It has truly been an incredible year of development and achievement at the Center for International Education (CIE). Despite national enrollment challenges, the year started with incredible energy as we welcomed an institutional record 1400 international students from more than 80 countries to campus. Additionally, another record was achieved when nearly 1000 NAU students took part in transformational international education experiences, studying abroad in 44 countries.

In late 2018, through the hard work dedication of members of the CIE team, NAU was awarded a 100,000 Strong in the Americas grant for a project entitled “Leaders United for Positive Energy” (LUPE). In Fall 2019, this innovative project will bring faculty and students, from three partner universities in Argentina and Mexico, together on the NAU campus to “…identify innovative solutions and sustainable practices for powering our nations.”, exploring science, policy, social justice and industry as it relates to mining.

In early 2019, in collaboration with Professor Rich Hoffstetter and a mega grant from the Russia Federation, a Joint Forrest Biosecurity Research Lab was established with Tyumen State University in Russian Siberia. This lab and research effort represents an important milestone in a strategic effort initiated in 2017 to engage more closely with Russia and Eastern Europe, particularly in areas of mutual benefit and people to people relationships.

This was the first year framing the work we do through the lens of our new CIE mission, vision and values. As a team, we intentionally focused on the importance of inspiring the next generation to be ambassadors of positive change, in their daily lives and wherever life may take them.

Programming and relationships continued to blossom around the world as the team focused on critical educational and industry relationships. That effort was enhanced by the establishment of the office for Strategic Global Initiatives that brought in expertise to elevate NAU’s global program development, particularly in South Asian and Latin American. Additionally, we were honored to host Chisato Niu, a scholar from Kyushu University during that past year to further strengthen our strategic partnership with Kyushu University in Fukuoka, Japan.

We know and have seen the power of education to transform communities for the better and alter the trajectory of a human life. This Annual Report is testament to the dedication of CIE staff who continue to push the boundaries of global higher education and focus on improving program quality, reach and diversification.

Daniel Palm
Associate Vice President for Global Initiatives and Executive Director of the Center for International Education
WHAT WE DO

The Asian Academic Engagement (AAE) establishes and develops dual-degree partnerships with universities in China and Vietnam by promoting academic opportunities at NAU to students from a variety of degree/non-degree programs as well as visiting scholars for study and research. These initiatives are accomplished by teams on the Flagstaff campus and the NAU Office in Beijing, China. AAE currently supports over 600 students and scholars on the NAU campus both academically and socially to help them obtain a successful international education experience. Additionally, AAE promotes opportunities for NAU faculty to engage in short-term lectures at NAU’s partner institutions in China and Vietnam. These mutually beneficial programs include Computer Science, Engineering, Creative Media & Film, English, Business, Education, etc., serving CIE’s mission for comprehensive campus internationalization.

AAE Staff Team

Director, Bruce (Feng) Wang
Coordinator, Yinong Wang
Coordinator, Kathleen McKeiver
Specialist (retired), Xia Jiang
Beijing office staff (affiliates), Chopin (Bingyin) Cao; Yuchen Li
AAE Highlights

Program Opening Ceremony at Tianhua College, Shanghai Normal University, December, 2018

• Received approval from Jiangsu Ministry of Education to add three more experimental classes in the 1-2-1 dual-degree program, totaling 100 additional slots in this new initiative. New programs added are Finance with Yangzhou University, English with Jiangsu University, and English with Soochow University. The total number of students in these Jiangsu programs is now 300.

• Received approval from Shanghai Ministry of Education to start two exclusive international classes with Tianhua College, Shanghai Normal University in English and Early Childhood Education. Two cohorts of 120 students have already been recruited into these programs and a considerable percentage of these students intend to study at NAU in Fall 2020.

• Negotiated and developed NAU’s first Master of Public Administration (MPA) program to be delivered on the ground in Shenzhen, China. The program will help NAU gain a foothold in the nascent MPA degree market in China, which is expected to be a high growth area as many public servants need advanced degrees to further their careers. It is expected at least 100 students will be enrolled in the program within the next two years.

• Supported and sent 15 NAU faculty & professional staff to deliver short-term lectures in China in a variety of disciplines at key partner institutions. This included faculty from The W.A. Franke College of Business, College of Arts & Letters, College of Engineering, Informatics, and Applied Sciences, College of Education, and College of Social and Behavioral Sciences.

• Hosted the 8th NAU Alumni Event in Chongqing, China. More than 40 alumni, partners, and parents attended the event, including special guest speaker Fan Yangyang, NAU class of 2010 alumnus who currently owns and runs InvesTarget, a top 10 Investment Bank in China dedicated to serving the global placement of Chinese capital.

