



Twenty Years  
**AIEA** 1981-2001

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ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS

by Thomas H. Hoemeke





## ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS

AIEA Secretariat  
 c/o Office of International Education  
 University at Buffalo  
 Capen Hall, Rm. 411  
 Buffalo, New York 14260 1604

February 2001

Dear AIEA Colleagues:

With a keen sense of our shared professional history, we are very pleased to offer to members and friends, this review of the first two decades of the Association of International Education Administrators.

AIEA began in 1982 with a vision to provide a forum for experienced campus leaders in international education to share the challenges and promise of their field. Twenty years later — with the explosion of campus interest in international partnerships of all kinds, the end of the Cold War, national debates on immigration regulatory reform, policy discussions on the national need for area studies and foreign language expertise, the development of the WorldWideWeb, recent expansion of study abroad participation and a rapidly emerging literature on the impact of globalization — this vision is more relevant than ever before. Increasingly, our institutions recognize that all effective colleges and universities in the 21st century must be global institutions. AIEA provides that crucial forum for educational leaders to explore their institutions path to this global future.

As is often the case with histories of this sort, pictures tell us as much about the organization as does the commentary. The faces of colleagues — founders, leaders, supporters, exhorters, members — some no longer with us, are who we have been and what our association will become. An organization that finds so much of its distinctive strength in person-to-person networking and support properly presents its pictorial side with real pride.

We offer very special thanks to Tom Hoemeke, former AIEA President (1992-1993) and compiler of this history, for devoting a rare administrative sabbatical to this project. Tom has brought to bear his broad associational experience to jog the rest of our memories, thus giving our history this informative and attractive shape.

The next twenty years will certainly challenge AIEA members as much as its first twenty. Having established its institutional identity and special professional strengths over the years — and having articulated a strategic vision for the years ahead — we are well positioned to make our mark on the global age that lies before us. Let us continue our work — and our commitment to each other and our field — with the passion that our times require!

John D. Heyl, Ph.D.  
 AIEA President, 2000-2001  
 Executive Director, International Programs  
 Old Dominion University

JoAnn McCarthy, Ph.D.  
 AIEA President 2001-2002  
 Dean of International Affairs  
 University of South Florida

telephone (716) 645-2368 facsimile (716) 645-2528 e-mail [rutenber@acs.buffalo.edu](mailto:rutenber@acs.buffalo.edu)





## Origins and Early History

"If twenty universities in the United States can ever agree on a single issue in international education their position will be adopted by the United States Government."

The spirit of that statement by "an unsung government official in the mid-fifties," quoted by Joe W. Neal in the May, 1983, issue of the *Journal of the AIEA* (1), generated one of the more provocative and interesting dynamics in the development of international education in post-World War II United States.

Not long after World War II, during the infancy of the "field" of international education, colleges and universities clearly recognized the need to think and act cooperatively. The US government was busy trying on new ways of guiding and funding international diplomacy that included a role for higher education. What Josef Mestenhauser calls the "Golden Era of Exchanges" (2) was underway. The Fulbright program was born; unprecedented and growing numbers of foreign students and scholars were coming to the US; large scale government-funded education development projects sprouted up in developing nations. New associations and organizations were founded to aid and guide institutional responses to this new environment.

Serious debates swirled around and between educators and associations as to how institutions could and should react to and take advantage of the never-go-back-to-isolation attitude of the nation and the federal

government's new-found largesse in support of international education. The seed of the AIEA was planted within these arguments and debates and fertilized through the development of national organizations designed to meet the international education needs of colleges and universities. The seed would not

sprout, however, for more than two decades. The period of germination encases some fascinating stories.

The National Association of Foreign Student Advisors (NAFSA) was founded in 1948 as an organization of institutional representatives in the foreign student advising area. For twenty years or so, NAFSA provided the associational home for a majority of college and university personnel working in international education. During this same period the concept of institutional international officers was developed and promoted in published directories. In 1966 *Education and World Affairs* published a directory of twenty international officers in US higher education. Just five years later a similar directory listed 221 international offices.

Clearly the number of people working within the many areas of international education was growing and this group was also diverging. International officers were one segment within a much larger group made up of people engaged in a wide variety of international education activities.

As NAFSA grew it evolved into a federation of sections and special interest groups each representing particular areas of operation within the overall international education arena. Other specialized associations also were founded to serve groups interested in international studies as an academic discipline, or to focus on the involvement of universities in international development. As valuable as these developments were, however, they did little to satisfy the long-felt need for international officers acting in concert in dealing with the US federal government — people who could truly speak for their institutions. Those who felt this need continued to press for some mechanism through which their strengths as institutional representatives and managers of multiple campus enterprises could be pooled, shared and used most effectively. A certain amount of frustration and consternation led to several tries at new ways of organizing both within and outside of existing associations.

A very interesting, and oddly named effort was CODFISH, the Council of Directors of Foreign/International Student Headquarters. In the late seventies NAFSA moved away from the model of institutional membership, a change that was perceived as a loss to the international officer concept. In an effort to keep the international officer movement alive within NAFSA a group led by Joe W. Neal of the University of Texas and others, met separately, at one point "throwing ten dollar bills into a pile on the floor" to start a separate treasury to support CODFISH. To quote Joe Neal, "This sub-organization brought about such a flurry of antagonism among student affairs oriented members that it liquidated itself and withdrew from the arena."

With the opening of the decade of the 1980's, the concept of a peer organization of international officers was kept alive. Robin Fuller (Vanderbilt University) and Joe Neal took advantage of a window of opportunity — a block of unreserved rooms at the new Opryland Hotel in Nashville, Tennessee — and called a meeting of international officers. Thus in March, 1980, 40 international education directors and administrators met to discuss common concerns. They called their group the Assembly of International Program Directors (AIPD). A primary outcome of the meeting was an agreement to meet again.

The AIPD met again in Albuquerque in the Fall of 1980 and in the Fall of 1981, with informal sessions at the NAFSA conference scheduled between them. These meetings saw the introduction of two concepts that would be important to the eventual formation of AIEA. The first

was a conscious effort to form small discussion groups — later to become a hallmark of AIEA meetings. The second was the introduction of the "Occasional Paper Series in International Education" which was started and edited by Jerry Slavin and Clark Colahan at the University of New Mexico. This publication, which later became the official journal of the AIEA, immediately began to disseminate information about the deliberations and issues of the AIPD.

Parallel to the AIPD meetings were efforts to work within NAFSA to serve the interests of international directors. At NAFSA conferences in Nashville and Seattle, AIPD members presented workshops and sessions specifically aimed at international deans and directors. Needless to say, there were also innumerable informal discussions of the need for a structure to address the concerns of deans and directors.

NAFSA was also trying to come to terms with the issues presented by the AIPD.

In Spring 1982, President Dixon Johnson and President-elect Barbara Burn appointed a "Presidential Task Force on International Programs" that "might address these overarching international office management concerns." At the same time, Jack Van de Water of Oregon State University had formulated a proposal to NAFSA to establish a new section called CADSEC (Central Administrators and Directors Section) for professionals who "have centralized responsibilities and who do not have a primary professional section [in NAFSA] at present." This proposal was presented to the NAFSA board during the annual conference in Seattle in May 1982 and met with little or no support. Later efforts to revive the proposal also generated no interest.

Meanwhile, the AIPD also met in Seattle just prior to the NAFSA conference, utilizing the already traditional small group discussions. The major discussions, however, revolved around the AIPD itself. With the defeat of the CADSEC proposal and after informal discussions with NAFSA officers and staff the AIPD group passed a resolution to formalize the AIPD. The new organization resolved to meet every fall, to accept "NAFSA's offer to have extensive programming as a part of the Annual NAFSA conference," and to offer "a workshop immediately prior to each NAFSA conference." Further, the Assembly would cooperate with other related groups such as the National Committee of International Studies and Program Administrators (NCISPA). The "Occasional Paper Series" was adopted as the official publication of the organization. Finally, the group set up a Steering Committee to "prepare a list of priorities for the next five years, for America's participation in international education, including its universities, government, business and society as a whole." This set the stage for a Fall 1982 meeting to be held in St. Louis, Missouri, in conjunction with the annual convention of NASULGC.

