



Leaders in International Higher Education

Newsletter

Spring 2021 • Issue 26

MESSAGE FROM THE PRESIDENT: DAVID FLESHLER



Each of us is continuing to struggle in a world that has been turned upside down over the past year. The pandemic has forced all of us in international higher education to confront unprecedented challenges. We have

seen the virtual halt of international students arriving in our countries, the inability to send students out, and questions by policymakers—and even university boards and presidents—about the value of international education.

In the midst of this once-in-a-career set of challenges, our association has pivoted to meet the needs of our members during the turbulence and isolation of this last year. AIEA has been quick to support members during the pandemic by providing new and innovative programming (see those programs [outlined in our last newsletter](#)) that has allowed members to come together, to discuss, and to learn from each other and from renowned experts. We know that many universities have suffered budget cuts, including to international offices. AIEA continues to explore ways to support members, including to colleagues who are facing career transitions. Regardless of your situation, please know that AIEA is here to support you. We invite you to reach out to us with your ideas and suggestions on how best to support you during this time (secretariat@aieaworld.org).

We also have provided a robust set of programs, including our Town Halls, so that we all are better prepared for what each of us faces on our campuses—both today and in a post-pandemic world. Many of you joined the AIEA community at a remarkably successful virtual annual conference, with participants from 40+ countries. I especially want to commend the [conference committee](#) and the [Secretariat](#), and particularly thank 2021 Conference Chair Cheryl Matherly, for putting together an extraordinarily successful [Annual Conference](#)—the first virtual

conference in AIEA's history. Understanding the current environment, we reduced the cost of attendance—and achieved close to the same numbers as our in-person conferences. Quite a feat, and an indication of the resiliency of our community.

While our Virtual Conference was not the same as being there (and I encourage you to begin making plans now for the 2022 Annual Conference on February 20–23, which we very much hope will be in-person), the 2021 Annual Conference gave all of us the knowledge that we are part of a larger community. I found this sense of connectedness incredibly important at a time when we are still so physically isolated. The Annual Conference provided time to pause and reflect on the past year, and to look ahead at the enormous challenges faced by all who work in international higher education. The conference also gave us moments to celebrate—such as achievements in our field through the AIEA Awards Program. For the first time in the association's history all three award recipients were from outside of the U.S.—Randall Martin (Canada), Philipp Reichert (Canada), and Durban University of Technology (South Africa). Congratulations to these deserving recipients!

As the leadership of AIEA—particularly the Board, the Committees, and the Secretariat—looks forward, we seek to understand how AIEA can best meet the needs of its members in a post-COVID world. To best do this, we just invited the entire membership to join one of three task forces: the *AIEA Futures Task Force*, chaired by AIEA President-Elect Jewell Winn of Tennessee State University; the *40th Anniversary Task Force*, co-chaired by Dafina Blacksher Diabate of Lincoln University and Gil Merckx of Duke University; and the *Future Leadership Task Force*, chaired by AIEA Board Member and Legal Advisor Terence (Terry) Miller.

We welcome your active engagement in AIEA and value the perspectives, experience and expertise that you uniquely bring. By reaching out broadly to fill the task forces, we hope

to bring new people and new ideas into the leadership pipeline.

Finally, we know that, in addition to the pandemic, all our societies, and particularly the United States, are struggling with systemic racism. We have seen terrible events—from the murder of George Floyd to the murders of 8 people in Atlanta, 6 of whom are from Asian descent, to ongoing racist violence. AIEA is in the process of examining ways in which both our association and our profession can hold true to underlying ideals and values. AIEA recently released a statement condemning racist violence as well as signing, along with other partner associations from around the world, a statement calling for the end of violence against higher education worldwide.

Thank you for all that you do—for AIEA, for your institution, and for international higher education. AIEA thrives because of the work and dedication of so many of our members. Let us all commit to working toward a more just and equitable world as we move AIEA and our institutions into a new post-COVID era.