• Established dual-degree programs with Hoa Sen University, Binh Duong University, and Nguyen Tat Thanh College in Vietnam. The incoming Vietnamese student number for Fall 2019 continues to rise and we are optimistic that our ongoing efforts with the country, both at the institutional and high school level will lead to increases in collaborative programing and student mobility.

• In 2019, NUA-NAU International Film Festival hosted on the campus of Nanjing University of Arts, Nanjing, China, four NAU CMF major students’ films won the Best Experimental Film Award, the Best Fiction Film award, and the Best Feature Film. Cash awards have been distributed to these winners by the leadership of NUA.

Table 1: Incoming China Program Students
WHAT WE DO

NAU’s Education Abroad (EA) supports and inspires NAU students to gain transformational intercultural experiences through short- and long-term immersive programs that enrich their academic, professional and personal lives. EA also collaborates with NAU faculty by supporting international teaching opportunities through short-term, faculty led programs. In 2018-19, 924 NAU students went on 350 transformational, inclusive, and academically-rigorous programs of various durations to nearly 70 countries and continued to establish and maintain sustainable and innovative local and global partnerships. The EA team mentors and advises students using an integrated and supportive approach to cultivate independent, socially-engaged ambassadors of positive change.

Students studying abroad in Costa Rica

EA Staff Team

Director, Angelina Palumbo
Assistant Director, Joseph Miller
Resident Director of Costa Rica Programs, Javier Trejo-Sainz
Education Abroad Advisor, Senior Mikaela Terry
Education Abroad Advisor, Mélanie Caron
Education Abroad Advisor, Tricia Sherrard
Education Abroad Advisor, Holly Wheeler
Education Abroad Advisor, Amanda Williamson
Education Abroad Advisor, Natalie Morawietz
• 922 NAU students studied abroad from Fall 2018 – Summer 2019. 412 students participated in faculty-led programs. 92 participated in full year programs.

• Faculty-led program growth: Short term faculty-led programs continued to see strong growth this year due to collaborations between NAU faculty and Education Abroad. A new proposal process and orientation was implemented to help support faculty to develop academically-rigorous short-term programs abroad. Including 8 new and 31 repeat programs, in 2018-19 Education Abroad supported 39 winter, spring break, and summer programs (an 18% increase) to 412 NAU students, representing approximately 45% of all study abroad participation at NAU.

• Spotlight: Faculty-Led Programs Inspiring Positive Change:
Three programs focused on Indigenous practices, language, and heritage. Students on Dr. Rosemary Logan’s NAU in New Zealand program studied sustainable food systems, permaculture, and Maori traditional ecological knowledge. The Global Languages and Cultures department’s Inez Nez led the Navajo Language summer Immersion Camp which incorporated language, culture, and educational outreach. Dr. Ora Marek-Martinez, faculty in the Anthropology Department and Director of the Native American Cultural Center, collaborated with the University of Arizona and Thompson Rivers University (Canada) to lead the NAU in Australia - Indigenous Heritage & Education in Aboriginal Australia and New Zealand program.

The NAU in Greece program, led by Drs. Robert Neustadt and Erika Hess (Dept. of Global Languages and Cultures) introduced NAU students to the immigration crisis in Europe through visits to refugee camps and service-learning with NGOs serving refugees. Students gained a new perspective on immigration that will continue to help them contextualize the growing issue of immigration in Europe and the U.S.

• NAU Athletics and Education Abroad teamed up to send the first credited athletic program abroad. NAU in Costa Rica Service Learning with John Gartin and Melissa Pokorny supported 12 student-athletes from 5 different sports to go to Costa Rica for just over two weeks. The group completed service-learning with multiple organizations, including volunteering and playing soccer with Seprojoven, river reconstruction, coffee plantation development, and educational projects in Paquera. The students will receive three credits of Liberal Studies and have opportunities to gain new perspectives with cross-cultural service projects.

• Global Tracks:
Pre-approved courses for specific NAU majors known as Global Tracks grew significantly this year, with 7 new Global Tracks created:
• Kwame Nkrumah University of Science and Technology (KNUST) in Ghana for Sociology
• WVU in Jingdezhen, China for Ceramics
• Sochi State University in Russia for Hotel and Restaurant Management
• University of Sheffield in the UK for Philosophy
• Universidad Pablo de Olavide in Spain and Costa Rica NAU for Spanish
• The American University of Greece for Visual Communication

