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Introduction

Northern Arizona University (NAU) success as a strong and visionary leader in global education was finally confirmed this year when we were selected as one of the recipients for the 2012 Paul Simon Award for Comprehensive Internationalization. At the heart of this approach has been our effort to place student learning at the center of all of endeavors. Our work in transforming students into globally competent graduates is well underway and in the process, we are realizing our highest ideals as a university and as educators. The successes we have enjoyed also reflect the widespread support that internationalization enjoys among NAU faculty, students and administrators. The following represents some of the important highlights of CIE activity over the past year:

Global Learning

The Global Learning Initiative (GLI) is the most comprehensive commitment made to international education in the history of NAU. Institutionalization is assured because the GLI is grounded in and driven by the curriculum. Implemented in response to the recommendations of the Task Force on Global Education (TFGE) and further legitimized by the endorsement of the NAU Faculty Senate, the GLI aims to engage each student with multiple, substantive and intentional encounters with global perspectives within majors, the Liberal Studies program and the co-curriculum. Global Learning is defined as embracing three fundamental themes: sustainability, diversity and global engagement. It is further argued that these three themes do not function in isolation, but rather in relation to one another, and that critical engagement with these themes is necessary to prepare our students with the skills, knowledge and disposition to succeed in an increasingly interconnected and interdependent world.

The disciplines serve as the principle site for the implementation of the GLI, even as they draw on the Liberal Studies program and co-curriculum to enrich and expand opportunities for students to have meaningful and intentional engagement with global perspectives. At the end of
this academic year, more than 75% of academic departments are participating in this project. Most of these departments have completed reports that articulate global learning outcomes in the language of the discipline, strategies to ensure that students have appropriate learning opportunities in the curriculum and co-curriculum, and assessment protocols for the global learning outcomes established by the home department. The implementation of the GLI is overseen by the Vice Provost for International Education and the Chair of the Liberal Studies Program working alongside a team of eight faculty members representing different disciplinary areas.

National Recognition

Northern Arizona University has been named one of five institutions nationally to receive the 2012 Senator Paul Simon Award for Comprehensive Internationalization. The award is presented by NAFSA: Association of International Educators, whose membership consists of nearly 10,000 individuals from all 50 states and over 150 countries. The Center is thrilled to be a recipient of the 2012 Senator Paul Simon Award for Comprehensive Internationalization. More importantly, we are excited about the transformations occurring in the lives of our students and graduates. To the extent that this award confirms or underscores our success at preparing our students to succeed as professionals and as global citizens, then we believe we are meeting one of the most fundamental obligations as teachers, scholars and administrators.

The Center for International Education was also featured in the Chronicle of Higher Education this year, “Northern Arizona University Overhauls Curriculum to Focus on ‘Global Competence,’” for our Global Initiatives work. With a readership of over 350,000 and over 1 million unique webpage visits per month, the exposure for NAU and the CIE on Global Learning is significant and representative of our leadership and innovation in campus internationalization.
Global Science & Engineering Program

The Global Science & Engineering Program (GSEP), launched over the past year, provides science and engineering majors a structured pathway to global competence that involves study of a second language and an immersion experience abroad for one year. This five-year integrated program results in two degrees, one in the science or engineering major and the other in the language. The fall 2012 cohort consists of 51 students. It is expected that additional students will join the program during the summer orientation sessions for new incoming freshman. The Faculty Coordinator, Eck Doerr, PhD in collaboration with the new assistant director, Melissa Armstrong, are focused on further program development, internship/study locations, student advising and student recruitment for GSEP.

International House Living and Learning Community

Dr. Dylan Rust has been hired as the Program Coordinator for the International House Living and Learning Community. Dr. Rust previously worked for the Office of Residence Life at Northern Arizona University as a Residence Hall Director. The NAU International House will begin in the fall of 2012 and is a community of international and domestic students focusing on global issues and international understanding. Students in the International House will be able to experience multiple programs focusing on international learning and the I-House will also provide international events for the greater NAU community. The International House will be in Aspen Crossing Learning Community, a building that offers suite-style accommodations as well as a game room, classrooms, and modern design.
Department / Faculty Awards for Global Learning

The President’s Annual Award Ceremony recognizes two faculty members with the Provost Award for Excellence in Global Learning, acknowledging the global experiences they afford students. Recipients of this award included Profs. Robert Neustadt (Modern Languages) and Sandra Stone (College of Education). A similar award is given to one academic department for outstanding leadership in the area of global learning. The Department of Electronic Media and Film in the School of Communications received the award this past year.

