The 2016 Annual Conference explored the theme, *Building a Better World: the Academy as Leader*. In this column I'd like to engage the AIEA membership to further reflect on several implications of the conference theme. These thoughts incorporate the call to participate in the 2016 gathering and expand on them.

The 2016 conference was organized around a key issue; ours is a century of clear and present globalization. In response to the phenomenon of globalization, colleges and universities are increasingly recognizing that local and global are part of the same system, that one cannot be understood without reference to the other, and that the local communities in which they are located, urban, rural, and regional, must now be viewed as globally embedded (AIEA 2015).

To argue that the university and the community in which it resides is globally embedded makes explicit and extends those elements that comprise the long-standing definition of internationalization as the process of “integrating an international and intercultural dimension into the teaching, research and service functions” of a college or university (Knight 1994).

As the call for participation in the 2016 AIEA conference stated, “…a repositioning of global learning in the higher education curriculum and a more intentional engagement with the international dimensions of the (surrounding) community….recognizes the need to identify and better understand model practices associated with institution-wide dialogue that engages in collective sense-making and goal-setting for and with the places and regions we reside. How can we think more collectively (across all our differences and similarities) to solve global grand challenges, especially in the role of teaching, research, and practice in preparing graduates who can actually perform as globally empowered local citizens?”

There are several practical implications of these ideas about the role of the academy in building a better world. I would like to explore two, each of which contributes to public dialogue on the nature of and solutions to global problems.

First, universities need to better explain and communicate what is meant by the intersection of globalization and the concept of comprehensive campus internationalization. One thoughtful way to consider this intersection is that “if globalization is the movement of people, ideas, goods, capital, services, pollution, and diseases, etc. across borders…. internationalization is higher education’s engagement with that reality” (Hill, 2016).

An example of how such thinking can be incorporated into campus discourse is to consider internationalization as the process of connecting a university’s teaching, research, and engagement activities to the global networks that frame 21st century life (IUPUI; 2007; 2014).

Several strategies can be considered:

- Institute global learning for all, regardless of major, and connect these learning experiences to professional practice and community development;
- Create public awareness and understanding of the ways in which global forces are reshaping the communities we reside;
- Connect key international academic programs at least partially to the international interconnectivity of surrounding communities, thus supporting effective functioning of local private, governmental, and non-governmental organizations;

*Continued on page 2*
Message from the President, continued

- Reach out to growing immigrant communities and identify strategies for their integration; and
- Take the lead in developing projects on global issues and community conversations on matters of global citizenship and responsibility. (Latz et al, 2015)

To be sure, in addressing the practical implications of the intersection of globalization and internationalization, and the myriad of ways that the global and local can be better appreciated, the discussion is not limited to cross-cultural understanding or international competitiveness, important as they are. In addition, and in conversation with the larger public, higher education is uniquely suited to encourage conversation on a whole host of urgent social and environmental inequities that are global in scale.

Thus, a second important way for higher education to contribute to building a better world is to more effectively demonstrate the value of comprehensive campus internationalization by creating high profile leadership projects that address the grand challenges of the day.

In this regard, higher education is both an academic and a civic institution, one capable of addressing the roots of such issues as poverty, global health, climate change, violence, and so on, on campus and through collaborative teaching, research and service partnerships that simultaneously have local and global dimensions.

As noted in a recent UNESCO report,

*There is no more powerful transformative force than education – to promote human rights and dignity, to eradicate poverty and deepen sustainability, to build a better future for all, founded on equal rights and social justice, respect for cultural diversity, and international solidarity and shared responsibility, all of which are fundamental aspects of our common humanity.* (UNESCO, 2015)

In that spirit, I look forward in the year ahead to engaging our membership and those like-minded organizations committed to the identification of programs and projects that demonstrate the 2016 AIEA conference theme: how the academy can serve as a leader in building a better world.

Sources:

AIEA, 2016 Conference Theme: Building a Better World, the Academy as Leader, call for proposals, 2015.

Barbara Hill, Senior Associate for Internationalization at the American Council on Education, personal correspondence, 2016.

Indiana University–Purdue University Indianapolis, Miscellaneous Strategic Planning Documents, 2007-2014.


