

**The Center for International Education
Northern Arizona University**

Annual Report, 2007-08

**Prepared by:
Dr. Harvey Charles
Vice Provost for International Education**

July, 2008

Introduction

The designation of global engagement as one of seven strategic goals of Northern Arizona University represented a watershed in NAU's history and in the prominence that global education commands at this institution. This new direction precipitated the hiring of a Vice Provost for International Education, the reorganization of the Center for International Education and the implementation of a new strategy to institutionalize global education on the campus. The most conspicuous action in this new strategy was the creation of the Task Force on Global Education which is intended to generate sweeping recommendations that will impact the entire campus and ultimately help assure that all NAU graduates are prepared to be globally competent. We are therefore pleased to present a report on the activities of the Center for International Education over the past year that reflect the remarkable and unprecedented changes that are both exciting and inspire hope for an emerging global campus.

Task Force on Global Education

There is abundant anecdotal evidence that global education is a core value embraced by significant numbers of NAU faculty. What has never occurred in NAU's history, however, is the articulation of an institutional value focused on global learning. This process started with the identification of global engagement as one of seven strategic goals embraced by the university. The next step in this process was to determine what global engagement means in practical terms for students, faculty, staff, and for the curriculum. In February, 2008, the President and the Provost convened and charged the Task Force for Global Education, representing all areas of the campus community, to develop recommendations that would help transform NAU into a global campus and help establish as an institutional objective, the preparation of NAU graduates to be globally competent.

Over the next three months of the semester, the Task Force was very busy, creating five subcommittees in which most of the work is to be done. The subcommittees addressed student development, faculty development, the curriculum, community engagement and infrastructure/advancement issues. The faculty development and infrastructure/advancement subcommittees have already submitted draft recommendations to the Task Force. The curriculum subcommittee, with a membership exceeding thirty, consists mostly of faculty members heavily invested in advancing a strategic and integrated approach to a comprehensive internationalization of the curriculum.

One of the significant aspects of the work of the Task Force is that it is being guided by a more expansive and comprehensive understanding of global education. It is our view that global education must encompass diversity/multicultural education as well as environmental sustainability. Not only are these themes included among the seven strategic goals of the university but they are values that have long been deeply embedded in the culture of NAU. These overarching themes are therefore guiding principles as the subcommittees deliberate on the recommendations being developed. This is especially so

in the curriculum subcommittee where learning goals have been developed around these three themes. This will be followed by an effort to integrate and meld these learning goals before identifying a strategy to infuse these learning goals into the curriculum so that we can more easily assess whether these goals are being realized by students.

Reorganization

The identification of global engagement as one of seven strategic goals for the university and the hiring of a new Vice Provost for International Education significantly raised the stakes for global education at NAU. For the first time in its history, global education commanded a visibility that demanded a more ambitious vision and a more robust presence in the curriculum and the campus. As a way to respond to this new development, the Center for International Education was reorganized. Four offices were created with CIE, and staff were either reassigned or hired to provide leadership in these new areas. The offices include Study Abroad, International Student and Scholar Services, International Admissions and Recruiting and Business Operations. Although rather traditional as far as Centers for International Education are concerned, this new configuration creates a more streamlined system within the CIE, offers a structure that is more easily understood by the campus community, and lends to greater accountability and transparency in the work we do.

The long-vacant China Coordinator position was also finally filled. This new staff member will work closely with the China initiative through the American Association of State Colleges and Universities and the China Center for International Educational Exchange that brings Chinese students and visiting scholars to NAU.

The Vice Provost for International Education, who also serves as Director of the Center for International Education spearheads, CIE's strategic global alliances, provides leadership on the Task Force for Global Education, is developing an advancement agenda around global education that will help secure resources to support the ambitious agenda in this area, and works directly with faculty members and academic departments on various global initiatives.

