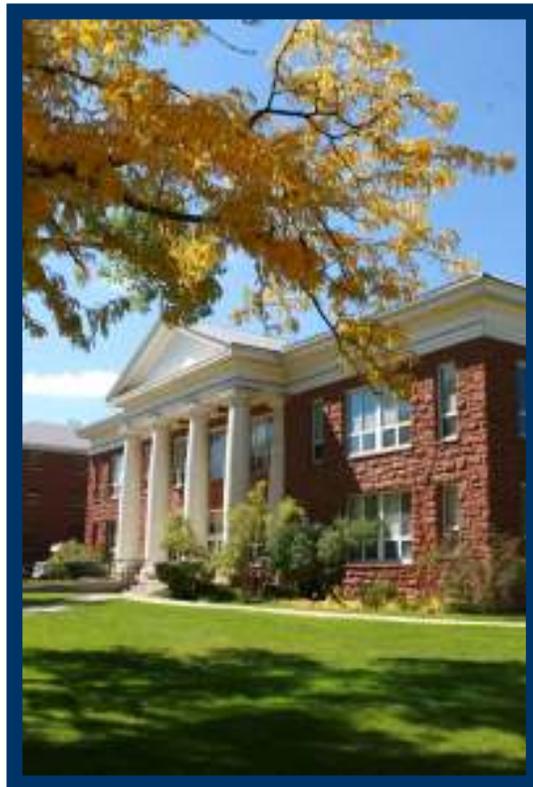


# **Academic Year 2015/2016 Annual Report**



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**Center for International Education  
Northern Arizona University**

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## CIE Overview

This has been a year of transition for the Center for International Education. Liz Grobsmith, former Provost and Senior Advisor to the President for Strategic & International Initiatives, agreed to step in for one year and serve as Interim Director of the Center. Although a search was conducted in 2015-16 for a new Vice Provost for International Education, that search closed unsuccessfully, and Daniel Palm has been appointed as Executive Director of CIE for the 2016-17 year. A search for a new Vice Provost will be conducted at some time in the future.

During this past year of transition, CIE has continued to expand its vision and mission and has broadened many of its ongoing initiatives, as will be detailed in the next sections of this report. We have enjoyed steady rises in international students coming to NAU, including more at the graduate level than ever before, we have greatly increased the numbers of countries from which these students come, and the numbers of exchange students has dramatically increased. Faculty-led programs are at an all-time high, which contributes in significant ways to NAU's Global Learning Initiative by continuing to infuse global learning into the curriculum and co-curriculum. Similarly, the activities of the I-House have brought a greater diversity of cultural celebrations and increased the engagement of domestic and international students both in social contexts as well as in housing. Our Interdisciplinary Global Programs have also seen meaningful expansion, both in the numbers of students joining GSEP, GBP and now GAP (see IGP section), and our reach has now extended to community colleges as well. Finally, we have been able to assist colleges with managing the many issues associated with advising and mentoring IGP students, particularly in the area of language assessment as students prepare to spend a full year abroad. This has greatly facilitated a willingness to add more students to the growing Interdisciplinary Global Programs area of the Center.

In other structural changes, we established the Office of Global Academic Engagement, which brought together the previous units of International Admissions and Recruitment and the Office of Asian Academic Engagement. In International Student and Scholar Services, we established an ISSS Service Center in the front entrance to accommodate the myriad of inquiries and services needed for our many international students. The new Service Center has been a great success, with over 6100 contacts/inquiries just in the 2015-2016 academic year!

### Department / Faculty Awards for Global Learning

This year CIE continued to recognize outstanding faculty and departments for their work in advancing 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 include Dr. Sanjay Joshi from the Department of History in the College of Arts and Letters, and Dr. Frederick Gooding from the Ethnic Studies Program in the College of Social and Behavioral Sciences. A similar award is given to one academic department for outstanding leadership in the area of global learning. The Provost Award for Department Excellence in Global Learning was given to the Department of Comparative Cultural Studies, led by its Chair, Dr. Alexandra Carpino, in the College of Arts and Letters.

## Other Developments and Initiatives

CIE has continued to expand its partnerships abroad, and this year we developed new partnerships in Mexico and Argentina, as well as in Europe, Morocco, China, Indonesia, and Papua, New Guinea, among others. Our unique 3+1 program with Chongqing University of Posts & Telecommunications represents a unique model in which students in Electrical Engineering spend the first three years of study at their home university in China, taking some of their classes from NAU faculty who go to China to teach, and a year from now, these students will join us at NAU for their senior year.

In addition, NAU has been a part of a brand new kind of 1+2+1 program within the China Sino-American Dual Degree Program—called “the experimental class”, in which an entire cohort of students in one major comes to NAU for their second and third years of study. This initiative has resulted in a program with Guangdong University of Finance and Economics, whose students come here for two years of study. In fall of 2016, we are welcoming our second cohort of students to NAU for this period. In addition, NAU has an “experimental class” agreement with Chongqing Normal University in Statistics. We are hoping and planning to engage in more “experimental class” model agreements with new Chinese university partners. This year also saw our first dual degree joint Master’s degree program in Civil and Environmental Engineering with Xi’an University of Science and Technology, and we are looking forward to having these graduate students engage in a truly global curriculum at the graduate level.

We graduated 22 Chinese students at the annual commencement ceremony in China, but we are truly gratified that in 2015-2016, we celebrated the graduation of 145 international students from NAU (as of the end of the fiscal year, June 30). We know they will stay in touch with us as alumni!



## Education Abroad

Education Abroad (EA) experienced exceptional growth in Academic Year 2015/16. Overall, enrollments have grown by 91% since AY 2010/11. In that time EA added only 0.5 FTE in staffing (a graduate student worker) resulting in an increased student caseload of 75% per advisor. The increased caseload has been managed through the use of technology and the streamlining of operations.

A few things that make Education Abroad unique at NAU are:

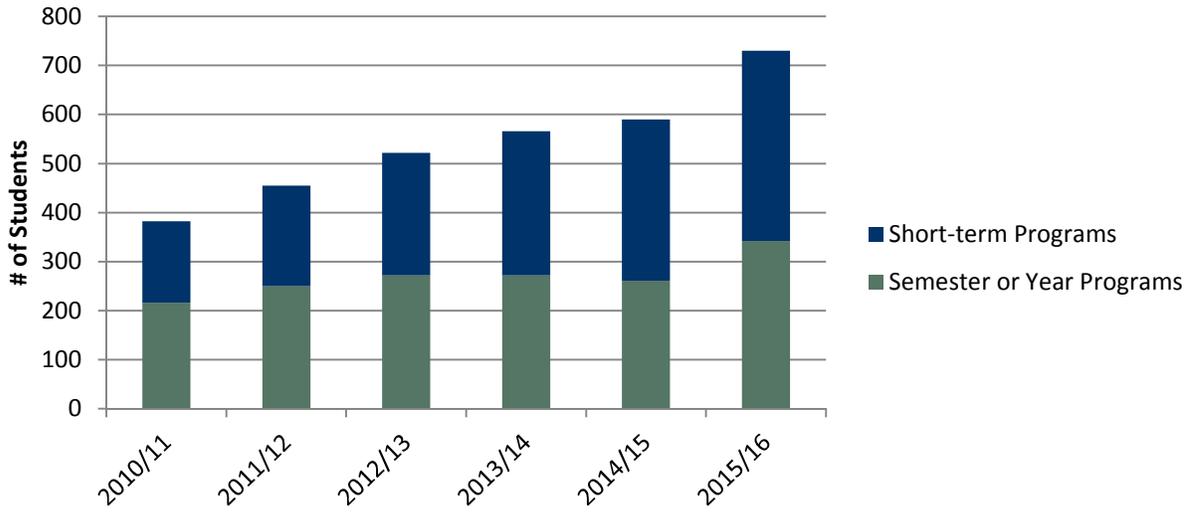
- EA's almost exclusive promotion of faculty-led programs and exchange programs. These program types provide rich educational experiences, a more immersive cultural experience, and greater access to financial aid all while keeping tuition on campus rather than paid to third parties.
- EA's focus on affordability. NAU student demographics make affordability critical. We work with program types that keep costs low and allow for students to use their financial aid. Education Abroad also focuses on NAU based as well as non-NAU scholarships to support our students (see scholarships section below).
- The office's examination of graduation rates of EA students versus students that do not study abroad. 5-year graduation rates are 76% for EA students and 49% for non-EA students. 6-year graduation rates are 85% for EA students and 52% for non-EA students. Although causation is difficult to establish between studying abroad and increased graduation rates, we can conclude that Education Abroad is important to NAU's most successful students and should continue to be used by NAU's Office of Admissions to attract high-achieving students to campus.

Over seven hundred students per year now have education abroad experiences representing a participation rate of 20%. 20% of students that graduate from NAU have studied abroad while the national average is 9%. Education abroad gives students the opportunity to examine their fields of study from the diverse perspectives that foreign faculty provide, develop the maturity and ability to manage ambiguity that an international environment facilitates, and grow students' sense of global citizenship. NAU student Marissa Luck told us that "Studying abroad was the chance of a lifetime. I cannot even begin to express my love for my time abroad and the friends I met along the way. This experience made me who I am today because it ultimately challenged me, creating memories that will be impossible to forget." Education abroad alumni regularly tell us that studying abroad was the best part of their Lumberjack experience.

### Enrollments up 24%

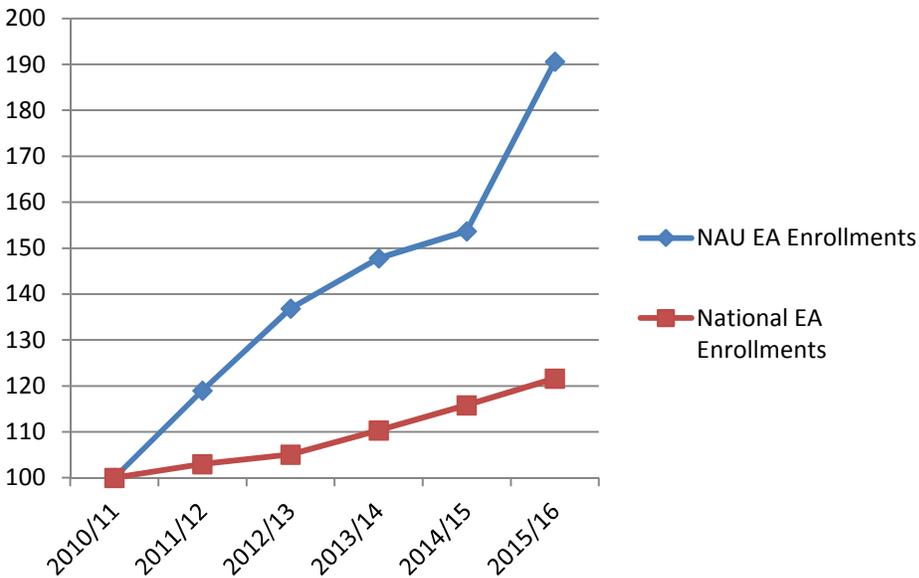
AY 2015/16 was a landmark year for Education Abroad at NAU. EA experienced unprecedented growth in the past year with enrollments jumping 24% between the 2014/15 and 2015/16 academic years. Our most rapid growth occurred in long-term exchange programs which experienced an increase of 49 percent over the same timeframe. In total, 734 students registered with EA for academic credit this year.

## NAU Education Abroad Enrollments



NAU's Education Abroad enrollments have grown at an average pace of 12% over the past five years while national growth has averaged 4%.