Jack Van de Water, Oregon State University, chaired the Steering Committee, and along with Eunice French, University of Missouri at Rolla; Charles Klasek, Southern Illinois University; Vic Bhatia, Washington State University; and Max Epstein, UCLA, prepared an agenda for the November 6-7, 1982, meeting of the AIPD at the Forest Park Hotel in St. Louis. The entire agenda revolved around the form and format of the Assembly. See the list of pre-registrant for this important meeting on page 25.

In a session entitled "Let's Get Down to the Nitty-Gritty" chaired by Jerry Slavin, Tom Hoemeke proposed that the form of the organization could be modeled after the recently organized

TAIEA (Texas Association of International Education Administrators.) The

TAIEA

constitution was redrafted on the spot to fit the national model and the name of Association of International Education Administrators was adopted.

The "Occasional Paper Series in International Education" was given the additional title of "Journal of the Association of International Education Administrators." By a unanimous vote of those present Joe W. Neal was elected as the first president of the AIEA which would meet again in the spring of 1993 to coincide with the NAFSA conference in Cincinnati.



### The Association of International Education Administrators was founded!

#### NOTES:

(1) Neal, Joe W., *A History of University Decision Making in International Education and the Development of the Association of International Education Administrators (AIEA)*, Occasional Paper Series in International Education: *Journal of the AIEA*, Volume 3, No. 1, May 1983.

(2) Mestenhauser, Josef, *Time and the International Educator*, *International Educator*, NAFSA: Association of International Educators, Vol. VI, No. 4, Summer 1997.

From its founding in 1982 the activities of the AIEA have been guided and informed by these purposes, which have been reaffirmed in the year 2000 in AIEA's Strategic Action Plan for 2000-2005.

- to provide an effective voice on significant issues within international education at all levels
- to improve and promote international education programming and administration within institutions of higher education
- to establish and maintain a professional network among international education institutional leaders
- to cooperate in appropriate ways with other national and international groups having similar interests.





Joe W. Neal



Jack Van de Water  
Charles Klasek



Ralph Smuckler  
George C. Christensen  
Felix V. Gagliano  
Burkhardt Holzner



Gerald M. Slavin  
Thomas H. Hoemeke  
Davydd Greenwood  
Barbara B. Burn



Jean S. Aigner  
Edward H. Moseley  
Margaret A. Kidd  
John H. Petersen  
Joyce M. Randolph



John D. Heyl  
JoAnn McCarthy

## Conferences and Presidents of the AIEA

- 1982 November — St. Louis, Missouri (Founding Conference, at NASULGC)
- 1983 May - Cincinnati, Ohio (at NAFSA) - Joe W. Neal  
November - Washington, DC (at NASULGC) - Joe W. Neal
- 1984 June — Denver, Colorado (at NAFSA) - Joe W. Neal  
November — Denver, Colorado (at NASULGC) - Jack Van de Water
- 1985 May — Washington, DC (at NAFSA) - Jack Van de Water  
November — Washington, DC (at NASULGC) - Charles Klasek
- 1986 May — San Antonio, Texas (at NAFSA) - Charles Klasek  
November — Phoenix, Arizona (at NASULGC) - Ralph H. Smuckler
- 1987 May — Long Beach, California (at NAFSA) - Ralph H. Smuckler  
November — Washington, DC (at NASULGC) - George C. Christensen
- 1988 June — Washington, DC (at NAFSA) - George C. Christensen
- 1989 February — La Jolla, California - George C. Christensen
- 1990 February — Guadalajara, Mexico - Felix V. Gagliano
- 1991 February — New Orleans, Louisiana - Burkhardt Holzner
- 1992 February — San Juan, Puerto Rico - Gerald M. Slavin
- 1993 February — Orlando, Florida - Thomas H. Hoemeke
- 1994 March — Honolulu, Hawaii - Davydd Greenwood
- 1995 February — Atlanta, Georgia - Barbara B. Burn
- 1996 February — Bandera, Texas - Jean S. Aigner
- 1997 February — San Jose, Costa Rica - Edward H. Moseley
- 1998 February — Monterrey, California - Margaret A. Kidd
- 1999 February — Merida, Yucatan, Mexico - John H. Petersen
- 2000 February — Savannah, Georgia - Joyce M. Randolph
- 2001 February — Tucson, Arizona - John D. Heyl
- 2002 February — Tampa, Florida - JoAnn McCarthy





# Organization

## THE SECRETARIAT

Volunteer was an important word in the early years of the AIEA.

With a constitution that prescribed a minimal organization, the officers and executive committee essentially performed all the tasks necessary for the functioning of the association. "Bureaucracy" was almost considered a dirty word. Fortunately, the officers enjoyed access to substantial institutional support for communications, travel, printing and mailing, planning meetings and the many other functions of a developing organization.

Joe Neal's office, especially with the help of Pam Stephenson, at the University of Texas at Austin was the de facto central AIEA office. Chuck Klasek's office at Southern Illinois University functioned as the recruitment and membership office. Eunice French of the University of Missouri at Rolla, kept all records and funds as Secretary/Treasurer. The vice-president, first in the person of Jack Van de Water of Oregon State University, was the only officer with a required duty — to organize the semi-annual meetings.

After about five years of volunteer work on the part of the leadership, it became apparent that some assistance was essential for a growing organization that aspired to become a national voice in international education and to provide serious networking and assistance to its members. Ralph Smuckler established a precedent in the mid 1980's to have the association cover some of the costs of an assistant from the campus office of the president. This helped greatly in alleviating the administrative load on the president and other officers.

AIEA, however, still relied heavily upon its officers and their institutions. Barbara Burn recently mused, "one of my most vivid AIEA recollections is learning that when one is president-elect and then president, AIEA staff aren't there. I inherited no files to guide/give precedents. So while myself learning, I had to get my UMass staff to help with the AIEA work. This was fine, but the institutional memory, not to mention archives, were pretty thin." Clearly, more formal support arrangements were needed.

At the time that Barbara Burn was receiving the gavel from Davydd Greenwood at the Hawaii conference, Vic Bhatia of Washington State University volunteered to

house an AIEA Secretariat at WSU. Vic and WSU had previously supported AIEA when Vic had been Editor of the Journal. His staff at WSU could provide vital services for a minimum of costs. Thus the AIEA Secretariat was established with an agreement to house the office at WSU for five years — an arrangement only possible with generous support from the office of the president of the institution.



Vic Bhatia

Gradually most support functions were transferred to Vic's office at WSU. Membership and financial functions were the first to move to WSU. A few years later, Vic again took on the role of AIEA Editor. From 1995, the secretariat handled not only membership services but also publications, conference support, and financial and reporting processes. According to Vic, "It took about three years to get the secretariat to run like I wanted it to." By then, however, Vic was planning his retirement, and it was time to look for a longer term solution.

In 1998, in Monterrey, California, the annual AIEA business meeting learned that Vic Bhatia would be retiring and stepping down from the position of director of the secretariat. President Margaret Kidd appointed an ad hoc committee to develop recommendations for a new secretariat and a job description for the director of the secretariat. Based on the experience of Vic Bhatia and WSU, the committee proposed a position of Director of the AIEA Secretariat with responsibilities for executive support, membership services, conference management, financial management and publications and communications. The functions of the new secretariat were also to be budgeted on an annual basis. A transition schedule suggested that the new office be fully established by the annual meeting in 1999.

