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In the 2017–2018 academic year, the Asian Academic Engagement (AAE) division experienced significant growth and development with new exciting opportunities in China and Vietnam. The total fall 2018 incoming China program student enrollment number is estimated to be around 290, which has doubled that of fall 2017 and tripled fall 2016, achieving the highest in NAU’s China program history. Table 1 shows China program student enrollment data from 2014 – 2018.

The Turning Point of the 1+2+1 Program

The 1+2+1 dual-degree program is undoubtedly one of the most important global initiatives that NAU was a founding member of over a decade ago. In response to new educational needs and government policies in recent years, the 121 program development strategies have transformed from general recruitment to the “international class” cohort-based approach (see CIE’s 2017 annual report for this new program model). In 2017, the Ministry of Education of Jiangsu Province approved 10 universities in the province to start the international class project with U.S. partner institutions in the 1+2+1 programs. As a part of this initiative, NAU was selected to work with three institutions in the province: Jiangsu University, Yangzhou University, and Nanjing University of Arts. The chosen disciplines included Computer Science, Hotel & Restaurant Management, Chemistry, Mechanical Engineering, and Creative Media & Film. The effort to diversity the Chinese student population into multiple disciplines is meant to promote student success by integrating them into different colleges and departments on campus. The Jiangsu programs became extremely successful with over 150 students planning to attend NAU in fall 2018. Due to the success of NAU’s collaboration with Jiangsu province we have been approved to add two more disciplines, Finance and English, for fall 2019 with the intention of attracting even greater numbers of students from the international class project.

Innovation: What the Future Holds

AAE continues to seek innovative approaches to meet the needs of students from China and Vietnam. This includes innovating in areas of student enrollment, program development, and partnership enhancement to stay relevant in a competitive and developing educational environment. In May 2018, AAE worked with Nanjing
University of Arts (NUA), a new 1+2+1 program partner, to co-host the first Sino-American film festival on the NUA campus. Fifteen student-produced films from NAU including movies, documentaries and music videos were selected by the School of Communications faculty, and sent to China to be shown in the festival. NUA’s College of Media and Arts also selected films produced by their students to show with the NAU production. The film festival gained significant attention on NUA’s campus, attracting hundreds of students and faculty attendees. “The film festival hosted by NAU and NUA together is an exciting result of our international collaboration this year,” said Dr. You Da, Director of College of Media & Arts, NUA. Dr. Da stated that “our students are able to learn different perspectives from China and the U.S. by watching films produced by their current classmates at NUA as well as their peers on the other side of the earth. This is really an innovative way of cultural learning between two campuses and two countries.” NAU currently works with NUA on a 1+2+1 experimental class program in Creative Media & Film. Co-hosting the film festival has greatly strengthened and deepened NAU’s partnership with NUA and had a significant positive impact on students’ academic and cultural development in China.

In addition, in collaboration with NAU’s Boundaryless program, AAE is actively working with Yangzhou University (YZU) to create an in person/virtual joint classroom experience on the ground in China for fall 2018. AAE is also partnering with Guangdong University of Finance & Economics (GUFE) to establish a “micro-campus” on the eighth floor of the GUFE library to establish an NAU presence for their students to learn and experience American campus culture in China.

Looking towards the future, AAE strives to increase program diversification by growing programs outside of the 1+2+1 model. That goal cannot be achieved without continuous efforts to stay innovative and adaptive. For example, AAE recently worked with the Program in Intensive English (PIE) to create a customized one-year program to receive 14 pre-college students from Beijing International Studies University (BISU) in fall 2018. After spending one year at NAU the students will go back to BISU for their freshmen year, and then return to NAU for three years to complete their bachelor’s degree. This innovative 2+1+1+3 program is fully sponsored by the Beijing government and NAU was selected to be the only U.S. host institution in this initiative. Table 2 shows our fall 2018 incoming China program students by program type (not counting the CQUPT 3+1 program). The data in Table 2 presents the potential improvement of the 2+2, transfer, and short-term programs for the future, and AAE will continue to cultivate new opportunities to grow in those areas.

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Number</th>
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<tbody>
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<td>1+2+1 program</td>
<td>192</td>
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<tr>
<td>2+2 program</td>
<td>50</td>
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<tr>
<td>Transfer (NAU degree-only) program</td>
<td>1</td>
</tr>
<tr>
<td>Non-degree short term program</td>
<td>2</td>
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<tr>
<td>BISU 2+1+3 program</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>259</strong></td>
</tr>
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</table>
The Successful Completion of the First CQUPT Cohort

The CQUPT 3+1 Program in Electrical Engineering (EE) is now in its fifth year and the initial cohort has successfully completed their first year at NAU. Among the first cohort of 32 students, 28 students are graduating this summer and the rest are on track for graduation in spring 2019. 30 students have a GPA of 3.0 or higher for their first semester at NAU including four students who have a 4.0.

In May 2018, President Li of CQUPT traveled to NAU and attended the CEFNS commencement to celebrate the graduation of the first cohort of 3+1 program students with President Cheng.

The accelerated master’s option (3+1+1) allows highly qualified students to begin taking graduate level courses while enrolled in their fourth year, which is another distinguishing feature of the 3+1 program. Six of the first cohort students are currently enrolled in this program and six students from the second cohort have been accepted into the Accelerated Master’s program for the fall 2018 semester. Ten students from the first cohort have also been accepted to the traditional two-year master’s program for the fall 2018 semester. At least one student is being considered for a funded Research Assistantship as part of his Master’s program in 2018.

The academic excellence of these students is evidence of both NAU and CQUPT’s commitment in this joint effort which was started in 2013. A paper on the success of the program was presented by NAU faculty at the American Society for Engineering Education (ASEE) conference in Columbus, Ohio on June 28, 2017.
International Student Recruitment and Retention Specialist

• Presented paper as the keynote speaker on “One Belt, One Road, Chinese International Discourse Power and Overseas Chinese New Role” at the Third International Conference on China’s Development and Oversea Chinese Talents on October 23–25, 2017 at Guangxi Minzu University, China. The article is scheduled to be published in summer 2018.

Xia Jiang

EDUCATION ABROAD

Education Abroad (EA) experienced a year of growth and transition in 2017/18. Investments in outreach and new marketing increased the number of students and faculty connected with EA. Additionally, EA welcomed a new director, Angelina Palumbo, in July. The Education Abroad Team has been busy – processing over 2200 applications for study abroad students during the academic year in addition to the scholarship applications that the office organizes. The team had a record breaking 969 students go abroad throughout the year. Additionally, our National Student Exchange coordinated by Natalie Morawietz has doubled the number of outgoing students and increased incoming students by 47%.

Students at NAU have the opportunity to go on a variety of programs to make sure their experience is meeting their academic, financial, and personal needs. EA particularly excels in sending students on bilateral exchanges rather than third-party providers. The bilateral exchanges make long-term study abroad durations more accessible.

Collaboration

In order to enhance student experiences abroad, particularly those experiencing a more independent experience through a bilateral exchange EA has partnered with Dr. Britton Shepherdson in the Anthropology department to teach ANT 499 “Stranger in a Strange Land.” The online course will begin this fall and is being offered for 3 credits to students currently abroad. Upon return students will also have the opportunity to partake in an extra 1 credit in person class. This course is designed to help students gain the greatest cultural understanding possible while studying abroad, guiding students through their experiences of diverse cultures and offering a variety of analytical frameworks to facilitate awareness of how cultures vary and shape the human experience:

1) Students will gain an appreciation for the unique features and perspectives of varied cultural traditions (e.g., beliefs, customs, history, language, art, religion, etc.) through a collection of interview, online, and library research projects that encourage students to
EA Student Awards and Accomplishments

Scholarship funding continues to be critical to providing access to education abroad to NAU students. Approximately 57% EA students that applied for the ASNAU Go Scholarship or No Excuses Scholarship received an award. In addition to these awards NAU had a recipient receive the prestigious Boren Scholarship and 9 students receive the Gilman scholarships. Including other internal and external scholarships, EA students received over $200,000 in study abroad funding. The Education Abroad Office was also proud to see that one third of this year’s Golden Axe Award winners studied abroad.