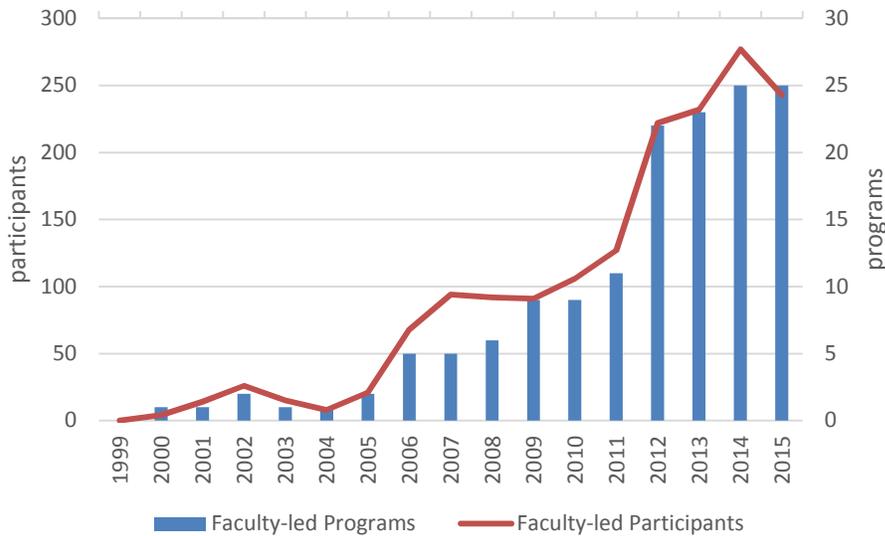
## Values-Adjusted Growth Comparison



### Faculty-led Programs

After a decade of rapid growth in faculty-led programs we experienced a dip in enrollments in calendar year 2015 as EA focused on long-term programs. We have enrolled a record number of students for

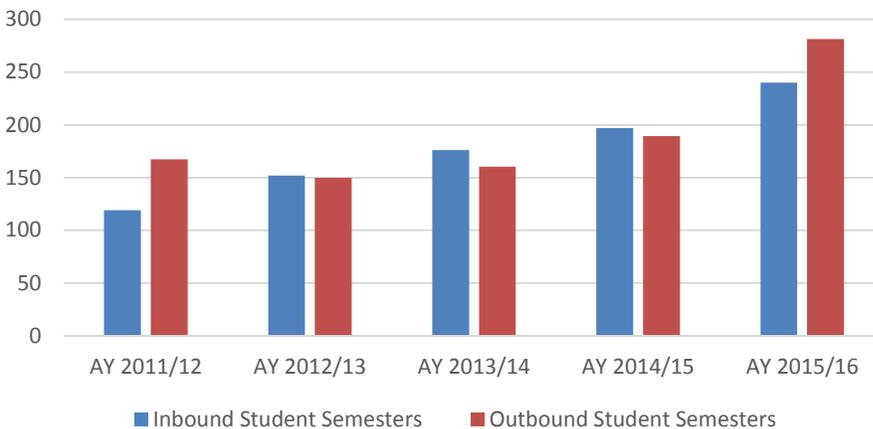
summer 2016 programs which will lead to another season of record faculty-led enrollments in calendar year 2016.



### Student Exchange

Education Abroad sends students almost exclusively on exchange during semester and year programs. Outbound exchange enrollments increased 49% between AY 2014/15 and AY 2015/16. Sending students out on exchange grows capacity from which CIE’s International Admissions & Recruitment (IAR) unit can recruit students from partner institutions and outbound enrollments are therefore closely tied to IAR’s ability to recruit international students.

### Inbound & Outbound Exchange Enrollments



NAU’s total exchange balance of 190 student semesters means that student exchange has been very resource-positive for NAU. 190 more students have paid tuition to NAU while in a foreign country than inbound students have paid tuition to their home university while studying at NAU.

## New Programs

Education Abroad continued to develop new programs and partnerships in Academic Year 2015/16.

New exchange relationships were developed with:

- Manchester Metropolitan University in England
- Universidad San Francisco de Quito in Ecuador
- Thompson Rivers University in Canada
- Universidad Pablo de Olavide in Spain
- University of Surrey in England
- Cardiff University in Wales
- Université Saint-Louis in Belgium
- Maynooth University in Ireland
- Kyushu University in Japan (this is an Interdisciplinary Global Programs relationship)
- Shoutou University in China (Interdisciplinary Global Programs relationship)
- National University of Tucumàn (Interdisciplinary Global Programs relationship)

EA is in the process of exploring new exchanges with the University of Nicosia in Cyprus, Omsk State University in Russia, the University of Jordan, York St. John's University in England, the University of Queensland in Australia, Monash University in Australia, the American University of Cairo in Egypt, and the University of Aberdeen in Scotland.

EA's robust faculty-led programs continue to accelerate students towards graduation by offering credit during winter, spring break, and summer terms. A variety of faculty worked with Education Abroad to develop new faculty-led programs. Here is a sample of three of EA's many new faculty-led programs:

Dr. Rosemary Logan, Laura Hagen, and Alicia Krzyckowski ran NAU's first Bridge Forward program in which students study abroad in the summer before their freshmen year.

Ten students traveled to Scotland to study sustainability and earn six First Year Seminar credits. Bridge Forward has allowed students to not only jump-start their NAU degrees, but to quickly establish the social network with faculty and peers that is critical in retaining higher education students.



The United States' recent rapprochement with Cuba has allowed for interesting educational opportunities. Interior Design faculty Melissa Santana, an expert on historic preservation in Havana, led NAU's first study abroad program to Cuba over spring break. Students learned about Cuba's rich architectural heritage and design culture.

Dr. Frederick Gooding led ten African-American male students to South Africa to explore South African identity in its current and historical social context. The fact that 65% of American study abroad students are female and 74% are white made Dr. Gooding's program exceptional in its ability to serve under-represented students. Lessons

learned on the program were shared on the front page of the Arizona Daily Sun, in NAU News, and at a campus forum attended by hundreds of students and employees.

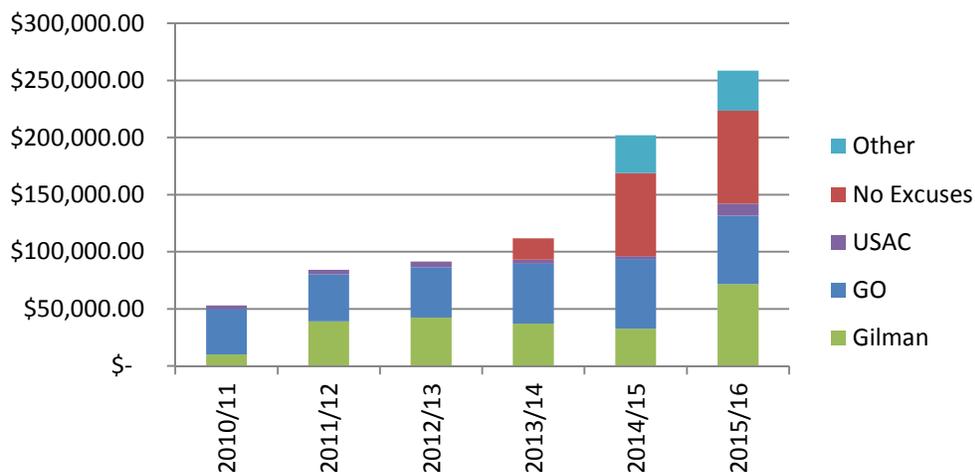
## Scholarship Funding for Students

Scholarship funding continues to be critical to providing access to education abroad for NAU students. EA is proud to have increased Gilman funding awarded to NAU students from \$32,500 in AY 2014/15 to \$71,500 in AY 2015/16. The Gilman is the premiere national scholarship for study abroad and is administered by the Institute of International Education for the U.S. State Department. Education Abroad hosts bi-annual workshops for students on how to submit a competitive application for the Gilman as well as one-on-one advising. International Internships & Research Coordinator Danielle Linde serves on the Gilman scholarship committee every year and is therefore able to tell students exactly what the committee is looking for in awardees. This inside-information has been critical to increasing award levels, which have grown by \$60,000 per year since AY 2010/11.

Education Abroad scholarships are funded from five major sources:

- The Gilman Scholarship – funded by the Institute for International Education
- GO/CIE Funding –ASNAU money supplemented with limited CIE funds
- No Excuses – CIE scholarship for students with high financial need
- USAC – Scholarships awarded with USAC funds provided to Education Abroad. USAC is a NAU study abroad third-party provider.
- Other – Mostly funds contributed by donors

### Scholarship Funding for EA Students



### Coming up...

In summer 2016 Education Abroad is conducting a thorough audit of the office’s policies and practices. Specifically EA will ensure that the office continues to adhere to the Forum on Education Abroad’s Standards of Best Practices. The Forum’s Standards are recognized by the U.S. Department of Justice and the Federal Trade Commission as guiding principles in the study abroad field. Keeping Education

Abroad aligned with the Standards ensures that EA provides appropriate services to students and the NAU community, and puts the office in the best possible position if we were to face external scrutiny of our practices. In addition, EA will look at how scholarships are awarded including the application process, award criteria, and how EA communicates scholarship information to students.

## Staff Professional Engagement

### **Eric Deschamps**

Professional Pathways: In Pursuit of the Doctorate and International Education Research, NAFSA Region II Conference; October 21, 2015

### **Angela Miller**

Presented at NAFSA Region II - *Risk Management*. November 20, 2015.

2015 AZ State Representative for NAFSA

### **Mikaela Terry**

AY 2015/16 Gold Axe Committee member

### **Zach Tobin**

Presented at NAFSA Region II - *From Millennials to Generation Z: Preparing to Advise the Next Generation of Study Abroad Students*. November 21, 2015.

Best of Regional Presentations Award – for the NAFSA Region II 11/21/15 presentation.

Presented at US-Czech Fulbright Workshop in Prague - *What American Universities are Looking for in Exchanges*. April 19, 2016.

Presented at NAFSA National Conference - *From Millennials to Generation Z: Preparing to Advise the Next Generation of Study Abroad Students*. June 3, 2016.

Southwest Lessons from Abroad Committee member.

### **Amanda Williamson**

Publication in *The Tunnels* – Volume 1, Issue 1 (Spring 2016). *Aimin' to Misbehave: Jeremiads and Justice in Joss Whedon's Firefly*. <http://www.thetunnelsmagazine.com/>. May 12, 2016

## **Global Academic Engagement**

This past year brought about significant change to the structure and strategy for global outreach at the Center for International Education. The office of Global Academic Engagement (GAE) was established and two previously separate departments, International Admissions and Recruitment and China Initiatives, were brought together to encourage joint collaboration and innovation in the areas of global branding, recruitment and program development. Thus far, the joining of these two divisions into one larger division has proven effective in connecting previously separate forces into one larger and streamlined global recruitment effort.

### **Redefining the Global Brand**

During the past year a complete redesign of the global marketing message has been undertaken to showcase the campus and local community life and degree programs in a way that better communicates the NAU story with prospective students and their families. In collaboration with NAU marketing, GAE successfully rebranded and redesigned our promotional materials including the international brochure, student arrival guide, university profile page and major list (in five languages), as well as the admission packet folder. In addition, a new calendar, incorporating important academic dates, was created for prospective and admitted students. Continued efforts are underway that will further develop the NAU brand in select markets around the globe through site and social media, posters and educational fairs.

### **International Student Recruitment and Program Development**

International recruitment efforts have continued to grow as the staff of GAE have continued to develop programs in Malaysia, South Korea, Sri Lanka, Russia and India. We have seen exciting trends as we have broadened our global reach and are expecting record numbers of students from India, Nepal and Pakistan in the AY 16/17 academic year and AY 17/18. In addition to our global effort, much work has been done to cultivate US domestic partnerships with community colleges to facilitate the easier transfer of credits and international students from these institutions to NAU. CIE has negotiated joint admission with Pima community College in Tucson.

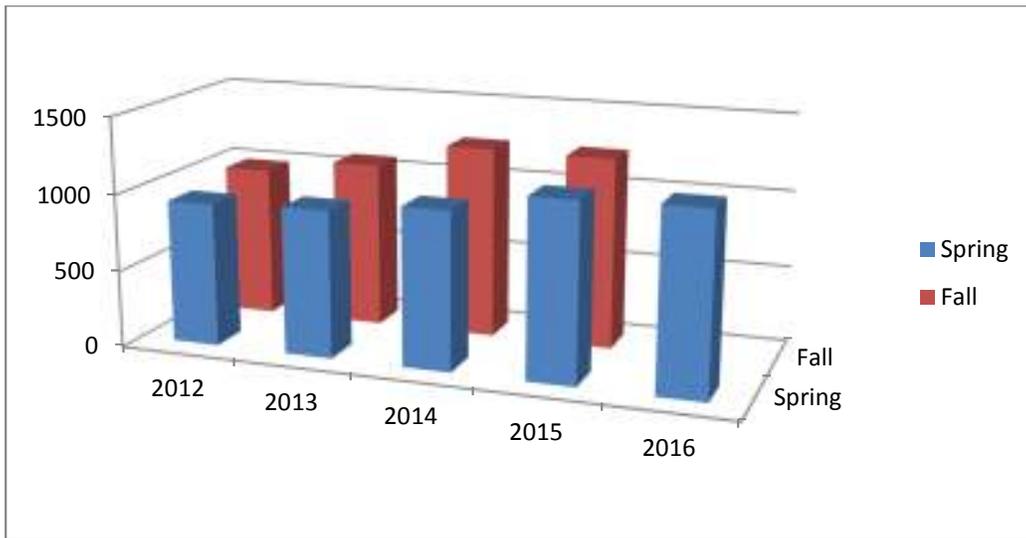
### **Graduate College Collaboration**

The collaboration between CIE and the Graduate College has increased significantly and we are witnessing an increase in the numbers of applicants from India, China and Indonesia. It has been a crucial year of collaboration as we've worked to streamline international applicant processing between our two offices and better understand how we can work together to bring the best and the brightest from around the world to NAU. There is still much work to be done but this collaboration has represented a step in the right direction and will in no doubt lead to an increase in the number of qualified applicants in the coming years.