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2021 CONFERENCE QUICK FACTS

REGISTRATION BY INSTITUTION TYPE	
ASSOCIATE'S COLLEGE	8
BACHELOR'S/LIBERAL ARTS	38
MASTER'S COLLEGE/UNIVERSITY	116
DOCTORATE-GRANTING UNIVERSITY	358
PROFESSIONAL SCHOOL	5
OTHER	48

2021 CONFERENCE HIGHLIGHTS:

- 41 countries represented
- 690 conference registrants, including 526 U.S. attendees; next-highest national representation: Canada, United Kingdom, Japan, Ireland, France, Kazakhstan, Mexico, South Africa, Turkey
- 8 featured plenary panel speakers: Irina Bokova, Gary Bolles, Francisco Marmolejo, Karin Fischer, Trapeta Mayson, Michael Osterholm, Pramath Sinha, and David Wilson
- 20 social events, including seven lunchtime networking sessions and events targeting conference newcomers, industry partners, and international attendees
- Three Virtual Networking Meet-Ups prior to the conference, followed by an additional post-conference meet-up in which attendees reflected on conference highlights and takeaways
- Six Pre-Conference Workshops boasting the highest attendance ever for such AIEA events. Workshop topics included virtual exchange, racial healing, the future of education abroad, entrepreneurship in higher education, using data to support international education, and career transitions
- One virtual yoga session, led by Robin Helms of ACE on Wednesday morning
- Conference sessions available on-demand through March 2021
- One poem co-written by AIEA members during the Social Event with Poet Laureate Trapeta Mayson—view the poem in this newsletter and [on the AIEA website](#)

Thank you to Conference Chair Cheryl Matherly, the [AIEA 2021 Conference interns](#), and the members of the 2021 Conference Committee. *Thank you especially to 2021 Gold Sponsor USC Rossier Global Executive Doctor of Education.*



Note that conference attendees and members are encouraged to visit the [2021 AIEA Conference Bookstore](#) and enjoy their daily cup of coffee or tea with an [AIEA coffee mug](#).

PUBLIC POLICY COMMITTEE REPORT

The Policy Committee has been working to establish key advocacy issues the association should pursue in the coming year. We identified the following priority areas:

Reopen consulates for F-1 visa issuance along with resolving consular issues following Brexit in the EU/UK for study abroad,

Restore a positive geopolitical relationship with China, including curtailing anti-Chinese sentiment within the US,

Increase funding on Fulbright/Title VI appropriations.

In addition to establishing these priorities, related advocacy actions thus far taken include:

Signing on to the ACE letter which urged the State Department to reopen consulates (it is possible they will open by May 1). The letter was also sent to the US Department of Homeland Security and outlined requested policy steps related to international students for the fall 2021 semester: <https://www.acenet.edu/Documents/Letter-State-DHS-Fall-2021-031821.pdf>. On a related note, ACE also has a statement on key immigration policies for US higher education: <https://www.acenet.edu/Documents/Immigration-Priorities-for-Higher-Ed-2021.pdf>

Collaborating with the National Humanities Alliance on an [Action Alert on FY2022 Funding for Title VI and Fulbright-Hays](#). The Alert urges Members of Congress to provide at least \$151.4 million for FY 2022 funding for Title VI and Fulbright-Hays.

ICE News: <https://www.ice.gov/doclib/sevis/pdf/sevisBTN2020.pdf>

Chair: Sherif Barsoum, NYU

Members: Petra Hejnova (Syracuse University), Ling Lebeau (Western Carolina University), Gilbert Merckx (Duke University), Sylvester Osagie (Penn State University), Peter Vanderwater (Institute for International Education), Imara Dawson (University of Michigan), Hannah Buxbaum (Indiana University), Wesley Milner (Evansville University), Mihela Metianu (Florida Atlantic University), Kathryn Vogel (Miami University of Ohio), Marja Unkuri-Chaudhry (University of Montana), Michael Pippenger (University of Notre Dame)

UPCOMING 2021 AIEA FORUMS

[Consistently Engaged: An Exploration of the Intersection of Justice, Equity, Inclusion and Internationalization](#)

May 12, 2021

The Ohio State University, USA — Virtual Event

Global Learning in Utah Higher Education

Fall 2021—date to be confirmed soon

The University of Utah, USA

SIOs and Brazilian Universities: Building Partnerships under the Capes/PrInt Program

Date to be announced

Universidade Estadual Paulista (UNESP), Brazil

PROFESSIONAL DEVELOPMENT & ENGAGEMENT COMMITTEE REPORT

The PD&E Committee welcomed seven new members at the start of 2021—Kalpen Trivedi, Rick Lee, Jennifer Evanuk, Wing-kai To, Annie Phillips Munson, Kathleen Fairfax, Matthew Pucciarelli—and gathered virtually for our first meeting following the annual conference.

The work of the committee continues apace, with monthly Town Hall meetings planned for the last Thursday of each month. The participation and the feedback from members have revealed the need for and importance of gathering together to share concerns and solutions. Topics for future Town Halls may include: first 100 days of the Biden administration; experience of international students on our campuses, SDGs in the classroom, role of the SIO, internationalization post-COVID, budget management and more. Drawing from survey results as well as input from AIEA members, we aim to provide the opportunity to share and learn from one another in a collaborative environment.