In addition to establishing co-run workshops for students with NAU’s Writing Commons, Mariel Goble and Holly Wheeler have both served on the USAC Scholarship Review Panels and Carolyn Christianer has served on the Gilman Review Panel, all of which has contributed a great deal to student scholarship success.

Finally, three NAU students applied and were selected for the BioNanoIngeniería International Training Program in Hermosillo, Mexico, a competitive research opportunity to explore topics including chemical engineering, nanotechnology, biotechnology, biomedical engineering, and molecular biology. The 8-week, fully-funded experience will allow students to gain cross-cultural lab experience with the guidance of an assigned mentor and live in a scholar’s house, where they can make international connections. This program was sponsored by Rubio Pharma, RD Research & Technology, NS Nanotecnología de Sonora, NICDET, STC Sonora Tecnología Científica, RYRCE, RD Intellectual Synergy, Carbonix.

Education Abroad

- Students will interpret their observations through a variety of different anthropological perspectives/theories as analytical frameworks that (including, but not limited to): cultural relativism, diffusionism, historical particularism, functionalism, culture and personality, structuralism, cultural ecology, cultural materialism, symbolic anthropology, postmodernism, and feminist anthropology.

In the previous year the Division of Education Abroad established a closer relationship with Terra Dotta, a technology company which provides study abroad webpage design and support and manages student applications and records. This year EA has continued to work with Terra Dotta and NAU to ensure that the technology meets the newest and top accessibility requirements.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Total Study Abroad Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New York University</td>
<td>446</td>
</tr>
<tr>
<td>2</td>
<td>Pepperdine University</td>
<td>262</td>
</tr>
<tr>
<td>3</td>
<td>San Francisco State University</td>
<td>212</td>
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<tr>
<td>4</td>
<td>Florida State University</td>
<td>111</td>
</tr>
<tr>
<td>5</td>
<td>University of California - Santa Barbara</td>
<td>96</td>
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<tr>
<td>6</td>
<td>University of Wisconsin - Madison</td>
<td>86</td>
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<tr>
<td>7</td>
<td>Bowling Green State University</td>
<td>80</td>
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<tr>
<td>8</td>
<td>University of California - Los Angeles</td>
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<td>9</td>
<td>University of Texas - Austin</td>
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<td>University of Washington</td>
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<td>University of Illinois - Urbana-Champaign</td>
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<td>12</td>
<td>San Diego State University</td>
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<td>13</td>
<td>College of William and Mary</td>
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<tr>
<td>14</td>
<td>University of Denver</td>
<td>53</td>
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<tr>
<td>15</td>
<td>University of Hawaii - Manoa</td>
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<tr>
<td>16</td>
<td>University of Rhode Island</td>
<td>50</td>
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<tr>
<td>17</td>
<td>Northern Arizona University</td>
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<td>18</td>
<td>Suffolk University</td>
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<td>19</td>
<td>University of South Carolina - Columbia</td>
<td>36</td>
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<tr>
<td>20</td>
<td>University of Notre Dame</td>
<td>16</td>
</tr>
</tbody>
</table>

EA was recognized in the top 20 for long-term study abroad students for all Doctoral Granting institutions in the Open Doors report and thus far records indicate that long-term exchanges are up about 35% for the next year.

EA has also been working closely with Business Analytics and the Registrar’s Office to develop new processes for course creations, grade memos, and the placeholder course. Working together comes at a time when NAU has been undergoing many transitions by centralizing course creations and opening the multi-term enrollment process which allows all departments to create new process that align to make a smooth study abroad process for students and relevant departments.

Finally, EA is in the process of creating a database for students’ course equivalencies. Previously, students asking for an equivalency had to start from scratch with the respective academic department. The first breakthrough is occurring with the National Student Exchange (NSE) program. In this program students can refer to courses previously approved for the institution they will be attending. It is expected that these updated processes will have a positive impact on future study abroad students as well as their academic advisors.

NAU student featured in NICDET video about her internship
Global Research and Internships Programs

The Global Research and Internship Program (GRIP) is in a new phase of revitalization in 2018. This includes networking with new partners, strengthening current partners, and aligning with university-wide internship practices and policies. Working closely with NAU Career Services, GRIP and the requirements to intern abroad for academic credit have been brought to the forefront at the Internship Oversight Committee. Education Abroad has also partnered with Career Services in one go-to internship posting platform used both nationally and internationally called Handshake, where the EA International Internship Coordinator approves all international opportunities. Our collaborative partnership with Career Services will help CIE’s presence on campus, as well as increased awareness of international internship and research opportunities for students who may not have previously considered education abroad.

Other partnerships include both on and off campus relationships, from an innovative “faculty-led + internship” model for public health students in Tanzania to the successful placement of two biomedical science students in a bio-nano-engineering training program with NICDET/Rubio Corporativo in Hermosillo, Mexico. New internship opportunities through faculty as also being developed, such as Margo Wheeler’s Community Planning Internship in Plymouth, England to Dr. Britton Shepherdson’s collaboration with IGP for HRM internships on Easter Island, Chile.

Future plans for the GRIP program include a GRIP website overhaul featuring our trusted partners, refining GRIP recruitment and internship search strategy tools for students, and seeking more directly sourced internship opportunities through on and off-campus partnerships.

Health and Safety Pilot Program

EA is very excited to announce that the team launched a Health and Safety Abroad Pilot Program at their Pre-Departure Orientation this spring. This was developed for Costa Rica Summer 2018 by EA Advisor Mikaela Terry and Melissa Griffin, Health Promotions Director. The goal of the program was to improve the student experience in study abroad programs by decreasing incidents of high risk behaviors and encouraging a supporting environment. The program consisted of multiple components. They conducted a pre-departure training for students that was focused on social norms and helping behaviors (prevention). There was an all-encompassing training for staff which focused on student high-risk behaviors, helpful resources and reporting protocols (three trainings in total). They also had a separate focused training for the host families in Costa Rica which discussed warning signs, high-risk behavior statistics, and helpful resources. While abroad they conducted a follow-up training for students that focused on the application of helping skills and development of a caring culture.

As a part of the trainings Melissa and Mikaela created a Health and Wellness resource guide for students, a response protocol flip book for program staff and faculty, and they created marketing materials to reinforce the caring culture while abroad. This program was created throughout January – May 2018 and the abroad trainings were conducted in Costa Rica May 2018. They collected a pre-post survey that assessed the self-reported knowledge and attitudes among students who participated in the pre-departure training. As well as a pre-post survey that assessed the self-reported knowledge and attitudes among staff who participated in the staff training. The final survey is the post program survey that will be collected to assess the student experience while abroad including self-reported health behaviors, self-report of interventions/help provided to peers and satisfaction with information and trainings provided.

Faculty-Led

This year we saw an increase in NAU faculty interested in partnering with CIE to develop and lead study abroad student opportunities. Not only did we see a 50% increase in the number of programs run by faculty this year but there was an increase of 33% (a difference of over 100 students) going on faculty-led programs.

These programs are a large undertaking for the respective faculty and departments and EA greatly appreciates the energy they bring. In order to sustain the dramatic growth EA with Operations and the Comptroller has undertaken a number of new initiatives to strengthen finance processing and budgeting. Additionally, EA has partnered with the Global Learning Initiative (GLI) to give new and continuing faculty greater support as they connect travel to their discipline, create syllabi and establish experiential learning outcomes.
These programs also give EA an opportunity to break into new regions. With Dr. Bjorn Krondorfer and Melissa Cohen, both of the Martin-Spring Institute, the first program to Israel ever was offered. This three-week summer course focuses on how historical forces have shaped spatial and social arrangements with respect to minority/majority populations in Southern Israel and the American Southwest. Nine NAU students spent just over a week at Ben Gurion University in Negev, Israel with eight Israeli students. At the end of this period the NAU and Israeli group came to NAU to experience Native American culture. It was a truly amazing program with more reflection, discussion, and emotion involved than anyone (especially the students) realized was possible. Below are several quotes from students from their final presentations.