Global Learning Research Scholarship

The Global Learning Research Scholarship (GLRS) was launched by the Center for International Education this past year. The GLRS is intended to support undergraduate students who are engaged in research activity focused on global issues. Students are required to submit proposals that show that their research work addresses at least two of the three themes of global learning (diversity, sustainability, and global engagement), and one of which must be global engagement. Scholarships of up to $1,000 are awarded, and students present their findings at the annual CIE sponsored Global Learning Symposium.

The first ever round of applications yielded 11 recipients in the Fall of 2011, while the Spring 2012 cycle yielded 9. Topics ranged from religion in Trinidad and Tobago to developing a mechanical water pump in Ghana. This is an exciting opportunity for undergraduate students to not only conduct research, but also present those findings. The research topics are as follows:

Fall 2011

- The Acknowledgement of Cultural Diversity (Criminal Justice)
- Observation study of two theoretical frameworks (Social Work)
- Ethnic Studies Campaign: Honoring Stories (Sociology)
- Comparing effects of dietary production on the environment in Vietnam and the United States (Biomedical Science)
- The Celebration of Religion in Trinidad and Tobago (Social Work)
- Yua Development Project: Solar Powered/Mechanical Water Pump (Mechanical Engineering and Civil Engineering, 2 students)
- Honoring Stories: The Culture of Quakerism (History; Secondary Education)
- Yua Development Project: Drip Irrigation (Anthropology and Environmental Science, 2 Students)
- Studying Abroad: A road to cultural awareness and environmental sustainability (Psychology; Anthropology)

Spring 2012
- The Democratization of China’s Internet and the Formation of Neo-leftism and Neo-rightism in China (English)
- Tropical Research in Tirimbina (Biology)
- A Cultural Mapping of Southside Stories (Engineering/Physics)
- Perceptions (Business Management and Chemistry, 2 students)
- China 2025: Global Emergence and Impact (Business Management and Business Management, 2 students)
- Nicaragua Field Research (Environmental Science; Biology)
- Insect Populations After Tree Disturbances In Tropical Rainforests (Forestry)

**Short-term Programming**

The Center for International Education actively pursued and developed a variety of proposals for short-term study at Northern Arizona University. These programs assist in strengthening existing partnerships, help to develop new partnerships abroad and provide opportunities for international students and scholars to come to NAU and study for short periods of time ranging from one week to one month. Each program is unique and tailored to the needs and interests of the visiting group. The Center for International Education hosted the following two short-term study programs during the 2011-2012 academic year:

- **The University of Pisa**, August 2011: The University of Pisa participated in a three-week short-term program. Twelve students accompanied by three faculty members enrolled in a class on literature and culture of the American West taught by Dr. Gioia Woods. Students and faculty participated in excursions that deepened their knowledge about
Northern Arizona history, culture and geology. The faculty leader was Dr. Laura Coltelli, associate professor of American Literature at the University of Pisa.

- **Beijing International Studies University**, January 2012: Beijing International Studies University participated in a series of workshops taught by NAU faculty in the departments of Applied Linguistics and History. A total 16 master’s level students and 1 accompanying faculty participated in the two-week program.

**Global Learning Symposium and International Week**

International Week 2012 occurred in April and sought to engage all members of the campus community and even students from some of the local elementary schools in Flagstaff. A variety of departments, organizations and colleges helped to make this week-long celebration a success, including the College of Arts and Letters, Campus Recreation Services, Dining Services, The Green Scene Café, and the Student Environmental Caucus.

The Global Learning Symposium, which also occurred during International Week, provided a forum for undergraduate students to present their research. A total of 12 undergraduate students presented research from a variety of majors ranging from hotel & restaurant management, engineering to sociology and education. This event enjoyed record attendance and participation.
was achieved through promotion and advertisement with The Global Science and Engineering Program, The W.A. Franke College of Business and the Honors Program. A total of 240 students attended the symposium. An outline of events is detailed below:

**Education Abroad**

The 2011/12 academic year was a successful year for Education Abroad. A number of functional changes were made in order to better serve the NAU community. Through the use of a new database Education Abroad:

- improved and streamlined the student application process. Applications can now be completed in about 10% the time needed in the previous system.
- provides faculty leading programs with real-time information on their enrollments.
- switched from paper-based course pre-approvals to an online system. This saves time for academic advisors and students, but most importantly stores approved equivalencies.
Once a course from a particular institution has been approved for NAU academic credit, students wishing to take the same course from the same institution in the future would no longer need to secure faculty approval as the original approval would suffice.