Multiple destinations were approved for International Communications and Politics and International Affairs.
New partnerships were created between NAU and Amsterdam University of Applied Studies for Communication, KNUST in Ghana, the Georgia Institute for Public Affairs, Center for Technical and Higher Education (CETYS) University in Mexico, University College of Northern Denmark (UCN), and International Pacific University (IPU) with campuses in Japan and New Zealand.
The NAU Education Abroad Health and Safety pilot program continued to grow this year through collaboration with IGP and engagement with NAU’s Costa Rica programs. The program was designed to better equip both students and staff with skills and information for maintaining health and safety abroad. The program had several aims: increase peer-to-peer helping/bystander strategies; increase knowledge around key health and safety issues (e.g. alcohol, sexual violence, mental health) and resources available; increase staff knowledge on reporting and response requirements; and reduce the number of critical incidents experienced during the program abroad. Mikaela Terry and Melissa Griffin will be collecting data from the NAU in Costa Rica Service-Learning faculty-led participants and will coordinate with IGP to collect data from long-term study abroad students in Fall 2019, as well. This data will help to provide information on current health and safety trends among NAU students and highlight the best ways to support students for promoting health abroad.

Presentations:
- Mikaela Terry and Holly Wheeler “Increasing Diversity Abroad through Campus Collaboration and Student Support.” at Arizona International Educators State Meeting.
- Angelina Palumbo “How Data Informs Practice in Education Abroad”, “Improving Indigenous Mobility” at the National NAFSA conference in May 2019 in Washington D.C.
WHAT WE DO

International Admissions & Recruitment (IAR) is responsible for recruiting and admitting prospective international undergraduate and graduate students to NAU. IAR recruits through in-person events around the world, working with third party agents and educational institutions that promote NAU to prospective students. International student recruitment happens both abroad and within the U.S., where many international students are already attending high schools and community colleges. Admissions processing involves evaluating credentials such as grades, diplomas earned, and English proficiency, as well as producing admittance packets and immigration documents.

IAR Staff Team

Director, Eric Deschamps, Ph.D.
Assistant Director, Ting Hsien
International Recruiter, Emily Greenblatt
Graduate Coordinator, Meaghan Gruber
Admissions Coordinator, Kaysha Riggs
Admissions Coordinator, Sr., Abou Toure
Graduate Assistant, Gideon Addai Poku
IAR Highlights of 2018–2019

• Total international enrollments at NAU increased by 4.7% from 1,340 in academic year 2017/18 to 1,403 in academic year 2018/19.

International Enrollments
• New Fall 2018 enrollments grew by 7.8%, from 510 new students in Fall 2017 to 550 new students in Fall 2018.
• Responsibility for international graduate admissions was moved from the Graduate College to IAR resulting in the hire of Graduate Coordinator Meaghan Gruber. The Graduate College, EMSA, and IAR are working together to improve graduate admissions processing including speeding up review times and standardizing deadlines. There is room for improvement in graduate admissions processing but significant barriers must be overcome.
• Application processing time for undergraduate applicants decreased from 4 to 6 weeks in 2017 to 4 to 6 days in 2018 and 2019.
• New Fall 2019 undergraduate enrollments are projected to increase by 9% as compared to Fall 2018.
• New Fall 2019 graduate enrollments are projected to increase by approximately 30% as compared to Fall 2018.
• IAR’s enrollment increased despite a drop of 7% in new international enrollments nationally between Fall 2017 and Fall 2018.
• Admissions Coordinator, Sr. Abou Toure received the annual Diversity Award given by NAU’s Commission on Ethnic Diversity. Four CIE staff submitted independent nominations for Abou.

Looking Forward

Academic year 2019/20 will bring the launch of NAU’s new Salesforce CRM. IAR has been in need of a CRM for many years but no good solutions were available to us. NAU’s CRM project is going to address the needs of the Undergraduate Admissions Office, International Admissions & Recruitment, and possibly graduate recruitment. The launch of a CRM will allow IAR to better communicate with prospective students and will allow us to better track students’ journeys from prospective status, to enrolled, to alumni. A robust CRM will also allow IAR to pursue more digital marketing and pay for digital leads, knowing that we have a strong communication campaign through which we can follow up with applicants.

IAR will also shift our recruiting strategy in academic year 2019/20. Recruitment for the past couple of years has focused on prospective student fairs. Although we will still participate in some fairs, the bulk of our recruitment will shift towards high school visits, quality agent partnerships, and more relationship-based recruitment in general. In Fall 2019, IAR will follow up on previous visits to developing markets such as Pakistan, Nepal, Bangladesh, Cambodia, and Myanmar, as well as visiting new (to NAU) markets such as Uzbekistan, Kazakhstan, Ghana and Nigeria. IAR will also spend time in established markets such as Vietnam and a number of Middle Eastern countries.
WHAT WE DO

The International Student Retention and Inclusion (ISRI) division oversees the operations of the NAU International House community and International Pavilion events center. ISRI focuses on campus internationalization and inclusion through strategically planned campus-wide intercultural events and celebrations, such as Culture Nights, International Week, and International Graduation Celebrations.