- “[This program] allowed me to be more open and see more and realize that other people in different lands have the same problem as me and my family.” – Bosura (Bedouin student)

- “Before I had only read about the Bedouin Israeli conflict on paper and then I went to Israel and I made friends with a Bedouin and Israeli student and heard their stories.” – Jamie (NAU student)

- “This was a rare opportunity to go abroad without being a tourist. Going abroad is exciting but as a tourist you are taking a step back…. I needed to be an ambassador in my own country with so much complexity. And complexity is uncomfortable for everyone.” – Salah (Israeli student)

### New Programs

**New exchanges opportunities:**
- Taylor University, Malaysia
- Chengnam National University, South Korea
- Rikkyo University, Japan
- Institute for Tourism, Macau
- Osaka University of Commerce, Japan
- International University of Rabat, Morocco
- ISA Morocco and Jordan
- Chongqing University of Telecommunications and Posts, China
- University of Sheffield, United Kingdom
- University of Strathclyde, United Kingdom

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department</th>
<th>Program Location</th>
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<tr>
<td>Erika Hess</td>
<td>Global Languages and Cultures</td>
<td>France</td>
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<td>Alyce Jordan</td>
<td>SESES</td>
<td>Greece</td>
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<td>Lisa Skinner</td>
<td>FCB</td>
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<td>David Weber</td>
<td>HRM</td>
<td>Netherlands &amp; Switzerland</td>
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<tr>
<td>Pam Stephens</td>
<td>Art</td>
<td>France &amp; England</td>
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<td>Bruce Aiken</td>
<td>Art &amp; Honors</td>
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<td>Kathleen King</td>
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<td>Chad Hamill</td>
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<td>Gioia Woods</td>
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<td>Tanzania</td>
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<td>Mark Molinaro &amp; John Cauvin</td>
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<td>Barbara Veltri</td>
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<tr>
<td>Richard Hofstetter</td>
<td>Forestry</td>
<td>Costa Rica</td>
</tr>
</tbody>
</table>
Exchange opportunities in the works:
• Nanyang Technological University, Singapore
• Konkuk University, South Korea
• Providence University, Taiwan
• UA Campus in Cambodia
• IPU, Japan and New Zealand
• Mary Immaculate College, Ireland
• Shanghai Business School
• Shanghai Normal University – Shanghai Institute of Tourism
• Shanghai Polytechnic University
• SANDA University
• University of Roehampton, United Kingdom

NEW AND EXCITING WITHIN THE EA TEAM

Education Abroad Advisor
• NAFSA Tri-Regional Presentation “Promoting Diversity of Destination in Study Abroad Recruiting and Advising.”-Nov 2017
• Gilman Scholarship Selection Panel Volunteer, US Department of State, IIE- May 2018
• Blavin Scholars Life Skills Coach-2018

Carolyn Christianer

Education Abroad Advisor
• Committee member, Lessons from Abroad Southwest Regional Conference
• Assistant Editor, NAU Global
• Recipient, NAFSA Region II Professional Resource Grant, Feb 2018
• Attendee, Arizona International Educators State Meeting, April 2018
• Recipient, NAFSA Region II Professional Resource Grant, May 2018
• Attendee, NAFSA National Conference, May 2018

Amanda Williamson
Education Abroad Advisor

• Committee member, Lessons from Abroad Southwest Regional Conference
• Assistant Editor, NAU Global
• Recipient, NAFSA Region II Professional Resource Grant, Feb 2018
• Attendee, Arizona International Educators State Meeting, April 2018
• Recipient, NAFSA Region II Professional Resource Grant, May 2018
• Attendee, NAU National Conference, May 2018

Assistant Director

• Presented at 2017 NAFSA Tri-Regional “Promoting Diversity of Destination in Study Abroad Recruiting and Advising”
• 2018 National NAFSA Reviewer
• 2018 USAC Science and Engineering Scholarship Reviewer
• Presented to potential dual degree students in China
• Led Spring 2018 Incoming International Orientation
• Syllabus developer for ANT 499
• Member of International Lumberjacks Alumni Committee

Education Abroad Advisor

• Attended Global Internship Conference, Detroit, MI, June 2018
• Contributed to Content Committee, Lessons from Abroad Southwest 2018 Meeting, June 2018
• Conducted a research study on intercultural competence for a short-term GRIP program in physical therapy and presented results at CIE All Staff Meeting, June 2018
• Represented NAU at a Fulbright Enrichment Seminar in Nashville, TN, May 2018
• Contributed to USAC Scholarship Committee, 2018 Fall Study Abroad Cycle, April 2018
• Accepted to the NAU Ph.D. in Applied Linguistics Program with research focus in study abroad, intercultural competence, and language learning, April 2018
• Attended USAC State Meeting, Chicago, IL, March 2018
• Contributed to Arizona International Educator’s State Meeting Committee, January 2018
INTERDISCIPLINARY GLOBAL PROGRAMS

The Interdisciplinary Global Programs (IGP) are NAU's answer to preparing undergraduates with the skills to seamlessly work across disciplines and borders as they prepare for a complex future. These five-year, double-major programs integrate language study into students’ academic majors and include a year abroad in year four, in which students complete both coursework and an internship while immersed in the language and culture of the host country. IGP has two tracks – STEM and Business.

IGP Vision: A more stable, peaceful, and collaborative world led by interculturally competent global leaders skilled in working across linguistic and disciplinary borders.

IGP Mission: To prepare a diverse group of international leaders with professional, communication, and intercultural skills and inspire them to participate in positive change.

Reporting period highlights

From July 2017 to June 2018, the IGP program achieved the following:

- Hosted the 20th Colloquium on International Engineering Education on Nov. 2 – 4, 2017. Two hundred participants from 12 countries. The theme “Proven Methods and New Frontiers” brought in panelists from around the world to envision the future of the field. The program featured 12 concurrent sessions and over 40 speakers on specific subjects within the field.
- Revised the IGP vision, mission, goals, and student learning outcomes. With this structure in place, we designed and launched a comprehensive research plan, aligned with our program evaluation. Data comes from a combination of custom surveys, focus groups, and the Global Perspectives Inventory.
- Supported the field work experience of 42 students abroad, more than doubling the number of students supported abroad the year before. Students studied and worked at partner institutions in Argentina, Chile, China, France, Germany, Japan, Mexico and Spain.
- Graduated 17 IGP participants. Students are pursuing paths including graduate school, medical school, veterinary school, and employment in the field.
- Received approval for an extension of NAU merit scholarships into Year 5, expanding the potential for a wide diversity of students to participate in IGP.
- Offered over 30 professional development events to prepare students for their intensive year abroad, including the IGP Summit, spring programming tiered
IGP Program Statistics

IGP Student Enrollment

IGP continues to see impressive growth in enrollment (see Chart 1). Each academic year, we work with 5 student cohorts, including the students who are abroad. IGP works closely with NAU’s Offices of Admissions, EMSA, Gateway, and academic advisors and recruiters to promote the program to incoming freshman.

IGP Student Diversity

IGP supports a diverse student base, with higher ethnic, racial, and gender diversity than in the colleges from which the students declare their academic majors. Overall, 45% of IGP participants are underrepresented minority students (see Chart 2). When looking at gender diversity, overall 61% of IGP participants are female (see Chart 3).
IGP students choose to study one of five languages. While Spanish continues to be our biggest population, we are seeing growing diversity in the other languages (See Chart 4). For example in the 2015 cohort, 68% of students studied Spanish, in our current freshman cohort, 36% of students are studying Spanish, with more students spread across other languages. Note: Arabic was included for only one year in the IGP program.

IGP works with 17 bilateral exchange partners in eight countries. We focus on building strong relationships with a limited number of partner intuitions. In the 2017-18 AY, we added the National Autonomous University of Mexico and the Osaka University of Commerce as our newest partners. Among IGP staff, Education Abroad staff, the AVP of Global Initiatives, and NAU faculty, we visited our partners in China, Japan, Chile, France, Spain, and Mexico. We hosted visits at NAU from Kansai University, Kyushu University, National Autonomous University of Mexico, Osaka University of Commerce, Shantou University, CQUPT, University of Alicante, and University of Bordeaux.