Record Enrollments

Education Abroad enrolled a record number of students during the 2011/12 academic year. Short-term enrollments grew by 22% and semester/year enrollments grew by 15%. 451 students studied abroad in 2011/12, a net increase of 18% as compared to 2010/11.

Over the past four years, dramatic growth has occurred in short-term programs (spring break, winter break, and summer). This is consistent with national trends in education abroad in which most growth is found in short-term programs, though growth is much slower at other institutions. Rapid growth at NAU over the past year can be attributed to exceptional enrollments in faculty-led programs and the NAU Costa Rica program.

Growth of 15% in long-term enrollments is good and well above national growth rates, but can still be improved. Semester and year enrollments will be a focus for education abroad during the 2012/13 academic year.
Increase in Gilman Scholarship Funding

Education Abroad has seen the results of one and a half years of work on scholarship advising—including participation in the national Gilman committee, staff trainings, and student information sessions. The Benjamin A. Gilman Scholarship is the premier national scholarship for education abroad. Gilman money awarded to NAU students more than tripled between the 2010/11 and 2011/12 academic years, from a total of $10,000 to $39,500.

NAU applications for the Gilman increased 260% due to marketing efforts and changes in advising practices. In addition, the quality of applications rose dramatically. Education Abroad staff’s participation in the national Gilman committee allowed the office to understand exactly what the committee seeks when evaluating scholarships. Guidance to students is thus tailored to the exact criteria used by the Gilman committee.

![Gilman Funds Awarded to NAU Students](image)

**International Admissions and Recruitment**

The International Admissions and Recruitment (IAR) unit is responsible for new undergraduate international student enrollment, initial immigration processing, transfer credit and prospective international student and applicant management. The efforts of IAR contributed to a record enrollment of international students in the fall 2011 semester with a total of 965 students.
International enrollment planning initiatives brought in a steady flow of newly enrolled undergraduate international students and contributed to a record summer class of 67 students as well as the highest spring enrollment of international students that the institution has experienced with a total of 184 new incoming undergraduate international students. In sum, a total of 566 newly enrolled undergraduate international students attended Northern Arizona University this year with popular programs of study consisting of intensive English, business and engineering. The chart below outlines the new undergraduate international student enrollment over the past six academic years.

**New Undergraduate International Student Enrollment**

![Graph showing new undergraduate international student enrollment from 2006-2007 to 2011-2012](image)

**Recruitment**

The past year saw a great deal of recruitment activity both domestically and internationally. Domestic interest is growing with international students transferring from community colleges, intensive English programs and U.S. high schools and boarding school. This growth is part of a strategic focus to cultivate relationships with institutions in the United States. New agreements focused on transfer pathways to NAU and were signed with the following institutions:

- Clark College in Vancouver, Washington
- EC USA in Boston, Massachusetts
Edmonds Community College in Lynnwood, Washington

The recruitment of international students in our domestic markets focused on Arizona and the West and expanded to the Northeast due to our partnerships with intensive English schools. A total of 295 students met with IAR staff during recruitment visits in Arizona, California, Utah, Wyoming, Colorado, New Mexico, and New York. In addition, information sessions were provided in these regions for students as well as the staff that are responsible for working with and advising international students.

International student recruitment efforts abroad focused on maintaining relationships in primary markets and exploring secondary markets. An application was filed and accepted by the Institute of International Education (IIE) and the Brazilian government to host fee-paying students in STEM fields through the Brazilian Science Without Borders program. NAU was one of the first institutions in the West to host students in this program and applications continue to arrive for the 2012-2013 academic year.

New recruitment markets included South America (595 student inquiries) and Cambodia (217 student inquiries). In addition, the unit assisted with the specialized recruitment of exchange students in Australia at partner schools (204 student inquiries). Australia is a popular destination for U.S. students and the ability to increase incoming exchange students from this region is integral to the education abroad opportunities for NAU students wishing to go abroad.

Maintenance of our primary international markets in Asia and the Gulf also occurred with recruitment to Malaysia, Indonesia, and Singapore (417 student inquiries). Travel to the Gulf included a focus on training with agents. A total of 23 counselors were trained at 5 offices in in Saudi Arabia and the United Arab Emirates. In addition, 32 students met 1-on-1 with the NAU international admissions counselor. It is important to note that IAR maintains a strong relationship with one of the largest agencies in the Gulf and is pleased to have enrolled more than 88 students from this one agent partnership alone.
Technology
Sustainability is a focus of Northern Arizona University and the Center for International Education. IAR efforts to support sustainable practices included the creation of E-forms in Sunapsis (the management system for international student immigration records), the implementation of business practices that involves the scanning and uploading of admission documents into Sunapsis, and electronic tracking of all mailings.