### **Historical International Student Enrollment Data**

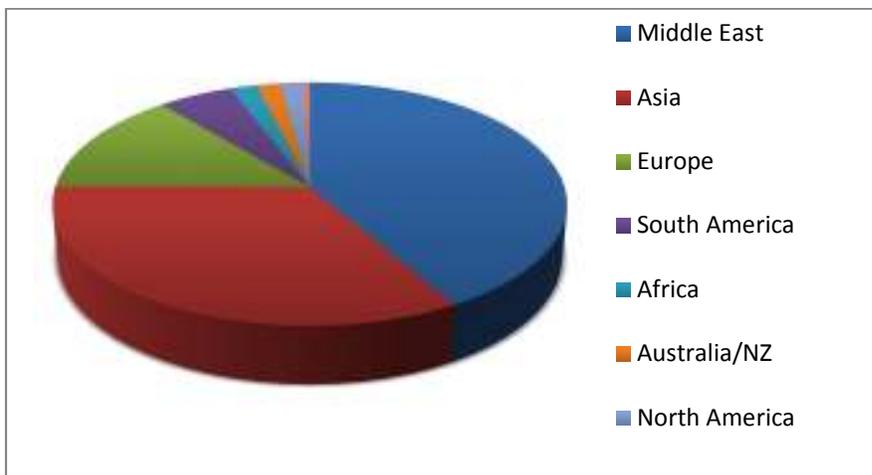
The historical international recruitment data is trending up, with greater numbers of international students enrolling at NAU. The below data represents the last four years of international student enrollment and indicates overall growth, with the exception of fall 2015.

## Historical International Student Enrollment Data



	Spring	Fall
2012	931	989
2013	955	1080
2014	1023	1246
2015	1152	1239
2016	1167	N/A

## Fall 2015 International Student Population



T2: This chart breaks down the fall 2016 international student population (1238) by region.

<b>International</b>	<b>1238</b>
Middle East	518
Asia	413
Europe	169
South America	67
Africa	24
Australia/NZ	21
North America	19
Cen. Am/Caribbean	7

## China Initiatives

Under the new leadership of the Global Academic Engagement Office, China Initiatives continues to engage with NAU's partner universities in China, bringing students, faculty and researchers together for meaningful academic exchange. With new innovative dual-degree models such as the 1+2+1 Experimental Class program in Guangzhou and the 3+1 Joint Program in Chongqing, NAU's academic collaboration with its Chinese university partners has brought an even closer level of collaboration with academic departments at NAU. These partnerships and programs play an important role in both NAU's global influence and its campus internationalization in Flagstaff.

The incoming number of China program students in fall 2015 semester reached 115, marking the highest point over the past 10-year historical data. With fast-changing policies and regulations introduced by the Ministry of Education in recent years, the China market structure has gone through tremendous change. NAU strives to stay ahead of the competition by articulating strategies that respond consistently and in a timely manner to the educational changes and students' need. In addition to current partnerships, we have substantially expanded relationships with agents and increased participation in education fairs in pursuit of diversifying NAU's recruitment channels in the market.

### **1+2+1 Experimental Class Program with Guangdong University of Finance and Economics**

In 2014, NAU developed an innovative model in the 1+2+1 program, the dual-degree Experimental Class (EC) in Business Management with Guangdong University of Finance and Economics. In the first year, NAU administrators and faculty are able to give lectures/presentations to the class during their first year in China; students are integrated into the NAU system by enrolling in Bblearn to access to course materials from China; an opening ceremony and a handover ceremony are also held for each cohort by Gufe and NAU leadership in Guangzhou, marking the two universities' commitment in this joint effort. The first cohort consisted of 21 students, of which 19 chose to continue their study at NAU (program enrollment rate ranks #1 in all 1+2+1 EC programs). The second cohort consists of 14 students who will be attending NAU in Fall 2016.

### **Beijing Office**

The Beijing Office has developed streamlined operations that provide services to prospective students in program overview, application instruction, housing application, etc. This process gives NAU a competitive advantage by greatly enhancing our recruitment and admission efficiency in China. In the past year, the Beijing office has become a training base for NAU's partner agents, which are a necessary part of GAE's sustainable recruitment strategy. The office has also successfully coordinated extensive travel logistics for NAU staff, professor, university administrators, including NAU President Rita Cheng in December 2015. Additionally, it serves as the most critical point of contact for NAU in Asia, providing support for recruitment representatives in India, Vietnam, Japan, South Korea, etc. A new marketing initiative undertaken by the Beijing office is the creation and development of NAU's WeChat account, the most popular social media outlet in the Chinese market. Prospective students who sign up on NAU's account are able to view interactive marketing materials and receive a message every week designed and edited by the Beijing Office staff. Our account now has attracted over 450 followers since its establishment in 2015, and the number of subscribers continues to grow.

## GAE Staff Professional Development

**Daniel Palm**, Director of Global Academic Engagement and Senior Associate Director

- Plenary Presentation: “Internationalization: Leveraging Global Opportunities” at the Arizona International Educator’s (AIE) conference in Tucson, Arizona.
- Development of the “CIE International Student Recruitment and Retention Report: Staying Competitive in a Crowded Global Recruitment Marketplace”

**Jacob Eavis**, Assistant Director of International Admissions and Recruitment

- Completed the NAFSA Management Development program.
- Attended the NAU Emerging Leader workshops.
- Participated in the ICEF agent fairs and AIRC Annual Conference.

**Bruce Wang**, Assistant Director of China Initiatives

- Assisted in establishing and developing the 1+2+1 experimental class program with Guangdong University of Finance and Economics
- Coordinated content and design of the Arrival Guide for International Students, the PIE flyer and GUFEE recruitment video
- Represented NAU at 2015 Beijing ICEF Conference and connected with agents from China, India, Vietnam, South Korea, etc.
- 2016 Roundtable meeting in Shanghai regarding Join Program Legal Issues, held by China Higher Education (CHE)

**Nancy Currey**, International Recruiter and Admissions Advisor

- Panel member on the “Each One, Reach One Humanitarian Aid.”
- Serving on the NAU *Commission for the Status of Women*
- Leading member of the International Orientation Steering Committee

**Rachel Walker**, International Recruiter and Admissions Advisor

- Speaker on the NAFSA “Social Media in Higher Education” webinar.
- Attended the F-1 Intermediate workshop at NAFSA 2016

**Abou Toure**, Coordinator

- Attended training at the AACRAO Winter Institute for International Transfer Credit.
- Attended the Arizona International Educator’s conference
- Moderator of the “Each One, Reach One Humanitarian Aid” panel

**Xia Jiang**, International Student Recruitment and Retention Specialist

- Presentation: “Risks of China’s Going Out Strategy and Overseas Chinese New Role” at the Second International Conference on China’s Development and Overseas Chinese Talents held at Qinzhou University (China), October, 2015

- Publication: *Japan's Atomic Bomb Development Plan During the Second World War*, Journal of Hubei Administration Institute, No. 4, 2015
- Publication: *The Overseas Returnees and the Transformation of China*, Arizona Chinese American News, May 17 and May 22, 2015
- Publication: *On Global Dominate position of the American Universities*, Arizona Chinese American News, June 5 and June 12, 2015
- Publication: *Trump's Foreign Policy towards to China - A Businessman's Perspective*, World News Weekly, April 26, 2016
- Publication: *Hillary's Huge Team of Foreign Policy and National Security*, World News Weekly, May 1, 2016
- Publication: *How Far would Sanders' Political Revolution Move Forward?* World News Weekly, May 15, 2016
- Publication: *Trump Launched A Gender War Against Hillary*, World News Weekly, May 22, 2016

## Global Student Life

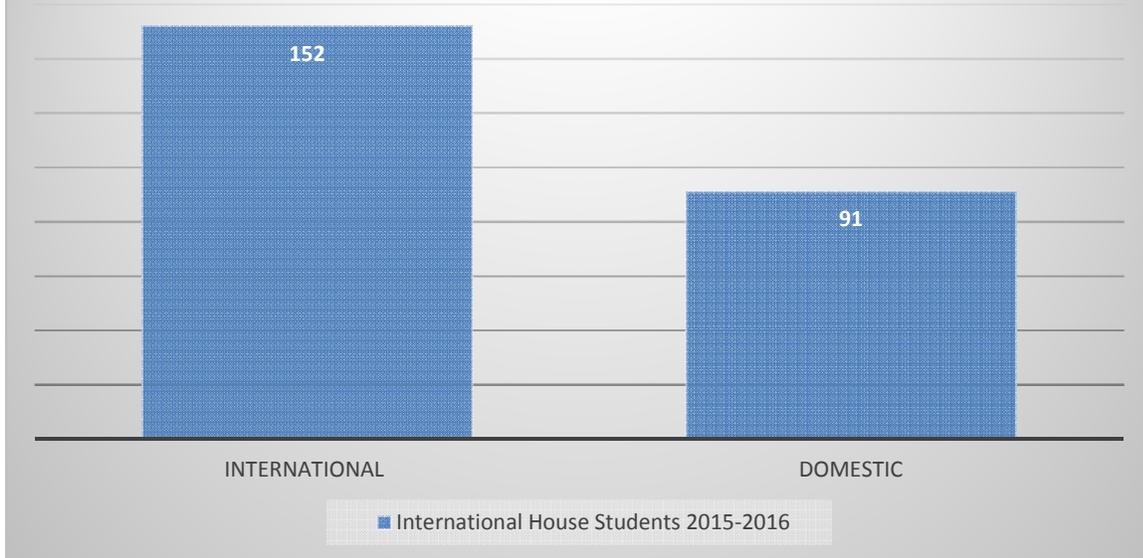
The Global Student Life unit, led by the Director of Global Student Life, Dr. Dylan Rust, is responsible for multiple facets of the international student experience on the Northern Arizona University campus. This unit is responsible for the International House, International Pavilion, International Week, two International Graduation Celebrations, the Sustainability Internship Course, and numerous housing initiatives. Dr. Rust serves as the housing liaison for international students, working with NAU Housing and Residence Life as well as assisting international students to find a place to live in Flagstaff. To ensure that students who apply to NAU late or are admitted late still have an opportunity to have a place to live, the Center for International Education partnered with American Campus Communities properties - The Suites and Hilltop Townhomes - to reserve 108 beds between the two communities for incoming international undergraduate students, international graduate students, and international scholars. The Director of Global Student Life supervises these housing assignments to ensure that NAU is not losing incoming students due to the tight housing options in Flagstaff.

### International House Community

The International House is a community of nearly 200 international and domestic students, focused on global learning and intercultural understanding. The community is housed in the Campus Heights Apartments on the central campus of Northern Arizona University. The International House encourages engagement between students from different countries through purposeful roommate placement as well as strategic globally-themed events.

