



**NORTHERN ARIZONA
UNIVERSITY**

Center for International Education



Annual Report 2012-13

The Center for International Education

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International Education
Northern Arizona University
Annual Report 2012-13

Contents

Introduction	4
Global Learning	4
Department / Faculty Awards for Global Learning	5
Global Learning Research Scholarship	5
Short-term Educational Programming at NAU	5
Global Learning Symposium and International Week	6
Global Science & Engineering Program	7
STEM major breakdown.....	7
Language major breakdown	8
GSEP On-Campus Program	9
GSEP student recruitment and retention	10
GSEP program partnerships	11
International House Living and Learning Community.....	12
Cultural Events	12
Professional Events	13
Campus Events	13
Sustainability.....	13
Community Service	13
Education Abroad	13
Record Enrollments.....	14
Record Gilman Scholarship Funding	15
NAU Education Abroad Compared to Peers and National Trends.....	15
Highlights	15
International Admissions and Recruitment	17

Recruitment	18
Technology.....	19
International Student and Scholar Services.....	20
International Student Profile	20
Services and Programming for International Students and Scholars	21
Scholars, Faculty and Staff Profile.....	23
CIE 100: International Student Success	23
China Initiatives.....	24
Beijing Office.....	24
Operations	26
Passport Acceptance Office	27
Sustainability.....	27
Looking Forward	27
Faculty Development.....	28
Professional Development among CIE Staff	30

Center for International Education

Annual Report 2012-2013

Introduction

The glow of success, inspired by the 2012 Senator Paul Simon Award for Comprehensive Internationalization has lingered over the Center for International Education during the 2012-13 academic year. For one, although the award was announced in the 2011-12 academic year, it was actually conferred on November 13, 2012. Secondly, the national attention it engendered was palpable, and there was the sense that NAU, if not having become a household name, has become known among international educators as a place where good things were happening in terms of international education. This boost to the work we do and this affirmation of the value of pursuing comprehensive internationalization has done much to further expand our vision and to find new ways to ensure that students have rich global learning experiences that prepare them to be globally competent. We are pleased to offer this annual report that represents a continued upward trajectory in achieving our goals, serving the campus community and further institutionalizing international education at Northern Arizona University.

Global Learning

The Center for International Education understands its central obligation as being engaged in the process of helping to prepare students to be globally competent. This objective is pursued primarily through the Global Learning Initiative because this work is driven in the context of the curriculum. This initiative has been discussed at length in previous annual reports and at other places on this website. Over the past year, a number of academic departments completed their commitments to global learning and submitted their reports to CIE. These included:

- The School of Nursing
- Geographic Science and Community Planning
- Journalism

We intend to continue to encourage other departments that have not participated in this program to do so. We anticipate that the Learning Outcomes initiative taken up by the Faculty Senate over the past year will be another avenue by which we can encourage faculty to include global learning outcomes in their planning. The Vice Provost has also partnered with other faculty to present papers at professional meetings and to submit papers for publication that address the efforts focused on global learning at NAU.

Other developments worthy of note in terms of global learning include a recent decision to allow graduate students to participate in bilateral exchanges, similar to the model used fairly extensively among undergraduate students. This will expand opportunities for

graduate students who wish to pursue study, research or internships overseas and allow us to host their counterparts on the campus.

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 include Debra Edgerton from the School of Art and Dorothy Dunn from the School of Nursing. 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 School of Forestry and the Department of Geographic Science and Community Planning.

Global Learning Research Scholarship

The Global Learning Research Scholarship (GLRS) celebrated its second anniversary this year. The GLRS is intended to support globally engaging undergraduate research. The award is an annual award requiring that students conduct research that engages with at least two of the three themes of global learning (diversity, sustainability, and global engagement), 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.

Last year's GLRS recipients contributed to an exciting and robust Global Learning Symposium as they presented their findings. Topics this year ranged from seed communities across the world to monitoring algae populations. This is an exciting opportunity for undergraduate students to not only conduct research, but also present those findings to the campus community. The GLRS research topics included the following:

Fall 2012

- The Causes of the Egyptian Revolutions
- Crossing the Border: Advancing Cultural and Scientific Understanding through the Study of Disease Vectors that Cross National Boundaries
- The Causes of the Egyptian Revolutions
- Gender During the Genocide in Guatemala and its Relation to the Current Femicide
- Seed Communities for Sustainable Change

Spring 2013

- Using Delayed Fluorescence for Monitoring Algae Populations in Agricultural Landscapes

Short-term Educational Programming at NAU

The Center for International Education hosts international students and scholars to NAU for 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 short-term study programs during the 2012-2013 academic year:

- **Shijiazhuang University**, September 2012: Shijiazhuang University in China participated in a one-week teacher training program. A total of 20 professors visited NAU and participated in workshops on a variety of topics related to U.S. higher education, student life and teaching methodologies. The group also observed classes in session in the fields of geology, business, history, math, English, engineering, intensive English and participated in tours of campus departments and facilities such as the Cline Library and computer labs.

Global Learning Symposium and International Week



International Week 2013 occurred in the first week of April and engaged members of the campus community, Flagstaff community, and students from local Flagstaff elementary schools. 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 Office of Housing and Residence Life, and The W. A. Franke College of Business.

This year's International Week featured the annual Global Learning Symposium, International Festival, and International Idol. The Global Learning Symposium provided a forum for undergraduate students to present their research. A total of 11 undergraduate students presented research from a variety of majors including business, biology, and history. The International Festival featured students from over 30 countries providing activities and information about their countries. Over 400 people attended the event, including many children from the Flagstaff elementary schools. International Idol is the annual talent show featuring students and scholars from around the world. This year's International Idol featured 17 different performances.

An outline of events is detailed below:

MONDAY APRIL 1	TUESDAY APRIL 2	WEDNESDAY APRIL 3	THURSDAY APRIL 4	FRIDAY APRIL 5	WEEKEND APRIL 5 - 7
<p>*International Food WEEK LONG EVENT Hotspot and the Dub</p> <p>*Photo Exhibit: Crossroads of Culture WEEK LONG EVENT Traveling photo exhibit</p> <p>Global Learning Symposium Two Sessions: 8 1: 3-4 pm 8 2: 4-5 pm WA Franke College of Business, Bldg. 81, Gardner</p> <p>Better World Film Series: End of the Line 7-9 pm WA Franke College of Business, Bldg. 81, Gardner</p>	<p>NAU Faculty & Staff Brown Bag Lunch: Immigration Basics for NAU Departments 12-1:30 pm Blome Hall, Bldg. 2, Conference Rm</p> <p>International Potluck 6-7:30 pm Blome Hall, Bldg. 2, Conference Rm</p> 	<p>International Internship Information Session 1:30-2:30 pm Blome Hall, Bldg. 2, Conference Rm</p> <p>Education Abroad Information Session 5-7 pm Blome Hall, Bldg. 2, Conference Rm</p> <p>Polynesian Experience 6-8 pm University Union</p> <p>NAU International Film Series: La Petite Jerusalem 7 pm LA, Bldg. 18, Rm 120</p>	<p>Passport Day 9 am - 3 pm Blome Hall, Bldg. 2</p> <p>NAU 2013 French Film Festival: Zazie dans le metro 4 pm LA, Bldg. 18, Rm 120</p> <p>NAU 2013 French Film Festival: A Bout de souffle 7 pm LA, Bldg. 18, Rm 120</p> <p>La Cerole Francaise 5-7 pm BAA, Bldg. 23, Rm 115</p> <p>Spanish Table "La Tertulia" 5:30-7 pm Union Extension, Bldg. 30C, 2nd Floor</p> <p>German Table "Stammtisch" 6-8 pm NIMarcos Pizzas on S. Beaver St.</p>	<p>Misconceptions About China: A Conversation with Chinese Faculty 2:30-3:30 pm Reception to follow duBols Center, Bldg. 64, Fremont Rm</p> <p>International Festival 3-5:30 pm duBols Center Ballroom</p> <p>International Idol 7-9:30 pm duBols Center Ballroom</p> <p>NAU 2013 French Film Festival: La Haine 4 pm LA, Bldg. 18, Rm 120</p> <p>NAU 2013 French Film Festival: Les Femmes du 6^e étage 7 pm LA, Bldg. 18, Rm 120</p>	<p>Lumberjacks 2013: World Cup Soccer Fri: Time TBD; Sat: Time TBD; All-day tournament pool play Sun: Time TBD; Finals South Recreation Field, NAU south campus</p> 
<p>For more information visit: nau.edu/cie/international-week</p>					
 <p>NORTHERN ARIZONA UNIVERSITY Center for International Education</p>				<p>* Week Long Event!</p>	

Global Science & Engineering Program

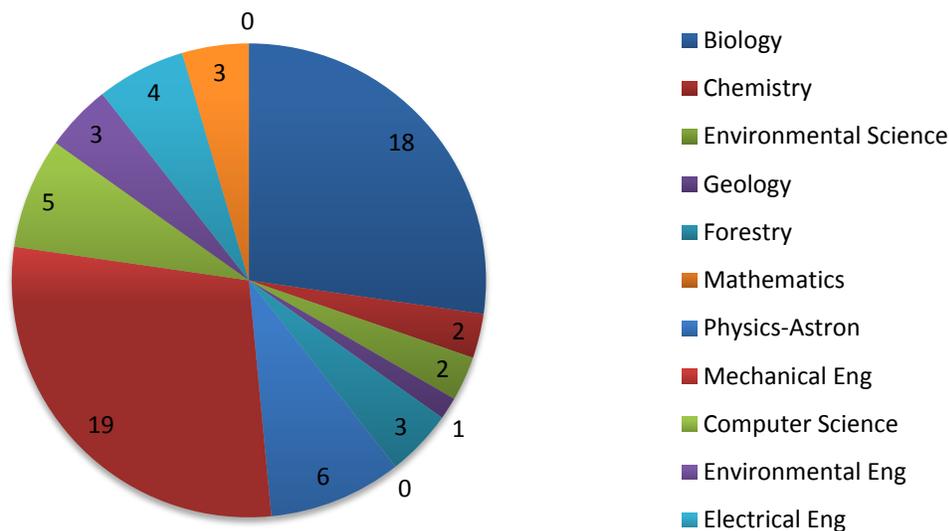
The Global Science and Engineering Program (GSEP) was launched in 2011 in response to the need to prepare international leaders in Science Technology Engineering and Mathematics (STEM) disciplines with the skills to effectively communicate across borders and cultures. GSEP scholars commit to an intensive five-year track starting in their freshman year, choosing a second major in a foreign language to complement their STEM degree; Spanish, German, French, Japanese and Chinese options are offered. During the first three years on-campus, students study their language and science or engineering discipline in addition to developing their professional and leadership skills within the vibrant GSEP community. GSEP scholars then spend their fourth year abroad, dividing their time between coursework at a foreign partner university and a six-month professional internship in a company or research laboratory. Returning in their fifth year, GSEP scholars complete their coursework and capstone requirements in addition to serving as a mentor to students in the early stages of the program.