Students attending International Festival

ISRI Staff Team

Director, Dylan Rust, Ed.D.
Coordinator, Georgia Wagner
ISRI Highlights of 2018 –2019

• Welcomed over 260 domestic and international students into the International House community.

• Hosted Geir Haarde, Ambassador to the US from Iceland, to speak at NAU about global affairs in September 2018.

• The International Pavilion hosted over 600 room reservations, comprising over 60 different groups.

• Implemented three Culture Night events for the NAU campus. These student-led events featured performances, food, and exhibits from China, The Netherlands, South Korea, the United Kingdom, India, and Japan.

• Collaborated with the Indian Association of Northern Arizona to host festivals celebrating the Indian holidays Dusshera and Diwali in the Fall 2018 semester.

• The International House Student Club brought renowned humanitarian Geraldine Cox to campus to speak in February 2019.

• Dr. Rust taught about American culture and college life to over 100 students at Yangzhou University in Yangzhou, China for two weeks in March 2019.

• Took students to the Phoenix Suns’ International Night basketball game in April 2019.

• Welcomed over 1,300 participants to various International Week events in April 2019, including the International Food Festival, Passport Day, and International Prom.

• Hosted Dr. Jonathan Foley, Executive Director of Project Drawdown, to speak at NAU about climate change at International Week’s A Global Climate in Crisis event.

• Implemented two International Graduation Celebration events, celebrating the accomplishments of departing international students and scholars, as well as graduating students who studied abroad.
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. ISSS acts as a connection between international visitors and university 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.

**ISSS Staff Team**

**Leadership & Compliance Team:**
- **Director, International Student & Scholar Services,** Courtney Luque Jacobson
- **SEVIS Management and Sunapsis Support,** Orlando Larez

**Student and Scholar Advising Team:**
- **International Student & Scholar Advisor, and Sponsored Student Specialist – began June 2019,** Skyler Coombs
- **Coordinator, Senior (through April 2019),** Hannaliisa Savolainen
- **International Student & Scholar Advisor,** Phillip Thomas

**Graduate Assistants:**
- **Graduate Service Assistant, Programming**
  Neshay Mall
- **Graduate Service Assistant, Technical Specialist**
  Tosin Ayodele
ISSS Highlights of 2018 –2019

• Served a total of 1,635 individual students in the 2018 – 2019 year. NAU 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.
• International graduate students: Served 194 of these students.
• Non-degree seeking students: During the 2018/2019 academic year, NAU received 219 non-degree seeking students from partner institutions, from 21 countries. In 2018-2019, ISSS continued to support 85 students participating in Post-Completion Optional Practical Training. This is an increase of 25% from the previous year. The number of applicants continues to increase, which may be correlated to an increase in the availability of information sessions started this year.

International Scholars

ISSS supports the visa and arrival services for international scholars who visit NAU to participate in the Department of State Exchange Visitor Program. In the 2018-2019 year, NAU hosted 127 J-1 scholars from 19 countries, a 30% increase from the previous year.

Among the J-1 visiting scholars, CIE hosted 35 visiting faculty from China, and 1 faculty from India through partnership arrangements with several 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 the local, Flagstaff community.

International Orientation

ISSS works with other divisions within 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 begin 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 NAU Faculty and Staff

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 60 international faculty and staff who were sponsored for long-term and permanent work authorization. We currently have 55 international employees in H-1B, O-1, and TN status, and 5 sponsored employees who have proceeded to apply for permanent residency over the past year with the support of NAU and ISSS.

International Populations 2018/2019
Sunapsis / Enterprise Reporting

International Holidays

International Halloween
In October 2018, ISSS invited international students and scholars to come together, learn about Halloween, carve pumpkins, listen to seasonal music and eat fall food favorites at the International Pavilion. Though costumes were encouraged, only a few brave souls opted to come dressed in their scariest garb.

International Thanksgiving
In November 2018, ISSS joined together to give thanks at the International Thanksgiving Meal. Students, scholars and CIE staff shared a meal, holiday traditions, and things for which they are thankful. Even Louie dropped by for turkey and pie!
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, providing a reduced rewriting what the service center does on paper, improved case tracking and simplification of the request process by reducing the need to drop off paperwork to the ISSS.

During 2018-2019 academic year, the ISSS interacted with international students and scholars 6,678 times through the iNAU system for a variety of reasons.