Via the IGP partnership with Kyushu University, CIE is hosting a Kyushu University staff intern for a one year period (April 2018 – March 2019).

Due to the close nature of IGP partnerships, we started discussions for dual degree programs with University of Bordeaux in Biology, University of Alicante in Computer Science, and Kyushu University in Biology. We see dual degree programs as the next frontier in the IGP partner relationships.

<table>
<thead>
<tr>
<th>University of Tucumán</th>
<th>Argentina</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beijing International</td>
<td>China</td>
</tr>
<tr>
<td>Studies University</td>
<td></td>
</tr>
<tr>
<td>Chongqing University of</td>
<td>China</td>
</tr>
<tr>
<td>Post and Telecommuni-</td>
<td></td>
</tr>
<tr>
<td>cations (CQUPT)</td>
<td></td>
</tr>
<tr>
<td>Shantou University</td>
<td>China</td>
</tr>
<tr>
<td>University of Concepción</td>
<td>Chile</td>
</tr>
<tr>
<td>University of Bordeaux</td>
<td>France</td>
</tr>
<tr>
<td>University of Paris system, via MICEFA</td>
<td>France</td>
</tr>
<tr>
<td>Dresden University of Applied Sciences</td>
<td>Germany</td>
</tr>
<tr>
<td>TU Dortmund University</td>
<td>Germany</td>
</tr>
<tr>
<td>University of Konstanz</td>
<td>Germany</td>
</tr>
<tr>
<td>National Autonomous University of Mexico</td>
<td>Mexico</td>
</tr>
<tr>
<td>Kansai University</td>
<td>Japan</td>
</tr>
<tr>
<td>Kyushu University</td>
<td>Japan</td>
</tr>
<tr>
<td>Osaka University of Commerce</td>
<td>Japan</td>
</tr>
<tr>
<td>Carlos III de Madrid</td>
<td>Spain</td>
</tr>
<tr>
<td>University of Alicante</td>
<td>Spain</td>
</tr>
<tr>
<td>University of Zaragoza</td>
<td>Spain</td>
</tr>
</tbody>
</table>
Student Field Work Experiences Abroad

Forty-two IGP students completed their year abroad (AY 17/18), including their full time, language/cultural immersion field work experience in the spring semester.

Argentina
Bradlee (Environmental Science and Spanish) Procesos aluviales y gravitacionales en Humahuaca Veaaly, Argentina | Alluvial and gravitational processes in Humahuaca Veaaly, Argentina
Julia (Environmental Science and Spanish) Determinación del valor energético de peces del sector sur del Atlántico sudoccidental y Canal Beagle | Determination of the energy value of fish in south-west Atlantic and Beagle canal
Anna (Environmental Engineering and Spanish) Divulgación pública de la investigación limnológica en tierra del fuego | Public Outreach of Limnological Research in Tierra del Fuego
Josh (Biology and Spanish) Química analítica para estudios de patrimonio cultural y caracterización de materiales | Analytical Chemistry for Cultural Heritage Studies and Characterization of Materials

Bolivia
Joy (Environmental Engineering and Spanish) Actualización de planes de sistemas de agua. Pasantía en Bolivia Fundación para el desarrollo sustentable en coordinación con la cooperativa de agua potable y acantarillado Quintanilla | Updating of water system plans. Internship in Bolivia Foundation for sustainable development in coordination with the cooperativa de Agua potable y acantarillado quinta

Chile
Kainoa (Civil Engineering and Spanish) Seguimiento de la madurez concreta respecto a la temperatura | Concrete maturity monitoring in respect to temperature
Jayne (Mechanical Engineering and Chinese) Jūn yín jùn bìng biàozhun diàn chǐ Modulee li lì xiè de bì de shè ji | Design of Lithium-Ion Battery Modulee with uniformly and equalization criteria batteries
Lindsay (Biology and Chinese) Hai tún xī bāo dǔ li xué | Dolphin Cell Toxicology

France
Raymond (Geology and French) Cartographie de la Region Nouvelle-Aquitaine | Cartography of the Region Nouvelle-Aquitaine
Noelle (Biology and French) Sports et techniques d’activité physique (STAPS) | Sports and physical activity techniques (STAPS)

Rain (Physics and French) Caractériser les différentes variables d’exploitation du système laser à fibre ytterbium et leur impact. | Characterize the different operating variables of the Ytterbium fiber laser system and their impact.

Germany
Alexis (Computer Science and German) Integration von LT-Geräten und KNX / EnOcean-Bussystemen mit dem BAB-Pendel | Integrating IoT devices and KNX / EnOcean bus systems with the BAB pendulum
Kathryn (Biology and German) Die Rolle von Allelopathie in der Widerstandskraft gegen invasive fremde Pflanzen | The role of allelopathy in resistance against invasive alien plants
Veronica (Biology and German) Biochemische Analyse der deubiquitylating Enzyme in Arabidopsis Thaliana | Biochemical analysis of deubiquitylating enzymes in Arabidopsis Thaliana
Zachary (Computer Science and German) Integrierter 3D-Sensor | Embedded 3D sensor
Alexander (Biology and German) Expression und molekulare Analyse von Proteinen biomedizinischer Relevanz | Expression and molecular analysis of proteins of biomedical relevance

Japan
Hannah (Electrical Engineering and Japanese) 指の振動と光ファイバ | Finger vibrations and optical fiber
Anthony (Finance and Japanese) ドーミーイン
premium なんば (高級ビジネス) と御宿 Noano 難波 (トラディショナルホテル) でのおもてなし。| Hospitality in Dormy Inn Premium Nanba (Luxury business) and Onjuku Noano Nanba (traditional hotel).

Emily (Biology and Japanese) 真菌タンパク質の輸送とキャラクタリゼーション | Fungal Protein transport and characterization

Alexander (Chemistry and Japanese) 無機化学研究 | Inorganic chemistry research

Mikki (International Hospitality Management and Japanese) ビジネスホテルアットドーミーイー (西部ビジネススタイル、伝統的な和風スタイル) | Business hotel at Dormy Inn (western business style and traditional Japanese style)

Alexandre (Computer Science and Japanese) オーディオおよび音響信号処理 | Audio and Acoustic Signal Processing

Cole (Management and Japanese) ビジネス、リゾートホテル、ドミトリイ | Business, resort hotel and dormitory

Michelle (Computer Information Systems and Japanese) 難波大阪の共立ビジネスホテル。豪華で伝統的な | Kyoritsu business hotels in Namba Osaka. Luxury and traditional

Corrie (Physics and Japanese) 粒状物のエネルギー散逸 | Energy Dissipation of granular materials

Mexico

Laura (Biology and Spanish) Interacción social como temporizador en los Meriones ungulados y lazos mexicanos | Social interaction as a timer in the Meriones ungulates and Mexican ties

Spain

Willy (Chemistry and Spanish) Investigación de polímeros y nanoscience en el grupo de cristales líquidos y polímeros | Polymer and nanoscience research at the liquid crystals and polymers group

Michael (Civil Engineering and Spanish) Ingeniería estructural con CYPE, empresa que desarrolla y comercializa software técnico para arquitectura, ingeniería y construcción | Structural Engineering with CYPE, a company that develops and commercializes technical software for architecture, engineering and construction

Chyann (Biology and Spanish) Trabajo con Roberto Cejuela y en la clínica Lledo | Training tri-athletes and PT rehab

Taylor (Biology and Spanish) Expansión de células asesinas humanas naturales para el tratamiento del mieloma múltiple | Expansion of human natural killer cells for the treatment of multiple myeloma

Alicia (Chemistry and Spanish) Cartenoids de Haloarchaea | Cartenoids from Haloarchaea

Adrienne (Biology and Spanish) Interacción entre amebas vivas libres y bacterias resistentes a antibióticos | Interaction between free living amoebas and antibiotic resistant bacteria

Charles (Biology and Spanish) Trabajo de laboratorio de imágenes 3D con cirujanos para crear modelos 3D fuera de las técnicas de imagen médica. | 3D Imaging Laboratory work with surgeons to create 3D models off of medical imaging techniques.