YEAR 1
<ul style="list-style-type: none"> Recruitment Start foreign language Year 1 in discipline
YEAR 2
<ul style="list-style-type: none"> Continue foreign language Year 2 in discipline Exploratory trip (10 days)
YEAR 3
<ul style="list-style-type: none"> Upper division language study Year 3 in discipline
YEAR 4 - ABROAD
<ul style="list-style-type: none"> Study abroad, coursework Immersive language study Internship/Research
YEAR 5
<ul style="list-style-type: none"> Senior year in discipline Capstone Graduation

STEM major breakdown

GSEP has 66 student participants; students' Bachelor of Science focus represents 11 of the 13 majors within the College of Engineering, Forestry, and Natural Sciences. Most common majors include: Mechanical Engineering (19), Biology (18), and Physics (6). GSEP does not currently have Mathematics or Construction Management majors.

Number of GSEP Students by STEM Major

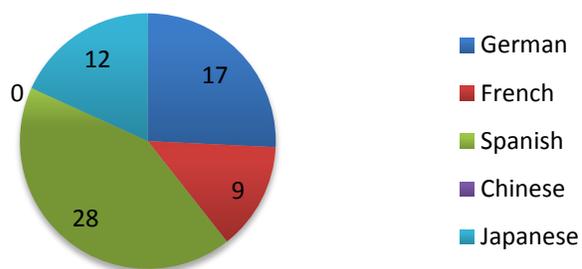


Language major breakdown

Students are majoring in four of the five language options for the Bachelor of Arts – Spanish (28), German (17), Japanese (12), and French (9). We do not currently have students studying the Chinese option.

New developments in the Global Languages and Cultures Department and the Comparative Cultural Studies Department streamlined the process for GSEP students to receive to their BA degrees. Global Languages and Cultures is now offering a BA in Modern Languages with a Global Science and Engineering emphasis for French, German, and Spanish. This emphasis is for GSEP students only. It allows students to receive 15 credits in their foreign language during their internship semester, including their language capstone requirement.

Number of GSEP Students by Language



Students studying Japanese and Chinese are now able to receive a BA degree in Comparative Cultural Studies (CCS) due to a new emphasis in Asian Studies. Students' coursework in Japanese or Chinese language will count toward their CCS degree, in addition to 15 credits for their internship, including their CCS capstone.

GSEP On-Campus Program

Regular GSEP meetings and social events help students connect to the group and gain support for the type of intensive educational experience that comes with a five-year, double major commitment. Our 2012 – 2013 on-campus program schedule is below, minus a February 20th meeting that was cancelled due to a snow storm. Recognizing cohort support as a critical piece of GSEP, we have plans for additional language and discipline specific activities in collaboration with the I-house, in addition to an online group to further build a strong community.

Date	Event theme	Number in attendance
August 23, 2012	GSEP reception for incoming CEFNS freshman	17
September 14, 2012	GSEP orientation	23
September 24, 2012	Advising for your BS and BA degree. Guests: Joe Collentine and Katie Scherer	50
November 13, 2012	Funding your year abroad. Guest Julie Nava, NAU Financial Aid	53
November 20, 2012	International business practices. Guest Larry Gibbs, WL Gore and Associates. In collaboration with I house.	46
November 29, 2012	Webinar broadcast with two GSEP students studying in Germany and Hong Kong	12 in person, 9 on line
January 24, 2013	STEM career panel. Guests: David Engelthaler, TGEN; Yeon-Su Kim, NAU Forestry; Evgenya Shkolnik, Lowell Observatory; Robert Kellar, Development Engineering Sciences; Theresa Umholtz, Southwest Wind Power; Nancy Riggs, NAU-Geology	52
January 28, 2013	Field trip to Grand Canyon	16
March 27, 2013	Program updates from Europe and next steps. Highlight Spain	43
April 23, 2013	End of year party, highlight Japan	39



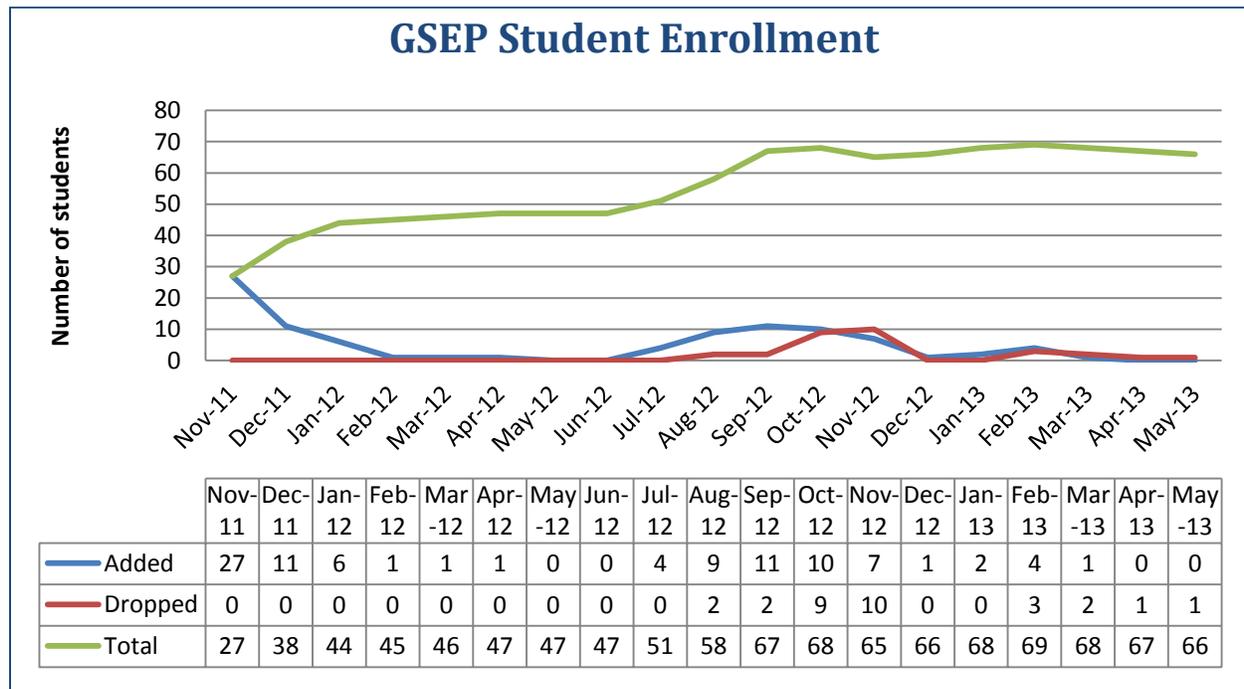
Students enjoy the end-of-year sushi making party



Field trip to Grand Canyon on a cool cloudy day, shrouding the canyon in mist

GSEP student recruitment and retention

The GSEP program started the 2012 academic year with 51 students. During the 2012 – 2013 academic year, 45 additional students joined GSEP and 30 students dropped out of the program (31.25%). While total enrollment has remained relatively steady, community building among the student cohort has become a program priority in an effort to improve the number of students retained in GSEP.

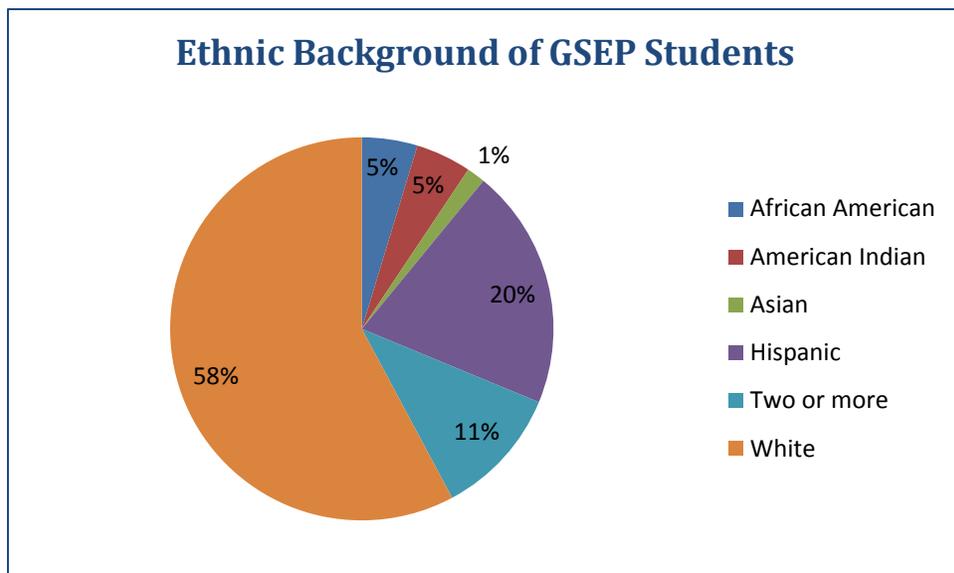


We expect a higher retention rate as students begin going abroad next year and are actively sharing their experience with GSEP students in Flagstaff via webinars, podcasts and blog posts. This can help ground the program in concrete student experiences. Our schedule for sending GSEP students abroad is as follows:

- 2013 – 2014: 6 students (2 Germany, 2 Spain, 1 France, 1 Japan)
- 2014 – 2015: 24 students
- 2015 – 2016: 36 students

GSEP is attracting and retaining a diverse student population, another program priority. Half of GSEP students are female (50%) and half are male (50%). The percentage of GSEP

students from underrepresented minority backgrounds is 42%, namely Hispanic (20%), students reporting two or more different ethnic backgrounds (11%), American Indian and African American (both 5% respectively), and Asian (1%).