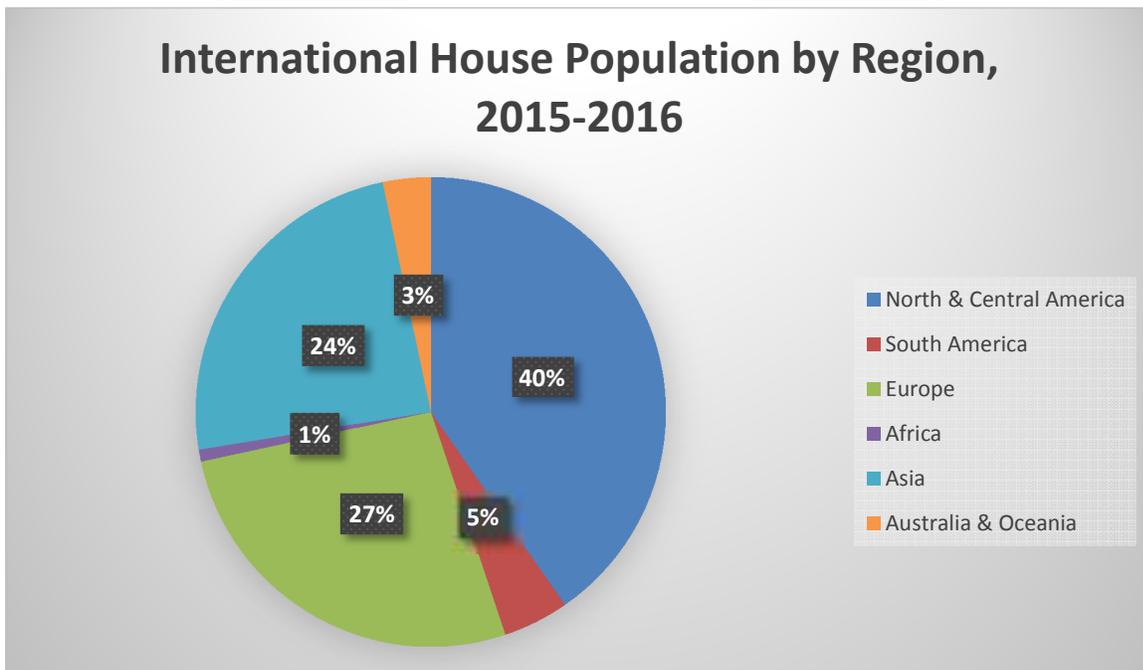
New international students accepted into the International House community are placed in housing with the goal of having them live with an American student, and when possible, with another international student as well. This gives new international students the opportunity to connect to the host culture of the United States, while also learning about another country's culture through an international roommate. When possible, the International House staff strives to place new international students with domestic students who are learning the international student's native language. This provides the domestic student with an international student with whom they can hone their language skills, and provides the international student with a domestic roommate who is already engaged and interested in their country and culture. Due to the turnover of exchange students at the end of each semester, the International House population turns over by about one third between the fall and spring semesters. During the 2015-2016 academic year, 243 students lived in the International House, of which 152 were international.

## International House Population



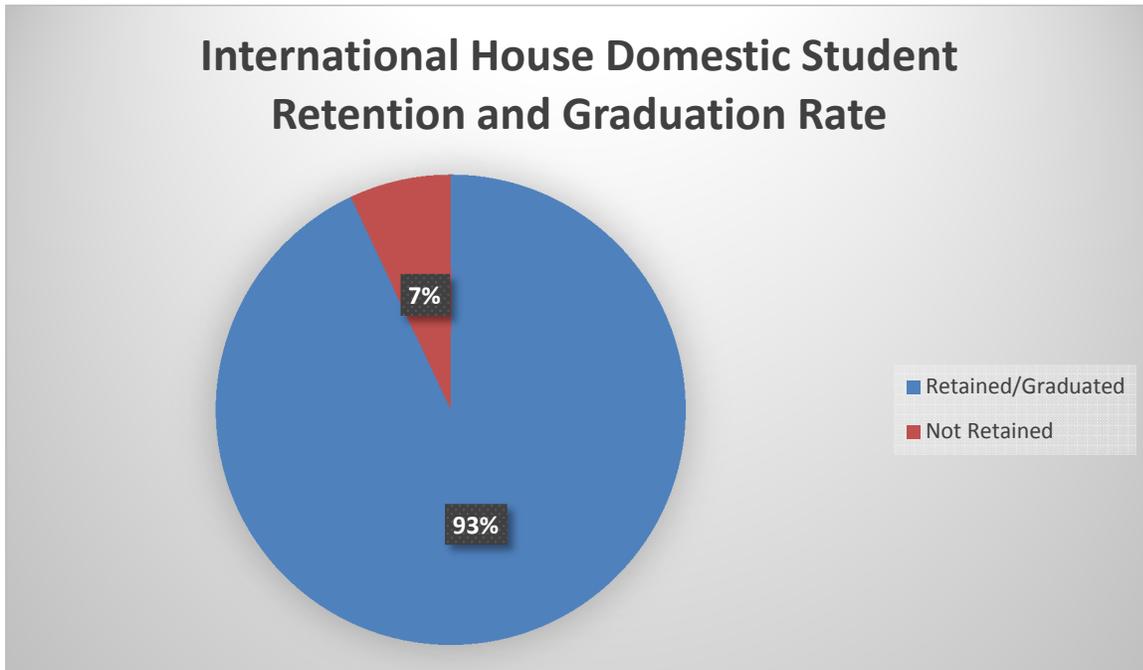
The plurality of students in the International House this year came from North and Central America, due to the domestic American population of I-House students. Outside of domestic students, the majority of Europe and Asia were represented by the most student in the International House in 2015-2016.

## International House Population by Region, 2015-2016



## Retention

To date the retention and graduation rate of all domestic NAU students who have lived in the International House is 93%. The I-House offers an opportunity for students to participate in active co-curricular learning in a welcoming environment that encourages academic excellence. The I-House is a powerful tool in NAU's retention efforts.



## Events

The International House offers a variety of events for students that connect them to learning about other cultures, as well as learning about the diverse culture of the United States. The NAU International House implemented or promoted over 70 events for the 2015-2016 academic year. The International House uses events to build community and encourage interaction between students from different countries. Some events are exclusively for members of the International House community, while others are open to the greater campus and community.



*Student leaders from France Culture Night*

## Cultural Events

Cultural events are the crux of the I-House experience. Students in the International House this year were able to experience 13 different student-led cultural celebrations. “Culture Nights” are events at which students from a particular country lead a presentation about their country and culture, often including music, dance, and activities. This year the International House hosted Culture Nights for Mexico, China, Korea, Serbia, France, United Kingdom, Navajo Nation, Middle East, Japan, USA, Chile, Malaysia, and Bulgaria.



*Dancing at Mexico Culture Night.*

In addition to the Culture Nights, the International House hosted multiple cultural events that were open to the entire campus. Some examples are a Harvest Festival celebrating the harvest holidays in China and Korea, a Dia de los Muertos celebration, a Multicultural Festival co-sponsored by Inclusion and Multicultural Services, and a Mardi Gras celebration.

## Adventures in America

The Adventures in America series of events focuses on trips and experiences for students that give an insight into American culture, history, and geography. This includes outdoor trips and other events. I-House students were led on a hike in the local lava river cave in the fall, and hiked in Sedona in the spring. Both hikes were organized in tandem with the Interdisciplinary Global Programs unit. Other I-House only outdoor events included a hike of Mount Elden, and hikes to Fort Tuthill and Observatory Mesa.



*I-House students at the top of Mount Elden*

In addition to the outdoor events, the International House took a group of students to the Western Navajo Fair. For many of these students, it may be the only time they will ever experience a Native American reservation. In the spring, the I-House took students to the Arizona Renaissance Festival in the Phoenix area. At this event, students were able to witness what an Americanized view of international culture is.

### International House Student Club

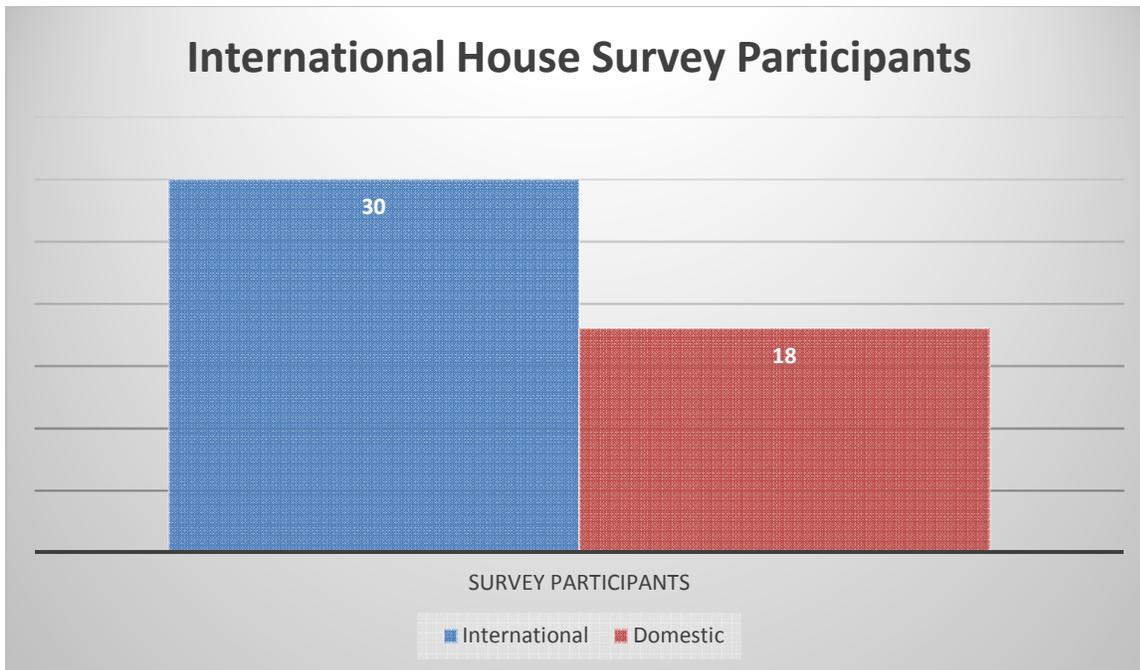
The International House Student Club is a student leadership endeavor within the International House, advised by International House Coordinator Tia Truss. The student officers of the club implemented multiple events and participated in service projects this year. The club led a Halloween Party, a Super Bowl Party, and multiple popular karaoke nights. They also volunteered at Hope Cottage and participated in Relay for Life.



*International House Student Club officers for 2015-2016.*

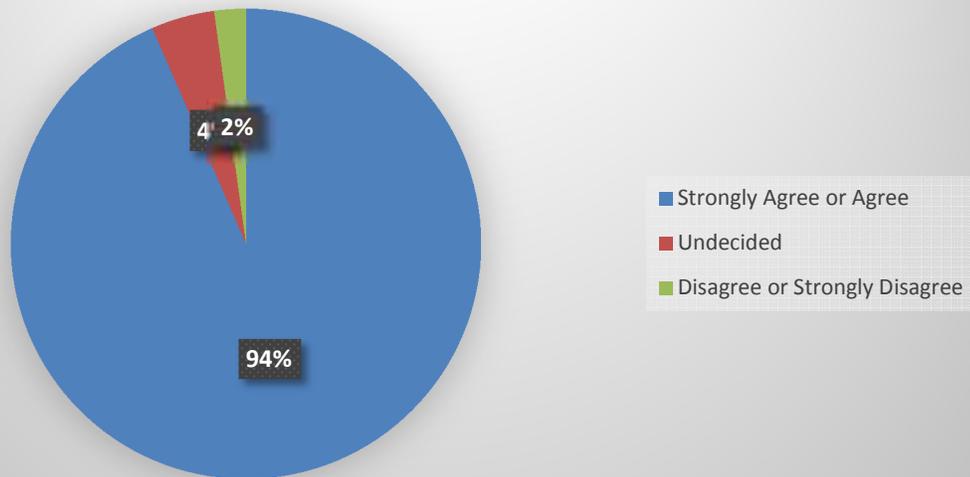
### International House Survey

Every year, the NAU International House surveys the I-House population regarding their experiences in the community. This year, 48 students participated in the survey out of the total community of 198 students. The majority of the students who participated in the survey were international students.



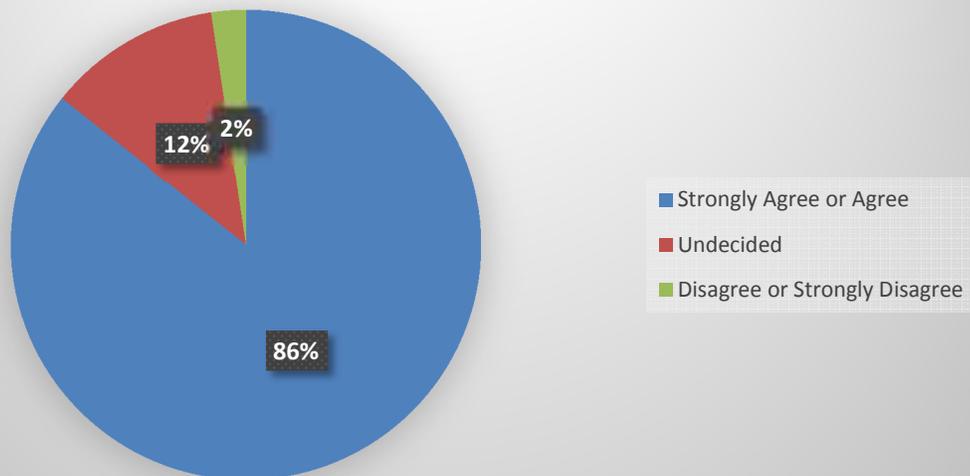
The survey data show that these students overwhelmingly feel closer to Northern Arizona University through being a part of the International House.