<table>
<thead>
<tr>
<th>Reason for Visit</th>
<th>Number of student check-ins</th>
</tr>
</thead>
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<tr>
<td>Drop off document for advisor</td>
<td>2787</td>
</tr>
<tr>
<td>Employment and Practical Training</td>
<td>171</td>
</tr>
<tr>
<td>Finances (Sponsorship, Health Insurance)</td>
<td>262</td>
</tr>
<tr>
<td>General Question</td>
<td>1932</td>
</tr>
<tr>
<td>I have an appointment</td>
<td>479</td>
</tr>
<tr>
<td>Immigration Question</td>
<td>417</td>
</tr>
<tr>
<td>Set-up an appointment</td>
<td>174</td>
</tr>
<tr>
<td>New Student or Scholar Check-in</td>
<td>308</td>
</tr>
<tr>
<td>Technical assistance</td>
<td>148</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6678</strong></td>
</tr>
</tbody>
</table>
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 Staff Team

**Director**, Melissa Armstrong
**Assistant Director**, Mariel Goble
**Program Manager**, Marcela Pino Alcaraz
**Coordinator Sr. (Part Time)**, Liliane Palm
**Program Specialist (Part Time)**, Colleen Cooley (**May 2019** – **present**);
**Mélanie Caron** (**September 2018** – **May 2019**)
**Graduate Assistant**, Erin McAnalley-Trejo
**About IGP**

| **Vision.** | A more stable, peaceful, and collaborative world led by interculturally competent global leaders skilled in working across linguistic and disciplinary borders. (Peace) |
| **Mission.** | To prepare a diverse group of international leaders with professional, communication, and intercultural skills and inspire them to participate in positive change. (Diversity) |
| **IGP three steps to positive change.** | - Step 1. Cultivate a welcoming atmosphere where all can fully thrive. (Include)  
  - Step 2. Align all efforts toward achieving a more stable, peaceful, and collaborative world. (Direct)  
  - Step 3. Advance positive change through a united network of diverse global leaders. (Unite) |
| **Core Values.** | Respect, Excellence, Adaptability, Adventure, Humanity |

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### IGP Highlights of 2018–2019

- **Received a grant award from 100,000 Strong in the Americas Innovation Fund** for a project titled *Leaders United for Positive Energy*, in partnership with two partners in Argentina and one in Mexico. This project is a collaboration with CIE’s Strategic Global Initiatives division.
- **Served 363 students across five cohorts** and offered over 30 professional development events to prepare students for their intensive year abroad, support them while abroad, or welcome them back to NAU for their final year.
- **Supported the field work experience of 38 IGP students** abroad. Students studied and worked at partner institutions in Argentina, Chile, China, France, Germany, Japan, Mexico and Spain.
- **Graduated 40 IGP participants.** Students are pursuing paths including graduate school, medical school, pharmacy school, and employment in the field.
- **Instituted a credit transfer policy** to solidify the structure and method of courses taken at exchange partner institutions returning to NAU as transfer credit. This project was a collaboration with CIE’s Education Abroad division.
- **Moved to a poster format for the IGP Annual Summit** to accommodate the more a capacity for student presentations that more than doubled from the previous year, when students presented oral presentations.
- **Opened to Arabic as a 6th language option for students within IGP** and started a new IGP partnership in Morocco with the International University in Rabat and will send our first three students to this partner next academic year.
- **Oral Presentations:**
IGP Student Enrollment

IGP continues to see impressive growth in enrollment. Each academic year, IGP works with five student cohorts at a time, 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. For the 2018 – 2019 Academic Year, IGP served 363 students across five cohorts, including 39 students who were abroad, and 324 students on-campus from cohorts 1-3 and five. The number of students served each year by IGP has steadily increased since we sent our first cohort of four students abroad in AY 2013-2014 (see chart 1).

Chart 1. Domestic & Abroad Students by Year

All IGP students have two majors. The majority of IGP students have first majors in the College of the Environment, Forestry, and Natural Science (CEFNS), followed by the College of Engineering, Informatics, and Applied Sciences (CEIAS), and the Franke College of Business (FCB) (see Chart 2).

Chart 2. IGP Student Enrollment by College and Cohort

Regarding IGP students’ language/cultural studies majors, nearly half of the students study Spanish (48%), followed by Japanese (19%), German (13%), French (11%), Chinese (7%), and Arabic (2%) (see Chart 3).

Chart 3. IGP Students by Language
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, 43% of IGP participants are underrepresented minority students (see Chart 4). When looking at gender diversity, overall 67% of IGP participants are female.