The efficient and timely review of application material is a core goal of the unit. Increased efficiency in application flow and processing was refined through the following:

- Development of processing procedures to incorporate scanning and uploading into Sunapsis
- Development of a Business Objects report utilized for all mailings and accept
- Development of a Business Objects reports for admission’s reporting (US citizens, Scholarship awards, New Admits, Daily Mailings)

Technology also has a significant role in the ways IAR connects with students and partners. Meebo! Instant chat feature was added to the IAR website so that international students can have instant access to an international admissions counselor and profiles were also created on Google+/Orkut and StudentOX. The unit also updated NAU International Student profiles (20 total) which are incorporated into the international prospective student communication flow and provide an opportunity for future students to see and read about current NAU international student experiences on the website.

A final technological aspect of IAR includes the use of Virtual Information Sessions (VIS) which continue to augment our in-person recruitment activity. VIS involve the use of technology like Skype and Eluminate to virtually connect with students and partners to conduct NAU information sessions. The unit implemented a new “Admitted Student Information Session” in May 2012 which was well received by admitted international students. Below is a summary of the unit’s virtual information sessions:
- EducationUSA offices in Columbia (2) and Guatemala (30 students and 5 advising staff)
- International School of Tomorrow in Moscow, Russia (8 students and 1 teacher/alumnus)
- Admitted Student Information Sessions (2) (68 students)

**International Student and Scholar Services**

Enrollment among international students continues to grow, having more than doubled in the past five years with an increase from 490 students in the Fall of 2007 to 948 students in Fall 2011 (as reported in the IIE OpenDoors Report). The Center for International Education remains committed as ever to serving as advocates for these students and to helping them realize their academic objectives.

**TOTAL INTERNATIONAL STUDENTS ENROLLED AT NAU**

![Graph showing total international students enrolled at NAU from 2007/08 to 2011/12]
International Student Profile

The international student population can be divided into degree-seeking and non-degree seeking students. A majority of the international students are degree-seeking from China with 289 students from China attending NAU in Fall 2011. Saudi Arabia is second among sending countries with 270 students from Saudi Arabia attending NAU in Fall 2011. The number of students from Saudi Arabia has increased rapidly in recent years, as has the number of students from Kuwait and the United Arab Emirates. The majority of these students are sponsored by the governments of their respective home countries, with the growth in these sponsored students increasing from 47 in Fall 2008 to 331 in Fall 2011.

Growth of International Students by Macro-Geographical Regions, 2007 - 2011

Countries of origin were categorized according to the United Nations Geoscheme, which was created on the basis of the classification M49 of the United Nations Statistics Division, which divides the world into 'macro-geographical regions' and subregions.
Most of our non-degree students are here on exchange programs and typically spend no more than one to two semesters. During the 2011/2012 Academic Year, NAU received 232 exchange students from partner institutions. The majority of the exchange students are from European countries with the largest numbers coming from Germany and France. The School of Hotel and Restaurant Management as well as the School of Communication have been the most successful departmental sponsors of exchange students over the years.
Growth of International Students by Macro-Geographical Regions, 2007 - 2011

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Services to International Students and Scholars

To assist students with their academic and cultural adjustment, ISSS provides various types of support services. One of the most important services we must provide for international students is immigration advising to assist them in maintaining compliance with US immigration law. Many aspects of a student’s presence in the U.S. may have an immigration related function. Thus, keeping up-to-date with the frequent changes is critical. To this end we liaise with the Department of Homeland Security and Department of State on various immigration matters.

ISS support services also include an intensive weeklong orientation program for incoming students, advising on academic, immigration, cultural adjustment, financial and personal issues, and referral to services on and off campus. We also provide email updates and web-based
information. ISSS offers workshops on a series of topics important to international students, including work authorization applications and special registration procedures. We liaise with academic and administrative departments on behalf of the students. We work with embassies and cultural divisions on behalf of the sponsored students, as well as the home institutions of the exchange students.