The Senior Advisors Program has begun for 2021, with 10 advisees and six senior advisors. Many thanks to those willing to serve in the advisor capacity, sharing their experience and wisdom with others:

- Funwi Ayuninjam, Georgia Gwinnett College
- Roger Brindley, University of South Florida (USF)
- Jeff Riedinger, University of Washington
- Ni Jadon, McMaster University
- Elizabeth Brewer, Beloit College
- Terrence Miller, Independent Consultant in lieu of Marquette University

PD&E committee members are working with the AIEA Secretariat and the SIO Academy to consider an “Academy 2.0” for more experienced SIOs seeking to advance their knowledge and ability to meet professional challenges.

Many thanks to those PD&E committee members who rotated off in February:

Helen Gaudette, Ryan Griffith, Marcellus Caldas, Maria Hernandez, Vinita Bahri-Mehta, Eni di Iorio, Hong Yang, Sharon Nagy, Stephanie Doscher. Stay involved in AIEA!

Co-Chair: Meredith McQuaid (University of Minnesota)

Co-Chair: Erich Dietrich (New York University)

AIEA Thematic Forum: Sylvain St-Amand (Université du Luxembourg), Wing-kai To (Bridgewater State University),

Matthew Pucciarelli (St. John’s University), Jennifer Evanuk (Central Michigan University)
AIEA Presidential Fellows Program: Susan Popko (Santa Clara University), Stephen D. McDowell (Florida State University), Kalpen Trivedi (University of Massachusetts Amherst), Lisa M. Lancia (Fordham University NY)

Senior Advisers Program: Maria Anastasiou (University of North Carolina at Greensboro), Rick Lee (Rutgers University), Jennifer Evanuk (Central Michigan University)

SIO Academy Program: Tim Lewis (University of St. Thomas), Kathleen Fairfax (Colorado State University), Annie Phillips Munson (Texas Woman’s University)

Town Hall Sub-Committee: Richard Harvey (University of East Anglia), Rick Lee (Rutgers University), Wing-kai To (Bridgewater State University), Matthew Pucciarelli (St. John’s University)

Members: Randy Kluver (Oklahoma State University), Shannon Marquez (Columbia University)

NEW AIEA PROGRAMS TO CONTINUE IN THE FUTURE

As the world continues to recover from the impact of the COVID-19 pandemic, AIEA is working to move forward with innovative programming that supports member needs. Beginning in March 2021, virtual [Town Hall Discussions](#) resumed on a monthly basis. This webinar series, originally created in order to provide a forum for COVID-19–related conversation, will continue to target pressing internationalization topics of interest to members. AIEA is also collaborating with the U.S. Department of State on the webinar series [Internationalization of Higher Education in the COVID-19 Era](#), with additional plans to resume the ARISE program once travel guidelines make this feasible.

Additionally, the third cohort of [AIEA’s Peer-Learning Circles](#) launched in April 2021. As in the two previous cohorts, members are matched with a group of 4-6 other senior internationalization leaders for a four-month period of time in order to discuss best practices, challenges, brainstorm ideas, and share resources around new challenges related to internationalization. Registration for the fourth Peer-Learning Circle cohort will be available in the fall of 2021.

2021 AIEA LEADERSHIP ACADEMY FOR NEW SENIOR INTERNATIONAL OFFICERS

AIEA is pleased to welcome the combined 2020-2021 cohort to the rescheduled 2021 Leadership Academy, which will be held **September 27–October 1, 2021** at the Rizzo Center, a meeting and conference center in Chapel Hill, NC. Following a series of virtual Academy conversations held over the past year, over 20 individuals will be participating in-person at this professional development retreat.

Applications for the Spring 2022 Academy will be accepted beginning in September. As always, the program will accept a limited number of Senior International Officers (SIOs) at higher education institutions with less than 5 years in their current leadership position. Applicants will be accepted through the March 1 application deadline and notified of the status of their application within 30 days following the submission of their applications.

Many thanks to the members of the Academy Faculty: Pia Wood, Harvey Charles, Penelope Pynes, and David L. DiMaria.

AIEA PUBLICATIONS AND RESOURCES COMMITTEE REPORT

The Publications and Resources Committee welcomed the following new members, who began their service following the AIEA annual conference: Funwi Ayuninjam, Georgia Gwinnett College; Andrea Custodi, CET Academic Programs; Kati Csoan, Pennsylvania State University; Shafika Khayatt, American University in Cairo; and Blair McElroy, University of Mississippi.