## The International House has helped me feel more a part of the NAU community

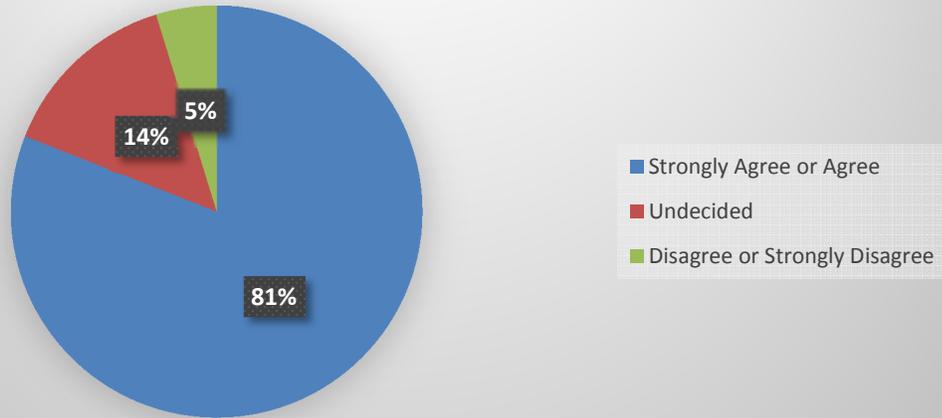


The survey data also show that students feel they have developed greater cross-cultural awareness in the I-House and are more open to the ideas and opinions of others after their I-House experience.

## Participating in the I-House helped me improve my cross-cultural awareness

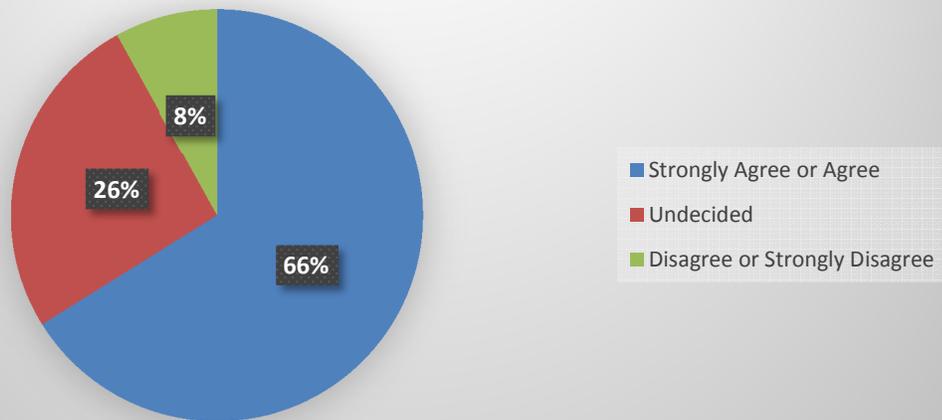


### Participating in the I-House helped me become more open to others' ideas and opinions

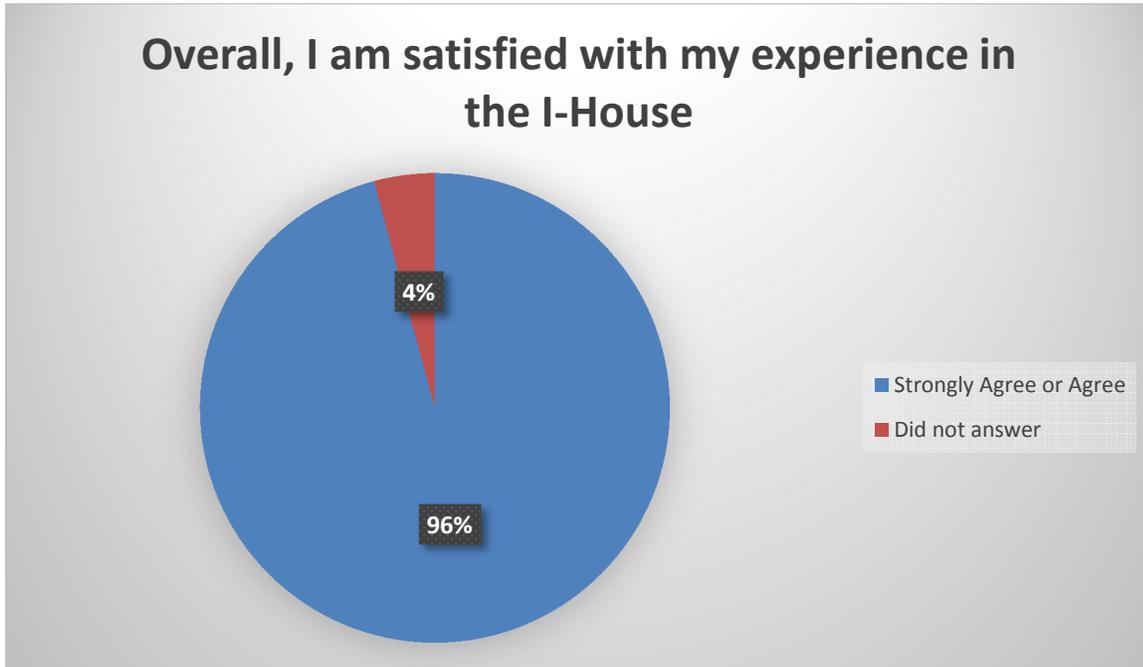


Those two factors likely were reasons why over half of the I-House students surveyed reported that their interpersonal communication skills improved due to their participation in the International House.

### Participating in the I-House helped me develop my interpersonal communication skills



Finally, students were overwhelmingly satisfied with their experience in the NAU International House this year. No students expressed dissatisfaction with their I-House experience.



The quality of the I-House experience shows through the student survey data, and this is most certainly a factor in the 93% retention rate for domestic students in the NAU International House.

### International Pavilion

The International Pavilion opened in August of 2015. The nearly 10,000 square foot events center serves as a space for students of different countries and cultures to interact and gain a great understanding of others. This site for global learning provides a community space for international students on campus who would not otherwise have a space that is set aside for them.



The International Pavilion is a LEED Platinum building, as a structure that features multiple environmentally sustainable aspects. Some examples of this are solar power, use of recycled materials in construction, radiant floor heating, motion lighting, and natural lighting. These aspects combine to make

the International Pavilion at Net Zero building, meaning that it produces more energy through the rooftop solar panels than is used in the building.

The International Pavilion features an event space that can seat up to 300 people. This space can also be divided into smaller spaces for greater flexibility. The flexibility and usability of the space has made the International Pavilion a popular space for many constituents during its first year. Over 40 different groups utilized the International Pavilion over the course of the 2015-2016 academic year, culminating in 299 events held in the building. Some notable events held in the International Pavilion were the lecture by Sami Awad of the Holy Land Trust, the fall semester International Graduation Celebration, and the Green Jacks lecture series.

### International Week

International Week is the CIE's annual global celebration with a variety of events open to the campus and greater Flagstaff community. International Week 2016 went from April 16<sup>th</sup> – 23<sup>rd</sup>. A variety of departments, organizations, and colleges helped to make this week-long celebration a success, including the College of Social and Behavioral Sciences, Inclusion and Multicultural Services, Campus Recreation, and Dining Services.

This year's International Week featured the a film screening of *He Named Me Malala*, a panel discussion of the experiences of NAU students regarding race in South Africa, a panel on humanitarian aid workers, the World Cup Soccer Tournament, the International Festival, and International



*Student performance at 2016 International Idol.*



*Students in the community space in the International Pavilion.*



*Mexican students at the 2016 International Festival.*

Idol. The International Festival featured students from over 30 countries providing activities and information about their countries. Over 300 people attended the event, including many children from the Flagstaff elementary schools. International Idol is the annual talent show featuring NAU students from around the world. This year's International Idol featured 14 different performances, with over 400 people in attendance.

## International Graduation Celebrations

Each semester the NAU Center for International Education hosts an International Graduation Celebration; each event is led by the Director of Global Student Life, Dr. Dylan Rust. At these events the CIE celebrates the accomplishments and experiences of graduating international students, graduating domestic students who studied abroad, departing exchange students, and departing international scholars. Each event also features a guest keynote speaker and a student performance. The keynote speakers for the year were Dr. Jeff Berglund in the fall and Dr. Liz Grobsmith in the spring. The student performances were a Mexican Folklorico dance in the fall and a Rwandan dance in the spring. Between the fall 2015 and spring 2016 International Graduation Celebrations, over 460 scholars and students were honored for their efforts and contributions at NAU.

## Sustainability Internship Course

For the past three years, Director of Global Student Life Dr. Dylan Rust has offered CIE 408, an independent fieldwork course focused on sustainability internships. These internships focus on one of three areas of sustainability: environmental, cultural, or economic. For the 2015-2016 academic year, five students participated in the internship course and served internships at one of the five CIE partner sites: Local First AZ, Center for Indigenous Music and Culture, Sustainable Economic Development Initiative of Northern Arizona, Peak Scents, and the NAU Office of Sustainability.

## Professional Development

Dylan Rust, Director of Global Student Life

- Secretary, International Houses Worldwide, June 2015 – June 2016
- Chair, NAU Service Professional Advisory Council, June 2015 – June 2016
- **“Insights on Engaging International and Domestic Students from a Campus Housing and Student Affairs Perspective”** Co-Presenter at the NAFSA Region II Conference, St. George, Utah, October 2015.

Tia Truss, International House Coordinator

- Member, NAU Sexual Assault and Relationship Violence Task Force, September 2015 - present
- **“Crisis Intervention: An Analysis of Domestic Violence Victim Services at Kagisano Society Women’s Shelter Project.”** Presenter at the 2015 3<sup>rd</sup> World Conference of Women Shelters, The Hague, Netherlands.
- **“Building and Promoting Rapport with Students.”** Roundtable Facilitator at the 2016 NAU Assessment Fair, Flagstaff, Arizona.
- **“Sustainability Building Design as a Core Tenet for Global Learning.”** Co-Presenter at the 2016 Smart and Sustainable Campuses Conference, Baltimore, Maryland.
- **“Outstanding Achievement & Contribution Award.”** Award Recipient at the 2016 Diversity and Equity Awards Banquet from the Commission on the Status of Women

## Interdisciplinary Global Programs

Interdisciplinary Global Programs (IGP) is the umbrella term for three different programs: (1) the Global Science and Engineering Program (GSEP), launched in 2011; the Global Business Program (GBP), launched in 2014; and (3) the Global Affairs Program (GAP), launched in 2016 during the current reporting period. The International Affairs major at NAU is a natural fit for an intensive, international, language immersion program and is now the third program within the IGP family. IGP programs are 5-year, double major programs in which students spend a full year abroad in their fourth year, immersed in the language and culture of their language of study.

### Reporting period highlights

From July 2015 to June 2016, the IGP program achieved the following:

- Expanded to the International Affairs major within the College of Social and Behavioral Science (SBS), growing to have roots in four academic colleges at NAU. The new program within the IGP family is called the **Global Affairs Program (GAP)**.
- Expanded to include **Arabic language**, modeled after the Japanese and Chinese IGP programs. To enable the expansion, the College of Arts and Letters (CAL) broadened the Comparative Cultural Studies majors to include North African in addition to Asian Studies.
- Finalized a **model for working with CAL mentors**, acknowledging the time and energy they put into mentoring IGP students.
- Secured a **Faculty Coordinator team**, including a representative for each academic college.
- Hired a **Program Coordinator** to lead in the organization of big program data, including applications and language checkpoints, in addition to tracking student participation and related assignments.
- Offered **on-campus programming for IGP students** to prepare them for their intensive year abroad, including the Global Language and Culture Summit and IGP student preparation conference.
- **Graduated 8 GSEP students** from our second student cohort.
- Supported **17 GSEP student internships** abroad from our third student cohort, working with students and internship mentors in China, Japan, France, Spain, Chile, Costa Rica, and Argentina.
- Formalized partnerships with Maricopa and Coconino Community Colleges, articulating a **2 + 3 IGP pathway for community college students**.