The Center for International Education also adopted a new vision and mission statement. They are as follows:

Vision

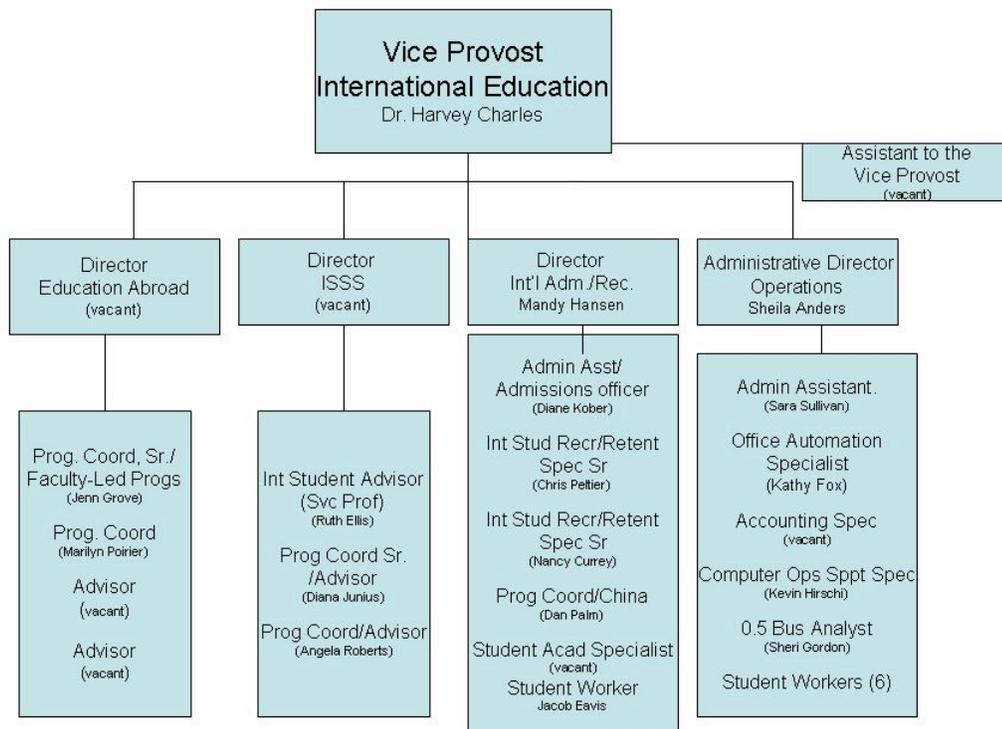
To become an international leader in global education, demonstrating how these values can be effectively institutionalized in the curriculum and on the campus to ultimately prepare students as globally competent graduates.

Mission

To play a central role in preparing students to be globally competent graduates. We will achieve this objective as follows:

- To help facilitate global learning experiences for students
- To support faculty in acquiring relevant global learning experiences that will ultimately impact the academic experiences they facilitate for students
- To work with the faculty in designing a curriculum that foregrounds global learning and infuses global perspectives that embraces diversity/multicultural education and environmental sustainability throughout the undergraduate and graduate experience
- To attract the best and the brightest international students and visiting scholars to NAU
- To co-opt international alumni and other entities to support the global agenda through giving
- To advocate for the transformation of the campus culture into one that celebrates and privileges global learning
- To establish strong ties with the local community that will support the global agenda at NAU

1.2.1 Organizational Chart – Center for International Education



Internationalizing Faculty Experiences

The project to institutionalize global education in the curriculum requires the full commitment and participation of faculty. If faculty are expected to infuse global perspectives in the curriculum, then they too need relevant international experiences that can inform their teaching and research. With this in mind, CIE embarked on an aggressive agenda to inform faculty of opportunities for international teaching and research and to create new opportunities for this purpose.

Workshops

CIE sponsored two workshops in collaboration with the Faculty Development Program. The first workshop offered information on a range of international teaching and research opportunities. More than 20 faculty members were in attendance. The information presented was later put on the CIE website and available to all faculty. The second workshop dealt specifically with opportunities through the Fulbright program. Approximately 30 faculty members were in attendance.

Fulbright Programs

Four NAU faculty members were recipients of Fulbright awards during the 2007-08 academic year. They include the following:

Gretchen Knudson Gee in Political Science – Teaching Fulbright to Albania
David Kitterman in History – German Studies Seminar in Germany and Belgium
Pin Ng in Economics – Teaching & research Fulbright to Hong Kong
Abraham Springer in Geology – Fulbright Visiting Chair at the Univ. of Lethbridge

In addition, the Vice Provost submitted an application last fall under the Fulbright Scholar-in-Residence program to bring an Australian Sociologist to NAU for one academic year. The application was funded and the scholar will arrive in Fall 2009, having had to defer her arrival due to family issues.