The Committee's focus is currently on reviewing the latest AIEA SIO Survey results in order to compare the data and responses from these surveys over time. This will help AIEA better understand member needs, changing priorities, and the varying dynamics that effect the focus and the work of SIOs. An [Executive Summary](#) of AIEA's 2020 SIO Profile Survey is available on the website.

The Committee is also pleased to announce that the 2nd edition of the *Handbook of International Higher Education* is with the publisher and a fall 2021 publication date is anticipated. Stay tuned for this timely update to the 2012 edition.

Chair: Teresa Wise, University of Alabama

Members: Funwi Ayuninjam, Georgia Gwinnett College; Andrea Custodi, CET Academic Programs; Kati Csoan, Pennsylvania State University; Nick Gozik, Elon University; Shafika Khayatt, American University in Cairo; Blair McElroy, University of Mississippi; MaryTheresa Seig, Bemidji State University; and Cheryl Young, Miami University of Ohio.

AIEA PRESIDENTIAL FELLOWS AND THEMATIC FORUMS DEADLINES

May 10: Deadline to apply for [2021-2022 AIEA Presidential Fellows Program](#)

May 15: Deadline to submit a proposal to host a [2021-2022 Thematic Forum](#)

BOARD UPDATES: UNESCO FOCUS GROUPS, FEBRUARY MEETING

In January of 2021, members of the Board of Directors took part in two focus groups convened by the UNESCO Futures of Education initiative, a project which seeks to spark “a global debate on how knowledge, education and learning need to be reimaged in a world of increasing complexity, uncertainty, and precarity.” Alongside members of UNESCO, AIEA leaders addressed topics including trends impacting the future of higher education, the purpose of higher education in 2050, the charge for educators and administrators, and the key role of intercultural competence.

Members are invited to read a report highlighting key points from these discussions (“Global Learning and Intercultural Competence as Imperatives for the Future of Higher Education: Reducing inequities and creating effective global problem-solvers”) at <https://www.aieaworld.org/aiea-reports>. This summary will be among the inputs considered in UNESCO's global Futures of Education report and other products developed by the initiative.

In other news, the board held its latest meeting on February 9th, the week before 2021's virtual annual conference. In addition to the board's ongoing work, new areas of emphasis include the formations of three new task forces for the coming year, which aim to explore and make recommendations regarding leadership cultivation, the future direction of the field and the association, and memorializing and celebrating the upcoming 40th anniversary of AIEA.

The board and the Secretariat wish to thank all those served as candidates for board and leadership positions during the past year. Members are encouraged to apply and nominate others for organizational leadership roles going forward.

AIEA JOINS PARTNERS IN HOSTING 2020 GLOBAL SENIOR LEADERSHIP SYMPOSIUM

In December 2020, AIEA joined with EF Education First, the Forum on Education Abroad, and EF's education partner the Nobel Prize Museum to co-host the inaugural Global Senior Leadership Symposium. Senior leadership teams from forty-four higher education institutions based in the U.S., Brazil, Canada, and Ireland took part in the event, where they heard from a range of thought leaders and Nobel Laureates on the challenges of teaching and learning. Additionally, participant teams worked in collaborative peer learning circles to discuss the future of international education and formulate strategies to advance international education within their own institutional contexts.

In a subsequent survey, participants identified eight key needs within the field of international education:

- continued collaboration and exchange within and across institutions and peers
- intentional integration of Diversity, Equity, Inclusion, and Belonging and global education strategies within institutions
- examination of global learning in action and embrace a commitment to justice
- efforts from senior leadership to actively engage and incentivize faculty in order to develop and expand access to the highest quality global learning opportunities
- access to high quality professional development opportunities at all levels of higher education institutions. This includes:
 - Intercultural competency development at all levels of the organization
 - Faculty support and development around internationalizing the curriculum and examining learning and curricula through an anti-racist lens
- continued exploration and discussion around how virtual learning can enhance global education outcomes and internationalization strategies
- expanding the definition mobility to include circulation of ideas, not just people
- establishing access and a sense of belonging for all learners

AIEA WELCOMES NEW BOARD MEMBERS



PUBLIC POLICY COMMITTEE CHAIR

Sherif Barsoum is the Associate Vice President of the Office of Global Services at New York University. Before working at NYU, Barsoum served as Director of International student and scholar services at Vanderbilt, and the Associate Director of the Office of International Education at Ohio State. Barsoum has previously served as the vice president of public policy and on the NAFSA Board of Directors: Association of International Educators (2010-2013).