![Chart 4. IGP Student Diversity](chart)

IGP Partners

| University of Tucumán                         | Argentina |
| Beijing International Studies University     | China     |
| Chongqing University of Post and Telecommunications (CQUPT) | China     |
| Shantou University                           | China     |
| University of Concepción                     | Chile     |
| University of Bordeaux                       | France    |
| University of Paris system, via MICEFA       | France    |
| Dresden University of Applied Sciences       | Germany   |
| TU Dortmund University                       | Germany   |
| University of Konstanz                       | Germany   |
| National Autonomous University of Mexico     | Mexico    |
| International University of Rabat           | Morocco   |
| Kansai University                            | Japan     |
| Kyushu University                            | Japan     |
| Osaka University of Commerce                 | Japan     |
| Carlos III de Madrid                         | Spain     |
| University of Alicante                       | Spain     |
| University of Zaragoza                       | Spain     |
WHAT WE DO

The Operations unit in the Center for International Education provides infrastructure and programmatic support to CIE’s nine functional units and extensive number of programs. This routinely involves assisting all units with finding administrative, logistic and technological solutions to support their initiatives and 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.

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 in the community. The Communications area of Operations also designs and edits the annual publication dedicated to global advancements in research 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.

Operations Staff Team

- **Director**, Sheila Anders
- **Administrative Associate**, Linda Alvarado
- **Coordinator Sr. - Inbound Programs**, Jacob Butler
- **Accountant**, Tim Schrader
- **Accountant-Associate**, Charity Thompson
- **Administrative Assistant**, Sky Yazzie
- **Assistant to the Associate Vice President for Global Initiatives**, Kathy Weinzinger
- **Graduate Assistant**, Nghi Nguyen (Daisy)
Operations Highlights of 2018-2019

• **Linda Alvarado** earned her Society for Human Resource Management Credential in Talent Acquisition in March 2019. She traveled to China to present to students at Soochow University in October 2018 as part of building a partnership with their English language program students. She was also appointed the first-ever departmental Minister of Happiness.
• **Tim Schrader** was nominated for and received the Classified Staff Advisory Council Peer Recognition Award.
• Under **Sky Yazzie**, as of 6/24/2019 the passport office has processed 1,084 passports, including renewals. CIE additionally hosted passport fraud training open to all agents in Northern Arizona.

Operations Community Engagement

The Operations staff is also committed 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 across the globe.
WHAT WE DO

The Strategic Global Initiatives (SGI) division launched in June 2018 to promote diversity of cultures, educational experiences, and academic programs on campus and around the world. With a focus on identifying and developing institutional partnerships, SGI has created and supported a portfolio of programs that increase enrollment and broaden the scope of pathways to NAU.

SGI Staff Team

Director, Jay Lewis
Senior Coordinator, Julie Thurston
Latin America Program Manager, Kristin Allen
South Asia Program Manager, Ragh Singh

STRATEGIC GLOBAL INITIATIVES (SGI)
• Served a population of 340 CQUPT students. CQUPT program enrollments in the 2019 academic year were a total of 32 undergraduates and 15 graduate students on the Flagstaff Mountain campus, in addition to 293 Students in cohorts 3-5 enrolled in NAU online courses in Chongqing, for a total of 340 enrolled students.

• Received Partners of the Americas grant funding. In January 2019, NAU was awarded funding for a joint program with UTH (and three partner institutions in Argentina) to 100,000 Strong in the Americas to conduct an experiential learning course in the strategic area of mining. The program, called Leaders United for Positive Energy (LUPE), will bring 15 students, faculty and researchers northbound from Mexico and Argentina to Arizona to participate in a 7-day interdisciplinary field course to exchange knowledge surrounding (1) regional geology, (2) mining policy, (3) social justice and (4) the mining industry.

• Developed academic programs in new regions. SGI develops transfer pathways and multiple dual-degree programs through our institutional partnerships. International students participating in dual degree programs have the opportunity to earn both a bachelor’s degree from their home institution and a post-baccalaureate degree from NAU at an accelerated rate. Students in transfer pathway programs transfer to NAU after a period of one, two, or three years to earn an NAU degree. In academic year 2019, SGI developed new programs with the following partner institutions:
  • INTI Subang (Malaysia) – New transfer program partners in Computer Science and Computer Science
  • Kazguu University (Kazakhstan) – New dual degree program partners in HRM
  • Prince Mohammed Bin Fahd University (Saudi Arabia) – New dual degree program partners in Mechanical Engineering, Computer Science, Finance, and Accounting
  • SDH Institute (Singapore) – New transfer pathway program partners in HRM
  • ICCI/IIPS (Iraq) – New joint Ph.D. Supervision/ Administrative Capacity Building partner
  • Lovely Professional University (India) – Transfer pathway program partner in Mechanical Engineering, Applied Computer Science, and Computer Science
  • ANC (Sri Lanka) – Transfer pathway program partner in Psychology and HRM
  • Rajalakshmi Institutions (India) – Inbound study abroad partner in Computer Science and Biomedical Science

• Managed Short-term Programs. SGI developed specialized programming for a total of 116 short-term program participants from Denmark, Mexico, China, Japan, and South Korea between July 2018 and June 2019.