GSEP program partnerships

Progress was made this year in securing GSEP partners in key regions where students will study and complete their internship. Eck Doerry and Melissa Armstrong solidified seven program partners in Europe during a two-week tour in France, Spain, and Germany. The visit consisted of three existing exchange partner institutions, a partnership agreement signing with the President of the University of Bordeaux, and three potential partner institutions, all of which we have since moved forward with establishing an exchange agreement. Each of these academic partner institutions will help with GSEP student internship placement during the second part of their year abroad. Internships will take place in academic labs and/or regional corporations. The list of institutions visited is following:

Institution	Program offerings	Partnership status
University of Paris, via MICEFA	All CEFNS degrees, many specialties, including ecology	Existing
University of Bordeaux	All CEFNS degrees, many specialties, including chemistry and physics	New, partner agreement signed during the visit
Carlos III de Madrid	All Engineering Degrees	New
University of Alicante	All CEFNS degrees, many specialties, including robotics	New
University of Jaén	All CEFNS degrees, many specialties, including astronomy	Existing
TU Dortmund	All CEFNS degrees, many specialties, including metal forming	New
HTW Dresden	All CEFNS degrees, many specialties, including transportation engineering	Existing



Partner exchange agreement signing,
University of Bordeaux

Eck Doerry is visiting China and Japan in June with the same intention of solidifying academic partner institutions. Institutions in China include: Beijing University of Posts and Telecommunications, Shijiazhuang University. Institutions in Japan include: Kyushu University and Kansai University (existing partnership).

GSEP staff also took leadership in NAU becoming a member of the Global Engineering Education Exchange consortium (GE3) through the Institute of International Education. GE3 membership opens up over 30 additional academic partners worldwide.

International House Living and Learning Community

The International House is a community within Aspen Crossing Learning Community for domestic and international students and focuses on global issues and international learning. Sixty-seven students called the I-House home this year; thirty-nine of those students were international students while 28 students are domestic (US) students. The 39 international students represented 20 different countries, with the largest populations of students representing Germany, Australia, and Sweden. Of the 28 domestic students, nine of them were also members of the Global Science and Engineering Program (GSEP).

Cultural Events

Students in the International House were able to experience multiple events this year that focused on learning about different cultures and nations. The best examples of this are the “Culture Night” events that happened throughout the year. Students from Korea, Pakistan and the USA each led culture nights for the community that included authentic food and music. Other I-House events included a Tai Chi lesson by Master Patrick Martin, a lesson on international dances (including traditional folk dances from around the world), and an international quiz show event. The International House also provided a campus wide international dance event called iHOP: International House of Party. Students danced to club music from around the world and learned about music and dance that they may never have encountered before.



Students at iHOP

Professional Events

Students were also able to learn about international issues in a professional context through various events. These included a seminar on international business communication that was presented by engineer Larry Gibbs from W.L. Gore and Associates, a panel on STEM careers featuring faculty and business leaders in the Flagstaff community (organized by the GSEP program), and a session on international internship opportunities provided by a staff member from the Center for International Education.

Campus Events

The International House promoted campus events that focused on international issues and different cultures. Some of these events were lectures about Tibet, Chinese women's history, and women's experiences in Bosnia. The I-House also promoted the International Film Series and the French Film Series.

Sustainability

Since the issue of environmental sustainability affects all nations, the International House has provided students with some opportunities to learn about this increasingly important issue. In the fall, I-House students went on a day trip down the Verde River led by staff from NAU Recreation Services. While on the trip, they learned about the "Leave No Trace" practice in the outdoors. Students were also encouraged to attend the Sustainability Film Series led by the NAU Office of Sustainability.

Community Service

Finally, community service is an important aspect of the International House experience, and multiple I-House students joined the I-Service Club this year to participate in community service activities. This year, the I-Service Club chose to focus on service that benefitted the family housing community on NAU's campus: the South Family Apartments. In the fall semester, the I-Service Club led an ornament-decorating activity for children before the holidays. In the spring, the club held a babysitting event so that parents could have a date night.

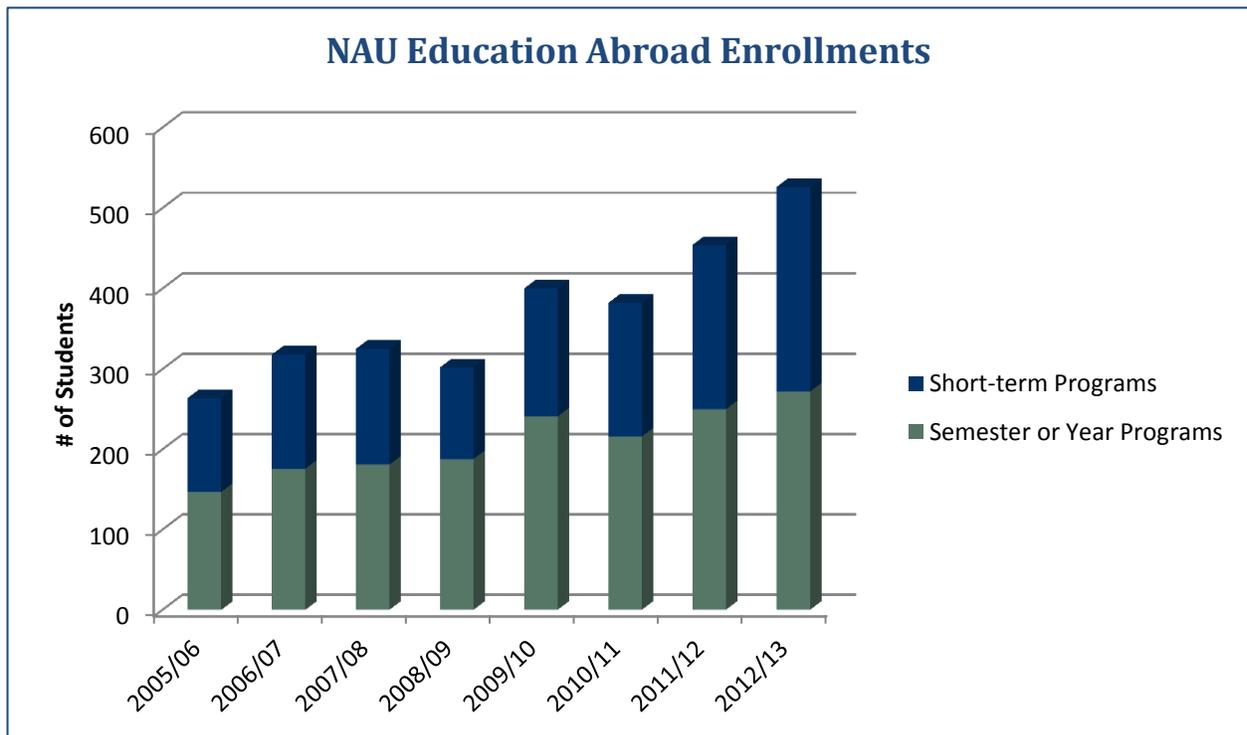
Education Abroad

Education Abroad (EA) enjoyed a period of stability in academic year 2012/13. The new database ran smoothly all year. EA's marketing strategies have been in development for a few years as EA tested different outreach strategies and 2012/13 marked the year when we were able to implement a comprehensive plan. Marketing strategies include presentations to all incoming freshmen and their families, letters to the parents of all incoming freshmen, on-campus mail campaigns, poster campaigns, Lumberjack advertisements, over 100 class visits per semester, banners, email campaigns, information sessions, and training NAU admissions/recruitment on education abroad to attract prospective students. More than 14,000 students per year see an in-person presentation from Education Abroad staff (4,000/semester and 6,000/summer). Education Abroad's

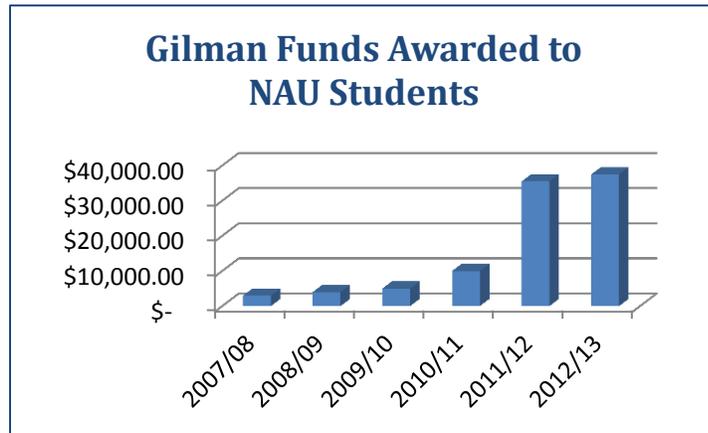
marketing efforts continue to focus on dispelling “the three myths” that studying abroad requires fluency in a foreign language, that it is expensive, and that it delays graduation. With the help of the Office of Curriculum, Learning Design, and Academic Assessment, Education Abroad found that 5 and 6-year graduation rates are actually higher for students that study abroad compared to an equivalent control group, while no significant difference exists in 4 year graduation rates.