MEMBERSHIP AND OUTREACH COMMITTEE CHAIR

Paulo Zagalo-Melo is Associate Provost for Global Education at Western Michigan University. Prior to WMU, he was the SIO at the University of Montana, director of the Luso-American Development Foundation, and executive director of Fulbright Portugal. Zagalo-Melo was an AIEA Presidential Fellow, vice-chair of the Public Policy Committee, presently serving on the Membership and Awards Committee. Zagalo-Melo has an MPA from Harvard University and a PhD in Political Science from the Catholic University of Portugal



AT-LARGE BOARD MEMBER

Jane Gatewood leads and manages initiatives related to the University of Rochester's global activities. She earned a bachelor's from Emory University and a PhD from the University of Georgia. Her administrative experience includes developing complex international partnerships for research, education mobility, and economic development. A former Fulbright-Nehru Scholar (India) and a Mellon Fellow at the School of Advanced Study (University of London), Gatewood regularly consults and speaks on the importance of partnerships to international higher education.



AT-LARGE BOARD MEMBER

Shannon Márquez is the Dean of Global Engagement and oversees the Center of Undergraduate Engagement (UGE), which connects students and faculty to create a hub of global activity at Columbia University. She currently serves on AIEA's PD&E committee and SIO Leadership Academy subcommittee. Before joining Columbia, Márquez was the Vice Provost for International Development at Drexel, where she led in developing interdisciplinary and inter-professional international education programs and research partnerships with partners around the world.

Many thanks to outgoing board members **Tom Bogenschild, Kati Csovan, Victoria Jones, Kelechi Kalu, Reitumetse Obakeng Mabokela, Cheryl Matherly, and Sharon Nagy** for their invaluable contributions to the association.

If you or an AIEA colleague would be interested in contributing to AIEA's strategic development, we encourage you to participate in the next call for Leadership nominations, held annually in the fall. Serving on AIEA's Board of Directors is an opportunity for senior international officers to set the agenda for the future of international higher education. It is a phenomenal experience for networking, engaging with strategic-level issues, and for serving the field and all who are impacted by international education.

2021 AIEA AWARDS PRESENTED DURING ANNUAL CONFERENCE

AIEA's 2021 Awards were announced and presented during the virtual conference in February. For the first time in the organization's history, all AIEA award recipients are based outside of the United States.

The 2021 **Charles Klasek Award**, which honors individuals with a record of long-standing and exceptional service to the field, was presented to **Randall W. Martin**, Executive Director of the British Columbia Education Administrators (BCCIE). For 33 years, Martin has led an extensive and varied career that has demonstrated his commitment to and excellence in international education. Under his leadership, BCCIE became the British Columbia Council for International Education (changing from Centre to Council) and was granted core funding from the BC government in 2008. It then became a Crown Agency of the Province of British Columbia in 2012—the only one of its kind in Canada—mandated to support and provide direction to the International Education sector in and for the province, from public and private K-12 and post-secondary as well as the large language-training sector. Martin has overseen the growth of the sector to greater than a \$7 billion enterprise directly employing over 54,000 people. Per capita, BC is the largest and most attractive destination

for international students in Canada, and Martin's work has raised the global capacity, profile and success of BC through professional development, engagement with global associations and the creation of platforms and partnerships with governments and sub-government associations across Europe, the Americas and Asia. BCCIE has achieved several milestones, including attracting the APAIE conference to Vancouver, for the first time ever outside of Asia and Oceania and the first time ever in the Americas (now postponed due to COVID19 to March of 2022), becoming the National Secretariat for Canada for the UMAP consortium, and becoming a formal Affiliate Member of SEAMEO.

Randall Martin has been an innovator and broken new ground throughout his career: from imagining new models for international mobility, to developing international education programs and projects that were ahead of their time, to building an organization that is recognized as a global leader and innovator in IE. He approaches his work with compassion, dedication and a commitment to equitable access.

2020 AIEA PROFILE SURVEY: EXECUTIVE SUMMARY

Thanks to all those who completed the 2020 SIO Profile Survey, which is administered to AIEA members every three years. Below is an excerpt—for the full summary and a brief presentation comparing the 2017 and 2020 profile surveys, see <https://www.aieaworld.org/surveys>.

AIEA was able to continue its survey of institutional members considered to be the Senior Institutional Officer (SIO) at their institutions during a turbulent 2020. AIEA adopted the term

SIO to describe individuals within an institution of higher education who are charged with leading and facilitating its internationalization efforts. AIEA recognizes that many other terms

may be used to reference these leaders, depending on the context and country (examples include International Relations Officer, International Relations Manager, International Liaison Officer, and so on—see <https://www.aieaworld.org/what-is-an-sio>). This survey is an update of similar surveys conducted in 1999, 2006, 2011, 2014, and 2017 by AIEA. Of the 605 possible respondents, 200 completed the survey. Following is a preliminary summary of some of the survey results.

