624
1981	238	390	631
1982	211	388	606
1983	235	374	616

Year	Undergraduate	Graduate	Total
1984	263	383	650
1985	282	444	728
1986	296	511	808
1987	300	595	898
1988	280	656	938
1989	265	645	910
1990	315	673	988
1991	320	686	1006
1992	405	676	1081
1993	420	671	1091
1994	483	634	1117
1995	463	627	1090
1996	454	634	1088
1997	441	651	1092
1998	433	679	1112
1999	395	657	1052
2000	342	693	1035
2001	329	779	1108
2002	341	858	1199
2003	324	758	1082
2004	368	718	1086
2005	341	627	968
2006	379	656	1035
2007	369	766	1135



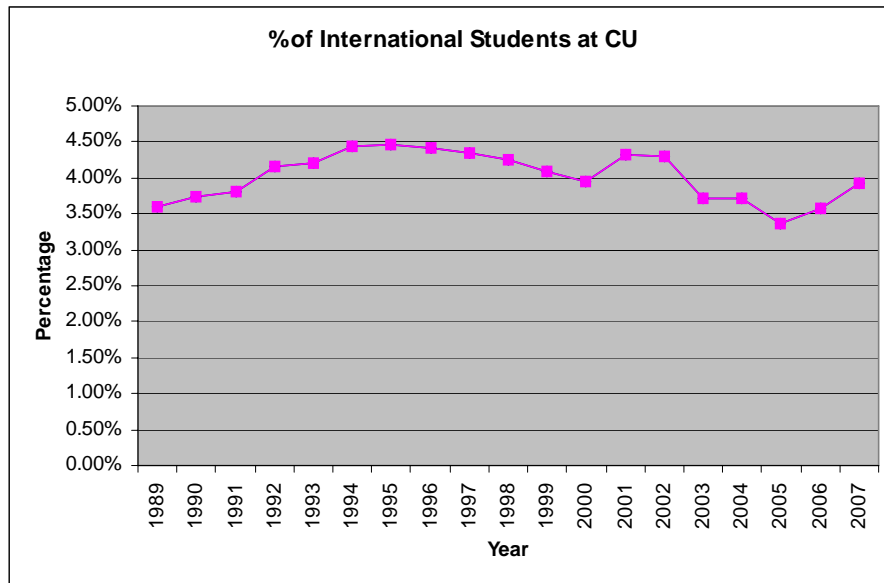
Notes: Some factors that may have affected international student enrollment:

1. Australia started aggressively recruiting international students in 1993-1994, and there is a corresponding decline in undergraduate enrollment beginning in 1995.
2. The South East Asian Economic Crisis began in 1996, which is when graduate enrollment starts to flatten out and undergraduate enrollment continues declining.
3. The events of 9/11/01 led to visa delays, increased security checks and special registration of Muslim students, beginning in late 2001 and into 2002. Enrollment declined from 2002 to 2005.
4. Other countries are now beginning to aggressively market to int'l students. Australia, New Zealand and Europe all have implemented efforts to recruit international students.

APPENDIX B (continued)

Percent of International Student Enrollment at the University of Colorado at Boulder
(Fall 1989 to Fall 2007)

Year	International students	Total students	Percentage of international students at CU-Boulder
1989	884	24,364	3.60%
1990	946	25,176	3.75%
1991	972	25,571	3.80%
1992	1,043	25,089	4.15%
1993	1,054	25,013	4.20%
1994	1,117	25,089	4.45%
1995	1,090	24,440	4.46%
1996	1,088	24,622	4.42%
1997	1,092	25,109	4.34%
1998	1,112	25,125	4.26%
1999	1,052	25,656	4.10%
2000	1,035	26,035	3.96%
2001	1,108	26,597	4.32%
2002	1,199	27,954	4.29%
2003	1,082	29,151	3.71%
2004	1,086	29,258	3.71%
2005	966	28,624	3.37%
2006	1035	28,942	3.57%
2007	1135	28,988	3.92%



APPENDIX B (continued)

Compared to our AAU public institution peers, CU-Boulder's percentage of international enrollment is very low (hovering at between 3.37% and 4.5%; 3.92% in 2007)