Record Enrollments

Education Abroad again enrolled a record number of students. The 2012/13 academic year got off to a slow start as fall enrollments stayed close to flat, while spring enrollments jumped significantly. Total semester and year enrollments increased 9% in 2012/13, which includes a 47% increase in students choosing to study abroad for a full academic year. Short-term program enrollments (winter, spring break, and summer) increased by 25%. In total, all education abroad enrollments during the academic year increased by 16%. The number of students studying abroad at NAU has grown by 74% over the past five years.



Record Gilman Scholarship Funding

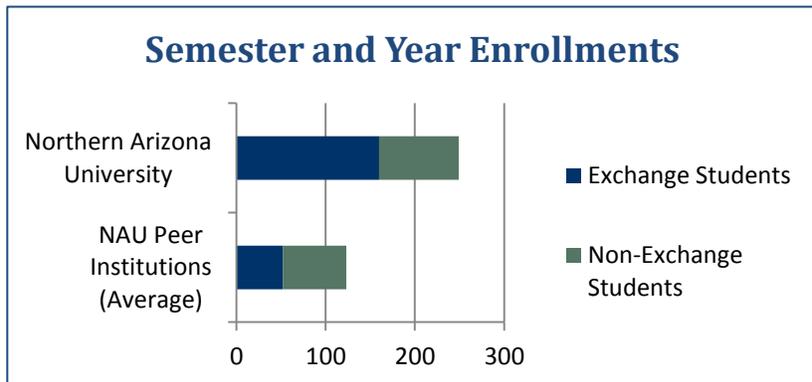


Education Abroad continues to see the results of targeted promotion and coaching of students on the Benjamin A. Gilman Scholarship. The Gilman Scholarship is the premier national scholarship for education abroad. In 2012/13, NAU students received more Gilman funding than in any previous year. Danielle Varnes evaluated scholarship applications for the Gilman committee and brought back

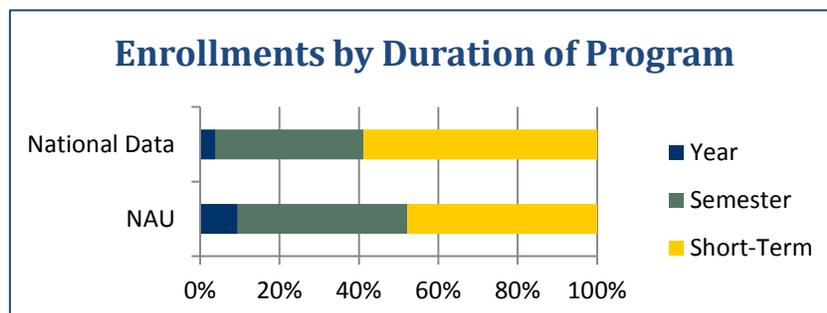
to NAU knowledge of exactly what the Gilman committee looks for in grantees. Education Abroad is therefore able to provide detailed information to students on how to submit a successful Gilman application.

NAU Education Abroad Compared to Peers and National Trends

A review of semester and year education abroad enrollments at NAU's peer institutions was conducted in December 2012. The purpose of this review was to benchmark the degree to which NAU students are engaging in full semester and year programs, timeframes that allow for especially substantive and meaningful experiences. NAU semester and year enrollments are approximately double those of its peer institutions. National education abroad



data shows that enrollments have grown by an average of 3% over the latest four years for which data is available. NAU Education Abroad enrollments have grown by an average of 15% per year over the past four years. In addition to growth rates, the types of programs that students choose are also different at NAU. NAU students choose semester and year programs at greater rates than national averages.



Highlights

The NAU in Costa Rica program, our most "homegrown" program, changed dramatically in 2012/13. The program was

moved to Fidelitas University, allowing NAU to exert full academic and administrative control, something that was lacking with our previous partner. NAU now determines which courses are offered, who teaches the courses, where students live, and all other program details. Fidelitas University provides a) classroom and office space and b) opportunities for our students to interact with Fidelitas students. This change allows for students to experience a seamless academic transition between NAU and the Costa Rica program.

Education Abroad's Global Internship & Research Program (GRIP) is developing quickly. The GRIP program was started in academic year 2010/11 and has focused on creating relationships with internship and research providers appropriate for NAU students. That process is nearly complete, allowing for GRIP to further develop in the near future. Approximately forty students are engaging in international internships or research in calendar year 2013.



GRIP students Anna VanMeter and Kate Sanderson collecting feedback from a community in Ghana before installing a drip-irrigation system.

The Mainpat program and the Marianas Conservation Biology program are examples of education abroad allowing students to put into practice the skills that they have learned in the classroom. In December 2012, 15 students and 7 faculty provided services to the Mainpat Tibetan Refugee Camp in northern India. Dental Hygiene, Nursing, Public Health, English Education, Forestry, and Physician Assistant students developed their skills while contributing to the Mainpat community. The program was documented by Photojournalism faculty and students. 4,000 miles to the east, the Marianas program allowed natural sciences students to design and implement their own conservation-based research projects over four months on the Island of Saipan. This was the first independent research project for most students. They examined biotic and abiotic factors influencing species abundance, interactions between invasive and native species, and the role of individual species on ecosystems, among other projects. In this hands-on research

experience, students learned about ecological and conservation-based challenges in a human-influenced Pacific Island ecosystem.



Karah Roof sampling a Giant Clam as part of her research in the Mariana Islands.



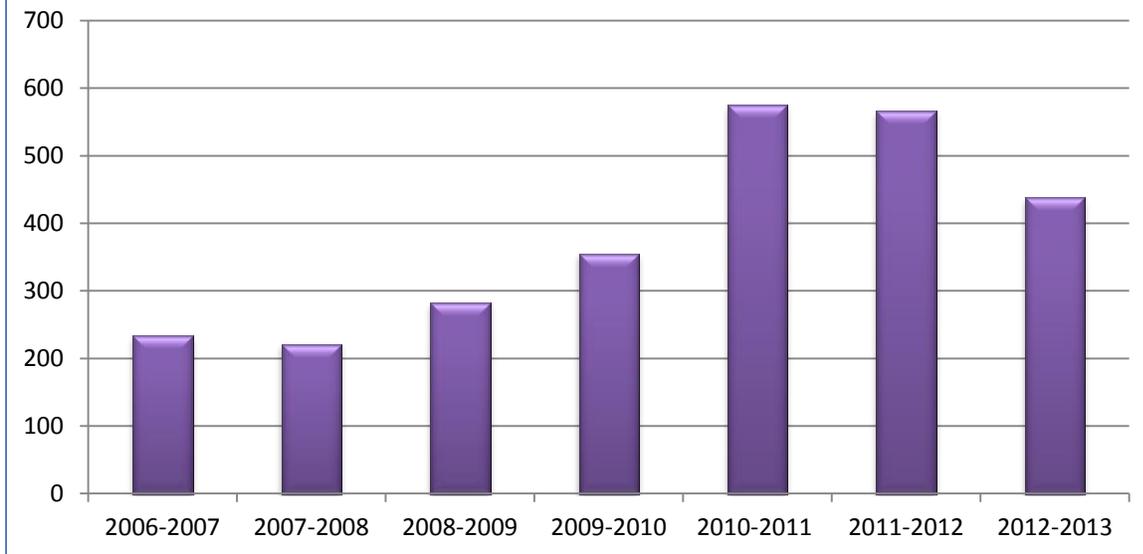
NAU students putting their health education to practice in Mainpat.

International Admissions and Recruitment

The International Admissions and Recruitment (IAR) unit is responsible for new undergraduate international student enrollment, initial immigration processing for undergraduate and graduate students, transfer credit and prospective international student and applicant management and data integrity. The efforts of IAR contributed to a record enrollment of international students in the fall 2012 semester with a total of 989 students.

A total of 438 new undergraduate international students enrolled at Northern Arizona University during the 2012-2013 academic year. Though these enrollments are lower than those of the past two academic years, they are still a 98% increase from just five years ago when the university welcomed only 221 total new international students to campus during the 2007-2008 academic year. The chart below outlines the new undergraduate international student enrollment over the past six academic years.

New Undergraduate International Student Enrollment



Recruitment

The unit participated in a combination of domestic and international recruitment events and activities. Domestic markets were strong 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:

- Bridge English in Denver, Colorado
- The Kuwait Cultural Office in Los Angeles, California
- Language Consultants International in Denver, Colorado
- Spokane College of English Language in Spokane, Washington

The recruitment of international students in our domestic markets continues to have a focus on Arizona and the West with select visits to partners in the North East with intensive English schools. A total of 325 students met with IAR staff during recruitment visits in Arizona, Colorado, Wyoming, Nebraska, California, Washington, Utah and Massachusetts. 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 secondary markets. NAU was one of the first institutions in the West to host students in the Brazilian Mobility program administered by the Institute of

International Education and was pleased to host 10 students during the 2012-2013 academic year. A summary of recruitment activity abroad is outlined below:

- Southeast Asia (Vietnam, Malaysia, Indonesia, China and Myanmar): 400 international students, 13 high school visits, 9 fairs, a radio show and 2 community college visits
- Latin America (Brazil, Ecuador, Columbia and Costa Rica): 401 total students at 6 fairs and 6 high school visits
- Gulf (Jordan, United Arab Emirates, Qatar, Bahrain, Kuwait and Saudi Arabia): 417 students through 13 high school visits and 10 fairs
- United Kingdom: 30 undergraduate students at 1 fair

International Admissions and Recruitment continues to cultivate relationships with agents. These relationships have resulted in a total of 79 applications during the 2012-2013 AY and over 35 enrolled students. The unit participated in an agent event in May 2013 to outreach and connect with new agents in an effort to expand relationships and solidify additional streams of new incoming students.