In 1998 the Executive Committee was very pleased to name Tim Rutenber of the University at Buffalo as the new director of the AIEA Secretariat. □



Tim Rutenber

## AIEA Secretariat

c/o Office of International Education  
University at Buffalo  
411 Capen Hall  
Buffalo, New York 14260-1604

Telephone: 716-645-2368  
Fax: 716-645-2528

Listserv: [aiea-list@listserv.acsu.buffalo.edu](mailto:aiea-list@listserv.acsu.buffalo.edu)  
Website: <http://www.aieaworld.org>

## AIEA Committees

### Standing committees named in 1998 constitution — Chairs named in Directory

- Membership Committee
- Public Policy
- Campus Administration and Programs Committee - CAPS
- Diversity Committee
- Research Committee

### Ad Hoc committees

- Nominating Committee (recurring annually, as per constitution; chair named by Executive Committee)
- Inter-organizational Liaison (Continuing, with liaison persons named by the president, listed in Directory)
- Editorial Board
- Membership Strategy Task Force
- Technology Operations Task Force
- Resource Development Task Force

## Liaison

One of the original intentions of the AIEA was "to cooperate in appropriate ways with other national and international groups having similar interests." This constitutional purpose was initially met de facto simply because of constant and close cooperation with organizations such as NAFSA and NASULGC.

By the time John Petersen, Western Kentucky University, assumed the presidency in the late 1990s, frequent contacts between AIEA and many other organizations had become a matter of course. John initiated the practice of naming AIEA members to function as the primary contact person with sister associations, thus formalizing the "Inter-organizational Liaison" function of AIEA.

Currently, AIEA lists in its directory formal liaison contacts with:

- NAFSA: Association of International Educators
- National Association of State Universities and Land Grant Colleges (NASULGC)
- American Association of State Colleges and Universities (AASCU)
- American Council on Education (ACE)
- Alliance for International Educational and Cultural Exchange
- Mexican Association for International Education (AMPEI)
- Association of Universities and Colleges of Canada (AUCC)
- European Association for International Education (EAIE)
- Coalition for International Education
- Task Force on Health and Safety in Study Abroad



# Membership

From the early conceptualization of AIEA, the institutional member was to be the core of the association — the person on campus who could speak for the institution in matters of international education. (Remember that the early purpose was to find a common voice for international education across the nation.) The persons most likely to have that “institutional voice” were administrators with “multiple responsibilities” for international education on campuses.

A natural next step, then, was to set criteria for institutional membership to include only individuals with responsibility for several of the recognized areas of international education in colleges and universities. Prospective institutional members had to declare, either through self-certification or through campus assurances, that they indeed held the necessary administrative responsibilities.

It then became necessary to list those areas or components of international education that were “recognized.” A great deal of energy and discussion went into deciding

which activities were appropriate for an administrator who would qualify as an institutional member. The outcome was the list in the AIEA bylaws of the typical components of international education on a campus. The institutional member had to have primary responsibility for four of these areas, or primary responsibility for three and secondary responsibility for two. For ten years or so, this system provided a convenient way to judge whether or not an applicant qualified for membership.

These “quantitative” criteria for institutional membership also led to some confusion and more than a few misunderstandings. Some campuses had difficulty deciding whether or not their particular administrative structure fit

the criteria. Others questioned whether the listed activities matched campus programs well enough to qualify or were reluctant to self-certify. Therefore, when Barbara Burn, University of Massachusetts—Amherst, began her presidency at the annual conference in Honolulu in 1994, she set up a task force on membership to examine the criteria for membership. Tom Hoemeke, University of North Texas, chaired the task force which met for two days in Spring of that year. The task force recommended that “campus leadership” become the key for institutional membership, with CEO certification of an individual as the “principal international education administrator” the sole criterion for institutional membership. With this change, the areas of responsibility listed in the by-laws would be maintained, with a few minor changes, as suggestive of the activities that might fall within the purview of this administrator. This recommendation was incorporated into the AIEA constitution at the next annual business meeting. The concept of “principal international education administrator” and the importance of “campus leadership” have become fundamental to the work of both the Public Policy Committee and the Campus Administration and Programs Committee.

The idea of institutional membership was not without challengers. From the outset, AIEA included provision for participation by others involved in the administration of international education, but who were not the principal international education administrator on the campus — the associate membership category.

Originally, institutions were allowed to have associate members without having an institutional member. This provision, which in effect set up a “trial membership,” was eliminated in 1986 when campuses were required to have an institutional member before associate memberships were accepted. The 1994 membership task force then helped to reinstate a kind of trial institutional membership called “interim institutional membership” which allows non-voting participation for a five-year period for schools not yet meeting the institutional membership criteria.

A crisis of sorts arose in the early 1990’s concerning the status of associate members. A group of members, both institutional and associate, questioned the value of associate membership and the “one institution—one vote” concept. Subsequent discussions resulted in a determination to maintain the primary emphasis on institutional membership but to include associate members as much as possible in activities of the association, particularly in the work of standing and ad hoc committees and task forces.

Several special categories of participation in the association were created over the years either to honor contributions or to bring in individuals who would not otherwise be included in AIEA programs and activities. The status of AIEA Affiliate was established in the early 1980s to facilitate involvement in the association by interested individuals who are not linked to colleges or universities.

Similarly, the Executive Committee set up Fulbright membership so that Fulbright advisors in countries around the world could be brought into the communication system of AIEA and be included in the Directory. The category of AIEA Counselor recognizes selected members of the association on the basis of their long and distinguished service to international education and to the association. Finally, the Executive Committee awarded honorary membership to Oscar Arias, former president of Costa Rica, after he addressed the annual conference in his country in 1997. To date, that is the only honorary membership granted by the AIEA.

## AIEA Counselors

**V. N Bhatia**  
Washington State University  
**George C. Christensen**  
Iowa State University  
**Margaret A. Kidd**  
University of Texas at Austin  
**Edward H. Moseley**  
University of Alabama-Tuscaloosa  
**Joe W. Neal**  
University of Texas at Austin  
**Ralph H. Smuckler**  
Michigan State University

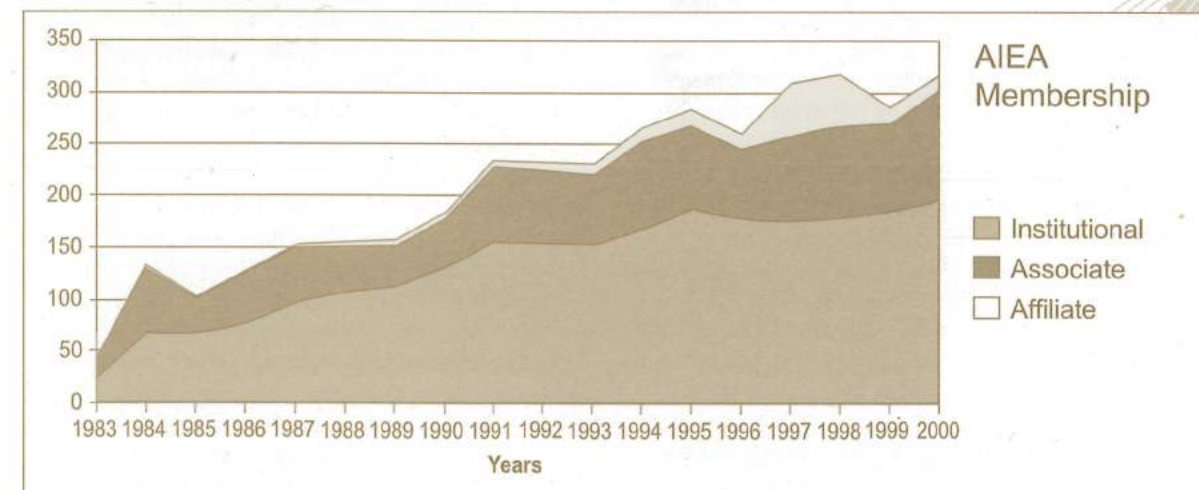
planning has added an AIEA Membership Strategy Task Force under the guidance of former president John Petersen, Western Kentucky University. The charge to this group is to “engage in a more proactive effort to add members, but in a controlled and targeted manner.” □

## Is AIEA an International Organization?

Shortly after the Association was founded, interested persons who were attending NASULGC and NAFSA meetings began to drop in on AIEA receptions and meetings. It wasn’t long before Chuck Klasek reported the first new international member, soon to be followed by others. While it could easily be argued that AIEA is by its very nature an “international” organization, the inclusion of non-U.S. based members has continually been a source of some controversy. The split personality of AIEA on this matter became a constant topic.