2016 AIEA Conference Summary

With a theme of “Building a Better World: The Academy as Leader,” the 2016 AIEA Conference was held Feb. 21-24 in Montreal, Canada, the first time the AIEA annual conference has been held outside the United States in many years. Chaired by Dr. Gil Latz of Indiana University Purdue University Indianapolis, the conference was attended by over 700 participants from 38 countries, including delegations from Jordan and Saudi Arabia. With 230 presenters, 75 sessions, 28 roundtable discussions, and 6 substantive pre-conference workshops, the conference program provided participants with the rich opportunity to explore relevant strategic issues to university leaders within international higher education, including partnerships, regional trends, funding, and national strategies of internationalization.

When asked the reason for attending the AIEA conference, many participants cited networking, professional development, and updates on critical issues and trends in the field as the key reasons why they attended. Specifically, one participant said, “AIEA is the conference for international higher education leadership. Leaders and colleagues share leading practice, learn and engage in the future growth of global higher education,” and another said, “It is the best-quality and cost effective activity for professional development for international education officers.” A first-time attendee commented, “this was my first AIEA, and I found it to be a very accessible conference with much more variety of expertise than I expected.” Deep appreciation is expressed to all who presented and to all who attended the 2016 AIEA Conference.

There were numerous conference highlights cited by participants including networking opportunities (especially the stunning opening reception), the high-quality sessions (and especially the rich roundtable discussions), connecting with Canadian colleagues and institutions, and the closing plenary speaker Richard Heinz. Commenting on the closing plenary speaker, one attendee said "Richard Heinzl was a perfect conference speaker - well spoken, inspiring, reminds us why we are in the field. I especially liked his social justice angle."

Another highlight of the conference was the AIEA Awards Ceremony with the awarding of the Klasek Award to Jacques Proulx of the University of Sherbrooke for his outstanding service to the field of international education. The Rutenber Award was awarded to AIEA Past-President Sabine Klahr of the University of Utah for her exceptional and dedicated service to the association. The Josephson Award
The Innovation Award in Internationalization was given to Westminster College for its "Take a Friend Home" Initiative. A special thank you to Awards Committee Chair, Tom Bogenschild, and his committee members for their work on the awards process this year. (AIEA members are encouraged to start thinking now about possible nominees for these and other AIEA awards to be given at next year’s conference; a call for awards nominations will go out to members via the AIEA members-only listserv in September.)

In regard to the location, there were mixed reactions with many celebrating the more international locale of Montreal and the warm welcome by our Canadian hosts. However, others commented on the more wintry climate, although quite mild according to Canadian hosts, and especially in the impact on the last day of the conference, with numerous colleagues experiencing a more memorable journey home, albeit often in the companionship of other AIEA colleagues.

Key take-aways for participants included the value of learning from each other, the solidarity of “I’m not alone in the changing leadership landscape,” and how important “the face to face aspect is for networking and discussion.” In addition, one participant observed, “We are all on a spectrum of comprehensive internationalization and have something to learn from each other no matter what type of institution we are from or the hype that might surround our institution or what we are doing.” Others concluded “I love being in an environment tailored to SIO’s where discussions can focus on high level strategy and not get bogged down in minutiae;” another said “The highlights were locating kindred spirits who shared the same concerns and issues that I am facing.” The conference received a rating of good to outstanding by 98% of the 210 respondents on the post-conference evaluation.

AIEA was pleased to collaborate for the fifth year in a row with the American Council on Education on co-sponsoring the pre-conference ACE-AIEA Internationalization Collaborative, in which numerous AIEA members participated. AIEA was also pleased to collaborate with the following organizations in offering pre-conference workshops: EducationUSA, Institute for International Education (IIE), and SUNY Center for Online International Learning (COIL).

Excellent suggestions were made as to session topics and plenary speakers for next year’s conference as well as other helpful feedback including “bringing more leading researchers on internationalization from different regions” and have more sessions on multi-faceted partnerships, industry partnerships, internationalization at home, strategic planning, faculty development, pathways programs, and legal/compliance issues for SIOs. One idea for AIEA was to have “A more global engagement of the association...” and that “the 2016 conference was mostly a North American perspective, which is very valuable but not as global as expected.” All of this invaluable feedback, including about plenary speakers, will be carefully considered by 2017 Conference Chair, Hilary Kahn, and the Conference Committee who will work to incorporate as many of the suggestions as possible into the 2017 conference next year in Washington DC.