• Established NAU-India Global Opportunity Initiative. In April 2019, SGI and CIE hosted a campus-wide discussion to include NAU faculty and staff in efforts to attract and support more global student talent from India and South Asia.

• Hosted Sonoran Higher Education Delegation. In March 2019, SGI hosted delegates from the Sonoran Ministry of Education, UES (Universidad Estatal de Sonora), UniSon (Universidad de Sonora), and UTH (Universidad Tecnologica de Hermosillo) for a summit with the Arizona-Mexico Commission, City of Flagstaff, and Chamber of Commerce;

• Increased engagement with Arizona-Mexico Commission and Arizona-Sonora InterUniversity Alliance. NAU became an official Diamond sponsor of the Arizona-Mexico Commission in Fall 2018. President Cheng participated on a panel and addressed the Education Committee at the 2018 Sonora-Arizona Summit in Hermosillo, Mexico and will address AMC’s 60th Anniversary Summit at the end of June 2019. Associate Vice President for Global Initiatives Daniel Palm was appointed to AMC Board of Directors by Governor Doug
Ducey. NAU is launching a seed fund and open call for proposals in Spring 2020 to fund NAU/Sonora collaborative research and projects.

• **Increased communications and outreach internationally.** SGI conducted 15 online trainings for agents in South Asia, provided mock visa interviews for prospective students, and presented at numerous conferences, webinars, and online and in-person recruitment events for partners and prospective students in South Asia, Latin America, and Asia Pacific regions. Prospective student information was collected for over 3200 individuals, and a nine-step CRM was developed to communicate directly with students and partners. SGI also completed a NAFSA certification course on international student recruitment and retention, and an Institute of International Education training on Managing International Partnerships.

• **Served on International Career & College Counseling Conference (IC3).** SGI staff currently serve as the Vice-Chair for the IC3 Outreach and Social Media Committee, as well as the International ACAC Committee on Issues of Diversity.

• **Supported CIE processes and international student recruitment and retention efforts.** SGI staff supported transcript evaluation, new student orientation, student association involvement, Scholar’s Academy, and provided recommendations for scholarship and admission systems.

In addition to these recent innovative initiatives in emerging markets, SGI also continued supporting or managing several flagship NAU programs.

Chungnam National University (South Korea) – TESOL Certificate Program Partners in Applied Linguistics. SGI supports and promotes the TESOL Certificate program offered by the Applied Linguistics faculty. Currently accepting applications for its second session, the TESOL Certificate program is an intensive two-month online program with an optional residency in Flagstaff. Participants include students, scholars, and mid-career professionals.

• Kyushu University (Japan) – IGP partner, with dual degree program in development
• University of Bordeaux (France) – IGP partner, with dual degree programs in development
• University of Alicante (Spain) – IGP partner, with dual degree program in development
Courtney Hale, Secondary Education—English major with two minors in Navajo Language and Asian Studies, comes from the Navajo Nation and studied abroad in Japan (NAU in Japan, 2017) and South Korea (Hanyang International Summer School, 2018). After returning to NAU, Courtney attended numerous study abroad events including the fall Study Abroad Fair, tabling and talking to students about her experiences. She also promoted study abroad as Miss Indian NAU First Attendant, focusing on sharing native values and culture with people both at NAU and abroad. She worked with the Education Abroad office to record an interview of her and her family speaking on the value of study abroad for our forthcoming Indigenous student resource page. Courtney has also led the work on the study abroad native student focus group, networking and surveying students this semester and will lead the focus group with EA support next semester. She aspires to become an English Language Arts teacher, an ESL teacher in South Korea and Japan, and a Navajo Language and Culture teacher back home on the reservation.

“One of my goals as a Miss Indian NAU titleholder is to help our Native and Indigenous students become aware of the study abroad opportunities and resources available to them because I know firsthand how rewarding study abroad is. I would like to encourage Native and Indigenous students to explore the world and make connections with people of other cultures and languages.

Through my own experience, not only was I able to meet people of different cultures and backgrounds, but I was able to share a little bit of Navajo culture as well.

Thank you to NAU for providing a wonderful study abroad opportunity and a special thank you to Hanyang University and the HISS team for hosting all of us and making sure our time in South Korea was unforgettable.”