Fulbright advisors from around the world had been welcomed as a special category of members and the number of international members continued to grow. How was AIEA to remain an effective “national” voice for international education in the U.S. and at the same time realize the obvious value of a truly international network of international education administrators?

At the annual conference in 1993, at the suggestion of the Executive Committee, Barbara Burn, University of Massachusetts - Amherst; Peter Koehn, University of Montana; and Jack Van de Water, Oregon State University, presented an AIEA Concept Paper entitled “AIEA – A National or International Association?: A Strategy for the 21st Century.” This paper set out a rationale for AIEA to “re-conceptualize the association and consider the advantages (and disadvantages) of becoming a more international association.” The ideas presented in the paper continue to surface periodically but the Association has thus far avoided any definitive statement in this regard. Perhaps AIEA will always be able to enjoy being on both sides of this fence! □







# Public Policy

Joe Neal's "unsung government official" of the 1950's complained that "if twenty universities in the United States can ever agree on a single issue in international education their position will be adopted by the United States Government." Little did he realize that the seed planted with that idea would grow into a prime rationale for the formation of an association dedicated to generating and articulating agreement on international education issues in higher education.

The AIEA constitution declares that AIEA will "provide an effective voice on significant issues within international education at all levels." The Association was clearly founded with a public policy bias and commitment — a promise that underlies much of the work of the AIEA, especially through its Public Policy Committee.

The earliest visible public policy statement of the new association came in the form of the "AIEA Directory"—a listing of more than twenty universities in the US that very

likely could agree on many issues in international education. The "Directory" was much more than a simple list; it was also a statement that a group of international educators who truly represented their institutions had found their collective voice. The publication of the AIEA Directory clearly stimulated early growth of the organization—growth that included Ralph Smuckler who, when he became the fourth president, would soon earn the moniker of "Father of AIEA public policy."

The first three AIEA presidents (Joe Neal, Jack Van de Water, and Charles Klasek) were certainly well known and respected on the national level and used their own prestige to ensure a positive presence of the AIEA in the US international education scene. However, Ralph Smuckler was the first president to fully articulate the national public

policy role that AIEA continues to play. Ralph saw the AIEA as the only national, campus based, professional association whose sole purview is international education broadly defined. As such, the organization is uniquely situated to project a truly "effective voice" on the national level.

President Smuckler appointed the first Public Policy Committee of the AIEA, a committee that he chaired from the beginning. He charged the committee with disseminating timely information to members about legislative issues, encouraging members to become active in public policy arenas, identifying well-positioned congressional champions of international education, and cooperating with other national associations that share public policy concerns. He also established a precedent of an AIEA presence in Washington-based organizations such as the Alliance for International Educational and Cultural Exchange. Chuck Klasek served as the first AIEA representative at the Alliance and was elected to its executive committee.

AIEA became a member and a player at the national level. Ralph Smuckler, Chuck Klasek and Jack Van de

Water were eventually joined by a host of AIEA representatives to attend important meetings, conferences and caucuses in Washington. Burkart Holzner, University of Pittsburgh, and Davydd Greenwood, Cornell University, helped to lead the Inter-Association Task Force on Title VI of the Higher

Education Act in the mid-eighties — an effort that had much to do with the reauthorization of Title VI. These two also authored a major paper on international education in the US for the OECD. Barbara Burn, University of Massachusetts-Amherst, represented AIEA in a number of national policy forums and became a champion of research in support of international education in the US. These leaders also actively supported the development of the CAFLIS—the Coalition for the Advancement of Foreign Language and International Studies.

Harold Josephson, University of North Carolina at Charlotte, subsequent committee chair, attended

See Public Policy ... page 20

## AIEA and Public Policy

by Ralph Smuckler

As I think back to the period surrounding my presidency in 1987, our AIEA agenda was still taking shape. My colleague Homer Higbee had told me about the new association of international program leaders that was forming and I joined the group after sitting in on just one Board meeting. I gladly threw my own experience in with that of Joe Neal, Tom Hoemeke, Jack Van de Water, Chuck Klasek and the other AIEA founders. We each saw the value of the new organization from our institutional vantage points. From my Michigan State perspective, we badly needed a strong new voice for international education on the national scene.

I advocated a prominent public policy role as central to the AIEA agenda. I made the case for two reasons. I felt it to be a critically important task that was not being done successfully, in spite of on-going attempts through existing organizations. Second, AIEA members, the campus leaders of international studies and programs, had the broadest grasp of issues and needs in the field as a whole. Therefore, our new association could add a uniquely authoritative view and ought to help evolve the agenda and priorities for advocacy efforts on the national scene.

Looking back, I have frequently been too optimistic about federal support. In spite of the efforts of many good people, the federal government has been slow to evolve support commensurate with its constitutional responsibility for the nation's international affairs. There have been some narrowly defined programs, but only now, years later, are we finding high level interest in an international education policy for the nation, an important first step toward comprehensive attention to the country's needs.

Inevitably, domestic concerns take precedence over international issues and programs on campus and in higher education associations. When pressures mount, the international concern gets put aside, except when it can be singled out as high priority to one of the

more specialized associations, such as NAFSA when it comes to foreign students, or IIE in the case of Fulbright exchanges, or NASULGC on agricultural technical assistance. These organizations were doing well when AIEA began and they have continued to improve, but they move in narrower program directions than that envisaged for AIEA. We figured that AIEA could cooperate with all of the others, bring a broader perspective, and help to channel new energy as opportunities in Congress or the Executive branch permitted.

Such activities presented a challenge for members of our new association. Some were not accustomed to thinking about ways to expand federal interest. Nor were they experienced when it came to contacting Congressional and Executive branch personnel. In a sense, those concerned with international education had become too accustomed to making do with very little, certainly much less than was needed if our universities were to provide an essential international education and knowledge base for our students and citizens as our nation faced the reality of global leadership.

Some members believed correctly that AIEA's public policy concerns should include state level initiatives and opportunities, so that role was written into the new Public Policy Committee's agenda. It was an important expansion since much of the support for our programs in higher education has come from the state and institution level. AIEA has not intervened directly in state discussions. That is the job for individual members. But we have regularly shared information about innovations and new programs, thus expanding members' views of attainable goals within their own states and communities.

At the national level, without a Washington office to work regularly with other associations, the chairperson of the Public Policy Committee has had difficulty influencing the national agenda, but AIEA has joined with others effectively. It remains to be seen what new efforts might be orchestrated successfully in support of the international and comparative aide of higher education. Certainly, the nation's global responsibilities and leadership opportunities have greatly expanded in recent years, while federal investment in international education continues to lag well below national needs.

At the discussion table —  
From left:  
Alex Markert,  
Harold Josephson,  
JoAnn McCarthy,

Ralph Smuckler and  
John Heyl





# CAPS

Campus Administration and Programs

Ralph Smuckler, Michigan State University, is generally credited with articulating the national public policy role of the AIEA and the formation of the Public Policy Committee. By doing so, Ralph also indirectly brought into focus the role that AIEA could and should play at the campus level. The dynamic created between public policy on the one hand and campus administration and activities on the other led to the eventual definition of the Committee on Campus Administration and Programs (CAPS). Felix Gagliano, Ohio University, and Jerry Slavin, University of New Mexico, led discussions at the 1989 La Jolla conference that led to Felix naming the first CAPS group to be co-chaired by Jerry Slavin and Margie Kidd, University of Texas at Austin.