AAU public institution	Percentage of enrollment that is international students (in 2007)
U of Illinois	12.4%
Purdue U	12.3%
U of Buffalo	11.9%
U of Michigan	11.7%
U North Carolina	10%
U of Texas Austin	9.2%
Indiana U	8.9%
Iowa State U	8.6%
U of Maryland	8.6%
Texas A&M	8.2%
U of Wisconsin Madison	8.1%
U of Oregon	8%
Michigan State	7.7%
Penn State	7.5%
U of Iowa	7.3%
Ohio State	7%
UCLA	6.88%
UC Berkeley	6.72%
U of Washington	6.7%
U of Arizona	6.65%
Rutgers	6.5%
U of Minnesota	6.5%
U of Florida	6.3%
U of Pittsburg	6.2%
U Nebraska Lincoln	6.1%
UC Irvine	5.2%
U of Kansas	5.1%
U of Virginia	5%
UC Davis	4%
University of Colorado at Boulder	3.92%
UC Santa Barbara	3.31%
Stony Brook	not available

APPENDIX C: FULBRIGHT COMPARISONS TO AAU PUBLIC & RESEARCH UNIVERSITIES

AAU Public Institutions Receiving Fulbright Awards For 2007-2008

Institution	Number of Awards	Number of Applicants
University of Michigan	37	119
University of California-Berkeley	23	92
University of Wisconsin-Madison	18	65
University of California-Los Angeles	12	38
University of Arizona	11	45
University of Texas-Austin	11	45
Ohio State University	11	34
Pennsylvania State University	9	47
University of Virginia	9	44
University of Pittsburgh	9	20
Indiana University	8	50
University of Washington	8	32
Rutgers	8	26
University of Florida	7	50
University of Minnesota	7	35
University of North Carolina	6	51
University of Illinois	6	40
University of Iowa	6	33
University of Kansas	6	17
University of Colorado-Boulder	5	30
University of California-Davis	5	21
University of Nebraska-Lincoln	5	18
University of California-Santa Barbara	5	15
SUNY-Buffalo	5	14
University of California-Irvine	4	24
University of Oregon	4	20
Iowa State University	4	6
Michigan State University	3	18
SUNY- Stony Brook	3	13
University of Maryland	3	13
Texas A&M University	1	11
Purdue	-	-

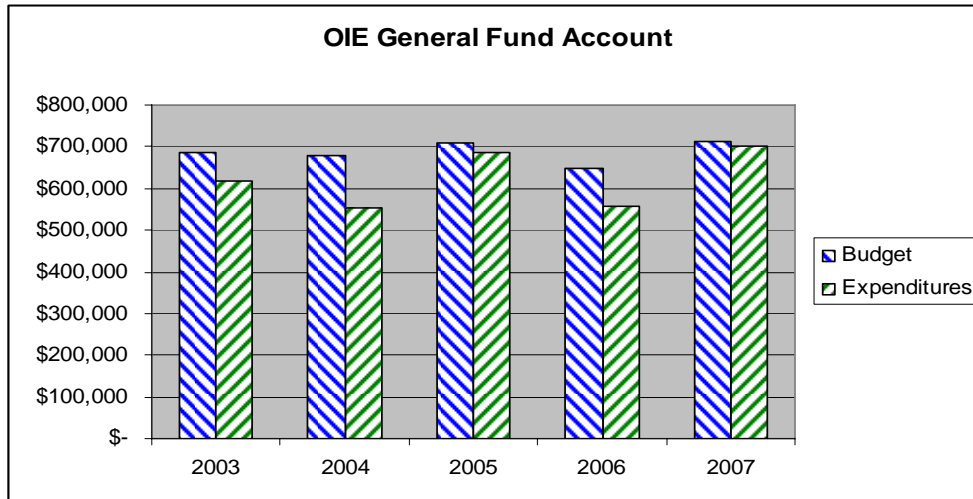
APPENDIX C (continued)