This summary updates information on the SIO position at higher education institutions (HEIs) as an effort to provide a snapshot of this leadership position within the professional and academic fields of International Education.

The survey was conducted at the end of 2020 and obtained a response rate of over 33%. Of the 200 completed responses, between 162 and 200 valid responses were included in the final results. Some responders did not answer all the questions. Of those responding, 67.2% were from public higher education institutions (HEIs) and 32.3% were from private not-for-profit HEIs, and 0.5% were from private for-profit HEIs, nearly all from the United States. Over half of the respondents (61%) were from doctoral universities (R1, R2, R3), while 20% were from master's institutions (M1, M2, M3), 9% were from baccalaureate institutions, 3% offered associate degrees and 1% were specialized institution. The rest were institution located outside the U.S. or classifications was not included in the survey. About one third of the reporting institutions ranged from 5001-15,000 students (30%),

another quarter ranged in size from 15,001-30,000 (24%), and the rest was split between smaller school size ranging from less than 1001 to 5000 students (15%), and larger school size of over 30,000 students (30%).

INSTITUTIONAL CONTEXT FOR INTERNATIONALIZATION

Of those HEIs responding, a little under a quarter (22%) indicated that internationalization was not only in their mission statements but given a high priority at their institutions, and 40% of respondents indicated that internationalization was given a high priority in institutional strategic plans. A third (30%) noted that international goals and activities were mentioned in institutional mission statements while 34% indicating that such international goals and activities are not explicitly mentioned in institutional mission statements. Over half (53%) of those responding have internal and/or external internationalization advisory boards, while over one third have no advisory board (36%). In 2020, 23% of respondents noted that there were multiple SIOs at their institutions as compared to nearly one-third (29%) in 2011, 19% in 2014, and 25% in 2017.

SIO REPORTING STRUCTURE

As for reporting structure, most SIOs (59%) report to a Vice President/Chancellor/Provost of Academic Affairs. No other reporting line came close. The next level was at 11% who report to the President/Chancellor or CEO. Over 53% reported that there has been no significant change in the way their institutions structure international programs and offices in the last three years, with the majority reporting centralization/consolidation internationalization structure (63%). The most significant change reported in the last year was budget decreased (73%).

Almost three quarter (70%) reported no significant changes in the SIO position at their institutions in the last three years. The most common theme respondents observed is that the SIO position has become more central, prominent, expanded and relevant at higher education institutions, with more emphasis given to student recruitment/enrollment. This majority also see the growing importance of the SIO position in the future, with an ever increasing complex and institutional-wide role. At a personal level, approximately 4% of respondents aspire

to become president while almost 6% aspire to become provost.

SIO GENDER, AGE, DEGREE

Of those responding, female SIOs are now more prevalent at almost 55%, while male SIOs comprise 45%. In terms of age, the largest group of SIOs were in the age category of 56-60 (22%), the rest were fairly divided at between 13% and 17% in the age range of 41-45, 46-50, 51-55, and 61-65. Over 76% of SIOs in this survey has a doctorate or professional degree, with over half (66%) does not hold a tenured positions.

SIO EXPERIENCE.

Almost 46% of respondent have been in an SIO position for five years or less, with 23% having been an SIO for 6-10 years, 19% had 11-15 years of SIO experience and the remaining 12% had more than 15 years of experience as an SIO. However, over 42% have been involved in the international education field for over 20 years. Only 5% have been in their current SIO position for more than 15 years, while the majority 61% have been in their current SIO position for 5 years or less.

SIO RESPONSIBILITIES.

The top three primary SIO responsibilities are linkages/partnerships, strategic planning for internationalization and representing the institution in institutional dealings. By far, the largest area of secondary responsibility was area/international/language study, followed by Research and Grants and/or Fundraising.

VALUED CHARACTERISTICS FOR SIOs.

Knowledge of understanding institutional culture and context was the most valued knowledge area by SIOs (84%), followed by international issues in higher education (79%), and knowledge of and leadership knowledge (62%).

The most valued experiences were those of managing an organization (75%), followed by academic administration (72%) and managing budget/finance (54%).

Meanwhile, the most valued skills of an SIO were interpersonal skills (68%), followed by planning/visioning skills (66%) and intercultural competence (45%).