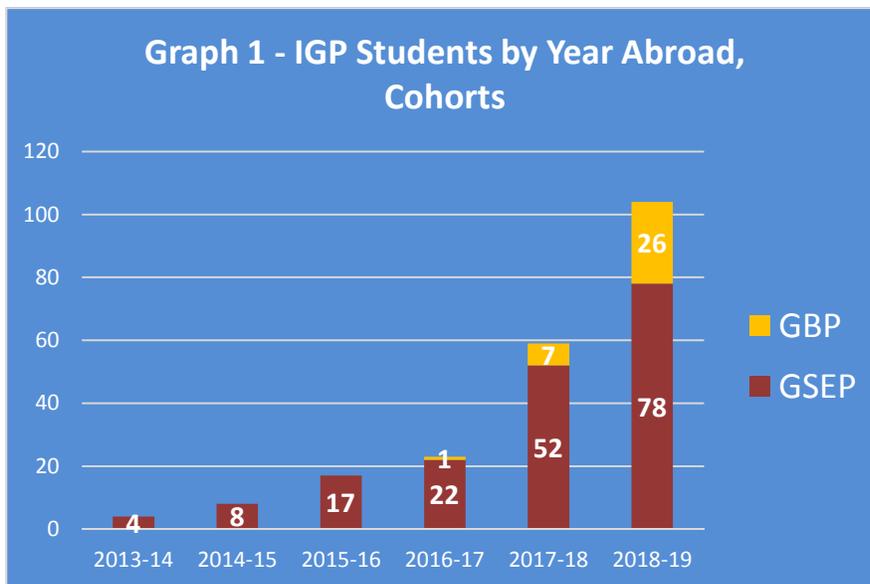
- Completed the **100,000 Strong in the Americas project**, which entailed a field course exchange in the US Southwest (Oct. 19 -28, 2015) and northern Argentina (May 16 – 26) with NAU GSEP students and students of the National University of Tucumán.
- Completed year 2 of the **Patagonia Research Experiences in Sustainability Science** project, sending six GSEP students to Patagonia, Argentina for the internship experience.



## IGP Program Statistics

### IGP student enrollment

GSEP completed its 6<sup>th</sup> year. The program has established itself at the university and receives broad support within the colleges and academic support services like Gateway Freshman advising center. We continue to see rapid growth with increase enrollment of nearly 50% each year, as demonstrated in Graph 1. We currently have 203 students over seven cohorts and expect our numbers to grow substantially before fall 2016 as we continue to accept applications over the summer. Our second cohort of eight GSEP students graduated during this reporting period. Our third cohort of 17 students is



currently abroad finishing up their internship experiences. They will return from their year abroad in the fall and wrap up their experience with the completion of a language capstone presentation at the Third Global Language and Culture Summit Conference in November 2016. Our fourth cohort of 21 students is ready to go abroad for the 2016-2017 academic year.

GBP completed its second year. The program has seen tremendous growth since its launch with a jump from 7 students in the second cohort, to 27 students in the third cohort. We expect the growth trajectory to continue for cohort 4 as applications have been coming in at a steady pace since our applications opened on April 15, 2016. GBP is sending the first student abroad to Costa Rica for the upcoming AY 2016/2017. Our first GBP student is a double major in Marketing and Spanish.

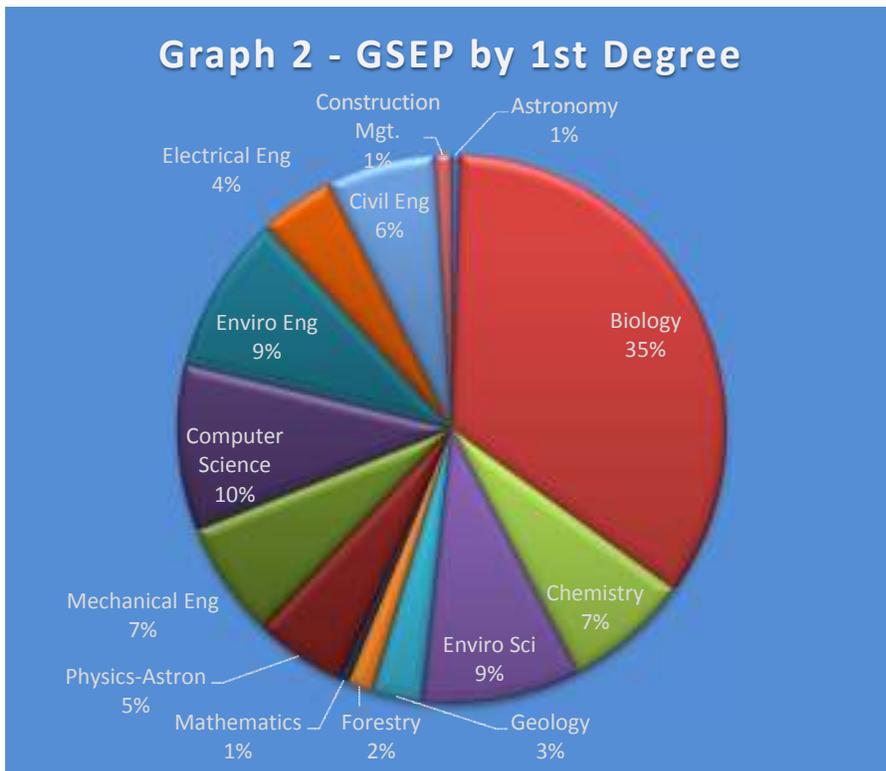
GAP was officially launched with the application period starting on April 15, 2016. The first GAP student was admitted this spring, a double major in International Affairs and French. The student is scheduled to study abroad for the AY 2019/2020.

**IGP student majors**

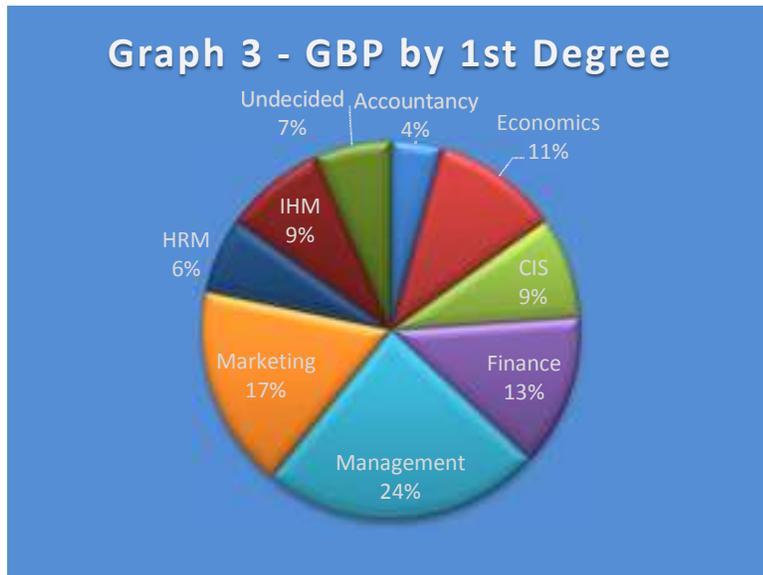
All IGP students are double majors. GSEP students' first major is from the College of Engineering, Forestry and Natural Sciences (CEFNS). GBP students' first major is from the W.A. Franke College of Business (FCB). GAP students' first major is the International Affairs major from the College of Social and Behavioral Sciences (SBS). All IGP students have a second major in the College of Arts and Letters (CAL). Students studying Spanish, French, or German will receive a BA in Modern Languages, emphasis Interdisciplinary Global Programs. Students studying Chinese, Japanese or Arabic will receive a BA in Comparative Cultural Studies, emphasis North African or Asian Studies.

For GSEP, Biology (35%), Computer Science (10%), Environmental Engineering and Environmental

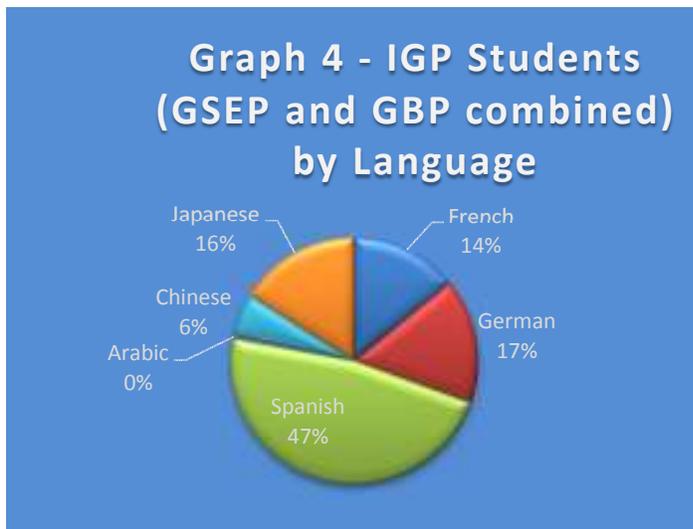
Sciences (both 9%) are the most popular majors of GSEP students (see Graph 2) though we have representation in all 13 CEFNS majors. The least represented majors are Construction Management with 2 students, Math and Astronomy with 1 student each.



Within GBP, Business Management (24%) and Marketing (17%) continue to be the most popular majors,



followed by Hospitality (15% for IHM and HRM combined) and Finance (13%). Our third student cohort has seen a substantial increase in student enrollment and we now have representation in all eight FCB majors (see Graph 3).



As seen in Graph 4, almost half of IGP students are studying Spanish (47%). German (17%) continues in a solid second place closely followed by Japanese (16%) with annually increasing student enrollment. Chinese (6%) is slowly gaining in popularity. We admitted our first student in GSEP Arabic this spring, scheduled to study abroad for the 2019/2020 academic year.

### IGP Student Professional Development

In the 2015/2016 reporting period, IGP has made substantial changes to the programming offered to students. The changes allow for a more focused offering to students at each stage and improve our efforts to connect students into a solid network and community on campus. IGP meets twice each semester for a conference style meeting with various breakout sessions. In addition, students can choose from a variety of optional meetings that offer opportunities for students to connect in the intersections of their majors and interests. Students adhere to a strict attendance policy based on a written student manual. We continue to collaborate with the I-House on some of our events to enrich events with an increased international student presence.

## IGP Strategic Retention Efforts

As the program is maturing and gaining more traction within the academic colleges, IGP focused on refining strategic student engagement and retention efforts during this reporting period. These include:

1. **Student Manual** with detailed written documentation on policies, requirements and deliverables. Clear communication of requirements avoids confusion and allows for better retention in the long run as students advance in the program.
2. **Buddy system** pairing IGP student teams with incoming exchange students from our partner university is becoming more robust with the help of our partners to connect their students with IGP early on to increase regular communication between the international student and NAU students prior to arrival. IGP students are able to forge valuable relationships that are helpful when they go abroad.
3. **Targeted programming** is now adjusted to the appropriate level and year of study. Each year, students receive information to build upon the last year's information. This allows for a more robust programming so students are well prepared for their academic and professional experience abroad.
4. **Checkpoint schedule** in collaboration with our CAL mentors. Regular check-in with student to gauge their academic progress and commitment to the program is an important way to stay connected to students. This allows for continued feedback for students and a clear pathway that students need to follow within the program. The clarity of these steps help students assess themselves and allow for a better experience with the program.

## Courses

IGP taught three courses this year – CENS 499 – Global Programs Engagement Abroad and BIO 399 – Patagonian Research Studies as well as ENV/GLG 499 for the 100,000 strong Program in collaboration with our partners at the University of Tucumán, Argentina.

CENS 499 is a three credit online course offered the first semester of IGP students' year abroad, during their study semester at a partner institution. CENS 499 enabled the program to offer credit for the work students do during the fall semester to maintain communication with IGP staff and students in Flagstaff (structured forum discussions, blog posts), establish their internship for the spring semester (submit signed agreements), contribute to a video contest, and continue their language checkpoints with CAL advisors. The 17 students abroad during the 2015 – 2016 academic year participated in CENS 499.

BIO 399 is one credit in person course, offered to help students participating in the Patagonia Research Experiences in Sustainability Science (PRESS) program, a grant funded GSEP project through the National Science Foundation (NSF) International Research Experiences for Students (IRES) directorate. The six students participating in PRESS research during the spring internship semester took this course as a method of helping them prepare for their research projects with their mentors.

ENV/GLG 499 (Students chose the prefix that worked for them): In preparation for the 100K field courses each semester, six virtual courses were offered in collaboration with the National University of Tucumán (UNT). We meet weekly via skype in the six weeks prior to the field course. NAU hosted the

project's first phase, a field course which took place in the Southwest US from October 19 – 28, 2015.

UNT hosted the project's second phase, a field course which took place in northern Argentina from May 16 – 26, 2016. Each field course focused on studying the natural resources of the region and policies for energy production, with an eye on promoting cross-border sustainable solutions for the future. In Arizona, we studied coal, solar, wind, uranium, and gas. In Argentina, we studied copper, lithium and gas. The



social costs were discussed for each resource. We also studied the unique geological features of each region, such as Grand Canyon in the US and the Puna and Quebrada Humahuaca regions in Argentina.

## IGP Technology Development

IGP continues to update the two instrumental online platforms for our program to appropriately organize student data and manage the ever growing student body in our program. GroupWrangler and CheckPointManager allow us to streamline student communication, tracking students' cultural and language understanding. CheckPointManager has become a crucial tool to track student's language progress at NAU and when abroad. This allows for a smooth accounting system to track mentors' time and engagement with IGP students.