Short-term Lecturing in China

The growing ties with Chinese partner institutions and the success of the 1+2+1 program have made it possible for us to think of new ways to collaborate that would expand and deepen our relationships with our partners. Facilitating international experiences between and among faculty is probably the most reliable way of strengthening and deepening institutional ties with university partners. It was on this premise that the short-term lecturing program at Chinese partner institutions was conceived. Faculty at NAU who signal an interest would be invited to spend up to two weeks at one or two Chinese institutions, providing lectures in their areas of expertise, consulting with faculty and sharing information about opportunities for study at NAU with Chinese students.

In addition to a modest stipend from the Center for International Education, participating NAU faculty receive room, board, ground transportation and sightseeing from the host institutions. Three NAU faculty participated in the program this past summer. They include:

Terry Baxter – Civil and Environmental Engineering
Lectures at Xian University of Science & Technology
Matthew Gage – Chemistry and Biochemistry
Lectures at Xian University of Science & Technology
Claudia Jurowski – Hotel and Restaurant Management
Lectures at Shandong University at Weihai



Prof. Baxter at XUST with XUST Dean of Academic Affairs (in foreground) and students walking to next engagement

Faculty Support

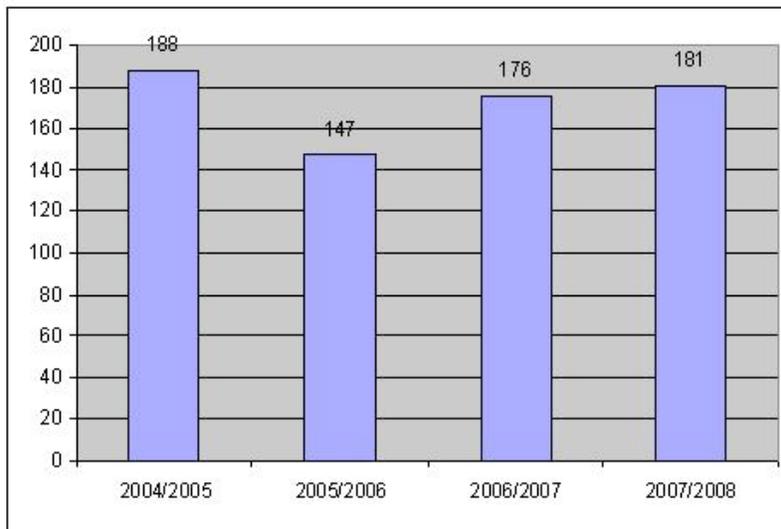
The CIE has played a vital role in supporting NAU faculty in developing new international learning opportunities for students and in sponsoring cross-cultural learning experiences through workshops, scholarly presentations and artistic performances. The following faculty members received support during the past year for one of these objectives:

Kyndall Boyle – Health Professions
Jim Wilce – Anthropology – Languages Across the Curriculum Events
Heidi Wayment – Psychology – Graduate Dual Degree Initiative
Ann Huffman – Psychology – Graduate Dual Degree Initiative
Frances Riemer – Women Studies – Int'l Women's Day
Tara Green – English/Ethnic Studies
Cecilia Ojeda – Modern Languages – AZ/Sonora Commission
Erika Hess – Modern Languages – Modern Languages Day
Ed Hood – Modern Languages – Evaluate Program in Costa Rica

Marilya Reese – Modern Languages
Jason Hess – School of Art – Chinese artist/mentee exhibit
Paul Wiener – Hotel and Restaurant Management
Paul Trotta – Civil and Environmental Engineering – Engineers Without Borders
Chie Okubo – Modern Languages – Japanese Teachers Assoc. Speech Contest
Lynn Garnder – Honors
Edythe Weeks – Political Science
Sheryl Lutjens – Political Science – Visiting Speaker from Cuba