For links to news articles about the conference, as well as the conference materials, go to the AIEA webpage. This page includes links to session materials, conference press coverage, photo albums from the event, as well as other summary information. Appreciation is expressed to those who shared their presentations and/or links with AIEA, as well as those who tweeted while at the conference. (Note that not all presenters submitted presentation materials for the website but you may want to check back periodically for new additions.)

See you in Washington DC on February 19-22 for the 2017 AIEA Conference!

Dr. Darla K. Deardorff, AIEA Executive Director
The 2017 AIEA Annual Conference focuses on the interplay between boundaries and connections in internationalization. The boundaries international education leaders must negotiate are numerous, from national and cultural differences, to institutional structures, divergent motivations and meanings, and distinct resource allocations. This means that international education leaders must imagine the scope of their work across large generalizable landscapes, such as the ones we imagine as we aim to broadly internationalize an institution, and work across specific and often bounded units and missions, such as communities or programs that may have unique cultural values and interpretations of what it is to internationalize. Like students who are learning about the world, and finding connections and commitments to universals as much as to contextualized meanings, international education leaders must see their world of internationalization as a complex assemblage that is made meaningful by particular units and actors, that incorporates various and often distinct missions and motivations, and that may in fact be defining and practicing internationalization in unique ways. This diversity should not viewed as a problem. Instead, agile leaders create internationalization strategies and practices that embrace this diversity and find synergies within and across it.

Not surprising, at the core of this call for both recognizing and working across boundaries, and for incorporating both particular and general approaches to internationalization, is the need to challenge binaries that prevent us from seeing a world that transcends and also respects boundaries. One of the most critical boundaries for international education leaders to rethink is the bifurcation of scholarship and practice. With the drivers and settings of international education being as diverse as its many stakeholders, international education leaders must have a command of both the practical and intellectual underpinnings of their field so that they can situate it within the many contexts and cultures in which they work, particularly as we are all increasingly connected to an emerging global network of higher education. The 2017 AIEA Annual Conference will foster discussions about what our profession gains from understanding and transcending the boundaries and binaries that often guide our ideas and practices.

Hilary Kahn, AIEA 2017 Conference Chair and President-Elect

2017 AIEA Annual Conference

Internationalization through Difference: Transcending Boundaries

The 2017 AIEA Annual Conference focuses on the interplay between boundaries and connections in internationalization. The boundaries international education leaders must negotiate are numerous, from national and cultural differences, to institutional structures, divergent motivations and meanings, and distinct resource allocations. This means that international education leaders must imagine the scope of their work across large generalizable landscapes, such as the ones we imagine as we aim to broadly internationalize an institution, and work across specific and often bounded units and missions, such as communities or programs that may have unique cultural values and interpretations of what it is to internationalize. Like students who are learning about the world, and finding connections and commitments to universals as much as to contextualized meanings, international education leaders must see their world of internationalization as a complex assemblage that is made meaningful by particular units and actors, that incorporates various and often distinct missions and motivations, and that may in fact be defining and practicing internationalization in unique ways. This diversity should not viewed as a problem. Instead, agile leaders create internationalization strategies and practices that embrace this diversity and find synergies within and across it.

Not surprising, at the core of this call for both recognizing and working across boundaries, and for incorporating both particular and general approaches to internationalization, is the need to challenge binaries that prevent us from seeing a world that transcends and also respects boundaries. One of the most critical boundaries for international education leaders to rethink is the bifurcation of scholarship and practice. With the drivers and settings of international education being as diverse as its many stakeholders, international education leaders must have a command of both the practical and intellectual underpinnings of their field so that they can situate it within the many contexts and cultures in which they work, particularly as we are all increasingly connected to an emerging global network of higher education. The 2017 AIEA Annual Conference will foster discussions about what our profession gains from understanding and transcending the boundaries and binaries that often guide our ideas and practices.

Hilary Kahn, AIEA 2017 Conference Chair and President-Elect

2017 AIEA Annual Conference

Internationalization through Difference: Transcending Boundaries

Join university leaders from around the world!
Call for Proposal information is available at www.aieaworld.org.
Call for Proposal Deadline: August 15, 2016

For more information visit www.aieaworld.org | #AIEA2017
Contact AIEA at aiea@duke.edu for exhibitor and sponsor information.
AIEA Congratulates 2016 Award Recipients

Congratulations to the 2016 AIEA Award Recipients, who were announced at the AIEA Annual Conference in Montreal, Quebec, Canada.