Top 47 Research Institutions Receiving Fulbright Awards for 2007-2008		
Institution	Number of Awards	Number of Applicants
Yale University	27	109
Northwestern University	24	90
Cornell University	21	73
University of Chicago	20	92
Stanford University	18	61
Johns Hopkins University	17	45
Arizona State University at Tempe	16	45
Princeton University	13	63
Washington University in St. Louis	13	29
College of William and Mary	11	24
University of Arizona	11	45
Dartmouth College	10	35
New York University	10	57
Emory University	9	29
Florida State University	9	44
Ohio University	9	22
Pennsylvania State University	9	47
University of Pittsburgh	9	20
University of Southern California	9	52
University of Virginia	9	44
Indiana University- Bloomington	8	50
Rutgers University-New Brunswick	8	26
University of Notre Dame	8	34
University of Rochester	8	20
University of Washington	8	32
Wake Forest University	8	22
Fordham University	7	30
George Washington University	7	44
Pace University-New York	7	18
University of Florida	7	50
University of Louisville	7	11
University of Minnesota – Twin Cities	7	35
Brandeis University	6	13
Georgetown University	6	26
Massachusetts Institute of Technology	6	18
New School University	6	25
University of Illinois at Urbana-Champaign	6	40
University of Iowa	6	33
University of Kansas	6	17
University of North Carolina at Chapel Hill	6	51
Baylor University	5	19
Rice University	5	18
SUNY at Buffalo	5	14
University of California-Davis	5	21
University of California – San Diego	5	23
University of California – Santa Barbara	5	15
University of Colorado at Boulder	5	30

APPENDIX D: OIE FINANCIAL POSITION & TRENDS

The Office of International Education (OIE) is divided into three units – Administration, International Student and Scholar Services, and Study Abroad Programs. The office receives its funding both from general state appropriations and student fees.

OIE – Administration



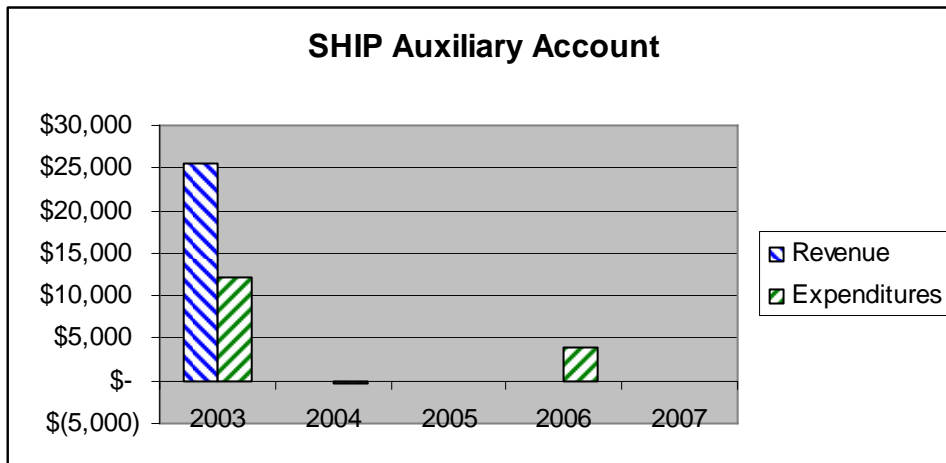
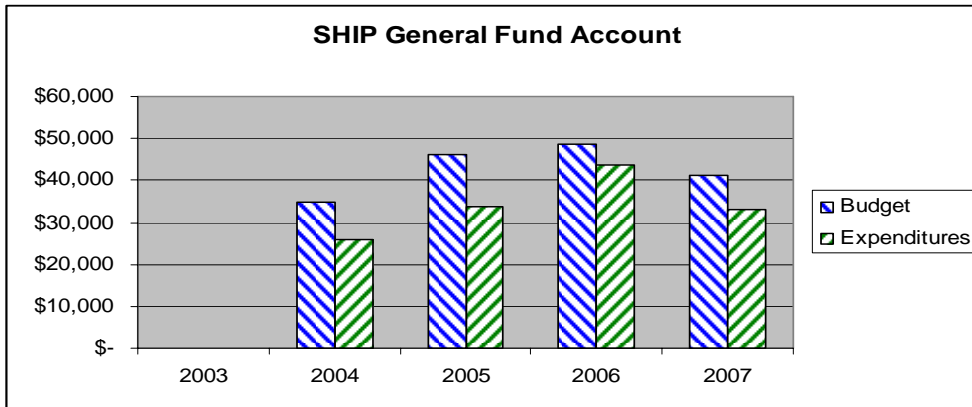
The University of Colorado receives an allocation at the beginning of each fiscal year from the State of Colorado. These funds are divided among the campuses which in turn allocate money to their departments by way of a budget. The State of Colorado has been faced with budget deficits over the past few years which directly affect the amount of general funds budgeted to individual departments.