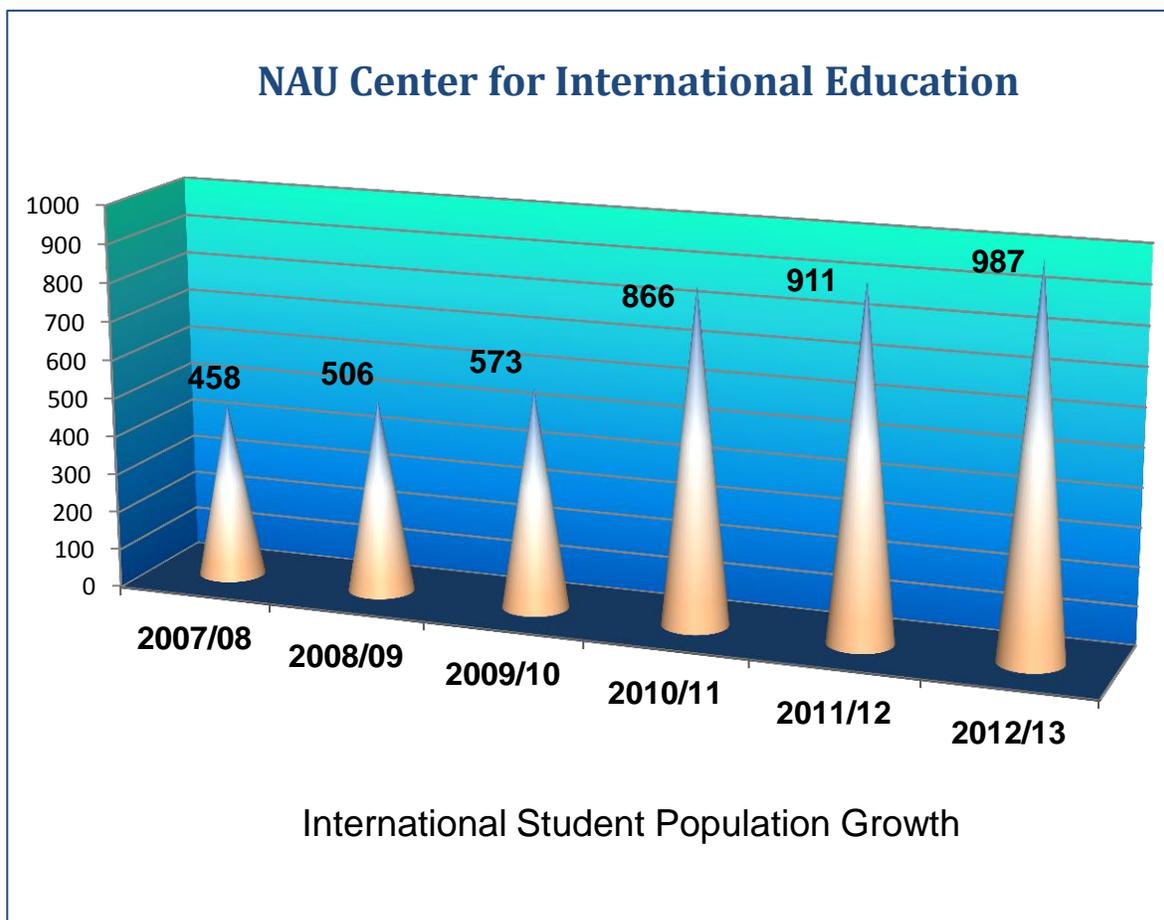
Technology

Sustainability is a focus of Northern Arizona University and the Center for International Education. IAR continues to support sustainable practices through E-forms in Sunapsis (the management system for international student immigration records), the scanning and uploading of admission documents into Sunapsis, and electronic tracking of all mailings.

The efficient and timely review of application material is an integral part of the unit's goals. The unit is dedicated to timely communication with students, families and partners via email, Skype, phone calling and IM/chat. An additional technological aspect of IAR includes the use of Virtual Information Sessions (VIS) that continues to augment our in-person recruitment activity. VIS involves the use of technology like Skype and Eluminate to virtually connect with students and partners to conduct NAU information sessions. The unit conducted 3 General Prospect NAU information sessions, 6 New Admitted Student Information Sessions, 4 EducationUSA Student information Sessions (with students in Mexico, El Salvador, Greece, St. Kitts, and the Ivory Coast) reaching a total of 200 students. The unit also conducted an EducationUSA training session for 19 overseas advisors.

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 987 students in Fall 2012 (as reported in the IIE OpenDoors Report). During the past year NAU had 83 students with OPT applications or in continuing OPT status. According to the Open Doors Report, NAU oversaw the immigration status of over 1000 students in Fall 2012, including those on OPT. 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 318 students from China attending NAU in Fall 2012. Saudi Arabia is second among sending countries with 251 students from Saudi Arabia attending NAU in Fall 2012. 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

NAU Center for International Education

students are sponsored by their home-country government with the growth in these sponsored students increasing from 47 in Fall 2008 to 331 in Fall 2012 and 385 in Spring 2013.

Most of our non-degree students are here on exchange programs and typically spend no more than one to

two semesters. During the 2012/2013 Academic Year, NAU received over 230 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 sponsors of exchange students over the years.

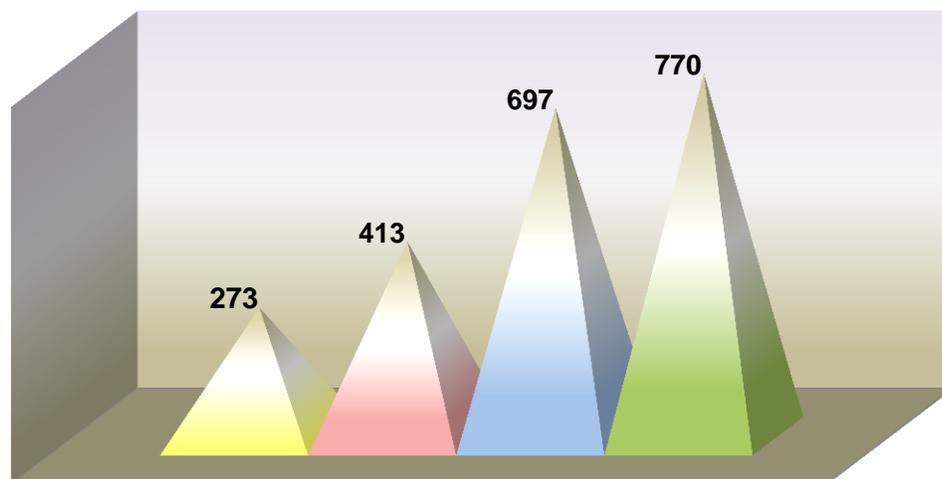


Chart Represents that Growth in CIE Numbers of the Top 25 Countries Represented at Schools in the U.S.

Services and Programming for International Students and Scholars

To assist students with their academic and cultural adjustment, ISSS provides various types of support services. Arguably the most important service we must provide for international students is immigration advising to assist them to maintain 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.

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. This Spring semester we added an eight week class for international transfer students (CIE 100), taught by CIE staff, to assist them with their cultural and academic integration to the United States. We also provide email updates and web-based information. ISSS also administers a Scholarship program for undergraduate F-1 students, with awards based on academic results and campus involvement. These students participated in Flagstaff area school presentations, community programming and International Week events as part of their scholarship requirements.

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.

ISSS liaise with academic and administrative departments on behalf of the students. A presentation for faculty and staff on Middle Eastern students was especially well received and included over 50 attendees. ISSS works with embassies and cultural divisions 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 & scholar issues.

The unit coordinates 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. In 2012-13 IClub had over 100 active members and organized many activities, seeing increased participation from international students on campus.

During NAU International Week, ISSS hosted the second annual International Festival, the third International Idol Talent Competition, a Chinese Scholars presentation and reception, and for the first time a 'Parade of Nations.' The International Festival featured over 35 country/cultural displays. The festival and talent competition events were held in duBois ballroom and over 500 people attended, including local Flagstaff elementary schools. Awards were handed out to the participants with the Grand Prize going to Saudi Arabia, Most interactive – Japan, Most educational – Israel, Most exotic/unusual – Senegal, Most beautiful – China, Most interesting – Saudi Arabia and Honorable Mention to Korea and Sri Lanka.



Student at International Idol

The 3rd annual International Idol Talent show featured over 20 acts of international talent and was held in Dubois Ballroom to a large crowd. The show brought together all NAU students who had a unique internationally themed talent to display. The event drew over 650 people in addition to the participants. Acts ranged from Mexican folk songs to a Wu



Shu demonstration. The parade event, held on Monday of the week to kick off and publicize International Week, was well received and students commented positively on having the opportunity to fly their colors.

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 over 100 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.

Of the employment based cases, we have had approvals for 12 H-1B, 6 TN and 10 employees seeking Permanent Residence. We currently have 11 H-1B and 10 Permanent Residence cases in progress.