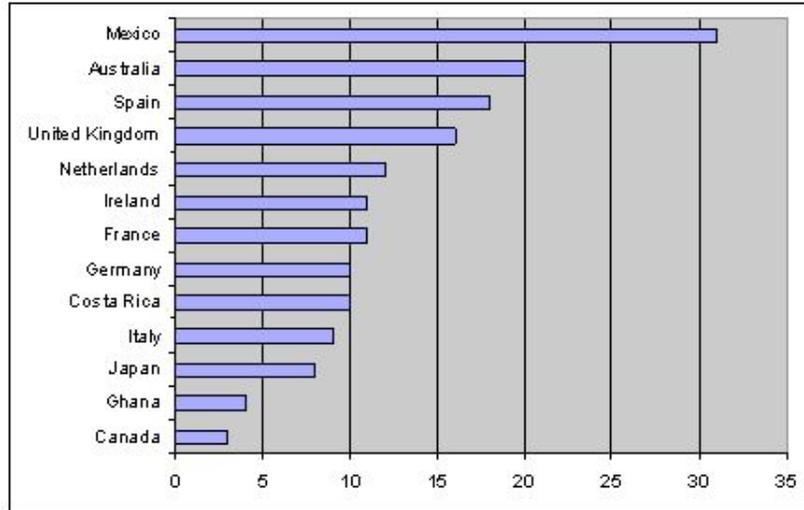
Study Abroad

Participation in study abroad continued its slow but upward climb this year, with a total of 181 students involved in either semester or academic year programs.



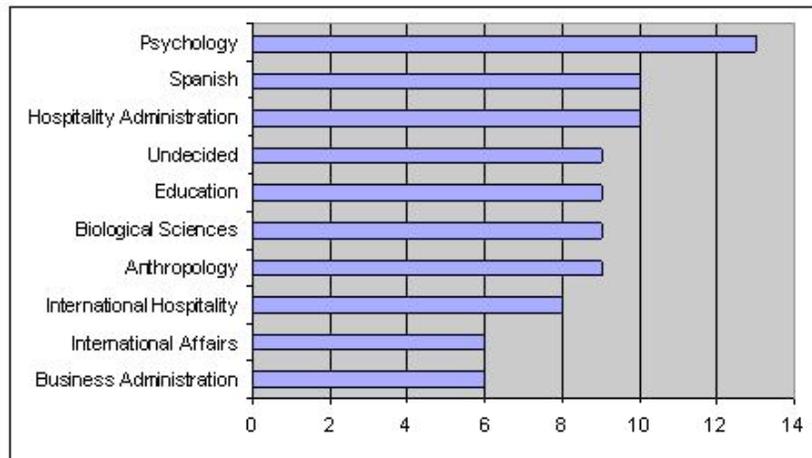
Student Enrollment in Traditional Study Abroad

Students headed mostly to the more popular study abroad destinations including Mexico, Australia, a number of European countries and Japan.



Top Study Abroad Destinations

Psychology, Spanish, Hospitality Administration, Education, Biological Sciences and International Affairs were some of the most popular majors represented among those who studied abroad. We anticipate that a number of strategies will be implemented in the coming year to significantly enhance the number of students participating in study abroad.



Ten Most Popular Majors Among Study Abroad Students

Capacity Building

The demographics of the NAU student population make it essential that if there is to be any real hope of substantially increasing the number of students participating in study abroad, the cost factor must be considered in such a way that it is no more expensive to study abroad than it is to study at the Flagstaff campus. This was the central premise driving our current strategy of developing more bilateral exchanges with institutions in countries where we anticipate a demand for study abroad. The following is a list of

partner institutions with which we established such relationships over the past year. We expect to continue this work in the coming year.

Hong Kong Baptist University
University of Ostrava, Czech Republic
University of Pavia, Italy
Siena School for Liberal Arts, Italy
Rijksuniversiteit, Groningen, The Netherlands
University of Granada, Spain

Faculty-led Short-Term Programs

Interest among NAU faculty in leading students on short-term study abroad programs continues to grow. Although short-term programs do not provide the kind of immersion experience that is a hallmark of the traditional semester and academic year programs, they offer an in depth study of a selected topic of focus from the discipline sponsoring the experience. Not only are such experiences unavailable in Flagstaff, but by being based in international sites, they offer cross-cultural experiences that enrich overall student learning and inspire critical reflection that may otherwise not have been possible. Some students who eventually participate in semester or academic-year study abroad programs cite participation in short-term programs as the incentive for doing so. The following short-term programs were offered by NAU faculty for the first time this year and represent a significant growth in the number of short-term faculty-led programs now available to NAU students:

Destination: Guatemala
Department: Nursing
Program Director: Prof. Kate Timbers
Title: Health Professions Practicum

Destination: Southern Africa (Botswana & South Africa)
Department: Sociology
Program Director: Prof. Michelle Harris
Title: Witnessing Contemporary African-ness

Destination: Nicaragua
Department: Forestry
Program Director: Prof. Rich Hofstetter
Title: Tropical Forest Insect Ecology

Destination: India
Department: Religious Studies
Program Director: Prof. Donnelly
Title: Health & Spirituality in the Indian Himalayas



Prof. Harris (back left) with NAU students in Soweto, South Africa

The following programs have been offered previously and were offered again this past academic year:

- China - Education
- France - Modern Languages
- Mexico – Modern Languages
- Italy – School of Music
- Russia – Modern Languages
- Ghana – Forestry
- Switzerland & The Netherlands – Hotel & Restaurant Management

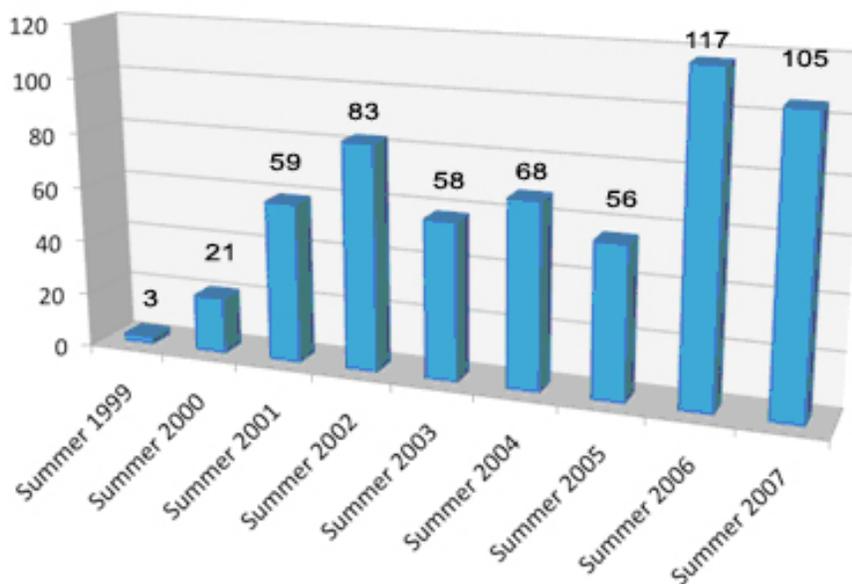


Fig. 4: Participation in Short-term Summer Programs

Study Abroad Scholarships

Study Abroad would be impossible for many students were it not for scholarships disbursed either through NAU funds, federal funds or private program provider funds. This year, NAU students received \$25,850 in scholarship monies to support study abroad involvement. Funding sources including the CIE Go Scholarship and the Vera Laski Scholarship as internal NAU funds, the Gilman International Scholarship and the Freeman Asia Study Abroad Scholarship as federal funds, and the NAU/USAC scholarship funded through our study abroad program provider partner, the University Studies Abroad Consortium.

Strategic Global Alliances

The Center for International Education's vision to become a leader in global education is driven in part by the realization that forming alliances with international partner institutions is becoming an increasingly indispensable strategy to connect with the best and brightest students, to facilitate cutting edge scholarship by faculty and to offer unique learning opportunities for students that would otherwise not be available. We have therefore become quite intentional in establishing these strategic alliances that offer a good fit with our own objectives and help us to advance our global agenda. In this regard, we have effectively concluded an agreement with Hong Kong Baptist University to offer a dual Masters degree in Business Administration. Students from HKBU will be able to acquire an American perspective on business administration, gain a business education in a program that fosters cross-functional and integrated learning, and advance through the 10-month program in a cohort-based program. Students from NAU will be able to gain in depth knowledge of the business environment and practices in the Chinese context and reflect back on the American perspective with a more critical eye. This program will also allow for the exchange of faculty that will enhance collaborative teaching and scholarly activities.