CAPS veterans Tom Hoemeke (left) and Jerry Slavin represent CAPS at EAIE in Budapest, 1996

The CAPS charge is directly related to the constitutional purpose of "improving and promoting international education programming and administration within institutions of higher education."

That charge resulted in several notable activities and projects that pre-date the formal naming of the CAPS committee. Two important efforts generated the publications "Guidelines for International Education at U.S. Colleges and Universities" and "Action for International Competence" in 1988. Both these efforts were begun during Ralph Smuckler's presidency and at his initiative, at least partially deriving from discussions of public policy versus campus programs.

Early CAPS efforts attempted to build on the two booklets published in 1988 and to increase knowledge of the situation of the Chief International Education Administrator (CIEA) of a campus. Surveys organized at first by Jean Aigner, California State Polytechnic University Pomona,

produced information about CIEA positions, salaries, office organizations and hierarchies. Co-chairs Margie Kidd and Jerry Slavin launched several professional development programs and investigated many others including a formal AIEA referral service for international education consultations.

By the mid-1990s the role and mission of CAPS became better defined and articulated with Executive Committee approval of a Statement of CAPS Mission and Goals.

At about the same time CAPS introduced its mission statement, it also received approval and funding to conduct a pilot professional development seminar, the first Ghost Ranch Seminar. The seminar, held at a remote retreat center in northern New Mexico in the Spring of 1994, proved successful and was repeated a year later. It was then repeated again and soon became a "signature" activity of the CAPS and AIEA.

CAPS members also engaged in research about the profession of CIEA as well as the campus situation of international offices. In April 1997 a CAPS group convened a "writing workshop" at the University of Texas in Austin to develop themes for research on the profession. In Spring of 1999 CAPS co-chairs Jerry Slavin and Tom Hoemeke, University of North Texas, organized a "Super Ghost Ranch" seminar with a goal of producing publishable papers based on summaries of the issues that had been the grist of previous seminars. At least two themes from this latter seminar have resulted in publications. The first, "The CIEA as Change Agent," has become the theme and content of professional workshops both at AIEA conferences and at the European Association for International Education (EAIE). The second on "Professionalism in International Education Administration" has been published on the AIEA web site.

With the growth of participation in AIEA annual conferences, the CAPS assumed responsibility for organizing newcomers workshops and several sessions at each conference. Pre-conference workshops, some in cooperation with the Public Policy Committee, have focused on public and campus advocacy, leadership, and effecting change. CAPS has also assisted in AIEA outreach activities, particularly by presenting workshops at the conferences of sister organizations.

Under the leadership of the current three co-chairs, Maria Krane, Creighton University; Jerry Bookin-Weiner, Middlesex University; and Manfred Thullen, Northern Illinois University, sessions and workshops have been presented at the European Association of International Education (EAIE) each year since 1996. Pre-conference workshops have been conducted at NAFSA conferences in 1996, 1999 and 2000. □

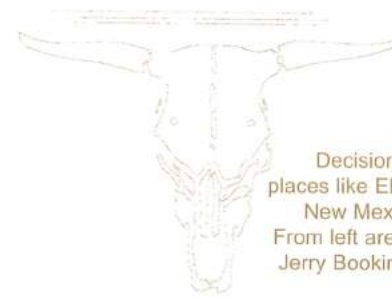
## Ghost Ranch Seminars

A signature Activity of CAPS



**Super Ghost Ranch** — Back row from left: Blaine Brownell, Jerry Slavin, Jerry Bookin-Weiner, Judy Young, Jean Aigner, David Keitges, Eric Piel, Tom Hoemeke. Seated: JoAnn McCarthy, Manfred Thullen, Joyce Randolph, Marian St. Onge, Mria Krane, John Heyl

Chimney Rock and the butte at right became familiar to Ghost Ranch seminar attendees over the years. From left are: Eric Piel, Jean Aigner, Marian St. Onge, John Heyl, Tom Hoemeke and Joyce Randolph



Decisions were often made at informal places like El Farolito Restaurant in El Rito, New Mexico, not far from Ghost Ranch. From left are: Tom Hoemeke, Jean Aigner, Jerry Bookin-Weiner, Joyce Randolph and Blaine Brownell.



## Ghost Ranch Seminars

In 1993 the CAPS leadership met at the University of New Mexico to discuss professional development ideas for AIEA, including a possible seminar on current issues in international education administration. The group decided that such a seminar would help to identify and describe important issues based on input from working professionals. The format was to be based on the traditional AIEA small group discussion method, but in an intensive format over several days.

Jerry Slavin, University of New Mexico, arranged for the group to visit Ghost Ranch, a retreat center about ninety minutes from Albuquerque in northern New Mexico. Jerry drove while Margie Kidd, Ed Moseley and Tom Hoemeke discussed possible arrangements for a seminar. It didn't take long for this group to decide that Ghost Ranch would be an ideal setting for the seminar. On the way back to Albuquerque they drafted a proposal to the Executive Committee for support of the seminar. They also wrote initial versions of the letters of invitation, a possible schedule for a long week-end seminar, and compiled a list of possible participants.

The Ghost Ranch seminar proved quite successful. It provided the basis for additional professional seminars based on the same general concept. Particularly important is that the seminars are based on input (in writing) prior to the seminar from the professionals who will participate, with relatively small groups meeting in a location conducive to in-depth discussions. Leaders/organizers of the seminars usually include one or two who have participated in a previous seminar and who will be responsible for producing a report. The AIEA has provided financial support for core activities of each seminar, but the bulk of the costs is borne by the participants.

As of Fall of 2000, six Ghost Ranch seminars have been conducted in a variety of locations around the U.S. The CAPS recently established a third co-chair position of the Committee (currently filled by Manfred Thullen) specifically to plan and oversee Ghost Ranch Seminars. The CAPS leadership plans to increase the number of seminars to two per year, perhaps even expanding the concept to meet other professional development needs of the membership. □





## Research

Even before her AIEA presidency in 1994-95, Barbara Burn urged that a major priority of the organization be research relating to international education. The Executive Committee had emphasized the importance of research years earlier, but Barbara identified research as a key function of the AIEA.

A major impetus for AIEA's involvement with research came from the AIEA National Agenda Task Force of 1994, chaired by former president Ralph Smuckler. Meeting in Washington, the Task Force "identified as an important priority for international education a major research study which would persuasively make the case for internationalizing higher education in the United States." The research would document impacts and accomplishments.

Growing out of this was the August 1995 Burn/Smuckler report on a workshop entitled "A Research Agenda for the Internationalization of Higher Education in the United States." Bringing together over 40 national leaders in the field, the workshop identified issues on which research and data collection would strengthen the case for this important field. Discussions included: Faculty and Specialist Development, University Management and Funding Questions, Undergraduate Programs, and Outreach and Extension. Undoubtedly this workshop, its publication, and the wide dissemination of its message underscored the importance of research.

AIEA established a Research Committee shortly after the Burns presidency and allocated funds to be awarded to research projects/proposals meeting agreed criteria. These included projects that addressed priorities set forth in the "Research Agenda" report, and provided for partial funding of proposals.

The membership of the committee has revolved over the years, but included many AIEA leadership persons. Increasingly important over the years have been data bank development, collaborative activities in international education administration, curricular issues including foreign language study, and comparative analyses of national policies.

While the funds awarded have been limited, over the last few years they have increased. The willingness of AIEA members to serve on the Research Committee has been essential, as has the willingness of the membership to fund a few annual research awards. Proposals frequently have demonstrated institutional support through matching funds, giving the program wider visibility and impact.