Madeline (Chemistry and Spanish) Química analítica para estudios de patrimonio cultural y caracterización de materiales | Analytical Chemistry for Cultural Heritage Studies and Characterization of Materials

Tyler (Mechanical Engineering and Spanish) INPACT ambiental de Butanol como biocombustible para procesos de combustión | Environmental impact of butanol as biofuel for combustion processes

Lauren (Biology and Spanish) Investigación sobre nuevas vacunas contra la tuberculosis | Research on new vaccines against tuberculosis

Oscar (Management and Spanish) Plan de negocios y estrategia de marketing para Drone Hopper | Business plan and the marketing strategy for Drone Hopper

Ashley (Biology and Spanish) Mejora de los parámetros de calidad de los espermatozoides mediante un método de dextran/Swim | Improvement of sperm quality parameters by a dextran/swim up method
IGP Alumni

Forty-five alumni have graduated from the IGP program. When asked, 66% of respondents (23 out of 35 alumni) reported they are continuing or planning to continue their education through graduate, medical, veterinary, or PhD programs at institutions such as Stanford University, University of Arizona, University of Paris, and Colorado State University. Graduate fields of study are represented in Chart 5. These students are also employed in a variety of fields, 74% of which correspond with the students’ fields of undergraduate study. These fields are displayed in Chart 6. Chart 7 represents the proportion of students who have stayed in Arizona, those who have decided to work or study abroad, from medical school in Guadalajara, Mexico to Peace Corps work in Benin, and those who are elsewhere in the United States.

Chart 7. Current Locations of IGP Alumni
After completing her year abroad in Bordeaux, France studying biology and interning with U1034 of the Institut National de la Santé et de la Recherche Médicale (Inserm), Bonni graduated in December 2017 and began a temporary position working with IGP. Since then, she has used her experience on projects such as a “Survival Guide” for students studying abroad and refining the course registration process for students in Bordeaux. Bonni says that her unique experiences and improved communication skills and flexibility helped her receive an acceptance to the Doctor of Veterinary Medicine program at Colorado State University where she plans to earn a graduate degree that she can apply to improving the lives of animals and their people.

Aide Robles has been accepted to the Arizona State University Integrated Master’s Program in Environmental Engineering that will result in her completing her PhD there as well. She will be speaking at the 21st Colloquium on International Engineering Education in Rhode Island, highlighting her IGP experience and promoting the importance of women of color in the engineering profession.

Yaeren Hernandez, IGP alumna from the very first IGP cohort abroad, has been accepted to the University of Arizona PhD program with the Department of Cellular and Molecular Biology starting this next academic year 2018/19. Yaeren credits her positive experience working in a diverse lab with members from all over the world for her increased intercultural competencies gained during her tenure with IGP and specifically during her time in Germany. Her language learning experience gave her the patience to work with individuals who are not native English speakers and she is eager to promote a positive work environment for all.
STAFF
PROFESSIONAL DEVELOPMENT

Director
• Presentation: Best practices for developing sustainable partnerships in Argentina. Presentation given for a 100,000 Strong in the Americas proposal writing webinar. Feb. 22, 2018.
• Host of the 20th Colloquium on International Engineering Education.
• Treasurer of Board of Directors, HACER Inc., Social ecological action group in Puerto Rico.
• IGP Presentation: The Art of Non-Violence. May 8, 2018 to all CIE staff (with Bonni Beaupied).
• NAFSA Annual Conference in Philadelphia, May 28 – June 1, 2018.
• Pursuing BA Spanish, graduation expected May 2019.

Melissa Armstrong

Coordinator, Sr
• Changed role from Assistant Director to Coordinator Sr.
• Host of the 20th Colloquium on International Engineering Education.
• IGP Presentation: The Art of Non-Violence. May 8, 2018 to all staff CIE. (with Bonni Beaupied)
• Presentation: Awarding Academic Credit for Global Internships, collaboration with Absolute Internship and Butler University at Global Internship Conference in Detroit, MI. June 13, 2018.

Liliane Palm

Program Manager
• Host of the 20th Colloquium on International Engineering Education.
• IGP Presentation: The Art of Non-Violence. May 8, 2018 to all CIE staff (with Bonni Beaupied).

Rebecca Deadmond

Program Manager
• Joined IGP team as Assistant Director in January 2018.
• IGP Presentation: The Art of Non-Violence. May 8, 2018 to all CIE staff (with Bonni Beaupied).

Samantha Clifford
INTERNATIONAL ADMISSIONS & RECRUITMENT

International Admissions & Recruitment (IAR) continued to develop in AY 2017/18 in order to successfully compete in a quickly changing international recruitment landscape. Important changes to IAR have occurred over the past year and are planned for the coming year. IAR is in the process of moving towards regionally focused recruitment strategies rather than a broader global approach. One regional representative now recruits for NAU in Eastern Europe and Russia and two recruit in India. CIE is also in the process of hiring regional coordinators for Latin America and southern Asia. Over the past year IAR has also established relationships with many local recruitment agencies that now represent us in regions around the world. Regional expertise allow IAR to better understand the unique characteristics of local educational systems, governmental organizations, and scholarship programs, allowing for more effective student recruitment.

Increasing enrollments from India is an important opportunity for IAR to attract more international students to NAU especially at the graduate level. IAR continues to explore other regional opportunities as political, economic, and social changes impact students' interest and ability to travel abroad in pursuit of higher education. IAR will explore the Nigerian and Ghanaian student market in the coming year as well as testing the waters in Myanmar, Indonesia, Turkey, Iran, and other countries. The international student recruitment landscape continues to become more competitive.

In order to succeed in an increasingly challenging environment IAR must improve how we interact with prospective students. IAR has many technology projects in development including a new application, improved workflows, a prospective student database, and various improvements that will allow IAR to spend less time on admissions and more time recruiting. For example, reducing the time needed to review applications has been shown by research to increase enrollments. IAR is also developing a communication campaign that will be triggered by changes in Peoplesoft. Technology based efficiency and effectiveness improvement opportunities are plentiful in IAR and will result in increased enrollment. The rapid implementation of these improvements is only constrained by support available from Business Analysts and ITS.

International Student Enrollment Data

Enrollments continued to grow in academic year 2017-18. A total of 1,340 international students – both undergraduate and graduate – enrolled in the fall 2017 semester. 498 new international students enrolled in fall 2017 and 113 in spring 2018 for a total of 611 new international students enrolling in the 2017-18 academic year.
The diversity of international students was also exceptional in the 2017-18 academic year with the total countries represented being 82, one less than the record 83 countries represented in spring 2017. Below is a breakdown of the regions represented by NAU’s international students:

![Pie chart showing regional distribution of international students.](image)

### International Student Enrollment Data

CIE coordinates short-term programs in which international partners send a group of students and/or faculty to NAU for programs usually lasting less than three weeks. These programs are offered both for credit and not for credit and are often used as catalysts to develop deeper relationships with foreign universities. Programs typically offer courses to students in E.S.L., the humanities, education, as well as U.S. culture, politics, and history. Short-term programs for foreign faculty provide instruction on higher education administration and pedagogy.