AIEA presented its annual Charles Klasek Award for outstanding service to the field of international education administration to Dr. Jacques Proulx, a faculty member specializing in psychology and intercultural relations at the University of Sherbrooke from 1980 to 2013. This award is meant to acknowledge his commitment to improving educational systems, academic collaboration, and world-wide access to education. Dr. Proulx is most deserving of AIEA’s most prestigious award for his many contributions to international education over a distinguished career. His impact on Canadian education has been profound, as has his impact on international education, policy, and training around the world.

The 2016 Timothy J. Rutenber Award, which honors AIEA members who have rendered long-term and outstanding service to the Association, was given to Dr. Sabine Klahr, University of Utah. Dr. Klahr’s service to AIEA has had a major impact on the organization, and her vision and voice continue to guide the profession at the highest levels. She remains a Senior Advisor for AIEA, and continues to broaden her involvement in many ways, including advocacy for international at the national, state, and local levels. This award recognizes Dr. Klahr’s long-term service and outstanding contribution to AIEA.

The Harold Josephson Award for Professional Promise in International Education is presented to a deserving graduate student who is making a significant contribution to the field of international education. The awardee may be at the masters or doctoral level, in any disciplinary area. The award recognizes emerging leadership in international education, as evidenced by the student’s graduate study, involvement in international education initiatives, research related to international education, and/or other relevant contributions. The 2016 Harold Josephson Award is awarded to two recipients this year for the first time since its inception, to Svetlana Fileatreau of George Mason University, and Leanna Jenkins of California Polytechnic State University.

The 2016 Innovation Award in Internationalization was awarded to Westminster College for its “Take a Friend Home” initiative. This award, which is in its second year, highlights exceptional programs, projects, or initiatives aimed at advancing internationalization and directed by Senior International Officers (SIOs) on their respective campuses. The Take A Friend Home (TAFH) program connects students who would normally have no ability to travel and learn together. Westminster reports that for a minimal investment of travel and administrative funds the program is replicable elsewhere, and notes that not only has the program helped spur deeply rooted internationalization on campus but has spurred valuable qualitative outcomes that have led students to couple their TAFH experiences with other types of international engagement.

AIEA extends warmest congratulations to all the award recipients. Appreciation is also expressed to the AIEA Awards Committee, chaired by Thomas Bogenschild.
AIEA Thematic Forums

Comprehensive University Internationalization: Strategies for South and East Asia

The AIEA Thematic Forum, Comprehensive University Internationalization: Strategies for South and East Asia took place during November 12th-13th, 2015 at Bryant University in Smithfield, Rhode Island. The forum was made possible by the Association of International Education Administrators (AIEA), the U.S. – China Institute at Bryant University, and the National Committee on U.S. – China Relations’ Public Intellectuals Program, which is funded by The Henry Luce Foundation and The Starr Foundation. The forum was attended by over 50 senior international officers (SIOs), administrative leaders, and university staff from 29 different public and private institutions.

Over one and a half days, the forum covered the following four areas crucial to understanding what some of the current trends are in international education as well as evaluating and improving a university’s international framework.

- The dynamics of the region’s educational systems
- Successful student recruitment and mobility
- Challenges that international students face on American campuses
- Establishing permanent presence in South and East Asia

The forum also included two keynote speeches at its opening and closing. Those two speeches were “Engaging Asia: Opportunities and Challenges for SIOs” by Dr. William Brustein, Vice Provost for Global Strategies and International Affairs at Ohio State University and “Leveraging Resources: Strategies for Expanding Asian Programming for any College Campus” by Dr. Katherine P. Kaup, James B. Duke Professor of Asian Studies and Political Science at Furman University.

Attendees participated in discussions covering some of the major areas of campus internationalization. Participants left the forum with a better understanding of what changes are currently taking place in the region’s educational systems, who the international students are, what they are looking for in higher education, and with a better understanding of effective recruiting practices in South and East Asia. They also heard first hand from current international students about the challenges they face on campus and their concerns about life in the U.S. Finally, they heard real examples of schools that have expanded abroad. They came away understanding the different strategies and what challenges these schools faced along the way.