### RESEARCH GRANTS

Since 1997, AIEA has awarded 13 grants to professionals in international education promote research on international education issues. The total amount awarded after four years of competition is \$37,589. Grants have ranged from \$1,000 to \$4,000. A number of the projects have resulted in presentations at AIEA and other conferences. Research topics have included:


- Impacts of Study Abroad: What do we know? A comprehensive review of the literature.
- The Meaning and Impact of International Education Exchanges for Post-Secondary Students: a Canadian Study
- Assessing the Long Term Impact of Integrating Minority and Low Income Students into International Programs
- Programmed for Change: Gauging the Effects of Study Abroad Program Components on American Students
- Personality Development in Study Abroad Participants and Controls
- Private Sector Needs for Global Skills in the 21st Century
- An Assessment of the Obstacles, Benefits, and Challenges Experienced by African American Students Participating in the African Cultural Continuities Program
- Assessing International Education at Western Washington University: A Comparative Research Approach
- Educating Global Leadership and Citizens: International Management Education Study, Student Life and Experience
- Assessing the Impact of Languages Across the Curriculum on the Study Abroad Experience of Undergraduates
- MBA Student Attitudes Toward American Women in International Business Survey
- Data Collection and Analysis to Establish a Strategic Plan for Study Abroad
- A Survey of Projects on Under-represented Populations in International Studies

AIEA's support of research remains critical because too few AIEA members feel qualified or motivated to undertake it, even though the need is unquestionable. AIEA's support is important in gaining the acceptance and priority research on international education requires. The increasing number of research funding applications submitted to AIEA's Research Committee since the program began testifies to its success.

- adapted from a submission by Barbara Burn



## Diversity



From its beginning, AIEA welcomed all interested parties and institutions to participate in the activities and programs of the Association. By the end of the first decade, however, it was clear that these efforts had not reached many institutions that were interested and involved in international education — in particular institutions serving primarily minority clientele. Hence in 1993, then AIEA President Davydd Greenwood, Cornell University, organized a meeting of AIEA leadership with several members from Historically Black Colleges and Universities (HBCUs).


Gloria Braxton, Southern University, who was active in NASULGC and was responsible for her institution's international development programs, was invited to join the meeting to discuss ways in which the Association might attract new HBCU members. One immediate result was the formation of an ad hoc AIEA Diversity Committee which would later become a standing committee of the Association. Gloria Braxton was also invited to become a member of AIEA and to attend the Executive Committee as an HBCU representative.

Initial efforts were to provide information to representatives of minority institutions known to have an international dimension. Many contacts took place through other organizations (notably NASULGC) in which minority schools were already active. Personal contact was supplemented by mail-outs to a number of schools, including some serving principally Hispanic audiences. The AIEA Executive Committee also provided small amounts of incentive funding to assist new members from HBCUs to attend AIEA conferences.

Activities of the committee continued more or less along these same lines until, under the leadership of Gloria Braxton, AIEA co-sponsored the 1996 Southern Regional Conference on International Education held at Southern University with representatives from 30 institutions, 23 of which are HBCUs. The Committee also organized several workshops and conference sessions dealing with issues of diversity in international education and in Association membership and participation.

The Diversity Committee has recently partnered with the AIEA Membership Strategy Task Force to ensure that concerns about minority membership and participation are part of current recruitment activities. Plans are also underway to organize pre-conference workshops to focus on cultural diversity issues faced by international education administrators. When the Association created its first standing committees in the mid-nineties, it was clear that diversity will continue as a core concern of the Association for the long run. □

Gloria Braxton  
greeted U.S.  
Ambassador to  
Costa Rica,  
Peter De Vos  
with  
Jerry Slavin.

The AIEA diversity committee was started because the leadership of AIEA realized that, despite open invitations to all colleges and universities, the historically-black colleges were not well represented and were not active participants. We understood that this fit into a larger pattern in other organizations, including NASULGC and NAFSA, where the same dilemma was experienced.

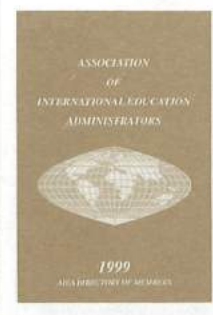
As a result, and with the support of Holly Carter, Northeastern University, and Gloria Braxton, Southern University, we made a number of specific overtures to these institutions and expressed our desire to connect with them on terms that were suitable to them rather than according to our wishes. We convened a number of dialogues to this end and explored a variety of options, including the possible establishment of partnerships among particular institutional members of AIEA.

by Davydd J. Greenwood



# Publications

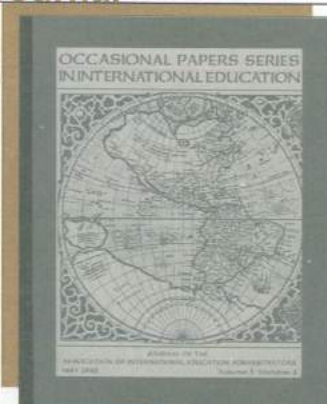
## AIEA Directory



The first uniquely AIEA publication was the Directory of Members. It effectively revived the concept of "international officer" in US colleges and universities, which was the content of the directory first published in 1966 by Education and World Affairs. For several years the AIEA Directory was maintained very much on a voluntary basis by Joe Neal at the University of Texas at Austin. Later attempts at maintaining and publishing the Directory included using a professional service organization. Finally in 1994, the Directory was moved to the AIEA Secretariat, which now has full responsibility for the publication.

Within a few years of the founding of AIEA, the Directory took on an additional service responsibility. The Executive Committee created a special category of membership — Fulbright members — so that the Directory could include a listing of these important educational advisors from around the world. By this action, AIEA not only invited Fulbright advisors to participate in the association, but it also provided a valuable directory resource for its members.

## AIEA Journal



### Occasional Paper Series In International Education

- Started by Jerry Slavin and Clark Colahan at UNM in Spring, 1981.
- Introduced to AIPD in Albuquerque meeting in Fall, 1981.
- Changed to Journal of AIEA in Fall, 1982.



### Journal of the AIEA

- Editorship taken over by Ed Bertnolli and Eunice French - University of Missouri at Rolla, Spring, 1983.
- Edited by Vic Bhatia - Washington State University from Vol 5, 1985 through Vol 12, 1992.
- Title changed in Vol 10, 1990.

## International Education Forum

### International Education Forum

- Edited by George Woodyard - University of Kansas, from 1991 through Vol 15, 1995.
- Edited by Vic Bhatia - Washington State University of Washington, from Vol. 16, 1996 through Vol 18, 1998.
- Edited by Blaine Brownell - University of Memphis, from Vol 19, 1999.

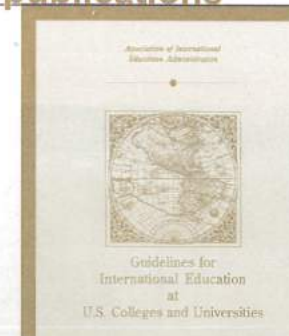
## International Education Forum

19/1&2  
Spring & Fall 1999

In 1999 the AIEA ceased separate publication of the "International Education Forum" in favor of membership in the Association for Studies in International Education whose members jointly publish the "Journal of Studies in International Education."

AIEA is represented on the Editorial Board of the Journal by Manfred Thullen, Northern Illinois University.