During Academic Year 2017/18, CIE hosted eleven short-term programs that enrolled a total of 138 participants, as compared to nine programs last year and only three in AY 15/16.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Partner University/Organization</th>
<th>Discipline</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 3 – 24, 2017</td>
<td>Chungnam National University, South Korea</td>
<td>Humanities</td>
<td>27</td>
</tr>
<tr>
<td>July 7-17, 2017</td>
<td>Ben-Gurion University, Israel</td>
<td>U.S. Culture and conflict resolution</td>
<td>9</td>
</tr>
<tr>
<td>July 17 – August 7, 2017</td>
<td>China Center for International Educational Exchange</td>
<td>Education</td>
<td>11</td>
</tr>
<tr>
<td>July 17 – August 18, 2017</td>
<td>Chongqing University of Post &amp; Telecommunication, China (3rd year students exploring coming to NAU in 4th year)</td>
<td>Electrical Engineering &amp; English language</td>
<td>13</td>
</tr>
<tr>
<td>July 21 – August 2, 2017</td>
<td>Kunming University of Science &amp; Technology, China</td>
<td>U.S. culture, history, and politics</td>
<td>11</td>
</tr>
<tr>
<td>August 18 – September 5, 2017</td>
<td>Chongqing University of Post &amp; Telecommunication, China (1st and 2nd year students interested in coming to NAU for the dual degree program)</td>
<td>Electrical Engineering, U.S. Culture, the desert southwest</td>
<td>16</td>
</tr>
<tr>
<td>October 3 – 12, 2017</td>
<td>Chongqing University of Post &amp; Telecommunication, China (faculty)</td>
<td>American pedagogy, Electrical Engineering, academic research</td>
<td>6</td>
</tr>
<tr>
<td>October 8 – 21, 2017</td>
<td>Karlsruhe University of Education</td>
<td>Education</td>
<td>14</td>
</tr>
<tr>
<td>January 16 – 30, 2018</td>
<td>Kunming University of Science &amp; Technology, China</td>
<td>U.S. culture, history, and politics</td>
<td>12</td>
</tr>
<tr>
<td>January 27 – February 10, 2018</td>
<td>Korea National University of Education, South Korea</td>
<td>Education</td>
<td>12</td>
</tr>
<tr>
<td>April 17-21, 2018</td>
<td>Universidad Tecnológica de Hermosillo, Mexico</td>
<td>Engineering, Hotel and Restaurant Management</td>
<td>7</td>
</tr>
</tbody>
</table>
STAFF

PROFESSIONAL DEVELOPMENT

**Ph.D, CIE Associate Director & IAR Director**
- 2017-18 NAU University Leadership Program
- NAU Human Resources Training on Positive Coaching
- NAU Human Resources Training on Leadership & the One Minute Manager
- National NAFSA Conference
- NAFSA Workshop on Business Intelligence Across Challenging Recruitment Landscapes: Aligning Markets, Tactics, and Timing
- NAFSA Workshop on Recruiting International Students
- SEVP Designated School Official Training
- NAFSA Course on F1 Advising for Beginners

*Eric Deschamps*

**IAR Assistant Director**
- AIRC Annual Conference
- ICEF Annual Conference and Agent Workshop

*Jacob Eavis*

**IAR Recruiter**
- NAFSA National Conference
- IAE Annual Meeting
- SEVP Designated School Official Training

*Emily Greenblatt*

**IAR Admissions Coordinator**
- NAFSA Tri-regional Conference
- AACRAO Credential Evaluation Seminar
- NAFSA National Conference

*Abou Toure*
International Student and Scholar Services (ISSS) assists international students, scholars and employees by supporting their compliance with US immigration regulations and providing immigration/visa status advising, cultural transition and educational programs and acting as a connection to university and Flagstaff resources for the duration of each international visitor's stay in the United States. These services extend from communication exchanges prior to each visitor's arrival, until the completion of additional post-completion training opportunities, which can last up to 40 months from their academic program end date. ISSS interacts on a daily basis with the Department of Homeland Security and the Department of State to ensure University compliance with US immigration regulations and to provide international visitors with the support and documents they need.

International Student and Scholar Service Center

The ISSS Service Center is staffed by graduate assistants and student employees who act as the first point of contact for international visitors and assist them by triaging their request and directing them to the service that will best serve their needs. The ISSS Service Center is located in the lobby of the Center for International Education.

International Student Profile

Northern Arizona University sponsors international students through an F-1 or J1 visa. The international student population includes English Language Learners in the Program for Intensive English, undergraduate and graduate degree, and non-degree seeking students as well as students participating in Post-Completion Optional Practical Training. ISSS served a total of 1699 individual students in the 2017 – 2018 year.

<table>
<thead>
<tr>
<th>English Language &amp; Undergraduate</th>
<th>1286</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>157</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>193</td>
</tr>
<tr>
<td>OPT</td>
<td>63</td>
</tr>
<tr>
<td>Total Served</td>
<td>1699</td>
</tr>
</tbody>
</table>
**Non-Degree Students**

During the 2017/2018 academic year, NAU received 193 non-degree seeking students from partner institutions, who represented 18 countries. Non-degree seeking students typically attend NAU as part of an exchange program and spend one to two semesters studying in their field.

**Post-Completion Optional Practical Training Students**

F-1 international students benefit from Post-Completion Optional Practical Training, which is available to them if they wish to apply, through an application to USCIS (U.S. Citizenship and Immigration Services). OPT authorizations are available for up to 12-months at each educational level and up to 36-months for students pursuing a degree in a STEM field. ISSS continues to monitor and advise F-1 students for the duration of the OPT authorization. In 2017-2018, ISSS continued to support 63 students participating in Post-Completion Optional Practical Training and the number of applicants continues to increase.

**International Scholar Profile**

ISSS supports visa and arrival services for international scholars who visit NAU to participate in the Department of State Exchange Visitor Program. These scholars participate in research, lectures and teaching with NAU faculty and staff. The J-1 visa exchange visitor program “promotes the exchange of ideas, research, mutual enrichment and linkages between research and academic institutions in the United States and foreign countries” (j1visa.state.gov). In the 2017-2018 year, NAU hosted 97 J-1 scholars from 18 countries.

Among the J-1 visiting scholars, CIE hosted 27 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 destinations like the Hopi and Navajo Reservations, the Grand Canyon and local museums.
International Faculty and Staff Profile

ISSS supports the visa and arrival services for international faculty and staff who have been engaged to work at NAU through a competitive hiring process. Over the past academic year, NAU hosted almost 60 international faculty and staff who were sponsored for long-term and permanent work authorization.

NAU currently have 41 employees in H-1B status, 3 O-1 employees, and 6 TN employees, and a number of sponsored employees have proceeded to apply for permanent residency over the past year with the support of NAU and ISSS.

International Orientation

International Student and Scholar Services works with the Center for International Education on an intensive weeklong orientation program for incoming students. International student orientation is an essential way for international students to start their experience at NAU successfully. Orientation includes programs on academic advising, immigration information, cultural adjustment support, financial information, referrals to on- and off-campus services and most importantly opportunities to make connections at NAU.

After orientation ends and the semester has begun, international students participate in an additional online learning module that includes information that will help them succeed while at NAU. This module includes segments on immigration, academic success and living in the United States. Students are also required to complete the MyStudentBody course, which is a learning module that all NAU students complete upon their entry to the university.

International Week

The International Week at NAU, hosted by CIE and ISSS, supports iWeek by organizing events like the 'Parade of Nations' kick-off event, where 32 countries were represented this year. ISSS also supports the International Festival, which was a success this year with over 300 attendees including students from the Flagstaff public schools after-school program as well as NAU President Rita Cheng.

Services and Programming

To assist students and scholars with their academic and cultural adjustment, ISSS provides targeted support services intended to improve the international student and scholar experience. Many aspects of an international visitor’s experience in the U.S. may have unintended impacts on their immigration status, so a close relationship between the ISSS office and international visitors is key to the success of both visitors and the ISSS office.

Throughout the year, ISSS offers workshops and events throughout campus on a series of topics important to international students. These include meetings with academic advising units, Brown Bag sessions, employment workshops and collaborations with other university offices such as Health Promotions.

International Scholars

Supporting international students through programming and events is not the only focus of the ISSS office, and it is also important that we provide our international scholars’ opportunities to learn more about Flagstaff, Arizona and US culture. To support this, ISSS hosted trips for international scholars to Antelope
Canyon, the Grand Canyon and connected international scholars with local families with the support of the Flag Friends program. Scholars also attended a reception held in their honor in the fall 2017 semester.

Flag Friends

ISSS provides support to the Flagstaff Community Friendship Program (Flag Friends), which pairs international students and scholars with families in the Flagstaff community. The Flag Friends program has developed an online application system for both international students and Flagstaff community members to apply more efficiently, and many international students and scholars are able to share their native cultures with local Flagstaff families while learning more about US traditions.

I-Friends

The International Friends Program (iFriends) seeks to connect Northern Arizona University international students with domestic students for an intercultural experience. Students are paired at the beginning of each semester and partners are matched primarily by age, gender (same-sex), interests, and languages spoken.