The general trend has been a decrease in the budget allocations over the past few years. While OIE has had its allocation remain constant, the office has been able to offset the increase in costs with the salary savings from the retirement or departure of long time employees.

There have been numerous events that have impacted expenditures for OIE. In 2003-2004, the office computers were upgraded to accommodate the extensive changes in technology. This upgrade allowed the office to make significant strides in automating its manual processes. Under the guidance of a new director, OIE expended funds for a formal strategic plan to be developed during 2004-2005. This plan along with the purchase of laptops and other equipment provided the opportunity for OIE to continue streamlining its processes in order to increase student numbers without hiring new staff. However in 2006-2007, OIE had to do the inevitable – hire additional staff to manage the increased demands on the office and its strained staff. Because of the need to hire more staff without the space to house them, the ISSS unit completed a project to go “paperless” to both free up space for other OIE staff and reduce the ISSS immediate need to hire additional staff.

APPENDIX D (continued)

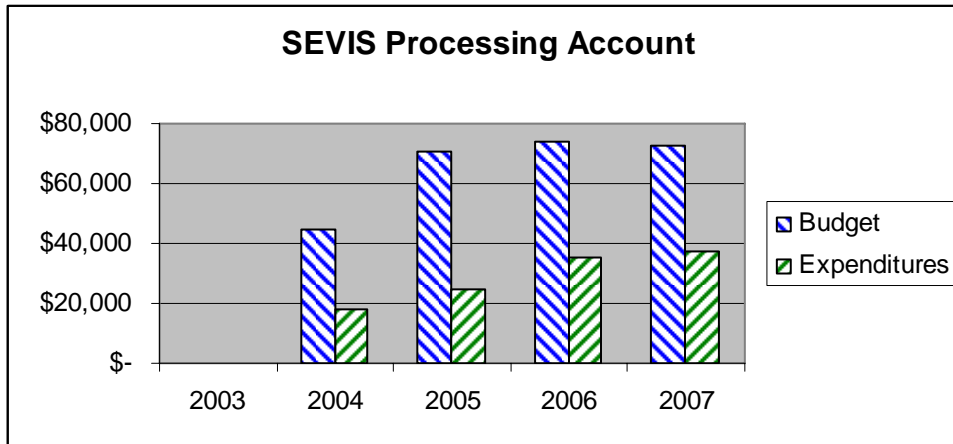
OIE – Smith Hall International Program (SHIP) Residential Academic Program



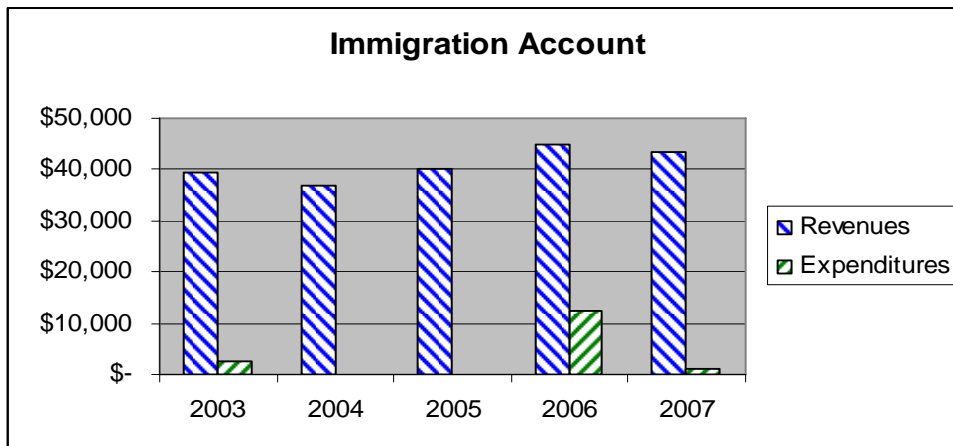
Students can choose to participate in a number of residential academic programs (RAPs), of which SHIP is one. Each RAP is funded by fees assessed to students choosing to participate in the program. At this time, the SHIP fee is half of the amount assessed by the other RAPs because SHIP is smaller in scale. However, each year, the program has continued to expand its offerings and in the 2005-2006 academic year, they were able to offer classes in both the fall and spring semesters.