The top two personal characteristics valued in SIOs were vision (55%) and energy/passion (49%), followed by diplomacy (49%), flexibility (38%), and creativity (35%).

AIEA AWARDS CONT. FROM PAGE 5

Philipp Reichert from University of British Columbia, Okanagan was awarded this year's **Harold Josephson Award for Professional Promise in International Education**, which recognizes deserving graduate students in the field. Reichert completed his doctoral degree in late 2020, and will have completed a series of certificate programs by May of 2021.

A dedicated professional and mentor, Reichert has proven himself to be a key innovator and advocate for international education, at the national and international level, making significant contributions both in his professional positions, and also during his time as a graduate student in his Doctoral Program at the University of Calgary. He is currently the Manager of International Programs and Services (IPS) at the University of British Columbia, Okanagan (UBCO), where he leads a diverse group of international educators providing strategic leadership and guidance to the international programs and services department supporting 2400+ international students. His current portfolio includes leading international student advising (immigration, healthcare, academic progression and the proactive advising program), cultural events and programming, the Intercultural Development Program, and the Intercultural Career Development Program, as well as the Paragon CELPIP Test Centre and team of CELPIP staff members at UBC's Okanagan campus.

Reichert completed his Master's degree with honours in International Relations at the University of Leiden in the Netherlands, where he was a Nuffic Huygens scholar, and he recently completed his doctorate at the University of Calgary, where his dissertation focused on the internationalization of higher education and the nexus of government policy, institutional programming, and international student career transitions. His research directly contributed to his design and implementation of the Intercultural Career Development Program, which addresses the key concerns and challenges that face international students in their transition from their university studies to professional career ambitions. In addition, based on his research he has recently published a chapter in the book *Multidisciplinary Perspectives on International Student Experience in Canadian Higher Education*, providing an overview of internationalization efforts and the impact of substantial

immigration policy shifts to support, recruit, and retain international students in Canada.

The Innovation Award in Internationalization, which highlights exceptional programs, projects, or initiatives aimed at advancing internationalization, was presented to the **Durban University of Technology** in recognition of its Collaborative Online International Learning (COIL) initiative. This COIL project, part of a longtime endeavor in North America, represents the first and currently only participation by an African higher education institution. In June of 2017, DUT ran its first COIL experience with its Dental Technology Program and the participation of 10 DUT Dental Technology students. Since then, DUT, through the International Education and Partnerships Office, has successfully run a number of COIL programs with their partners. Having gained experience in this method of virtual exchange, DUT will be offering online capacity-building courses to internationalization practitioners.

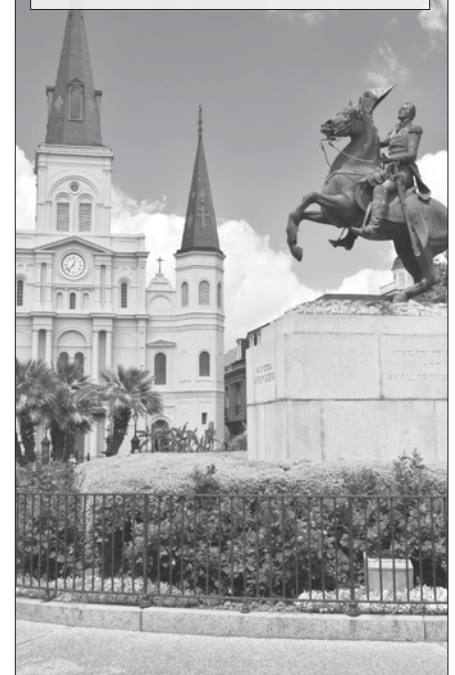
The COIL programs at DUT aim to contribute to the cause of social justice in higher education by providing opportunities for access to international programming, even in difficult times and with limited resources. Whether the issues are financial, environmental, health-related, or political, DUT's COIL programs allow continued access and participation by students and others when they might not otherwise be able to attend. The first phase of the project is designed to be viable within an institution with funding of \$10,000. The nature of the project within the capacity-building context allows for a knock-on effect, as has been noted in many of the COIL consortiums. In training new COILers, they are then also being trained to train fellow new COILers, allowing for viability and sustainability within an institution. The DUT COIL initiative provides encouraging evidence that within the South African context, COIL works and is sustainable.

AIEA sends a hearty congratulations to all the award recipients. The association also thanks the 2020-2021 AIEA Awards Committee, chaired by Sean Cox. To read more about each awardee, please visit <https://www.aieaworld.org/aiea-awards>. Members are encouraged to nominate deserving individuals for the 2022 awards cycle—for further details, see the AIEA website.