## Taskforce publications

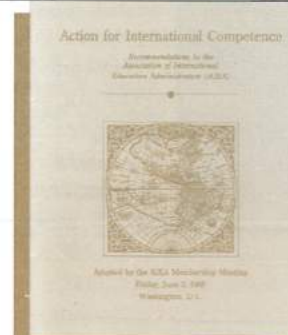


### Guidelines for International Education at US Colleges and Universities

1988

Task Force:

1. Thomas H. Hoemeke - University of North Texas
2. W. LaMarr Kopp - Pennsylvania State University
3. Ralph H. Smuckler - Michigan State University
4. Jack Van de Water, chair - Oregon State University

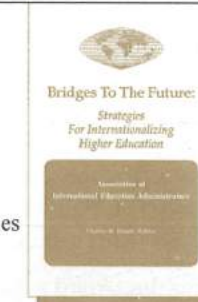


### Action for International Competence

1988

Task Force:

1. Russel Brannon - University of Kentucky
2. George C. Christensen - Iowa State University
3. Maxwell Epstein - University of California Los Angeles
4. Eunice French - University of Missouri at Rolla
5. John Petersen - Western Kentucky University
6. Joy Viola - Northeastern University
7. Burkart Holzner, chair - University of Pittsburg

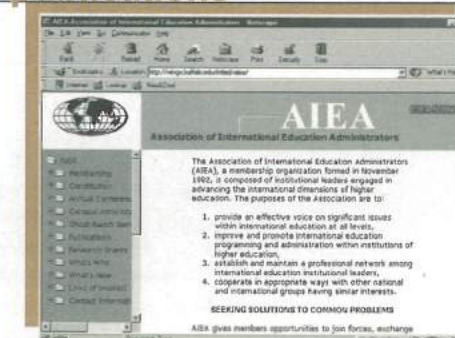


### Bridges to the Future: Strategies for Internationalizing Higher Education

1992

Initiated as a Task Force project and edited by Chuck Klasek - Southern Illinois University

## Electronic publications



**AIEA List Serve**  
Electronic Communication  
Established by  
Tom Hoemeke -  
University of North Texas.  
Moved to Secretariat,  
Fall, 1999

### World Wide Web

Started by  
Anne Thomas - Lehigh University  
Moved to Secretariat, 1999

## Special publication



### A Research Agenda for the Internationalization of Higher Education in the United States: Recommendations and Report of the Association of International Education Administrators Working Group

- Working group co-chaired by Barbara Burn and Ralph Smuckler
- Supported by a grant from the U.S. Department of Education's Center for International Education - First incidence of AIEA receiving U.S. government support for a specific project.
- Based on a meeting in Washington, DC, August 10-11, 1995, of 40 representatives of AIEA, universities, agencies and organizations interested in international education.





## Awards

Each year AIEA presents the Charles Klasek Award at the Annual Conference. "Chuck" Klasek was a founding member of AIEA from Southern Illinois University at Carbondale and served as its third president. In addition to being a real leader in the founding of AIEA, Chuck was an excellent example of an effective international education administrator. He took on many tasks within AIEA including, in 1992, the editing and publication of "Bridges to the Futures: Strategies for Internationalizing Higher Education." When Chuck died, the Executive Committee felt that a fitting tribute to his outstanding service to AIEA and to the field of International Education Administration would be to present an annual award in his name.

The single criterion for the award is that the recipient should have given long-term and outstanding service to the field of International Education Administration. Past recipients are:

1995	<b>Charles Klasek</b> (posthumous) Southern Illinois University at Carbondale
1996	<b>LaMarr Kopp</b> Pennsylvania State University
1997	<b>Harold Josephson</b> University of North Carolina at Charlotte
1998	<b>Ralph Smuckler</b> Michigan State University
1999	<b>Joe W. Neal</b> University of Texas at Austin
2000	<b>Burkart Holtzner</b> University of Pittsburgh

AIEA has also officially recognized special contributions of several members:

An individual award was presented to **Eunice French**, University of Missouri at Rolla, in 1994 for extraordinary contributions to the AIEA as secretary/treasurer, member of the executive committee and for underpinning early publications of the association.

The Executive Committee also gave special recognition to **Pam Stephenson**, University of Texas at Austin, Assistant to President Joe Neal, for extraordinary service to AIEA.

Finally, at the 1999 annual conference, the association passed a special resolution recognizing **Dr. V. N. Bhatia**, Washington State University, for "outstanding service to the Association and to international education."



Joe Neal, seated, receives the 1999 Charles Klasek award. With him are Judy Young, Awards Committee member, and Tom Hoemeke.




### A Classic Event

One AIEA activity that started with a small group but grew into a plenary tradition over five or six years was the "Lila Klasek Birthday Party."

It all began at the LaJolla conference when Chuck Klasek (Southern Illinois University) decided to hold a small get together in his and Lila's room to honor her birthday. He planned it as a surprise party, but his plan didn't work. The number of "guests" grew dramatically and word got out about what a fun occasion it was. So the next year in Guadalajara, Chuck decided to expand the party and invite more of the conference participants.

Like Topsy, Lila's birthday party grew each year and was soon a fixture of AIEA conferences. A crisis in this tradition was narrowly averted when it was realized that the conference planned in Hawaii in March would not coincide with Lila's birthday.

The hero of the occasion was Jack Van de Water who proposed a resolution at the business meeting that Lila Klasek's birthday be moved to whenever AIEA schedules its annual conference. The resolution was approved unanimously! Lila's birthday parties continued through the conference in Hawaii.



With the advent of the new millennium and in view of AIEA's growth trajectory, the AIEA Executive Committee led by President Joyce Randolph decided in mid-1999 to reconsider AIEA's central mission and priority goals, and to focus members' energies on strategically targeted activities and initiatives designed to achieve these goals in the world of the 21st Century.

- Issues and dynamic developments considered in planning for the future included:
- Globalization of commerce, with strengthened impact in both public and private sectors, and increased complexity of cultural contexts;
- Advances in information technology;
- The speed of change in education and society;
- Governmental attitudes towards international education and exchange;
- Funding needs and potential sources;
- The role of the private sector;
- The roles of other international education and exchange organizations.

With the assistance of Rhoda Barr, of Volunteer Consulting Group, the Executive Committee took stock of where AIEA is heading. Then, in an October 1999 retreat in Philadelphia, the EC reaffirmed the four overarching goals comprising AIEA's current mission statement and identified ten priority goals for the next five years. The resulting draft Strategic Action Plan went through several iterations based on feedback from the EC and from AIEA members at the Savannah conference in February 2000. The final Strategic Action Plan, disseminated in May 2000, included specific action steps concerning the top six priorities. These priorities are:

1. Take a leadership position in public policy, in both the private and public sectors.
2. Build on the success of the informal retreat format that has come to be known as "Ghost Ranch."
3. Develop and implement a plan for strategic targeted membership growth.
4. Develop and publish "best practice" guidelines, monographs and "white papers" on critical issues in the profession and for the field.
5. Encourage and foster research on international issues and consider developing a database for the use of researchers, international education professionals and public policy decision makers.
6. Strengthen alliances with other national and international organizations having similar interests.

The full Strategic Action Plan can be viewed on the AIEA homepage <http://www.aieaworld.org>.



## The Future

AIEA'S STRATEGIC ACTION PLAN FOR 2000-2005

### Always looking to the Future . . .

As part of the strategic planning process, the Executive Committee, with several past presidents, reaffirmed the four constitutional purposes of AIEA:

- to provide an effective voice on significant issues within international education at all levels
- to improve and promote international education programming and administration within institutions of higher education
- to establish and maintain a professional network among international education institutional leaders
- to cooperate in appropriate ways with other national and international groups having similar interests.

- submitted by Joyce Randolph



### AIEA OFFICERS AND EXECUTIVE COMMITTEE 2001-2002

President	<b>JoAnn McCarthy</b> University of South Florida
VP/President-Elect	<b>John K. Hudzik</b> Michigan State University
Immediate Past President	<b>John D. Heyl</b> Old Dominion University
Secretary	<b>Judy C. Young</b> University of Texas at Arlington
Treasurer	<b>Maria C. Krane</b> Creighton University
AIEA Representative - Journal of Studies in International Education Advisory Board	<b>Manfred Thullen</b> Northern Illinois University
Director of the Secretariat	<b>Timothy J. Rutenber</b> University at Buffalo

### EXECUTIVE COMMITTEE

John E. Greisberger, Ohio State University - 2002  
 Millie C. Audas, University of Oklahoma - 2002  
 Michael S. Stohl, Purdue University - 2002  
 Terry Bigalke, Beloit College - 2003  
 Axel Markert, Eberhard-Karls-Universität Tübingen - 2003  
 Manfred Thullen, Northern Illinois University - 2003  
 Maria C. Krane, Creighton University - 2004  
 Jerry D. Wilcox, University of Texas at Austin - 2004  
 Yenbo Wu, San Francisco State University - 2004



### Public Policy continued from page 16

numerous meetings and functions in Washington on behalf of AIEA as did his successor JoAnn McCarthy, University of South Florida. Harold and JoAnn also began the practice of electronic notification of the membership when quick action was needed with respect to political opportunities and crises.