International Student and Scholar Services (ISSS)

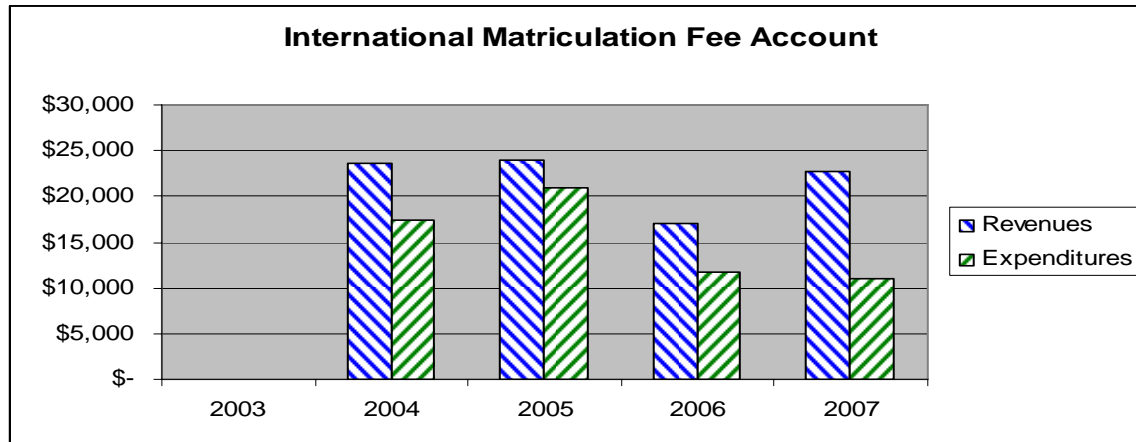
The U.S. government’s SEVIS program is the result of the changes made by the Federal government to immigration processes for incoming international students and scholars. Each international student must be tracked by ISSS in the SEVIS system. These new reporting regulations are quite extensive and required the creation of a SEVIS coordinator position. Because no other funding was available, this position is funded by student fees.



An Immigration account was established to cover the costs of processing H1B visa and permanent resident applications for two of the other University of Colorado campuses (Health Sciences and Colorado Springs). These costs include personnel, administrative and training costs. In 2001-2002, the Health Sciences campus hired their own staff to process these applications, so ISSS currently only provides this service for the Colorado Springs campus.



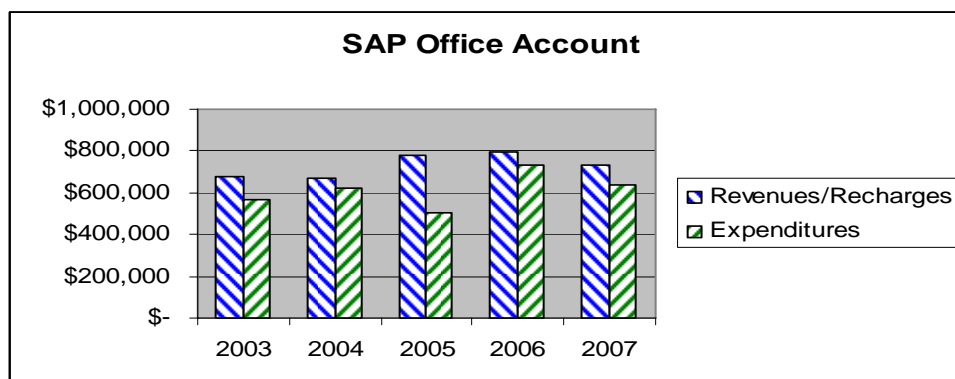
International students are assessed an additional fee when they matriculate. Because these are student fees, any surplus is carried over to the next fiscal year. This fee is used to support specialized orientations and cultural programming for international students.