**Student and Scholar Programming**

We coordinate the International Friends group to pair international students with domestic students, facilitate the Flagstaff Friendship Program to pair international students with families in the Flagstaff community and advise the International Club, an NAU student organization for both international and domestic students. The academic year 2011-2012 saw the creation of the Saudi Club of Flagstaff at Northern Arizona University. The club held their inaugural elections during the Spring 2012 semester under the supervision of ISSS and we feel that this club adds to the wonderful diversity of campus.

ISSS was also host to the first annual International Festival and the 2nd International Idol Talent Competition. The International Festival featured over 35 country/cultural displays. The event was held in the new Health and Learning Center and over 500 people attended, including local Flagstaff elementary schools. Awards were handed out to the participants with Saudi Arabia winning the best overall display. The 2nd annual International Idol Talent show featured over 15 acts of international talent and was also held in the Health and Learning Center. The show brought together all NAU students who had a unique internationally themed talent to display. The event drew over 500 people in addition to the participants. Acts ranged from Mexican folk songs to Chinese dance.

**Scholars, Faculty and Staff Profile**

Our services to visiting scholars and international faculty have been as important a feature of the work of ISSS as has been our activity with international students. Over the past academic year, we hosted 106 International Faculty and Scholars, which included 55 Visiting Scholars, as well as 51 international faculty and staff who were sponsored for both temporary and permanent work authorization.
Among the visiting scholars, CIE hosted 15 visiting faculty from China through partnership arrangements with several Chinese universities. To meet the academic needs of these faculty, CIE in conjunction with the NAU College of Education, has established a “Scholar Academy” to provide an introduction to the American style education system and curriculum.

Faculty Development

It is impossible to succeed at the internationalizing the curriculum if faculty themselves do not have meaningful international teaching and research experiences that can inform the academic experiences they facilitate for students in the classroom. Likewise, cross-cultural activities on the campus are indispensable to helping ensure that such values are embraced and celebrated. It has therefore been a long-held policy of the Center for International Education to support faculty in a range of scholarly and teaching opportunities overseas and to provide support for globally focused scholarly activities as well as cross-cultural activities on the campus. The following is a list of faculty and organizations that received support from CIE over the past year:

- **African Students Association**, Futa Tooro (Senegalese) drumming group, *NAU*
- **Sanjam Ahluwalia and Marc Matera**, Discussion forum, *World History And Citizenship Event*
- **Cyndi Banks**, Exploring dual masters degree for CCJ, *Botswana*
- **Nicole Bauge**, France program research support, *Montpellier, Toulouse, Lyon, Vichy; France*
- **Mark Beeman**, Asian Conference on Education, *Osaka, Japan*
- **Jeff Berglund**, Emergent Identities Research, *Australia*
- **Melissa Birkett**, China lecturing program, *China*
- **Angelina Castagno**, American Anthropological Association - annual meeting, *Montreal, Canada*
- **Chinese Student Organization**, Support Chinese cross-cultural events, *NAU*
- **Brian Cooperrider**, Course Instruction/lecture at Nanjing Normal University, *China*
- **Gypsy Denzine**, Visit to Education programs and attend 121 Graduation, *China*
- **Sharon Doctor**, Attendance at NAFSA Region II conference, *Fort Collins, CO*
- **Ding Du**, Paper presentation at conference, *China*
- **Debra Edgerton**, AASCU Sponsored-Japan Studies Institute, *San Diego State University*
- **Faculty Development**, Nussbaum books to complement speaker presentation at NAU, *NAU*
Kathleen Ferraro, Dual master's program, Botswana
Maureen Fray, GREEN, Costa Rica
Du Gangyue, Chinese Delegate visit - China
Ricardo Guthrie, Emergent Identities Research, Australia
Michelle Harris, Emergent Identities Research, Australia, Dual Masters Program, Botswana
Juanita Heredia, Transitions and Continuities in Contemporary Chicano Culture, Ireland
Kathryn Hildebrand, Present paper at conference, University of Cape Coast, Ghana
Andrea Houchard, Foundation for Intercultural Dialogue learning excursion, Turkey
Am Assn of Teachers of Japanese, Speech contest support, NAU
Sanjay Joshi, Max Plank Institute for Human Development Colloquium, Germany
Yeon-Su Kim, Guest lecture and development of international field course, Khan Kaen University, Thailand
Kooros Mahmoudi, Pacific Sociological Association Meetings, San Diego CA from Seoul, KO
Sherry McCarthy, APA conference/paper presentation, Washington DC
Kathleen McGeever, Exploratory trip for faculty-led program, Ireland & France
Jennifer Mitchell, Partner institution visit, Hanze University, Netherlands
Mounia Mnouer, Exploratory trip for summer 2013 program, Morocco
Department of Modern Languages, Support for Modern Languages Day event, NAU
Department of Modern Languages, Denise Chavez (author) presentation, NAU
Mark Montoya, Emergent Identities Research, Australia
Julie Mueller, 121 Graduation, China
Ishmael Munene, Conference paper presentation, Brazil
School of Music, Horizons Concert Series, NAU
John Neuberger, Hosting of Variational and Topological Methods Conference, NAU
Bob Neustadt, Student transportation for border program, Nogales, Mexico
Pin Ng, Paper presentation - The Seventh Biennial International China Tourism Conference, China
Politics and Intl Affairs, Support Dr. Joseph Loundes talk on race, tea party conservativism, NAU
Daisy Purdy, Emergent Identities Research, Australia
Marilya Veteto Reese, Joint research project with Paedagogische Hochschule Karlsruhe, Karlsruhe, Berlin and Tubingen, Germany
Jon Allan Reyhner, Paper presentation - Honoring our Heritage conference, Denver, CO
Frances Riemer, Paper presentation - American Anthropological Association - annual meeting, Montreal, Canada
Krista Rodin, Scout out logistics for summer 2013 program, Paris, France
Kira Russo, Paper presentation at XIV World Water Congress, Brazil
Sumanyu Satpathy, Paper presentation – Conference in Delhi, India
Blase Scarnati, AESS 2012 annual conference, Santa Clara University
Robert Schehr, Visit partner institution, Bordeaux, France
Leslie Schulz, Program supply support, Mainpat program, India and Tibet
Shelly Silbert, Speaker support - Ed Grumbine, NAU
Melissa Silva, Travel support for cellist performances in China, Beijing, Shanghai, Dalian, China
Navin Singh, WE-ASC Congress 2012, India
Lori Poloni-Staudinger, Discuss study abroad, Michigan State University
Susan Stutler, 3rd International Research Symposium on PBL, United Kingdom
Susan Stutler, Visit Regio Emilia method schools , San Diego, CA
Jonathan Torn, Paper presentation at three conferences, Prague, Czech Republic
Octaviana Trujillo, Paper presentation - World Indigenous Peoples Conference on Education
Miguel Vasquez, Student affairs conference transportation, Luxembourg
Heidi Wayment, SBS Compassion Project and Conference support, NAU
Neil Websdale, Dual master's program inCCJ, Botswana
Paul Wiener/HRM, partner institution visits Breda and Bad Honnef, Europe
Chad Woodruff, Support for Resident Director posting, Siena, Italy
Perry Wood, Visiting scholar with Nigbo Univ of Tech - China

China Initiatives

The China Initiatives Unit had a successful year that involved the development of new partnerships with Chinese universities and streamlining of internal processes in order to better serve the Chinese student population on campus. Some of the year’s highlights are as follows:

1. This past year China Initiatives initiated a mandatory 1 to 1 policy meaning that every new incoming Chinese program student is required to meet 1 on 1 with Kathy McKeiver to look at their academic plans and with Xia Jiang to learn basic social and financial skills that will be useful
to them while at NAU. So far this program has been a great success and we have seen a great increase in the number of students using staff as a resource.

2. During the past year China Initiatives created the following marketing materials:

a. A Chinese language website devoted to issues and FAQ’s of Chinese students. This website is providing students with valuable information about how to apply to NAU, apply for a student visa, travel to Flagstaff and general information about the six colleges at NAU.

b. Department specific newsletters in Chinese that highlight the strengths of academic programs in Engineering, Business and Hotel and Restaurant Management programs. These newsletters include professor bios, student articles and highlight events in these departments.

c. A bi-annual Chinese language newsletter that is distributed to all partner campuses. This newsletter includes articles by students, current events happening on campus and recent highlights.

d. Chinese language videos highlighting outstanding students/alumni. This will be a three part series focusing on HRM, Business and Engineering. The first video was completed in June 2012 and shooting for the second video (business) has already begun in early June in Xian, China. These videos will be shared during recruitment trips in China and also posted on our Chinese language website.

e. Establishment of the NAU brand on Chinese social media. We have opened and now manage various Chinese social media sites which allow for NAU to have an impact on search engine results within China. Renren (Chinese Facebook), Weibo (Chinese Twitter) and also QQ (Chinese MSN messenger). This allows for us to gain followers and let those followers know about new and exciting things on campus, what makes NAU special and coming alumni events and visits by staff to China.

f. Establishment of a China Initiatives Skype account that allows for us to phone/video chat with any student over the web and this is helpful in providing a more personal touch to our student outreach and recruitment.
g. A total revamp of the Chinese recruitment Powerpoint presentation. This includes new pictures, maps, and information completely in Chinese.