The Center for International Education is currently in the midst of conversations with faculty from very diverse disciplines who wish to establish alliances with other partner institutions for the purpose of developing dual degree programs that are bilateral in nature. Some of the initiatives include the following:

- Psychology – Dual graduate degree with the University of Groningen, The Netherlands
- Criminology & Criminal Justice – Dual graduate degree with Monash University, Australia
- Cinema & Cultural Studies – Dual graduate degree involving the University of Macau and the University of Wollongong, Australia

Other initiatives currently being explored include the following:

- We have been invited by Kansai University, Japan, to explore the establishment of a dual degree program for students from Kansai University. A draft agreement has already been forwarded for their consideration.
- We have already signed an agreement with Beijing International Studies University to participate in dual degree programs for undergraduate students in a range of majors as well as graduate students in English. We anticipate receiving the first group of these students in fall, '09.
- We expect to sign a dual degree agreement with Xian International Studies University and anticipate students in the next academic year.
- We have completed negotiations and will sign an agreement with The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College (CUTW) to provide the final two years of course work in Hotel and Restaurant Management to their graduates. They have recently suggested to us that we offer the program in Hong Kong. Discussions on this possibility will begin shortly.

We remain poised to take advantage of these opportunities that will, in the case of the bilateral initiatives, offer a truly global education to our students, enrich their learning opportunities, and provide unprecedented research and teaching opportunities for our faculty while simultaneously advancing the reputation of our degree programs. For the dual degree initiatives, we stand to gain from the increased diversity that the presence of these additional international students on our campus would afford us.

International Admissions and Recruitment

Although important work has been done over the past few years to implement an infrastructure to support the recruitment and admission of international students, the growth in international students enrollment has been marginal. With the arrival of a new Assistant Director for International Admissions and Recruitment this past February, a strategic plan was developed, and significant parts of the plan have already been implemented. Some aspects of this plan include the following:

- A territory management strategy has been implemented and IAR staff have been assigned in the regions targeted.
- Community colleges with large enrollments of international students have been identified, and these colleges will be visited by IAR staff in a systematic way as part of a broader recruitment strategy
- A bi-annual mailing from IAR to community colleges, US boarding schools, and overseas advising offices has begun.
- A recruitment brochure has been developed by CIE staff for distribution at recruiting fairs and in IAR mailings.
- IAR staff are currently working to develop a comprehensive, easily navigable and intuitive website to provide information about NAU to prospective international students and facilitate the admission application process
- The Vice Provost has approved the use of some of the funds dedicated for scholarships to support international students as scholarships for a modest number

of incoming international students. We believe that this is an important device in attracting prospective international students to NAU.

We are pleased to share the following developments in IAR that have occurred in the last four months of the fiscal year:

- Improved our application review time and notification of admissions decisions to 2 weeks within the completion date
- Implemented the use of an Enrollment Reply Form to help predict the number of F-1 students that are planning to enroll
- All accepted degree-seeking students are receiving a personalized acceptance packet which includes information on the university, their degree progression plan, acceptance letter, I-20, housing forms, meal plan details, Flagstaff attractions, etc.
- Implemented a personalized “congratulations” email to each accepted student (sent by a recruiter)
- Secured training on transfer credit so that the process can be managed within CIE (previous to March 2008, Undergraduate Admissions posted transfer credit for international students). Improved our posting time of transfer credit for Summer 2008 and Fall 2008 applications to within 2 weeks of the offer of admission
- Implemented the input of all prospects into PeopleSoft so that we can begin communicating with these students on a regular basis and increase our chances of converting this population to applicants
- Surveyed 10 peer institutions regarding the number of international students enrolled on their campuses vs. total student enrollment. Compiled this data to obtain an average and utilize this to set an institutional goal. Our current population over a 3 year period is 2% and to be in the mid-range of our peer institutions we would need to increase to at least 3.88%. This would equate to having 828 international students based on the Fall 2007 total enrollment of 21,352 by PAIR; an increase of 370 international students.
- Collaborated with IRM to establish accurate application reports that track students throughout the application cycle. It is important to compare year to year and to have a predictor and numbers to analyze yields. Utilized IRM’s knowledge of this complex reporting and educated staff on the report format and significance
- In a two year time frame (Fall 2008 vs. Fall 2006 as of 4/27/2008), there was a 285% increase in students that accepted their offer of admission and a 73% increase in applications received by the office
- Fall 2008 vs. Fall 2007 (as of 4/30/2008), we are up 38% in students that have accepted their offer of admission. We’ve offered admission to 227 students this Fall 2008; a 40% increase over this time last year
- Updated the website to include current international student testimonials and profiles
- Implemented an email communication flow (none existed previously) to accepted students and matriculated students