Courtney Hale
Arisbeth Covarrubias is a recent NAU graduate, earning her Bachelor’s degree in International Affairs in Spring 2019. Arisbeth studied abroad at the Universite D’ Angers in Angers, France, for the 2016/2017 academic year. Upon completing her year abroad, Arisbeth returned to NAU and worked in the Education Abroad office coordinating social media. Arisbeth helped organize and attended both the Study Abroad Fair and Pre-Departure Orientation to help prepare NAU students to study abroad, and has hosted numerous classroom presentations to answer student questions. As the President of the International House Student Club, Arisbeth has also worked to create a welcoming and inclusive environment for international students studying at NAU. Arisbeth represented NAU as the United Nations Global Engagement Summit in New York City in 2018 and 2019 and at the University Scholars Leadership Symposium in Bangkok, Thailand, and is a recipient of the Gold Axe award in recognition of her positive involvement on NAU campus. She hopes to work in international education and help students have the transformative experiences abroad that she had.

“To achieve peace you must try to understand the people that also live in this planet. Educating yourself about the different cultures, religions, and history will make you a global citizen. Studying abroad and being involved with the international community at NAU has given me that knowledge and has empowered me to become a more globally aware person.

Books will not always tell you everything about a community of people, only interactions will. I have enjoyed the international friendships that I have made and would not trade it for anything. These friendships have helped me grow as a person, have been there for me during hard times and most importantly have welcomed me into their cultures. The global network that I have created have been essential to my professional career and personal goal of creating awareness about issues that are rarely talked about. I believe that through awareness leading to action, we make the world a better place.”
Ember Crowley: an NAU sophomore student majoring in Creative Media & Film with an emphasis in independent filmmaking, won the Best Experimental Film Award in the International Film Festival hosted by Nanjing University of Arts, China. Prior to this experience, Ember had exposed herself to the film world by submitting her work to local film festivals around Arizona. It was her first time to have her production shown in an international film festival hosted on the other side of the earth.

“I’ve always believed that a great way to gain experience, as well as humility, would be through getting my work out in the public as much as possible. This time, I feel incredibly honored that my film, Bubble Flavored Saliva had been chosen by Nanjing University of Arts as a winner. I’m glad that I decided to step out of my comfort zone and made this experimental film.” Crowley said.

Ember said her first year was incredible and she gained so much knowledge and experience by working with CMF faculty at NAU.

Zejia Liu, one of the special “High School to University 2+1+1+3 program” students from Beijing International Studies University, had just spent her last year of high school at the Program in Intensive English (PIE) at Northern Arizona University in the 18-19 academic year. As one of the youngest AAE program students, she not only had quickly adapted to the American college life, but also actively participated in clubs and volunteer activities that promote Chinese culture on campus, contributing to a diverse environment for the Flagstaff community. She has definitely become an ambassador of positive change through her growth experience at NAU.

“I became who I am at the age of eighteen on the first night I spent in America. Thinking of the totally unfamiliar environment there, I dug my teeth in the pillow and cried. Arizona is so different from my hometown: Beijing. Fortunately, I met great teachers and friends here who gave me a lot of encouragements. I realized that as a student majoring in English, I have to expose myself to the English-speaking environment. Besides, I love writing stories, it will be perfect if I collect good moments there for writing by observing different people and things.

I joined the Chinese Culture Club in order to spread Chinese culture. I was so glad to see that many American students as well as students from other countries are deeply attracted by our culture. I taught them how to make dumplings and introduced our Chinese New Year traditions. I’m proud to have promoted our culture and shown our traditions and roots in the US.”
Bryan Rigney served as one of the two International House Global Advisors this past year. Global Advisors are student staff members who foster positive relationships and community in the I-House and plan events for the community. Bryan was well known for his positive and impactful relationships throughout the International House community. He also implemented a variety of events throughout the year, from hikes and trips to supporting on campus speakers and events. For his efforts, he was voted by the I-House community to be the recipient of the International House Service Award for the 2018-2019 academic year, for his excellence in service to the community of the I-House.

Global Advisor Bryan Rigney with his International House Service Award for 2018-2019.

Sultan Almarzouqi, Mechanical Engineering major with a minor in Japanese language

My time at NAU has changed who I am completely for the better, it has shaped me into the man that I am today. My experiences have also changed my perspective on a lot of things overall, I am a more positive and active person now than when I first came to NAU. At NAU I have had the opportunity to serve as the Treasurer of the International Club and the President of the Kuwaiti Club. I have also volunteered multiple times during international orientation. Those opportunities gave me the chance to improve and become more responsible towards my work and have enhanced my communication and leadership skills. I try to leave a positive impact in the community by giving back to it. I have hosted two Eid events during Ramadan which I think are a positive thing because it shows people what we as Kuwaitis and Muslims in general are like and creates better cultural understanding.

Sultan Almarzouqi