3. The Visiting Scholars program continues to grow with a record enrollment of 21 Chinese faculty anticipated for fall 2012.

4. Six NAU faculty participated in the China Lecturing Program program this past summer. These faculty visited our partner institutions in China to lecture for between 1-2 weeks. Over the past 4 years CIE has sent a total of 43 faculty to China under the auspices of this program.

5. Student recruitment has increased and we anticipate 100+ new incoming students bringing the total number of Chinese program students to 262. (see charts)

The above chart represents the total number of new incoming Chinese program students based on program type from Fall 2007 – 2012.
The above chart shows the total number of Chinese program students at NAU from 2007 – 2012.

Alumni Engagement

At this year’s December 16, 2011 commencement exercises, NAU honored the first international alum to receive an honorary doctorate. Dr. Ahmed A. Al Subaey has led a distinguished career after securing his bachelor’s degree in Electrical Engineering from NAU in 1985. He currently serves as the representative director and chief executive officer for S-Oil Corporation, a fortune Global 500 company (2009) based in Seoul, South Korea. We are very pleased that Dr. Ahmed Al Subaey has been honored in this way, and thrilled that his education at NAU as an international student helped prepare him for the amazing successes he has enjoyed in his professional life.

This past June, 2012 CIE hosted our first Chinese alumni event with graduating students and their parents. The event was attended by Liz Grobsmith, Provost and Vice President for Academic Affairs, and Harvey Charles, Vice Provost for International Education, and occurred in the aftermath of the 1+2+1 Dual-degree graduation ceremony in Lanzhou, China. The
alumni event was a great success with nineteen students and parents participating in the alumni reception. There are plans to host these alumni events each summer in China and we are confident that student participation will continue to increase as more and more Chinese become accustomed to the idea of Alumni events.

Passport Acceptance Office

The Center for International Education became a certified U.S. passport acceptance office, processing 327 passports this first year. CIE sponsored three Passport Days resulting in the processing of over 100 new passport applications. This service provides NAU students, faculty, staff and the Flagstaff community with a valuable resource that includes assistance with passport filing, passport pictures and personal attention.

Sustainability

In conjunction with the institution-wide Global Learning Initiative, the CIE Operations unit, in collaboration with representatives from all CIE units, developed a comprehensive sustainability plan designed to provide an experiential and collateral learning context within CIE’s programs. This pilot learning model provides Education Abroad participants with a number of optional activities and actions through which they can mitigate carbon emissions associated with their Education Abroad program participation and/or as part of the service requirement for recipients of the CIE-sponsored Global Opportunities Scholarship. The model additionally is structured to formalize sustainability education and experiential learning for inbound
international students, providing a framework for either credit-bearing or volunteer participation in sustainability projects on campus and in the community. Lastly, the plan recognizes current CIE departmental sustainability practices and identifies future departmental objectives for a comprehensive departmental approach to sustainability that can provide a living, learning example for the students CIE serves.

**Professional Development among CIE Staff**

**Sheila Anders**, Director of Operations

- Convened and chaired CIE sustainability committee; drafted departmental sustainability plan based on committee input
- Named to Environmental Caucus Steering Committee
  - Developed web forum discussion design to enhance participant from ECSC and EC members
  - Attended NACUBO State and Sustainable Campuses conference
- Named as Board alternate to the Northern Arizona Sustainable Economic Development Initiative

**Harvey Charles**, Vice Provost for International Education

- **Featured in article:**

- **Appointed:**
  Member – U.S.-Indonesia Joint Council for Higher Education Partnership – Public Institutions Focus Group. 2011

- **Papers Presented/Sessions Chaired:**
  “From Option to Obligation: A Model for Preparing all Undergraduates for a Globally Engaged and Sustainable Future.” Chair and Presenter at the 2012 Association for Environmental Studies and Sciences, Santa Clara, CA. *June, 2012*
“Global Learning Outcomes in Higher Education.” Presenter at the 2012 National Association of Student Personnel Affairs Annual Conference, Phoenix, AZ. March, 2012

“Creating Global Citizens: Internationalization at HBCUs.” Invited Presenter at the Virginia State University Internationalization Team Retreat, Richmond, VA. March, 2012