To accommodate some new features and functionality for our online platform, CheckPointManager will be transitioned into GlobalProgramManager with enhanced features listed below:

- A centralized place for all IGP student data
- A new and improved application experience for students
- A streamlined way of reviewing/accepting/denying applications
- A faster system that will be capable of handling our growing number of students

## IGP Student Awards

- Emani Stanford – Biomedical Science and CCS, Japanese: Japanese language student of the year
- Fernando Tom Jr. – Biomedical Science and CCS Japanese and Chinese: Chinese language student of the year
- Bonni Beaupied – Biology and French: GLC French Language scholarship
- Jayne Sandoval – Environmental Engineering and CCS, Chinese: Faculty Senate Scholarship

- Jaime Hernandez-Cauthen – Environmental Science and Spanish: SESES Lisa Marie Jones Memorial Scholarship

## Staff Professional Development

### Presentations

Armstrong, Melissa. 2015. *Preparing STEM students to code switch and work across borders as temperatures rise*. Ecological Society of America Annual Meeting. Baltimore, MD.

Armstrong, Melissa. 2015. *Northern Arizona's Presence around the World*, Arizona House Special Committee on International Trade and Commerce. AZ House building, Phoenix, AZ.

Armstrong, Melissa. 2016. *Innovations in Sustainability: Building capacity for thriving partnerships in the Americas*. NAFSA Annual Conference, 100,000 Strong of Americas. Denver, CO.

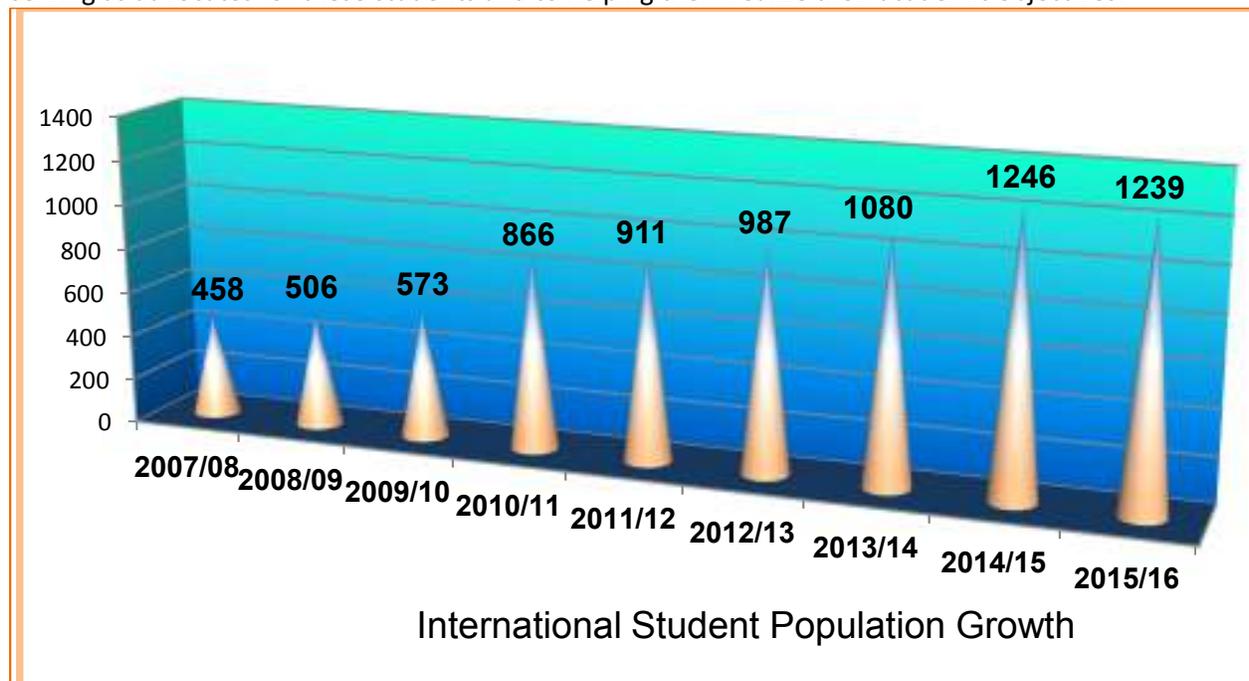
Armstrong, Melissa. 2016. *Successful advising for student internships abroad: connecting cohorts and promoting reflection*. Global Internship Conference. Boston, MA.

### Publications

Armstrong, Melissa. 2016. *Global Interdisciplinarity as a Catalyst for Diversity*. NAU Global.

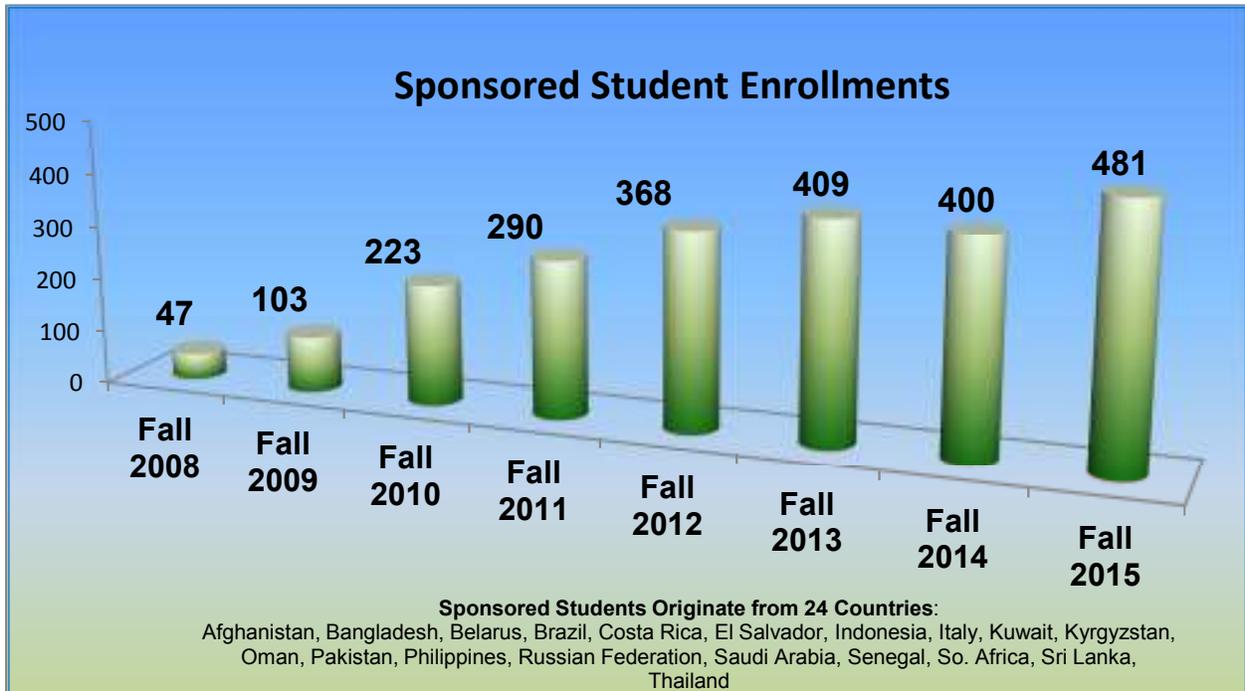
## International Student and Scholar Services

Enrollment among international students continues to grow, having more than doubled in the past six years with an increase from 458 students in the fall of 2007 to 1239 students in fall 2015 (as reported in the IIE OpenDoors Report). The Center for International Education remains as committed as ever to serving as advocates for these students and to helping them realize their academic objectives.



### 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 315 students from China attending NAU in fall 2015. Kuwait is second among sending countries with 299 students and Saudi Arabia is third with 189 students. The majority of these students are sponsored by their home-country government with the growth in these sponsored students increasing from 47 in fall 2008 to 500 in fall 2015.



Most of our non-degree students are here on exchange programs, and typically spend no more than one to two semesters. During the 2014/015 academic year, NAU received over 200 exchange students from partner institutions. The majority of the exchange students in bilateral exchanges are from European countries with the largest numbers coming from the United Kingdom, Germany and France. We have also increased the number of non-degree exchanges with China, Korea and Japan in recent years.

### Services and Programming for International Students and Scholars

To assist students with their academic and cultural adjustment, International Student & Scholar Services (ISSS) provides various types of support services. Arguably the most important service we must provide for international students is immigration advising to assist them in maintaining immigration compliance. Many aspects of a student's presence in the U.S. may have an immigration related function. Thus, keeping informed on procedures and 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.



In the 2015-16 academic year ISSS began operating its own ISSS Service Center within the welcome area of the Center for International Education, handling the intake of international students and scholars separately from the rest of the CIE. The Service Center uses Sunapsis® for intake, appointments, and triage advising, and is a benefit to ISSS in being able to more directly serve our population. Managing the front desk staff policies and procedures, and adequately find time for training, is a challenge that is

gradually being solved. The service center was staffed for 2015-16 by 3-4 part-time staff, including graduate assistant(s), temp staff, and student workers.

ISSS 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. This orientation is continually evaluated and recent changes include expanded orientation programs for intensive English students. In 2015-2016, ISSS continued to successfully use its online orientation 'class,' implemented in 2013. The orientation has 5 modules, including immigration, academic success, and living in the U.S. The online orientation is used as a 'make-up' orientation for late-arriving students, and is required for all incoming academic students. The orientation is mostly managed day-to-day by an ISSS graduate assistant, with input and content provided by ISSS advisers and overseen by the ISSS professional staff.

ISSS offers workshops throughout campus on a series of topics important to international students, including work authorization applications and special registration procedures. ISSS Workshops have included a Brown Bag session during NAU International Week on employing international faculty and staff, which was well attended by over 35 chairs and various department administrators. ISSS staff also presented workshops for graduating students (F-1 and J-1 students) on U.S Employment Strategies after graduation.

We liaise with academic and administrative departments on behalf of the students. We continue to offer presentations for faculty and staff to increase cross-cultural understanding.

F-1 and J-1 status students have in some cases the opportunity to be employed after graduating, and ISSS facilitates and oversees this process. In 2015-16, changes to this program on the F-1 side for STEM extensions to students' work permission after graduation have made longer authorizations possible, but have required the restructuring of our processes to a degree and this continues as the changes are really coming on-line just in May/June 2016. Students applying for these work programs attend required workshops conducted by ISSS, and continue to be under ISSS oversight for immigration compliance while employed in the U.S.

More than 40 continuing F-1 international students received scholarships from ISSS to assist with their non-resident tuition costs during the 2015-16 academic year, similar to numbers in the previous year. These students visited the Flagstaff public schools, participated in International Week events, led campus programming aimed at international awareness, and did community service hours as conditions of their awards, all managed by ISSS.

ISSS works with embassies, program sponsors, private companies and scholarships on behalf of the sponsored students, as well as the home institutions of the exchange students. ISSS also has given lectures and presentations throughout the country on topics related to international students & scholars. ISSS has been active in the field by presenting, joining committees or participating in international education conferences.

We coordinate the International Friends (I-Friends) group to pair international students with domestic students, facilitate the Flagstaff Friendship Program (Flag Friends) to pair international students with families in the Flagstaff community and advise the International Club (I-Club), an NAU student organization for both international and domestic students. I-Friends had 96 students from 23 different countries participating during the past year. I-Club had a productive year in 2015-16, with several events on and off-campus. The highlight of the year for I-Club was the International Fashion Show, held for the

first time just prior to International Week in April. Also, a new program 'Student of the Week' on Facebook showcased international students at NAU.

The International Week events organized and hosted by ISSS were once again successful. The Parade of Nations kicked off the week with approximately 35 countries represented on a parade through campus. International Festival and International Idol again were the major events during the week, with over 300 attendees at the International Festival (including over 125 students from the Flagstaff public schools after-school program). International Festival for the first time offered attendees a stage entertainment program, consisting of several internationally-themed talent acts, including music, dance, and martial arts.



The 6th annual International Idol talent show featured 15 acts of international talent and was held in the DuBois Ballroom to a large crowd of over 600, not including the performers. The show brought together all NAU students who had a unique internationally themed talent to display. This year's show featured 3 "celebrity" judges, door prizes and many other surprises. The acts ranged from traditional Rwandan dance to a cappella.

## 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 approximately 105 International Faculty and Scholars, which was fairly evenly divided between Visiting Scholars, and those faculty and staff who were sponsored for both temporary and permanent work authorization.