STUDY ABROAD PROGRAMS (SAP)

The SAP office account is for the general operation of the Study Abroad Programs office. It is funded by fees charged to students who study abroad on CU-Boulder study abroad programs. This fee had not changed since the mid 1990s because the number of students studying abroad had been steadily increasing, and therefore so did the fee-generated revenue. To cover increasing costs and flat student enrollment, the fee was increased slightly beginning in summer 2007.

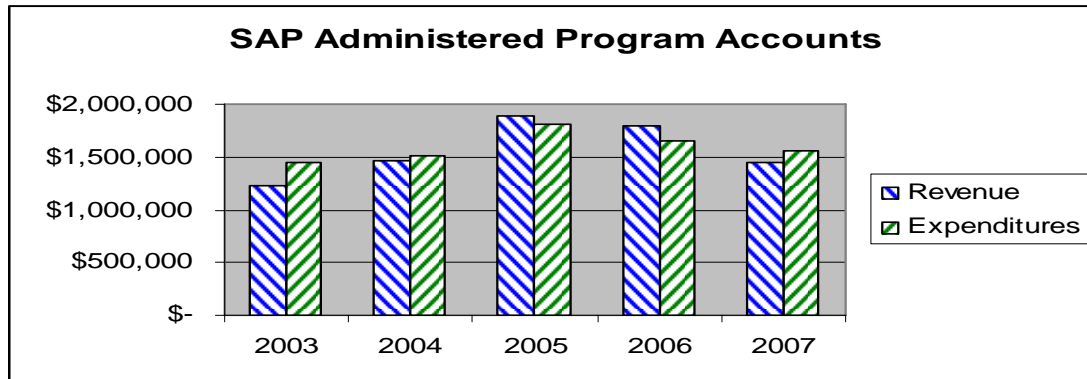
Because there has not been sufficient space available to increase the SAP staff in order to adequately serve the growing student numbers, plans were put into effect to slow the increase in student participation. While these plans have been effective at reducing the immediate need for additional staff, the cost of doing business has continued to rise. The increase in the SAP fee was needed in order to cover the rising costs as well as to maintain a healthy prudent reserve to ensure the health and safety of the students studying abroad in case of an international emergency.



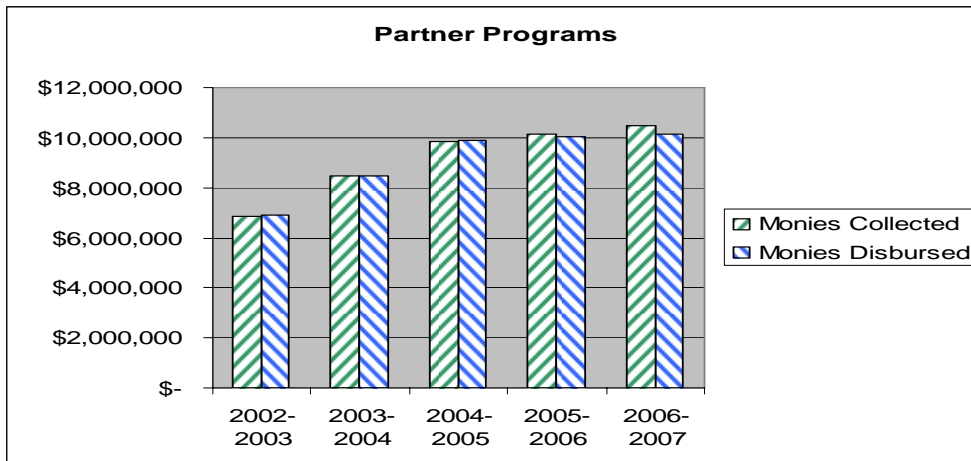
The SAP office is an auxiliary enterprise. Over ninety percent of its funding is from fees paid by the students studying abroad with less than 10% being supplied by state appropriations. Students studying on CU-Boulder programs pay a program fee in lieu of paying Boulder campus tuition and fees. The program fee covers the cost of the program and it includes an administrative fee to support the SAP office. There are two tiers of CU-Boulder programs - SAP-administered programs and the Partner programs.