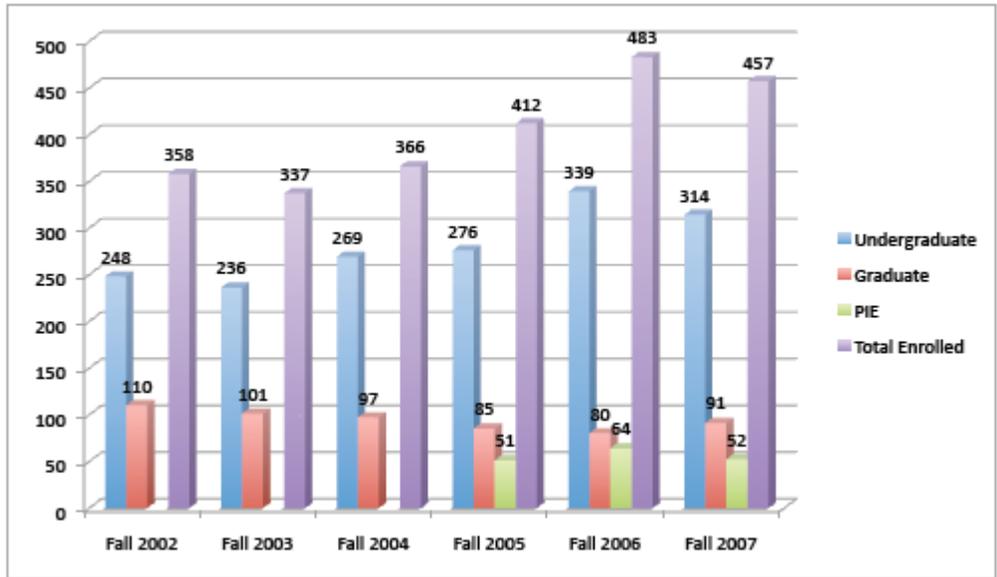
NAU & 10 Peer Institutions	Fall 2007	Fall 2003	Percentage Change
Northern Arizona University	458	316	45% Increase
University of Central Florida	1454	1358	7.1% Increase
George Mason University	1790	1769	1.2% Increase
University of Nevada, Las Vegas	1201	1136	5.7% Increase
CA State University-Fresno	545	759	28.2 % Decrease
University of Delaware	1294	986	31% Increase
Ohio University	1256	1220	2.9% Increase
Bowling Green State University	725	569	27% Increase
University of Montana	460	306	50% Increase
Ball State University	444	390	13.8% Increase
University of Vermont	264	233	13.3% Increase

Change in International Student Enrollment Between fall 2003 and 2007 at NAU Peer Institutions

The CCIEE and AASCU initiative in which NAU is a participating American institution has been a source of international students over the past few years. Unfortunately we have not been receiving the number of students we were promised or had anticipated. With the recent hiring of a new China Program Coordinator, we have been able to offer stronger management of this program and facilitate closer communication with CCIEE. Earlier this year, we received 43 applications through this program and we anticipate the arrival of 38 of these students in the fall '08 semester.

International Student and Scholar Services

Although less than 3% of the total student population at NAU, enrollment among degree-seeking international students continues to grow, and the Center for International Education remains as committed as ever to serving as advocates for these students and doing what we can to help them realize their academic objectives. The international student population can be divided into degree-seeking and non-degree seeking students. Most of our non-degree seeking students are here on exchange programs and typically spend no more than one to two semesters. 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. Over the course of the year, we have provided workshops on a series of topics to international students, including work authorization applications, special registration procedures and re-entry shock for returning international students.