During the past year we hosted over 62 J-1 scholars and currently have 43 J-1 scholars on campus. Of the employment based cases, we have had approvals for 20 H-1B, 6 TN, 10 employees (teaching and non-teaching faculty) approved for Permanent Residence. We currently have 10 H-1Bs and approximately 15 Permanent Residence cases in progress.

Among the visiting scholars, CIE hosted 46 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.

Scholar Academy sessions include guest speakers from NAU faculty and administrators, as well as from the local, Flagstaff community. The Academy also includes culturally and educationally oriented trips within the northern Arizona region, including visits to the Hopi and Navajo Reservations, Sedona and Phoenix Art Museum. All scholars were invited to the Annual Faculty and International Scholar Reception hosted by ISSS and attended by NAU Provost, Dr. James Coleman, Liz Grobsmith (Senior Advisor to the President), Daniel Palm (Director, China Initiatives), Faculty Mentors, and staff from ISSS. Our Chinese scholars in the Scholar Academy celebrated Chinese New Year with faculty and university community.

## CIE 100: International Student Success

CIE 100 is a transition course for international students transferring to NAU from international colleges and universities. Started in spring 2013, this one unit course captures an under-served student population, and its purpose is to promote international student success. In this case, international student success includes understanding the expectations of the US classroom and culture, learning about academic integrity and the various forms of academic dishonesty, as well as an introduction to basic study skills. CIE staff work with partners across campus to deliver topical presentations and answer student generated questions while also providing cultural and academic support. Fifty nine students completed CIE 100 for the Fall 2015 semester.

## AZ Chapter Fulbright Association Winter Gathering - 2015/2016

Center for International Education was a co-sponsor for the Annual Winter Gathering for the Arizona Fulbright Chapter. This year's event, held in the W.A. College of Business Gardner Auditorium, featured Fulbright Professors from NAU faculty, visiting faculty from Turkey and AZ Chapter members. The event had an excellent turnout and promoted the Fulbright Program to the NAU student and community populations.

## ISSS Professional Development

Andrew Janusz, International Student & Scholar Advisor

- Field Advocate- Sponsored Student Programs – Arizona International Educators
- Board Member & Secretary - Arizona Chapter Fulbright Association
- Keynote Speaker, “Best Sponsored Student Practices” - MCCC International Educators Meeting, Tempe, AZ
- Poster Presentation - NAJAH Conference, Abu Dhabi, United Arab Emirates & Kuwait City, Kuwait
- CIE 100 Instructor, Northern Arizona University
- Member, Academic Standards Committee, Northern Arizona University
- Member, Student Excuse/Holiday Committee, Northern Arizona University
- Presenter, Faculty Development – Learning Community “ Working with International Students”

Allison Ludlam, International Student and Scholar Services

- Participant in the NAFSA Leadership Academy Class 11
- Development of Digital Storytelling student organization for inbound and outbound study abroad students
- Member of NAU Welcome Week committee for annual planning of campus wide events
- Co- presenter at Arizona International Educators conference on Programing International Student Orientation

Catherine Ribic, Director of International Student and Scholar Services

- NAFSA Trainer Corps Member
- Arizona International Educators, Leadership Team, Director at Large.

George Omwandho, Assistant Director- International Student and Scholar Services

- Presenter: "Employment and Understanding Immigration Basics," NAU April 2016
- Glacier Tax Representative- Arctic International LLC
- Liaison- University to Outside Counsel (Fragomen Law)

Kathleen McKeiver, Coordinator of International Student Academic Advising

- NACADA Global Engagement Commission Chair: October 2013-October 2015
- NACADA Academic Advising Today review board: October 2014-October 2016

Sean Milton, Assistant Director for Student Services, International Student and Scholar Services

- NAFSA Trainer Corps member, finishing 2-year term May 2016
- Presented at Arizona International Educators, March 2016, on programming collaboration
- Workshop Coordinator at NAFSA Region II, Fall 2015
- Attendee, NAFSA Region II Conference, St. George, UT, October 2015

## Operations

The Operations unit in the Center for International Education provides infrastructure and programmatic support to CIE's nine functional units and extensive number of programs. This routinely involves assisting all units with finding administrative, logistic and technological solutions to support their initiatives and programs objectives, but, more significantly, supporting the office environment and culture in a way that reflects departmental and institutional learning outcomes and organizational culture within both CIE and the university as a whole

In this past year of transition, Operations staff have dedicated a significant amount of time to auditing and revising multiple financial and administrative processes in order to prepare CIE for its next leadership generation. Processes have been identified to better serve internal and external stakeholders reliant on services CIE provides to advance their goals and fulfill their functions. First and foremost was the creation of an International Student and Scholar Service Center, designed to more efficiently deliver CIE services to NAU's international student and scholar population. Operations provided design and implementation management and support, greatly reducing time spent meeting the specific needs of our international demographic. A new onboarding process for professional and student staff was identified, resulting in an updated new employee checklist in conjunction with NAU's new online hiring and training processes. Sustainability being both an institutional strategic priority and departmental commitment, the Operations unit continues to manage and provide support to in-house software packages that help advance the department towards a paperless culture.

In terms of global and community engagement, the Operations unit's passport acceptance program has quintupled in volume since its inception four years ago, from processing over 850 passports in the AY 14-15 to almost 800 as of June 2016. The program continues to expand, serving clientele coming from as far away as Tucson and Page, based on the positive service reputation the division worked toward. To express diversity, the Operations unit remains demonstrably committed to hiring a deeply diverse pool of professional and student staff. Operations staff routinely conduct regular community presentations on the importance of the diversity that CIE brings to the community at large through the impacts of its international students and faculty and NAU students having studied abroad.

To assist in ongoing departmental assessment, Operations staff has continued developing and providing reporting to meet custom data inquiry needs on departmental growth and program expansion for CIE and partner departments, while streamlining accounting and archiving procedures to meet growing volume and demand for data. This has involved working with multiple partner departments to align institutional processes with departmental needs (particularly in student record and financial management data). Operations staff have committed equally to sharing knowledge and expertise, with staff presenting at the NAFSA Region II conference as well as internally at NAU. The Operations staff also continues to demonstrate a commitment to a culture of community engagement through active volunteerism in multiple sectors. Operations staff volunteer activity includes the NAU Green Fund, NAU Environmental Caucus, NAU Native American Student Services, NAU Scholarship Review Committee, NAU Disability Resources, Sustainable Economic Development Initiative of Northern Arizona, NAU Affirmative Action, Flagstaff Unified School District, Arizona Technology Access and Assistive Technology

program, and the Arizona Department of Transportation Adopt-A-Highway cleanup program. Operations also imparts this commitment to its student and temporary staff as part of their training on a routine basis, with demonstrable long-term effects. Past Operations student and temp staff can now be found working and/or volunteering in Teach America, Peace Corps, environmental policy development at the US Department of the Treasury, CAPS (teaching English abroad), and in sustainable international hospitality and tourism in across the globe.

For the coming year, Operations is overseeing an overhaul of the departmental website to be user-experience based and mobile friendly in support of the department's objective of growing international student numbers and diversity. Operations staff are also supervising the relaunch and redesign of the NAU Global twice yearly academic publication and the monthly digital newsletter, NAU World Beat, to help communicate CIE's many programs, events and activities to both campus and community.

## Operations Staff Training and volunteerism

### Linda Alvarado

- Attended ten NAU-led leadership development training
- Presented at NAFSA Region II and NAU Staff Development Day
- Led departmental Highway Cleanup sessions
- Served on departmental retreat planning committee
- Online Passport Agent training and testing for re-certification to continue to support CIE Passport services.

### Sheila Anders

- Presented at the Smart and Sustainable Campuses Conference, NAFSA Region II, and NAU Employee Development Day.
- NAU Green Fund voting administrative board member
- Vice President, Sustainable Economic Development Initiative of Northern Arizona
- Chair, Dollars for Dreams Regional Microloan program, serving Native American and women entrepreneurs.

### Kathryn Fox

- Completed Online training for newly formatted Open Doors report, making the reporting process of the CIE Open Doors report quicker and more efficient.
- Trained on CIE Help Desk, acting as contact point for Sunapsis issues.
- Incident Management Communication Training.
- Online Passport Agent training and testing for re-certification to continue to support CIE Passport services.
- Trained in H1-B and J Scholar process using the new Sunapsis E-Forms.

### Lisa Richardson

- Attended Authentic Leadership Workshop and Stephen Covey 7 Habits workshop
- Volunteered at Horses with Heart as a mentor and photographer with organization providing equine therapy we work with people who have disabilities, Special Olympics, and Silver Sneakers
- Volunteer with CUPT 3+1 program: escorted students to the Coconino County Fair.
- Member of International Women's Club at CIE as cultural adviser and advocate.

### **Charity Thompson**

- Attended a 2day Workshop by WACUBO (Western Association of College and University Business Officers in Phoenix, AZ on January 13 & 14th, 2016.
- Online Passport Agent training and testing for re-certification to continue to support CIE Passport services.

### **Sky Yazzie**

- Microsoft Excel training in Chandler. By attending this training it's helped CIE by simplifying multiple spreadsheets and increasing worker productivity.
- Passport Managers training in Phoenix. By attending this training it's helped identify areas of concern other passport offices have and avoid repeating those mistakes here so we can continue to serve NAU and the greater community of their passport needs.
- Passport Managers Seminar in Chandler. By attending this seminar it's informed us of recent changes to the Passport Agents Reference Guide which keeps us in compliance with the US Department of State so we can continue to be a passport acceptance facility.
- Served as an international student orientation volunteer.

## Additional Initiatives

### New Global Section of Undergraduate Research Symposium

In April 2016 the Center for International Education changed how students' international and intercultural research is shared with the campus community. CIE moved from a stand-alone Global Research Symposium to the addition of a global section to the NAU Undergraduate Research Symposium. This change was a clear improvement in that students were able to present their work under the umbrella of an existing well-established event. Eight posters were presented on a variety of topics including archeological research in Belize, an investigation of Apartheid and the history of South Africa, wildlife conservation in Australia, and other international or intercultural projects.



### National and International Scholarships and Fellowships

Nationally competitive scholarships and fellowships not only offer a financial award, they bring prestige that helps students build a distinguished career, permanent membership in a network of outstanding professionals, and life-changing experiences. These extremely competitive awards include opportunities such as the Rhodes, Marshall, Fulbright, Truman, Goldwater, and Udall scholarships. The NAU National Scholarship Coordinator, Melissa Riggs, shares information, resources, training opportunities, and application feedback for major national and international awards.

In 2015-16, the office's third year of operation, nearly 250 students attended 16 scholarship application workshops or information sessions. Students benefitted from three national presenters from the Fulbright U.S. Student Program and Boren Awards. Additionally, three previous award recipients from NAU shared their personal experiences: Victoria Fimea, 1981 Truman Scholar; Sasha Stortz, 2005 and 2006 Udall Scholar; and Shalene Yazzie, 2015 Udall Honorable Mention.



Student participation this year included 59 students who met with the National Scholarship Coordinator to explore national awards for the current academic year or near future, and many more who

corresponded with requests for information. Fifteen students met internal requirements for consideration and then worked with the coordinator to complete NAU-endorsed applications, taking advantage of multiple intensive advising and feedback sessions. Seven NAU students or alumni were national award recipients, and one student garnered an Honorable Mention<sup>1</sup>.

Fulbright English Teaching Assistantship, Germany	Cassie Azchenick	2015 alumna, International Affairs and German
Fulbright Research Grant, South Africa	Savannah Tjaden	Senior, Hydrogeology
Fulbright UK Summer Institutes Award*	Dana Peters	Sophomore, Environmental and Sustainability Studies
NSF Graduate Research Fellowship	Carver Jay Bierson	2014 alumnus, Astronomy
NSF Graduate Research Fellowship	Ciarra Greene	2012 alumna, Chemistry
NSF Graduate Research Honorable Mention	Molly Shuman-Goodier	Ph.D. student, Biology
Public Policy and International Affairs (PPIA) Fellowship	Jonathan Yamasaki	Junior, Business Administration
Sundance Institute Full Circle Fellowship*	Megan Babbitt	Junior, Creative Media and Film

*\*First-ever NAU recipients*

Applicant evaluations testify to many benefits beyond winning. The national application process requires a level of thought about life and career that help students refine their goals and identify means to reach them. The process can bring students into contact with professionals who may become important mentors. Writing, editing, and critical thinking improve. And the quality materials produced can be adapted for job, graduate school, and other award applications.

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<sup>1</sup> This is in addition to recipients of national study abroad awards coordinated by Education Abroad such as the Gilman scholarship, Boren scholarship, and DAAD RISE Internships.