Among the visiting scholars, CIE hosted 35 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. On a visit to Gap elementary school on the Navajo Reservation, the Scholars celebrated Chinese New Year with the students by making dumplings, demonstrating crafts and playing games.



Visit to Gap Elementary School

CIE 100: International Student Success

Over the past three years, Northern Arizona University's international student population has increased 62%, with our largest degree-seeking population of transfer students arriving from China and the Middle East. In order to provide transitional support to this unique student group, The Center for International Education piloted a one unit course aimed at international students transferring to NAU from international institutions. Starting Spring 2013, CIE staff and NAU faculty members-- along with representatives from the Program in Intensive English, Campus Health Services, Disability Services, Student Learning Centers, NAU PD and others-- worked together to better prepare students for not only the rigors of the US classroom, but also the struggles of adjusting to a new culture. The pilot course consisted of two sections of twenty students each, and we anticipate these numbers will increase in future semesters.

China Initiatives

NAU's engagement with China has seen unprecedented growth in just in the past six years. Progressing from just thirteen new incoming Chinese program students in 2007, to an estimated 120 new incoming students in Fall 2013 (See Fig. 1 and 2). The scope and reach of Northern Arizona University in China continues to grow as new partnerships are formed and new student and faculty initiatives are developed to collaborate with our partners throughout China.

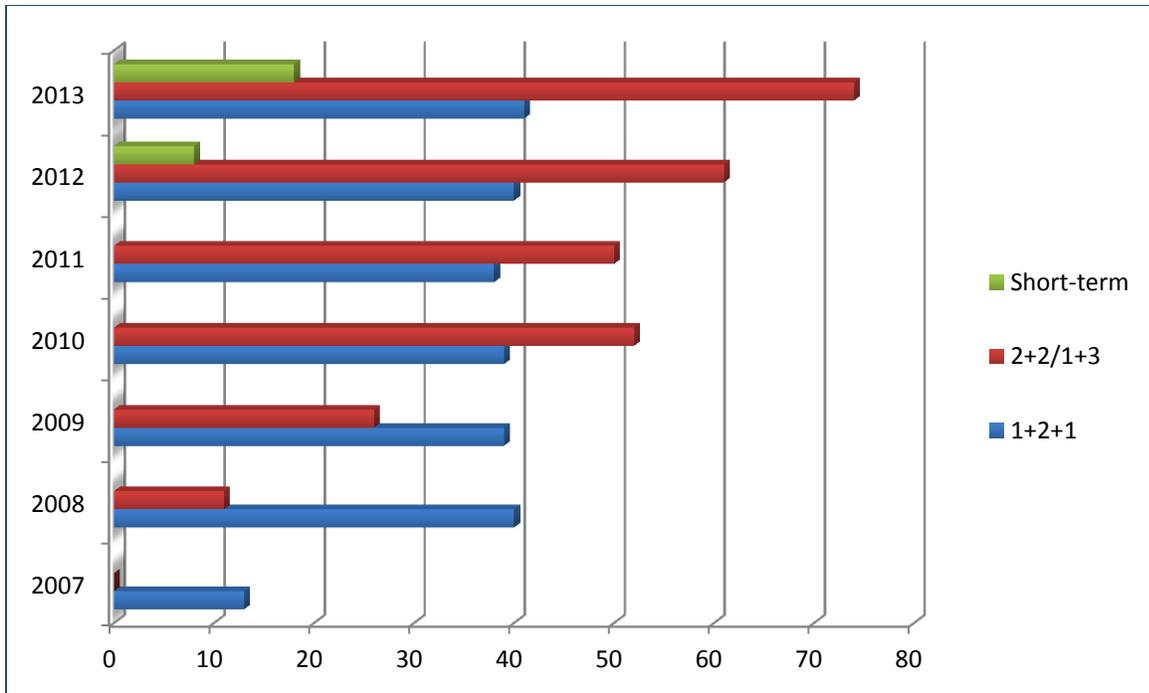
As our core mission, we aim to continually create an environment where international student and faculty needs are both met and advanced. During the past year the China Initiatives division has created various printed material for our student and faculty population. One of the most notable documents is the student handbook. This handbook provides students with useful information, beginning with matters from pre-arrival, all the way to post graduation.

We continue to see greater numbers of Chinese faculty coming to NAU as visiting scholars and NAU faculty leading student trips to China and participating in opportunities to lecture at our partner universities. This increase in faculty participation, represents an important part of our ability to maintain and develop new programing in China. In addition, having NAU faculty lecture at partner universities in China strengthens institutional bonds and enhances the likelihood that students and faculty from these institutions will view NAU as the most appropriate destination to pursue their academic and professional objectives.

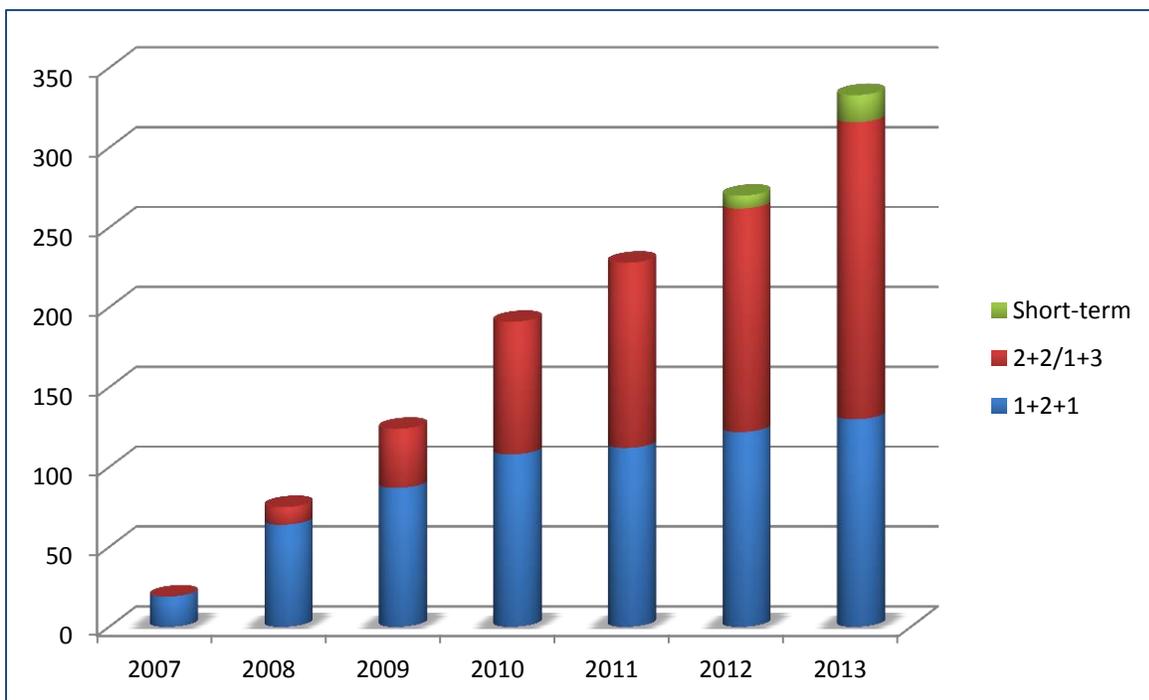
Beijing Office

As a way of transitioning to the next phase of our engagement in China, on May 20, 2013 the Center for International Education opened an office in Beijing, China. This represents an even further commitment to the work being done in China and puts NAU on the path to engage in larger programing and collaboration efforts with our partners. This office will in effect allow NAU to manage our development, programing and staffing needs in "real time", giving us an even greater advantage as we work to establish new and even more cutting edge initiatives in a country of over a billion citizens. The office will help NAU to move forward in the following ways:

1. Establishment of China-based joint academic programs with our Chinese partner universities
2. Providing increased services to Chinese program students
3. Maintaining and developing Chinese university partnerships
4. Marketing and NAU brand recognition within China
5. Increased alumni outreach and development
6. Preliminary admissions review from the Chinese office



The Above Chart Represents the Total Number of New Incoming Chinese Program Students Based on Program Type, from 2007 – 2013.



The Above Chart Shows the Total Number of Chinese Program Students at NAU from 2007 – 2013.

Operations

The Operations Unit in the Center for International Education is tasked with providing infrastructure and programmatic support to all units and programs managed by CIE. This not only requires assisting all units with finding logistic and technical solutions to their needs to operate efficiently, but managing the office environment in a way that reflects the learning outcome values associated with both CIE and the university as a whole. This has meant keeping up with growth across all programs within CIE as CIE expands its activities and initiatives both on campus and abroad.

In terms of infrastructure, the Operations unit has overseen a significant technological upgrade in order to enhance efficiency across all CIE units (including almost 100% of 43 workstations and backup systems for Education Abroad and ISSS record management software programs). The Operations tech team also oversaw the content migration of the entire CIE website to the new university content management system (CIE's website is the second largest on the NAU campus due to the number of programs and initiatives it leads). The tech team significantly expanded unit reporting capability and training activities as the GSEP and International House programs, as well as all existing programs, continue to grow. We anticipate greater efficiency in our activities as new software, training and technology become available.

Now that CIE has occupancy of the entire Blome building, Operations is also overseeing a total building remodel and staff relocation. About 1/3 of this has been completed to date, with the remainder programmed to be completed by the end of Summer 2013. The building upgrade will include video conferencing capability that will greatly enhance CIE's international presence once operational.

In staffing, the Operations unit expanded by one accounting position in order to accommodate the 20% growth in processing activities associated with CIE's programmatic growth over the past year. This area not only processes all financial transactions associated with CIE's operations but also all travel and research support provided by the Vice Provost for International Education to faculty and staff across campus (usually more than 100 awards per year).