In 1998, the Public Policy Committee sponsored



#### Executive Committee - Nashville

Standing from left: John Peterson, Joyce Randolph, Anne Thomas, Margie Kidd, Marian St. Onge, Vic Bhatia, Maria Krane, Judy Young and seated: Duleep Deosthale.

AIEA's first pre-conference public policy workshop. Clearly an idea whose time had come, the workshop attracted more than 60 participants to a day-long meeting designed to improve members' understanding of public policy issues and develop their advocacy skills. Those skills came into play repeatedly as AIEA members lobbied effectively for the re-authorization of Title VI legislation and improved funding for international education. JoAnn also represented AIEA and its comprehensive view of international education policy on international education in 1999.

Without staff or office in Washington, the AIEA had to find effective ways to establish and maintain a public policy presence at the national level and an informed membership. Officers and members could only be in

Washington infrequently. The AIEA adopted a strategy of joining membership groups with strong public policy agendas and dedicated staff. Two of those staff in particular stand out – Norm Peterson (now with Montana State University) who was the principal staff person of the Alliance, and Mariam Kazanjian, an international education and government relations consultant who organized the Coalition for International Education. Norm was subsequently replaced at the Alliance by Michael McCarry who continued to work closely with AIEA. These three Washington-based professionals not only served their constituencies well, but took a special interest in AIEA. They have presented updates on Washington activities at nearly every AIEA conference and are consulted frequently. Even though Norm eventually came to his senses and left the capital city to become a chief international education administrator in Montana, he and Mariam and Michael all continue to be strong public policy advocates for AIEA.

Through the years, the Public Policy Committee also undertook activities to ensure membership participation in AIEA activities. A periodic membership survey gathers information about concerns of chief international education administrators and their institutions. Several Washington "day on the Hill" events were organized, frequently in conjunction with workshops and other meetings in Washington, for members to visit their Congressional delegations. During the late nineties, the committee has also organized pre-conference workshops on public policy at annual conventions. Conference sessions are regularly planned on specific issues as well as general policy updates.

Advocacy on behalf of international education is not just a U.S. federal concern. Several committee workshops and sessions have focused on state and regional issues as well as national. For example in 1998, the committee sponsored a general advocacy workshop with Stephen Dunnett, University at Buffalo, and Jack Van de Water, Oregon State University, leading discussions on state-wide advocacy. The committee also recognizes the importance of local and institutional advocacy and has sponsored several practical conference sessions on advocacy at home.

The founders of AIEA clearly understood the importance of an "effective voice" for international education in the United States. They may not have understood the extent of the effort and the number of people it would take to realize that voice, but that voice has been heard and will continue to be a clear and important signal on behalf of international education. □

### Visit by Barbara Burn and Jack Reichard to International Educators Workshop of AIPD in Seattle

OR

#### "The Conversion of Barbara Burn"



Barbara Burn (standing) passes the gavel to Jean Aigner at Stone Mountain in 1995

The Assembly of International Program Directors (AIPD), the pre-cursor of the AIEA, met at the Hyatt Hotel in Seattle just before the NAFSA conference in Spring of 1982 — a meeting spent almost entirely discussing the possibility of forming a separate association. Several members were trying hard to convince the NAFSA hierarchy of the efficacy of a new section of NAFSA dedicated to the concerns of administrators of multi-functioned offices. Late in the day, most of the participants were crowded into Vic Bhatia's suite at the Hyatt enjoying a few libations and awaiting word from Jack Van de Water on the outcome of the discussions at the NAFSA board meeting. While Jack was reporting to the group the non-success of the proposal, in walked

Barbara Burn, the president-elect of NAFSA and Jack Reichard, Executive Director of NAFSA—both responding to invitations to join the group for a drink. Barbara and Jack expressed concern and some dismay at the prospect of a separate organization — an organization whose funding had been pretty well decided upon that day.

Later Barbara Burn revealed that she had been charged by the NAFSA board to convince the AIPD group that forming a separate organization was not the right direction. A few years later Barbara had not only joined AIEA but had become active and was elected as the first woman president. It could be said that the Seattle meeting was the site of the "conversion of Barbara." □



#### FUNDING OF THE AIEA

AIEA activities other than conferences have always been funded primarily from membership dues. Conferences were originally funded by a combination of registration fees along with revenue from dues. After the first few years, the Executive Committee began a budgeting process in which conferences became essentially self-supporting and were budgeted separately.

On a few occasions, the association received external funding for specific activities. Several receptions during meetings and conferences were sponsored by outside agencies or individuals and some conferences received general support from outside sponsors. The 1995 effort to develop the research agenda was partially funded by a grant from the US Department of Education. The largest contribution to the work of the association still comes from the volunteer efforts of individual members in leadership.





**Pre-Registrants for  
AIPD Conference**

**The Founding  
meeting of AIEA**

**St. Louis, Missouri**

**November 6-7, 1982**

1. Robert B. Crawford, University of Illinois
2. Blaine A. Brownell, University of Alabama - Birmingham
3. James A. Van Fleet, University of Louisville
4. R. Vance Savage, Lewis and Clark College
5. George Woodyard, University of Kansas
6. V. N. Bhatia, Washington State University
7. Eunice French, University of Missouri - Rolla
8. Michael P. Grady, St. Louis University
9. William Carl Wagner, University of New Orleans
10. Erin L. Schmidt, Louisiana State University - Baton Rouge
11. Kathy Steiner, University of Southern Louisiana - Lafayette
12. Joe W. Neal, University of Texas - Austin
13. Gerald M. Slavin, University of New Mexico
14. Willis H. Griffin, University of Kentucky
15. Jack D. Burke, University of Houston
16. Theodore P. Woodin, University of Hawaii
17. Joseph O. Baker, Brigham Young University
18. Maxwell D. Epstein, University of California - Los Angeles
19. Petrick V. Deany, St. Mary of the Woods College
20. Cindy Morgan, St. Mary of the Woods College
21. Charles B. Klasek, Southern Illinois University - Carbondale
22. Jack Van de Water, Oregon State University
23. Dixon C. Johnson, University of Tennessee
24. Thomas Hoemeke, North Texas State University

**And only a short time ago . . .**

During the first few years of the AIEA, when Joe Neal hosted the semi-annual meeting scheduled just before the NAFSA national conference in San Antonio. Joe and his staff worked very hard to make sure that the AIEA group could have its meeting at the historic Menger Hotel located right on the Alamo Square.

Joe made sure that as much as possible the participants enjoyed the Texas atmosphere of the hotel and its surroundings. In this vein, the coffee break on the first morning was scheduled in one of the upstairs rooms of the hotel.

When the participants entered the room, Joe was seated at one of the large window seats overlooking the Alamo. He welcomed everyone with an expansive greeting to "a Texas coffee break." With that welcome, an attendant wheeled into the room a cart full of bloody marys complete with celery stalks and hot sauce.

Who says that personalities don't make a difference?



AIEA cowhands hungrily await the barbeque sizzlin' on the grill at The Mayan Ranch at the 1996 conference in Bandera, Texas.







Twenty Years

1981-2001

**AIAA**

ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS

ISBN 1-889886-04-1



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