“Controlling the Narrative: Meeting Institutional Imperatives Around Global Learning.” Workshop presented at Xavier University, Cincinnati, OH. November, 2011


“Infusing Global Learning Into the Majors.” Concurrent workshop at the Shared Futures: General Education for a Global Century Summer Institute, Ellicott City, Maryland. July, 2011


Carolyn Christianer, Education Abroad Advisor

- Presentation - Global Learning Outcomes in Higher Education, NASPA Annual Conference, May 2012

Eric Deschamps, Director of Education Abroad

- NAFSA Region II Education Abroad Liaison, January 2011 – present
- Presentation – Building a Crisis Management Plan for an International Student and Scholar Services Office, NAFSA National Conference, June 1, 2012

Jacob Eavis, International Admissions Counselor

- Poster – Seal the Deal: Student Engagement After Admission, NAFSA National Conference, May 2012

Bruce Wang Feng, Executive Assistant to the Director of China Initiatives

- Presented: “Outreach with a Purpose, an Integrative Approach to Chinese Student Success” at the NACADA Region 8 International conference
- Presented: “Healthcare Systems in China” to a class of Medical Sociology students
- NAU student success coach with the Gateway Student Success Center.
Kathryn Fox, Office Automation Specialist
- Chaired the committee for a Poster Session for the Arizona International Educators Conference in Phoenix.

Jenn Grove, Education Abroad Advisor
- Poster - Re-entry Programming for Real Life: Incorporating Education Abroad into Our Students' Future Careers, NAFSA National Conference, May 2012
- Award – Exceptional Poster Presentation, NAFSA National Conference, May 2012

Mandy Hansen, Director of International Admissions and Recruitment/ Associate Director for the Center for International Education
- American International Recruitment Council External Review Board Member, 2009 - present
- NAFSA Region II Treasurer and NAFSA Region II Executive Team Member, January 2011 - present
- Presentation – Pairing the Right Shoes with the Perfect Enrollment Plan, NAFSA Region II Conference, October 2011
- Poster – Seal the Deal: Student Engagement After Admission, NAFSA National Conference, May 2012

Xia Jiang, Student Academic Specialist
- Presented a paper “China’s Ambitions of Public Diplomacy (PD) and Deficit of Media and PD professionals” in 2012 Melbourne Conference on China” in May 2012 at the University of Melbourne, Australia
- Presented: “China’s Peaceful Development and Overseas Chinese Public Diplomacy” in the 7th International Conference on China’s Development and Overseas Chinese Talents in June, 2012 at Central China Normal University, China

Kathleen McKeiver, Coordinator: International Student Academic Advising
- Presented: “Outreach with a Purpose, an Integrative Approach to Chinese Student Success” at the NACADA Region 8 International conference
Angela Miller, Faculty-led Programs Coordinator
- Presentation - Sustaining International Education thru Diversity, NAFSA Region II Conference, October 2011
- Poster - Liberty and International Education for All, NAFSA National Conference, May 2012

Marilyn Poirier, Education Abroad Advisor
- Poster – Development of Unique Exchange Programs, NAFSA Region II Conference, October 2011

Jannan Poppen, Education Abroad Advisor
- Presentation - Study Abroad on a Budget, NAFSA Region II Conference, October 2011

Catherine Ribic, Director for International Student and Scholar Services
- NAFSA Arizona State Representative
- Member of NAFSA Trainer Corps

Agenda for the 2012-2013 Academic Year

Strategic Directions for NAU’s Global Posture
The Center for International Education fully intends to continue with a bold, visionary and strategic agenda in the coming academic year. The following are some of the initiatives we hope to pursue:
• Assume occupancy of the entire Blome building. The recent decision of the President to make the entire facility available for the Center for International Education means that we will be able to better house all of the units at CIE, and more importantly, finally afford confidentiality to our advisers as they work with our students and scholars.

• Begin planning for a national undergraduate student conference on research focused on global themes. We intend to convene this conference in spring, 2014.

• Explore opportunities for delivering academic programs in China.

• More fully implement a strategy to provide opportunities for students who are served by CIE to engage in sustainable practices (eg. Study abroad students will be able to engage in activities in the local community that will offset carbon credits for their travel). This initiative is fairly novel among Centers for International Education around the US and we hope to provide leadership in this regard.

• Increase the population of the newly established International House

• Double the number of students enrolled in the Global Science and Engineering Program, and establish ties with partner institutions that can host students in this program.

• Find ways to more effectively integrate education abroad experiences with degree programs at NAU