But the most visible of Operations accomplishments over the past year is in the success of its efforts to embody the values associated with NAU's Global Learning Initiative as a working administrative example of how these values can be expressed even within routine institutional operations. These core values of global education, diversity and sustainability have been adopted by Operations staff as drivers in the daily decisions that are made in support of the Center's mission.

Lastly, in support of diversity, Operations has made a concerted effort to recruit and hire as its student staff the most diverse population it can, additionally providing this staff with a professional mentoring program based in GLI values. This has included a formalized

student worker training program held monthly that focuses on meeting the needs of the diverse population CIE serves and supporting CIE's agenda in global education.

Passport Acceptance Office

The Center for International Education supports access to global education and international experiences by helping faculty, staff, students and community members navigate the passport application process. A total of 525 passports were processed over the past year. CIE sponsored a total of three Passport Days during the 2012-2103 academic year.

Sustainability

CIE was recognized as a leading department embodying sustainable practices at the operational level at NAU. This year, activities have included:

- moving supply ordering to a local, sustainably oriented vendor
- acquiring landscaping access to the front grounds of the CIE building where a native-plant landscaped project is programmed for Summer 2013
- adopting a highway section on Interstate 17 as part of the Adopt A Highway Clean-up program and providing clean-up three times per year (15 volunteers total assisted with clean-ups)
- providing student mentorship to the board members of the NAU Green Fund
- representing CIE on the Environmental Caucus and Caucus Steering Committee at NAU.

A more significant accomplishment has been the design of an internship program based on exposing both international and domestic students to principles of sustainability in support of the GLI learning outcomes. The design includes multiple campus and community participants and is open as a community engagement option to international students receiving tuition waivers and Education Abroad participants receiving scholarships. With a solid program design in place, program management has been transferred to the International House and the first cohort is programmed for Fall 2013.

Looking Forward

The Center for International Education is poised to continue its work at NAU in leading campus internationalization, supporting the advancement of global learning experiences for students and serving as a model for comprehensive internationalization. Our goals for the 2013-14 academic year include the following:

- Continue to explore and pursue strategic initiatives in South East Asia
- Utilize our office in Beijing, China to expand NAU's footprint in China and to develop mutually advantageous relationships with Chinese universities and organizations
- Advance negotiations to begin delivering academic coursework in China in collaboration with partner universities

- Expand our International House Operations and seek a stand-alone facility for the International House
- Work closely with Office of Curriculum and Assessment in folding the Global Learning Initiative into the Learning Outcomes project
- Pursue strategic partnerships in East Africa
- Work closely with academic departments in identifying specific education abroad programs that can be accessed by their majors
- Promote the NAU in Costa Rica program to students outside of NAU
- Work to decrease cancellations from education abroad applications
- Increase the enrollment of GSEP students and finalize partnership agreements with a few outstanding institutions

Faculty Development

In our continued commitment to ensure that NAU faculty are supported in their efforts to facilitate global learning opportunities for our students, the Center for International Education provides modest funding for international teaching and research experiences as well as to support events and programs on campus that improve cross-cultural understanding. The following are recipients of CIE funding over the past academic year.

- **Kelly Askew**, Film presentation/lecture support, *NAU*
- **Terry Baxter**- Engineering, Travel support
- **Bridget Bero**- Engineering, Student translation of Chinese->English vocabulary, *NAU*
- **Sarah Bickel**, Research partnership with Kisima Academy for faculty-led program and partnership, *Kenya*
- **Michael Blocher**- College of Education, Research partnership with Kisima Academy for faculty-led program and partnership, *Kenya*
- **Arienne Burford**- Women and Gender Studies, Paper presentation, *Sussex, UK*
- **NAU College of Arts and Letters**, Visiting author, Lisa See, Provost's Speaker Series, *NAU*
- **Laura Camden**- School of Communication, Photo exhibit support, *NAU*
- **Diego Chavez and son**, Mayan Visitors, Provide travel support for visiting international speaker, *NAU*
- **Bernd Conrad**- Global Languages, Present Papers, *Goteborg, Sweden*
- **Kimberly Foster Curtis**- NAU Yuma, Student field trip, *Yuma, Arizona*

- **Timothy Darby**- College of Arts and Letters, Present paper, *WorldCall Conference Presentation*
- **Thomas Destefano**, Research partnership with Kisima Academy for faculty-led program and partnership, *Kenya*
- **Sharon Doctor**- Native American Student Services, Faculty-led program research trip, *Knoxville and Cherokee, TN*
- **Paul Donnelly**- Comparative Cultural Studies, Invited guest speakers, *NAU*
- **Jeff Downard**- Philosophy, Conference attendance to build partnerships, *Rio de Janeiro, Brazil*
- **Debra Edgerton**- School of Art, Paper/workshop presentation, *Kyoto, Japan*
- **Kathleen Frank**- Native American Cultural Center, AIYC College Info Fair support, *NAU*
- **Peter Fule**- Forestry, European Geosciences Union General Assembly, *France*
- **Global Languages**- Global Culture and Languages Day support, *NAU*
- **Michelle Harris**- Sociology, Hosting Working Group On Emergent Indigenous Identities at *NAU*
- **Kyle Hawkey**- NAU Yuma, Paper presentation, *Stockholm, Sweden*
- **Juanita Heredia**- Global Languages, Paper presentation, *Paris, France*
- **Andrea Houchard**- Philosophy, *China*
- **Hie-Myung Jo**- College of Education, Conference presentation, *Korea*
- **Alyce Jordan**- Comparative Cultural Studies, Paper presentation, *St Andrews University, Scotland*
- **Corina Kellner**- Anthropology, Research possible destination for faculty-led program, *Peru*
- **George Koch**- Biology, Research faculty-led program expansion onsite, *Marianas Islands*
- **Bjorn Krondorfer**- College of Arts and Letters, Paper/workshop presentation, *Marburg, Germany*
- **Kurt Lancaster**- School of Communication, Visit Umea University, *Sweden*
- **Angie Lee**- Visiting Alum, Travel support, *NAU*
- **Alan Lew**- Geography, Scouting trip for possible faculty-led program, *Belize*
- **Kooros Mahmoudi**- Sociology, Paper presentation, *Athens, Greece*
- **Jennifer Mitchell**- Franke College of Business, Support summer teaching exchange travel, *Groningen, Netherlands*
- **Leah Mundell**- First Year Seminar, "*The Great Immigration Debate*" field trip to Tucson and Nogales, *Nogales, Mexico*
- **Ismael Munene**- College of Education, Research partnership with Kisima Academy for faculty-led program and partnership, *Kenya*
- **Sheila Nair**- Politics and International Affairs, Travel support to SouthEast Asia
- **Bob Neustadt**- Global Languages, Field trip support, and mixed art media exhibit "*Beyond the Border*", *Arizona - Mexico Border*
- **Pin Ng**- Franke College of Business, Paper presentation, *Wuhan, China*
- **Chie Okubo**- Global Languages, Japanese Speech Contest, *Arizona*

- **Nancy Paxton**- English, Visiting scholar support for dance expert Stephanie Tuley, *Australia, NAU*
- **Daisy Purdy**- Ethnic Studies, Faculty-led program research trip, *Knoxville and Cherokee, TN*
- **Krista Rodin**- Comparative Cultural Studies, Paper presentation, *Budapest, Hungary*
- **George Rudebusch**- Philosophy, Guest lecturing at University of Ghana, *Ghana*
- **Lisa See**- Guest Speaker at NAU
- **Steven Shuster**- A Thousand Invisible Cords, Translation of film into French and Spanish
- **Navin Singh**- Extended Campuses, Research support with Dr. Pata in COE, *NAU*
- **Richard Skeen**- Sociology, Conference attendance to build partnerships, *Greece*
- **Lisa Skinner**- Earth Sciences, Faculty-led program research trip, *Santorini, Greece*
- **Cathy Small**- Anthropology, Sponsor "*Connecting Across Cultures*" class after-class dinner, *NAU*
- **Zachary Smith**- Politics and International Affairs, Exploration trip for faculty-led program, *Rio de Janeiro*
- **Bruce Sullivan**- Comparative Cultural Studies, Research how Western world represents Asian religions, *U.S. and U.K*
- **Jonathan Torn**- School of Communication, Paper presentation - "*Mapping Addison and Steele's London*," ICA Conference, *London, U.K.*
- **Pepe Villarino** (via Global Languages), Los Romanticos concert, *NAU*
- **Agus Wahyudi**- Politics and International Affairs, Paper presentation, "*Bureaucratic Reforms in Indonesia*," *Michigan State University*
- **Barbara Veltri**- College of Education, Paper/workshop presentation, *London, U.K.*

Professional Development among CIE Staff

Sheila Anders, Director of Administrative Services

- Board member alternate, Sustainable Economic Development Initiative of Northern Arizona, July 2012 to-present
- Board member, Environmental Caucus Steering Committee, February -present
- Administrative Staff Board member, NAU Green Fund, July 2012 - present
- Event organizer, Flagstaff Green Drinks International, October 2012 - present
- CIE Sustainability Committee Chair, August 2011 - present

Melissa Armstrong, Assistant Director, Global Science and Engineering Program

- Poster – An Overview of the Global Science and Engineering Program. Colloquium on International Engineering Education, November 2012
- Collaborative presentation – Integrative Language Training for International STEM Education Programs. Global Engineering Education Exchange Annual Meeting, Institute of International Education, April 2013.