The International Club “I-Club”

The NAU International club works to promote cultural awareness and interaction among people of all nations and cultures at Northern Arizona University and in the Flagstaff Community. This academic year, the I-club hosted a number of social, educational and cultural events, which included a homecoming parade, a fashion show, regular game nights and a resumé workshop among other events.

The highlight of the year was the International Fashion Show that was co-hosted with the Center for International Education International Pavilion. Students from around the world walked the runway to share traditional dress and music with the NAU community. The club also held a Resume Workshop event tailored to the needs of international students. This event gave students the opportunity to ask specific questions about what U.S. employers are looking for and how to start the job search.

Sunapsis Data Management System

The ISSS Service Center utilizes Sunapsis®/iNAU case management system to support ISSS services. Sunapsis®/iNAU is an immigration case management system that provides infrastructure to batch file transfers, track cases, manage student and scholar immigration records, ensure government compliance, save and file digital documents, manage electronically submitted forms & access a digital note-taking system.

For students, iNAU is a digital portal where they can submit electronic forms and make information updates, reducing the need to drop off paperwork to the ISSS.

During 2017 - 2018 academic year, the ISSS met with international students and scholars 7,336 times for a variety of reasons.

<table>
<thead>
<tr>
<th>Reason for Visit</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop off document for advisor</td>
<td>352</td>
</tr>
<tr>
<td>Drop off document for travel signature</td>
<td>778</td>
</tr>
<tr>
<td>I have a question</td>
<td>2294</td>
</tr>
<tr>
<td>I have an appointment</td>
<td>655</td>
</tr>
<tr>
<td>I need an appointment</td>
<td>281</td>
</tr>
<tr>
<td>AT Workshop</td>
<td>17</td>
</tr>
<tr>
<td>OPT Workshop</td>
<td>36</td>
</tr>
<tr>
<td>New Student or Scholar Check-in</td>
<td>166</td>
</tr>
<tr>
<td>Other</td>
<td>874</td>
</tr>
<tr>
<td>Pick-up Documents</td>
<td>1883</td>
</tr>
<tr>
<td>Total</td>
<td>7336</td>
</tr>
</tbody>
</table>
Immigration regulations are regularly updated, so it is critical that the ISSS remain informed to keep their international visitor population compliant and informed.

Director of International Student and Scholar Services
- NAFSA Trainer Corps Member
- Arizona International Educators, Leadership Team, Director at Large

Catherine Ribic

Assistant Director, International Student and Scholar Services
- NAFSA Region II, Regulatory Ombudsperson - Scholar Services
- NAFSA Region II conference attendee, November 2017
- Presenter – USCIS government presentation
- Presenter – Exchange Visitor Program government presentation
- NAFSA Advocacy days attendee – March 2018
- Sunapsis users conference attendee – October 2017
- Arizona International Educators conference attendee, 2018
- Presenter – Growing Your Career in International Education: Tips for Younger Professionals

Courtney Lyn Luque Jacobson

Coordinator, Senior; International Student and Scholar Services
- Annual State Meeting Planning Committee member for Arizona International Educators, June 2017 to March 2018
- Presenter at EnglishUSA Professional Development Conference, January 2018, Monterey, CA

Hannaliisa Savolainen

Program Coordinator, SEVIS Management and SUNAPSIS Support
- SUNAPSIS Users Conference attendee, October 2017
- Workshop Completion - SUNAPSIS E-form Development
- NAFSA National Conference attendee, May 2018
- Workshop Completion – NAFSA F-1 Student Advising Workshop
- Arizona International Educators conference attendee, March 2018
- WordPress Web Development Early Adopter

Orlando Larez
INTERNATIONAL STUDENT RETENTION & INCLUSION

The International Student Retention and Inclusion division, led by Director Dylan Rust Ed.D., is responsible for multiple facets of the international student experience on the Northern Arizona University campus. This unit is responsible for the International House, International Pavilion, International Week, two International Graduation Celebrations, and numerous housing initiatives. Dr. Rust serves as the housing liaison for international students, working with NAU Housing and Residence Life as well as assisting international students to find a place to live in Flagstaff. To ensure that students who apply to NAU late or are admitted late still have an opportunity to have a place to live, the Center for International Education partnered with American Campus Communities properties The Suites and Skyview to reserve 168 beds between the two communities for incoming international undergraduate students, international graduate students, and international scholars. The Director of International Student Retention and Inclusion supervises these housing assignments to ensure that NAU is not losing incoming students due to the tight housing options in Flagstaff.

International House Community

The International House is a community focused on global learning and cultural understanding, with accommodation for 206 international and domestic students. The community exists in the Campus Heights Apartments on the central campus of Northern Arizona University. The International House encourages engagement between students from different countries through purposeful roommate placement as well as strategic globally-themed events.

New international students accepted into the International House community are placed in housing with the goal of having them live with an American student, and when possible with another international student as well. This gives new international students the opportunity to connect to the host culture of the United States, while also learning about another country’s culture through an international roommate. When possible, the International House staff strives to place new international students with domestic students who are learning the international student’s native language. This provides the domestic student with an international student whom they can hone their language skills with, and provides the international student with a domestic roommate who is already engaged and interested in their country and culture. Due to the turnover of exchange students at the end of each semester, the International House population turns over by about one third between the fall and spring semesters. During the 2017-2018 academic year, 262 students lived in the International House, of which 181 were international.

The majority of students in the International House this year came from either Europe or North and Central America (due to the large domestic student population), with all regions being represented by at least four students.

Events

The International House offers a variety of events for students that connect them to learning about other cultures, as well as learning about the diverse culture of the United States. The NAU International House implemented or promoted 80 events for the 2017-2018 academic year. The International House uses events to build community and encourage interaction...
between students from different countries. Some events are exclusively for members of the International House community, while others are open to the greater campus and community.

**Cultural Events**

Cultural events are the crux of the I-House experience. Students in the International House this year were able to experience three different student-led cultural celebrations. “Culture Nights” are events where students from two different countries host information booths about their country and culture, and alternate giving performances or presentations throughout the evening. Students give Sodexo authentic recipes from their countries for food to be served during the evening. This year the International House hosted a combined Culture Night for China and Mexico, Saudi Arabia and South Korea, and France and Sri Lanka. These events were open to the entire campus community.

In addition to the Culture Nights, the International House hosted multiple cultural events that were open to the entire campus, most notably the lecture by author and human rights activist Ishmael Beah and the International Fashion Show.

**Adventures in America**

The Adventures in America series of events focuses on trips and experiences for students that give an insight into American culture, history, and geography. This includes outdoor trips and other events. In the fall semester, I-House students were led on a hike in the local lava river cave, camped near Lake Mary, hiked Mt. Humphreys, hiked in Oak Creek Canyon, and visited Petrified Forest National Park and Meteor Crater. In the spring, International House students went to a spring training baseball game, as well as a Phoenix Suns game.

**International House Student Club**

The International House Student Club is a student leadership endeavor within the International House. Their goal is to involve residents of the International House in on-campus and off-campus experiences. They have done so this year through their volunteer opportunities with Hope Cottage and Habitat for Humanity. They have planned social events like the International Karaoke Night Series, Halloween Party, and Super Bowl Party. They have created a team and participated in NAU’s annual Relay for Life event, raising over $1000 for cancer research. In addition, they brought in internationally recognized speaker and author Ishmael Beah, who spoke about his experience as a child soldier, and the resilience of the human spirit. The International House Student Club managed the creating, planning, organizing, marketing and advertising of each of these events, focusing on the International House community.
**International Pavilion**

The International Pavilion is a nearly 10,000 square foot events center that serves as a space for students of different countries and cultures to interact and gain understanding of others. This site for global learning provides a community space for international students on campus who would not otherwise have a space that is set aside for them. The day to day operations of the building are managed by Coordinator of the International Pavilion, Georgia Wagner.

The International Pavilion is a LEED Platinum building, as a structure that features multiple environmentally sustainable aspects. Some examples of this are solar power, use of recycled materials in construction, radiant floor heating, motion lighting, and natural lighting. These aspects combine to make the International Pavilion a Net Zero building, meaning that it produces more energy through the rooftop solar panels than is used in the building. Due to the building’s excellence in innovation and sustainability, the International Pavilion won two awards at Arizona Forward’s 36th Annual Environmental Excellence Awards in Phoenix on September 10, 2016. The building won the Crescordia Award in Commercial & Industrial Buildings and Structures (the top honor in that category) and the President’s Award, which is the ceremony’s Best in Show.