SAP-administered programs are programs for which CU-Boulder SAP staff directly administer the operations of the program and/or deal directly with a foreign institution. While semester and year

long programs of this type have been decreasing in number, summer SAP-administered faculty-led programs have been increasing every year.

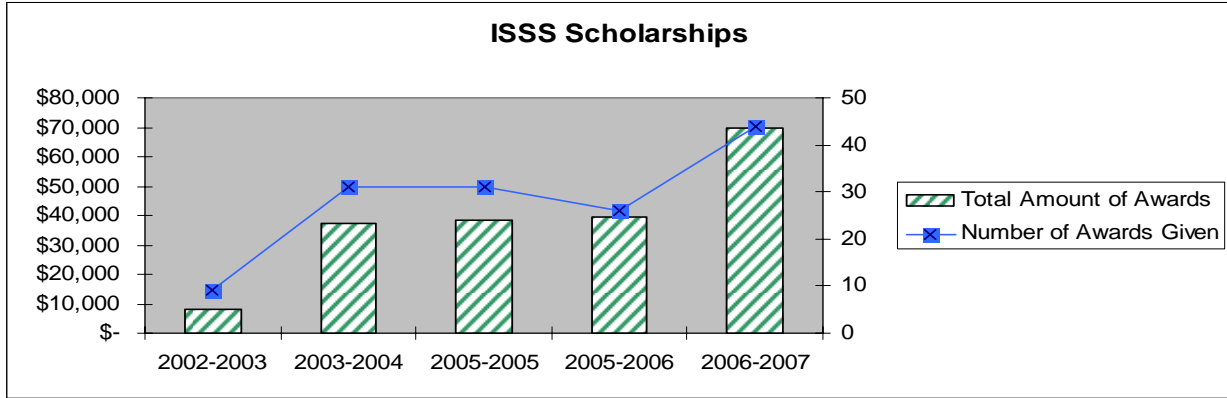


Partner programs are programs for which a non-CU-Boulder entity with which we have a written agreement is responsible for the direct administration of program operations. The SAP office collects a program fee from the students to pay the partners for the program costs. SAP's affiliation with partner programs has allowed OIE to greatly expand the number and variety of programs it can offer to better meet the needs of our students.



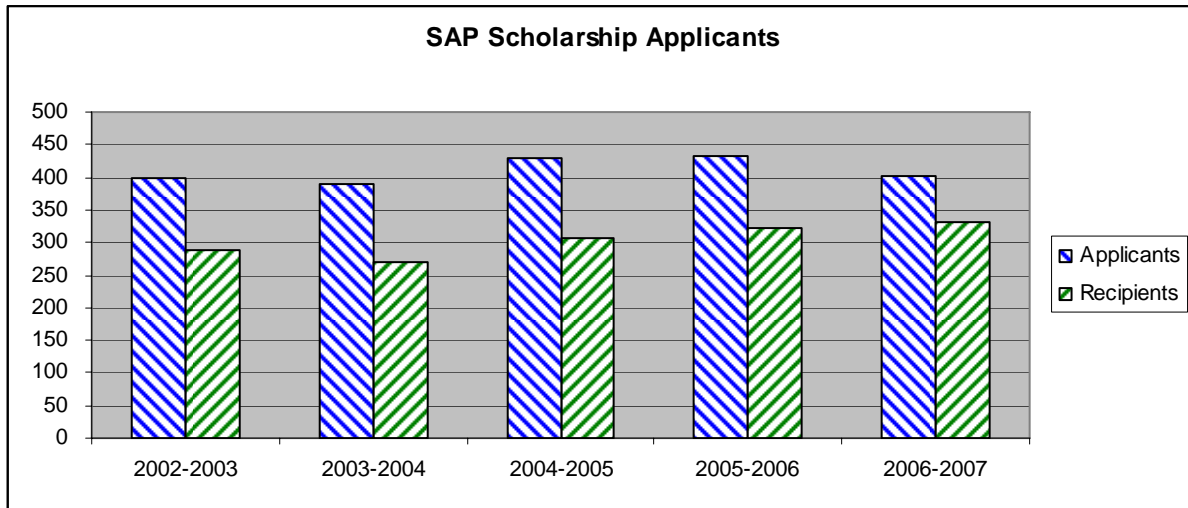
OIE Scholarship Opportunities

International students are not able to receive federal or state financial aid. However, due to the generosity of two donors and a percentage of enrollment deposit interest, there are funds available to provide some limited assistance to these students.