Harvey Charles, Vice Provost for International Education

- Elected President-Elect of the Association of International Education Administrators.
- Reviewer for the 2013 Senator Paul Simon Award for Comprehensive Internationalization.
- **Doerry, E., and H. Charles (2013).** Going Big: Scaling up International Engineering Education to Whole College Initiatives. Proceedings of the *2013 American Society for Engineering Education (ASEE) Annual Conference*, Atlanta, GA, June 24-26, 2013.
- **Doerry, E. (2013) , and H. Charles.** Global Science and Engineering Program: A Model for Uniform, Institution-wide STEM Internationalization, Proceedings of the *2013 ASEE International Forum*, Atlanta, GA, June 22, 2013.
- **“From Vision to Impact: What Leaders Need to Know About Campus Internationalization.”** Chair at the 2013 NAFSA Annual Conference and Expo, St. Louis, MO. May 2013.
- **“Colloquium on Internationalizing the STEM Fields – Creating Global-Ready Graduates: How Does Internationalization of STEM Fields Help to Achieve this Goal?”** Invited Panelist at the NAFSA 2013 Annual Conference and Expo, St. Louis, MO. **May, 2013**
- **“Student Affairs Boundary Crossing in three Asian Countries.”** Invited Roundtable participant at NASPA International Symposium, Orlando, FL. **March, 2013**
- **“Beyond Cycling and Recycling: Advancing Sustainability Education in the Curriculum for Human Survival.”** Chair and Presenter at the 2013 Association for International Education Administrators Conference, New Orleans, LA. **February, 2013**
- **Charles H, Longerbeam S, Miller A.** (2013). Putting Old Tensions to Rest: Integrating Multicultural Education and Global Learning to Advance Student Development. *Journal of College and Character*, 14(1), 47-57.
- **“One World: Internationalizing the Campus and the Curriculum.”** Invited Presenter at meeting of the “One World” Strategic Team meeting at Western Washington University, Bellingham, WA. **Oct, ‘12**
- **“Global Learning at a US University: NAU Case Study.”** Invited Presenter at the 30th International Congress of Psychology, Cape Town, South Africa. **July, 2012**

Nancy Currey, International Admissions Counselor

- Presentation- “Arab Students: Understanding and Aiding,” OACAC, July 2012
- Guest Presenter and Trainer – “Arab Students: Understanding and Aiding,” St. Edwards College, TX, September 2012
- Presentation- “Student Life in the USA,” First EducationUSA College Fair, February 2013
- Speaker-“Essentials of the Middle East,” Arizona Western College International Programs Symposium, January 2013.

Eric Deschamps, Director of Education Abroad

- Earned a doctoral degree in Comparative Higher Education from the University of Arizona
- Presentation - "Post recession Strategies for Funding U.S. International Offices," NAFSA National Conference, May 2013
- Presentation – "Funding Models for Expanding International Education: Means and Methods for Entrepreneurialism at US Public Institutions," AIEA Conference, February 19, 2013
- NAFSA Region II Education Abroad Liaison, January 2011 – December 2012

Eck Doerry, GSEP Director

- Podium Presentation: "Bricks and Mortar (Boards): Reflections on a decade of experience in engineering internationalization". Invited panel presentation, 15th Annual Colloquium on International Engineering Education, Newport, RI, Nov. 1-3, 2012.
- Podium Presentation on NAU and GSEP Program. Given to leadership forums at various universities, both existing and potential partners: Univ. Paris Sued and Est, Univ. of Bordeaux 1, Univ. Carlos III Madrid, Univ. of Alicante, Tech. University of Dortmund, Univ. of Applied Science Dresden.
- Poster: "Global Science and Engineering Program at NAU: Taking STEM Internationalization to the next level". Presented at National Association of Foreign Studies Advisors (NAFSA), 2013 Annual Meeting, St.Louis, MO, May 26-May31, 2013.
- Publication: Doerry, E., and H. Charles (2013). Going Big: Scaling up International Engineering Education to Whole College Initiatives. Proceedings of the *2013 American Society for Engineering Education (ASEE) Annual Conference*, Atlanta, GA, June 24-26, 2013.
- Publication: Doerry, E. (2013) , and H. Charles. Global Science and Engineering Program: A Model for Uniform, Institution-wide STEM Internationalization, Proceedings of the 2013 ASEE International Forum, Atlanta, GA, June 22, 2013.
- Panel Discussion (organizer and moderator): "Internationalization of Engineering Education: How far have we really come?". Panel discussion at 2013 American Society for Engineering Education (ASEE) Annual Conference, Atlanta, GA, June 24-26, 2013.

Jacob Eavis, International Admissions Counselor

- Poster Presentation- From the Ground Up: Building a Successful Sponsored Student Program, NAFSA National Conference, May 2013
- Presentation-Best Practices for Searching for Financial Aid and Scholarships, EducationUSA Virtual Training Sessions, April 2013

Linda Golier, Administrative Assistant

- Training, NAU Supervisors training, Fall Semester 2012
- Developed a front desk management/student worker training model
- Volunteer- Yavapai College Plant a Vine event for the new Southwest Wine Center

Sheri Gordon, Business Analyst

- XML Publisher, Fall Semester 2012
- XML Publisher, September 2012
- Web Intelligence Training, Business Objects, October 2012
- PS Campus Solutions XML/3Cs Workshop, December 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 – Seal the Deal: Student Engagement After Admission, NAFSA Region II Conference, October 2012
- Presentation – International Jet-Setters Survival Tips, NAFSA Region II Conference, October 2012
- Trainer – AIRC External Reviewer Training, NAFSA National Conference, May 2013
- Doctoral Prospectus and Proposal- Lotus Strands: Higher Education Women in Senior International Officer Positions Weaving Robes of Gender
- Presentation-Competing in a Global Economy, NAU Graduate Student Orientation, August 2012
- Publication-Take a Deep Breath: Making International Enrollment Management Manageable. IENetworker Magazine, Fall 2012
- Committee Member-Global Learning Scholarship, September 2011 - present

Andrew Janusz, Coordinator, Sponsored Student Programs

- Guest Speaker & Presentation - “Working with Middle Eastern Sponsored Students” Minnesota International Educators Conference, November 2012
- Lecture – “Working with Students from Middle East,” NAU Faculty Development Lecture, April 2013
- Poster Presentation- “From the Ground Up – Building a Successful Sponsored Student Program,” 2013 NAFSA National Conference – St. Louis, May 2013
- Guest Speaker & Presentation-“Working with Students From Middle East,” Embry Riddle University, June 2013.

Xia Jiang, Student Academic Specialist

- Presentation - Presented a paper: “The Global Dominance of the American Universities and Rise and Challenge of the Asian Universities” in 2012 Kaohsiung International Conference on Asia-Pacific Studies, November 8-10, 2012 at National Sun Yet-San University, Taiwan (My presentation was well received by the conference)
- Publication - “International Nuclear Smugglings and the Cooperation of International Nuclear Security”, JiangHan Tribune, No. 8, 2012 (It has been selected and collected by a China National Political Science Journal as one of the best political Science Essays in 2012) ; “Containing China: Mission Impossible – Comments on

John Mearsheimer's Theory of 'Offensive Realism' and 'China Threat Theory'", Journal of Hubei Administration Institute, No. 3, 2012; "Obama's Doctrine", Published in Selections of Overseas Social Science Research Journal No. 8, 2012, Shanghai Academy of Social Sciences, from Foreign Policy, Jan/Feb. 2012 ; "The Global Dominance of the American Universities and Rise and Challenge of the Asian Universities", JiangHan Tribune, No. 5, 2013.

Christopher Maylard, Support Systems Analyst Sr

- Training- Ektron training (for the Content Management System), July 2012
- Training -Modules of Sunapsis and Studio Abroad, 2012-2013 Academic Year

Kathleen McKeiver, Coordinator of International Student Academic Advising

- Created, developed and facilitated CIE 100, a transition course for international transfer students, August 2012-January 2013
- Presentation -Chinese Education and Peer Culture: Impacts on Adjusting to the United States, NAU undergraduates studying cross-cultural diversity. Northern Arizona University, February 2013
- Elected Chair of the NACADA Global Engagement Commission March 2013
- Presentation - What about Us? Developing a Transition Course for International Transfer Students, NACADA International Conference, June 2013
- Poster Presentation - "What to Expect when you are Expecting: International Student Support Starts at Admission," NACADA International Conference, June 2013
- Panelist - International and Education Abroad discussion panel, NACADA International Conference, June 2013
- Member -CIE Sustainability Committee, August 2011 - present

Angela Miller, Assistant Director of Education Abroad

- Presentation - "Study Abroad for All: Engaging Students of Color in Study Abroad," NAFSA Region II Conference, October 2012
- Award – "Best of Regional" award for "Study Abroad for All" session

Sean Milton, International Student & Scholar Advisor

- Service – NAFSA National Subcommittee on Crisis Management, January 2013 – (2 year term)

George Omwandho, Assistant Director-International Student and Scholar Services

- Presentation: "Employment Strategies in the United States," NAU, April 2013
- Presentation: "Employment and Understanding Immigration Basics," NAU April 2013

Liliane Palm, Special Programs Coordinator

- Collaborative presentation – Integrative Language Training for International STEM Education Programs. Global Engineering Education Exchange Annual Meeting, Institute of International Education, April 2013.

Catherine Ribic, Director for International Student and Scholar Services

- NAFSA Arizona State Representative
- Member of NAFSA Trainer Corps
- Arizona International Educators, Leadership Team Member
- Workshop coordinator for NAFSA Region II Conference, Wichita, October 2012

Bruce Wang Feng, Executive Assistant

- Presentation: “Outreach with a Purpose, an Integrative Approach to Chinese Student Success” at the NACADA Region 8 International conference
- Presentation: “Healthcare Systems in China” to a class of Medical Sociology students
- Admitted to the Human Relations Master’s program at Northern Arizona University.
- NAU student success coach with the Gateway Student Success Center.

Danielle Varnes, International Internships Coordinator

- Reviewer for the national Gilman Scholarship committee