The International Pavilion features an event space that can seat up to 300 people. This space can also be divided into smaller spaces for greater flexibility. The flexibility and usability of the space has made the International Pavilion a popular space for 40,000 participants this year. Fifty different groups utilized the International Pavilion over the course of the 2017-2018 academic year, culminating in 815 events held in the building. Some notable events held in the International Pavilion were the lecture by author and advocate Ishmael Beah, the fall semester International Graduation Celebration, and the Green Jacks seminar and film series.

**International Week**

International Week is the Center for International Education’s annual global celebration with a variety of events open to the campus and greater Flagstaff community. International Week 2018 was celebrated from April 13th – 20th. A variety of departments and organizations helped to make this week-long celebration a success, including Global Languages and Cultures, Inclusion and Multicultural Services, Dining Services, Sodexo, International Club, Latin Dance Club, and Campus Recreation.
This year’s International Week featured a variety of annual, recurring events as well as new events. The second annual International Food Festival kicked off the week of celebration, and the annual International Idol and International Festival events closed out the week. Additionally, I-Week featured a live Capoeira performance, an art demonstration by a visiting Chinese scholar, a performance by a Japanese drumming group, a belly dancing performance and lesson, a Latin dance night, and a polyglot celebration. As usual, I-Week was packed with a variety of events that made sure there was something to interest everyone.

The International Food Festival is quickly becoming a central event of International Week. This year’s event was held in the du Bois Center Ballroom, as ten teams of students competed by preparing dishes in partnership with NAU Dining Services and Sodexo. Approximately 400 students, staff, and Flagstaff community members attended this celebration of food, sampling various international cuisines.

The International Festival featured students from around 20 countries providing activities and information about their countries in the International Pavilion. Over 250 people attended the event, including many children from the Flagstaff elementary schools. International Idol is the annual talent show featuring NAU students from around the world. This year’s International Idol featured 14 different performances, with over 200 people in attendance at the event in the du Bois Center.

**International Graduation Celebrations**

Every semester the NAU Center for International Education hosts an International Graduation Celebration; each event is led by the Director of International Student Retention and Inclusion, Dr. Dylan Rust. At these events the CIE celebrates the accomplishments and experiences of graduating international students, graduating domestic students who studied abroad, departing exchange students, and departing international scholars. The convocation also features a guest keynote speaker and a student performance. The keynote speakers for the year were student speakers Jesse Brookins and Tylor Brown in the fall and NAU Instructor Kiril Kirkov in the spring. Between the fall 2017 and spring 2018 International Graduation Celebrations, over 500 scholars and students were honored for their efforts and contributions at NAU.
STAFF

PROFESSIONAL DEVELOPMENT

**Director of International Student Retention and Inclusion**

- “Occupancy Trends – Ensuring a Diverse, Robust Community”, Presenter, International Houses Worldwide Director’s Conference, May 2018
- “Managing and Shaping the Community Atmosphere at an I-House”, Presenter, International Houses Worldwide Director’s Conference, May 2018
- Taught courses on American higher education and student life in China at Yanzhou University, Jiangsu University, and Guangzhou University of Finance and Economics on behalf of Northern Arizona University, October – November, 2017
- Secretary, International Houses Worldwide, June 2017 – present
- Past Chair, NAU Service Professional Advisory Council, June 2017 – June, 2018
- Member, International Student Support Faculty Learning Community, September 2017 – present

**Coordinator of the International Pavilion**

- Adviser, International House Student Club, October 2017 – Present
- Energy Mentor, April 2017-present
- NAFSA Annual Conference, May 2018
- Presenter at NAU Employee Development Day 5/23/2018

Dylan Rust

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

In order to continue to strive toward as efficient an administrative structure as possible, Operations staff this year continued to audit and document CIE financial and administrative processes, focusing this year on better serving the students to whom CIE provides financial support, and streamlining financial management processes for faculty-led programs managed by the Education Abroad division. For this past and coming year, Operations has been coordinating a complete CIE website migration to the new institutional platform, focusing on site logic and user experience to make information more accessible to the students we serve.

The NAU Passport Office continues to expand by leaps and bounds, serving campus, community and Northern Arizona. The passport office processed a record number of passports this past year, including 1152 new applications plus 138 renewals for a grand total of 1290. For the services it provides in support of global education in a rural community, the NAU Passport Office received a distinguished contributions award from the Arizona International Educators Association.

To express diversity, the Operations unit remains demonstrably committed to hiring a deeply diverse pool of professional and student staff. Operations staff routinely conduct regular community presentations on the importance of the diversity that CIE brings to the community at large through the impacts of its international students and faculty and NAU students having studied abroad. In support of this commitment to diversity and global awareness, Operations designs and manages a monthly digital newsletter highlighting CIE and NAU’s global activity that is distributed across campus and out into the community. The Communications area of Operations also designs and edits the annual publication dedicated to global advancements and academics at NAU, the NAU Global.

Operations staff have committed equally to sharing knowledge and expertise, with staff regularly presenting at conferences and internally at NAU. The Operations staff also continues to demonstrate a commitment to a culture of community engagement through active volunteerism in multiple sectors. Operations staff volunteer activity includes the NAU Native American Student Services, Education Abroad Scholarship Review Committee, NAU Disability Resources, the NARBHA Institute, NAU Global Engagement Symposium, Flagstaff Unified School District, Arizona Technology Access and Assistive Technology program, and multiple community fundraising initiatives. Operations also imparts this commitment to its student and temporary staff as part of their training on a routine basis, with demonstrable long-term effects. Past Operations student and temp staff can now be found working and/or volunteering in Teach America, Peace Corps, CAPS (teaching English abroad), and in sustainable international hospitality and tourism in across the globe.
OPERATIONS STAFF TRAINING & VOLUNTEERISM

Linda Alvarado

• Attended and passed the annual Passport Acceptance Agent refresher training in October 2017
• Presented at AIE (Arizona International Educators) Conference in March 2018 and was successful in encouraging my student staff to submit proposals, one of which was accepted

Sheila Anders

• Principal advisor on the NARBHA Institute Dollars For Dreams microloan program, serving Native American and women entrepreneurs
• NAU Green Fund voting administrative board member
• International Orientation Committee member
• Presenter, International English Education, Language and Teaching Conference, Tbilisi, Georgia
• Small business development coach and mentor in the Flagstaff community

Kathryn Fox

• Reorganized the CIE data integrity and reporting library and re-catalogued all content

Marilee Laurencell

• Meet and greet with each CIE division; Developed priority list of requests for BA action
• Refreshed list of academic plans offered to International undergraduates via CollegeNet application
• Defined process to manage new study agreement creation
• SUNPASIS Upgrade to version 3.7.1, which included migration of DB to ITS managed server farm SUNAPSIS infrastructure health check requests
Tim Schrader

• 7 Habits of Highly Effective people training

Kathy Weininger

• NAU Global Engagement Symposium, Coordinator
• Home Coming, Volunteer
• NAFSA Tri Regional Conference, Poster Presenter and Grant Recipient
• International Week, Marketing Coordinator
• Arizona International Educators, Attendee
• Education Abroad Scholarship Review Committee
• Departmental Retreat Committee, Chair

Sky Yazzie

• Passport Managers training in Phoenix. By attending this training it’s helped identify areas of concern other passport offices have and avoid repeating those mistakes here so we can continue to serve NAU and the greater community of their passport needs.
• Passport Managers Seminar in Chandler. By attending this seminar it’s informed us of recent changes to the Passport Agents Reference Guide which keeps us in compliance with the US Dept of State so we can continue to be a passport acceptance facility.
• Served as international student orientation volunteer

Charity Thompson

• Made a site visit to U of A Passport office and participated in Western Passport Agency’s Passport Day in October 2017
• Attended the WACUBO (Western Association of College and University Business Offices) Conference in May 2018