International student enrollment at NAU

Our services to scholars have been as important a feature of the work of ISSS as has been our work with international students. Over the past academic year, we hosted 28 visiting scholars, 21 of who were from China.



Chinese visiting scholars, NAU host faculty and CIE staff at reception

Priorities for 2008-09

Recommendations from Task Force

The Task Force on Global Education will continue its important work over the coming months. The Faculty Development subcommittee and the Infrastructure/Advancement subcommittee have already submitted draft reports to the Task Force. These recommendations will be discussed further among Task Force members and eventually adopted in whole or in part. We anticipate that recommendations from the Student Development subcommittee and the Community Engagement subcommittee will be forthcoming sometime during the fall semester.

The Curriculum subcommittee intends to convene a half-day workshop during the week prior to the start of classes to be brought up to date with the work that has already been completed and to agree on a strategy to move forward. The most important challenge of this committee is to agree on an approach that assures that all NAU undergraduates have multiple encounters with global perspectives throughout the undergraduate experiences, and that they can integrate these perspectives into how they see themselves in relation to the world around them. We are of course quite cognizant that multiple constituencies, particularly the faculty, will need to be kept abreast of the deliberations of this subcommittee and have a chance to make input into the process to enhance the chances that the recommendations that will eventually be issued will be welcomed and embraced.

Study Abroad to Education Abroad

It has become increasingly clear that study abroad is only one among a number of opportunities for international learning experiences. To this end, we hope to build an infrastructure to support opportunities for internships and research experiences abroad. Not only are these valid international learning opportunities, but to the extent that they become possibilities for NAU students, it increases the likelihood that larger numbers of students, particularly from disciplines that may not have considered study abroad feasible, will elect to engage in international learning associated with internships or research. As a consequence of this expanded vision, our Study Abroad unit will be renamed the Education Abroad unit. Our objective is to make international learning become such a part of the landscape of undergraduate education that students will come to understand this not as an exotic diversion, but as part of what it means to earn a bachelor's degree.

Short-term Lecturing in China

Over the past four years, our relationship with Chinese partner institutions was premised on the sending of their students to participate in dual degree programs at NAU. While this has and will help to increase the flow of international students to NAU, a strategy that defines our relationships with these institutions exclusively on a one way flow of students to NAU is unsustainable and extremely limiting. The opportunity to exploit these partnerships so that there can be more mutual advantages gained through these

relationships is real and can be even understood to be an imperative. There are ways in which we can learn from our partners as much as they can learn from us.

One of the ways in which this more forward-looking perspective can be realized is through short-term lecturing opportunities at our partner institutions in China for NAU faculty. In some ways, NAU faculty need international learning opportunities as much as our students. To the extent that faculty are increasingly being expected to infuse global perspectives in the curriculum, it is both reasonable and necessary that they have international experiences themselves that can inform their teaching and research. These lecturing opportunities also provide a way for faculty to meet, interact, and possibly establish professional relationships with their counterparts that can lead to research collaboration. As mentioned earlier, faculty collaboration is possibly the surest way to build deep and enduring relationships with partner institutions. We anticipate that the short-term lecturing opportunities in China will be significantly expanded in the coming year.

International Development Activity

The emerging and increasing needs associated with global education at NAU are demanding greater resources even at the same time that the possibility for state support is diminishing. This has forced the realization that we can no longer ignore the untapped potential to be found among international alumni and other friends of NAU who care deeply about global education. The Vice Provost has already begun to develop a schedule of activities that involves meeting with international alumni overseas, encouraging the establishment of alumni chapters in regions where many international alumni reside, and co-opting international alumni in supporting our efforts to recruit international students and ultimately, to give directly in support of the projects we have identified that will move forward the global education agenda at NAU. This work has already become a priority for the Center for International Education.

Conclusion

If readers conclude from the foregoing a robust, sometimes even frenetic pace of activity at the Center for International Education, that would be an accurate characterization. This was as much a reflection of the huge amount of work that needs to be accomplished as much as a new vision we have embraced and an energized and committed staff. With all constituents, including the administration, faculty, students and staff endorsing and supporting this effort to institutionalize global education at NAU aimed at preparing students to be globally competent, we have every expectation that the next academic year will be as successful as the last, and that we will enhance the likelihood of realizing our mission.