THE 2022 AIEA ANNUAL CONFERENCE

is scheduled for February 20-23, 2022 at the New Orleans Marriott in New Orleans, Louisiana, USA. The theme for next year's conference is *Why the Internationalization of Higher Education Still Matters*.

The 2022 AIEA Annual Conference Call for Session Proposals will open in May with a deadline of August 15, 2021.



RESOURCE LINKS FOR THE STANDARDS OF PROFESSIONAL PRACTICE

Thanks to the work of the Editorial Committee, AIEA's website now provides a resource list mapping each of the association's Standards of Professional Practice to a set of relevant AIEA publications (including Issue Briefs, Occasional Papers, Provosts' Perspectives, and Presidential Perspectives) as well as other scholarship and writing providing insight into these topics. Members are encouraged to view the list at <https://www.aieaworld.org/standards-resources>. If you would like to submit a (free) Standards resource for consideration, please email info@aieaworld.org.

AIEA COLLABORATIVE POEM

The following poem was co-written by AIEA members during a 2021 Virtual Annual Conference event on February 15, 2021 featuring Ms. Trapeta Mayson, Poet Laureate of Philadelphia, who guided participants in its composition

Oh 2021

I feel anxious, but I embrace the energy that exudes from the souls of those I love
 I feel disillusioned, but I embrace opportunities for deepening commitments to global justice
 I feel skeptical, but I embrace optimism
 Perplexed, but I embrace adventure
 Overwhelmed, but I see so many possibilities ahead
 I feel amazed, and I embrace the unknown with optimism for its infinite possibilities
 I feel hopeful, and I embrace life as it is
 Suspicious, but I embrace the possibility that you'll leave me feeling hopeful and in awe

Oh 2021

I feel galvanized, and I embrace growth and new life
 Courageous, and I embrace new possibilities
 Optimistic, and I embrace change, transition and the unknown

Oh 2021

I feel courageous and I embrace, I embrace, I embrace anyone who will come
 Perplexed and overwhelmed, but I embrace daily gratitude and grace
 Confused, but I embrace hope
 Vulnerable, but I embrace the uncertainty of the road ahead
 Eager, and I embrace growth and change
 I embrace the uncertain days to come
 Overwhelmed, but I am moving forward bravely
 I embrace opportunities for intercultural learning both near and far I embrace the insecurity of what is to come
 I embrace hope that we are now better prepared
 Who is caring for the caretaker?
 I feel eager and I embrace this time of transition
 I embrace the future, which will bring me closer to the hearts, arms, and physical presence of others
 Sipping wine and laughing

Contributors: Eny Di Iorio, Jewell Winn, Jeff Cohen, Wondwossen Gebreyes, Erich Dietrich, Laura Allen, Sonia Feigenbum, Penelope Pynes, Sarah Olson, Katy Rosenbaum, Kelsey Prima, Cari Vanderkar, GianMario Besana, Mirian Carballo, Jennifer Evanuk, Thomas Buntru, Megan Francis, Elizabeth Langridge-Noti, Sue Roberts, Christa Olson, Lisa Pawloski, Marko Princevac, Rosalie Richards, Dale LaFleur, Sue Roberts, Charles Reilly and Karen Wachsmuth.

AIEA WANTS TO HEAR FROM YOU!

Do you have ideas and suggestions as to how AIEA can meet your needs in the field? Help you develop professionally? Provide the resources you need? Want to get more actively involved in the work of AIEA?

Then we want to hear from you!

Email secretariat@aieaworld.org today!

Association of International Education Administrators

811 Ninth Street, Suite 215, Durham, NC 27705 USA

Tel: 1-919-893-4980

Email: info@aieaworld.org

<http://www.aieaworld.org>



Leaders in International Higher Education

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The Association of International Education Administrators is the only professional organization for leaders in international education.

INTERESTED IN JOINING AN AIEA COMMITTEE?

Calls for committee members generally occur in October of each year. Committee members serve three-year terms beginning at a meeting during the Annual Conference.

CALL FOR NEWSLETTER CONTRIBUTIONS

Do you have articles you'd like to contribute to the international education field? Information or resources that would be helpful to colleagues? AIEA members are invited to contribute articles, news, and announcements related to international education in this online newsletter. To submit items, email: secretariat@aieaworld.org



2021-2022 MEMBERSHIP APPLICATIONS

AIEA is now accepting membership applications and renewals for the 2021-2022 year. Multi-year discounts are available for new and returning members. Details at www.aieaworld.org.