The SAP office provides scholarships to students to study abroad on CU-Boulder programs. Any student applying to a CU-Boulder program is eligible to apply for a scholarship. These scholarships are awarded based on three criteria – merit, need and an essay that each applicant submits. The figures below show that approximately seventy-five percent of students that apply for a scholarship are awarded one.

The amount of money available for scholarships has been increasing. The large increase in amount of scholarships awarded in 2002-2003 is attributed to new scholarships that were made available to students through the Center for Asian Studies' Freeman Foundation grant. The foundation supported the development of four faculty-led programs in Asia and provided scholarship funds for students to participate on those programs. The first of these programs was offered in summer 2002. Unfortunately in 2003, the SARS epidemic in Asia suspended the faculty-led program supported by the Freeman Foundation for that year. The second program was offered in 2004 and the third and fourth were offered in 2005.



APPENDIX E: CRITICAL STRATEGIC ISSUES: 2005 vs. 2008

Critical Strategic Issues 2005-2007 Plan	Critical Strategic Issues 2008-2010 Plan
<ul style="list-style-type: none"> • <i>OIE's Work Space</i> – The ability to get additional office space and/or to function more effectively in the existing space. • <i>OIE Staffing Level</i> – The ability to increase staffing levels and/or get high priority work done with existing staff. <ul style="list-style-type: none"> - The ability to make resources available to deal with inevitable changes and unanticipated challenges. - The ability to keep turnover to an absolute minimum. It takes approximately 18 months to have an employee fully trained and up-to-speed for most OIE positions. • <i>Perceived Value of International Education</i> – The ability to increase an understanding of and a value for international education by the faculty and CU Administration. • <i>Perceived Value of Education</i>, especially higher education at the state level in Colorado. <ul style="list-style-type: none"> - The limited financial resources allocated by the state are being further eroded by the University's need to do damage control related to recent issues. • The ability to attract and serve students in the Study Abroad Program. <ul style="list-style-type: none"> - CU-Boulder is losing ground to its AAU public university peers while CU's program is unable to expand due to space constraints. • <i>Government Regulations</i> – The ability to deal with and mitigate the impacts of Homeland Security regulations and processes, reciprocal actions by other countries, state regulations, etc. • <i>Technology</i> – The ability to use technology to automate and streamline work processes, enhance communications, implement databases, and implement software applications to increase productivity and effectiveness. • <i>OIE Funding</i> – The ability to generate sufficient funds to support quality programs and services, as well as unfunded Homeland Security mandates. • <i>Staying Ahead of the Curve & Managing Change</i> – The ability to anticipate what is coming, determine how to deal with it and to manage change. 	<ul style="list-style-type: none"> • Clarifying implications of Flagship 2030 Plan and OIE's role in its implementation. <ul style="list-style-type: none"> - Four-year master's degree track - Year-round program - International students - Exchange programs - Study abroad institutional support • Building necessary infrastructure and capacity to successfully meet Flagship 2030 goals. <ul style="list-style-type: none"> - Office Space – Securing additional office space to allow needed growth. - Staffing Levels – Increasing staffing levels to achieve Flagship 2030 goals. - Staffing – Keeping turnover to an absolute minimum. - Technology – Building on work that has been done to continue automating and streamlining work processes, enhancing communications, implementing databases, and implementing software applications. - Administrative Systems & Compliance – Dealing effectively with changes in university and state regulations and administrative systems, including the new student information system. • Developing stable funding to achieve necessary growth. • Dealing with government regulations and issues created by the current and changing world situation. <ul style="list-style-type: none"> - Risk management - Obtaining passports and visas in a timely manner - Creating a welcoming environment for international students and visitors • Reversing declining Study Abroad numbers. • <i>Staying Ahead of the Curve & Managing Change</i> – Anticipating what is coming, determining how to deal with it and managing the needed changes.