Participants had an increased understanding of South and East Asia’s fast-evolving education systems and the implications for American higher education institutions; effective recruiting practices in South and East Asia; the needs and expectations of Asian students on American higher education campuses; and how to more effectively engage with Asian countries from a higher education standpoint. Discussions held at the forum will help those planning on internationalization to develop useful strategies to successfully expand their operations in South and East Asia.

Submitted by John Forrest, Bryant University

Global Learning Through the Co-Curriculum

Virginia Commonwealth University hosted an AIEA Thematic Forum exploring “Global Learning Through the Co-Curriculum,” March 17-18, 2016 in Richmond. The Forum focused on the rich potential for global learning on campus beyond the classroom, including intentional and structured collaborations between international and domestic students. Co-curricular programming as a locus for internationalization has emerged as a highly effective means to achieve global learning outcomes.

Over thirty participants represented twenty institutions attended the forum and discussed the advancement of global learning outcomes on campuses in both formal settings and in casual conversations.

The Forum began with a welcome from VCU President Michael Rao, who charged participants to think broadly and deeply about the important role innovative co-curricular programming plays in globally engaging campus communities. The sessions then asked participants to consider their institutions’ internationalization goals, resources, stakeholders, and challenges.

Sessions led by Heather Ward from the American Council on Education, Dawn Michele Whitehead from the Association of American Colleges and Universities, and Leigh Poole from Winthrop University addressed issues on the co-curriculum as a part of a comprehensive approach to internationalization, intersections of globalized curricular and co-curricular experiences, and examples of strategic co-curricular initiatives. The final session of the first day was a panel of domestic and international VCU students, sharing about their participation in global co-curricular programs, followed by a reception with students and a fun evening at Richmond’s Virginia Museum of Fine Arts.

The second day kicked off with a lively presentation and discussion led by Malaika Serrano from the University of Maryland on global living-learning communities and residence hall programming. The Forum’s final session encouraged participants to collaboratively explore and reflect upon the development of globalizing co-curricular programs on their campuses. Participants articulated goals and desired outcomes, current and wished-for resources, and clear first steps to take upon returning to their institutions.
Forum participants left the Forum with a full kit of tools for developing intercultural-skills-centered initiatives on their home campuses, a new set of professional friends, and reporting that they had “a clearer understanding of meaningful co-curricular programs and their impact.”

Submitted by Amber Hill, Virginia Commonwealth University

LEVERAGING INDUSTRY PARTNERSHIPS IN A GLOBAL CONTEXT FOR STUDENT AND FACULTY SUCCESS

NC State’s Office of International Affairs hosted an AIEA Thematic Forum March 21-22 that focused on industry-university partnerships. Leaders in international education and industry gathered from across the state of North Carolina and beyond to explore ways to leverage partnerships for students and faculty in a global context. Keynote speakers included the President of RTI International, Wayne Holden; President and CEO of the Research Triangle Foundation, Bob Geolas; and the Director of Global Scholarship Programs at the Institute of International Education, Cindy Mah.

Sessions included a roundtable on student success, a faculty excellence panel and a workshop on international student entrepreneurship. The roundtable allowed participants to engage in small group discussions with facilitators from a variety of programs. Programs included SAS internships, an “Engineers in London” study abroad program and UNC Chapel Hill’s FedEx Global Education Center, to name a few. The faculty excellence panel featured four expert panelists from NC State, Duke Global Health Institute and BMW Manufacturing. The panel members offered insights into best practices and challenges of industry-higher education partnerships. The workshop on international student entrepreneurship involved NC State’s Director of International Services and an expert immigration attorney informing attendees on the work authorizations and pathways available to international students starting their own companies. Two student entrepreneurs were on-hand to share their personal stories and examples of how they started companies and created products in the U.S. on student visas.

In addition to the sessions focused on partnerships for student and faculty global engagement, participants toured NC State’s award-winning Centennial Campus to witness firsthand the successful intersection of education, research, industry and government.

Submitted by Megan Winzeler, North Carolina State University

ACE: MAPPING INTERNATIONALIZATION ON U.S. CAMPUSES

The American Council on Education’s 2016 Mapping Internationalization on U.S. Campuses survey is open, and we need your help to ensure a high response rate.

The Mapping survey has been sent to provosts and senior international officers around the U.S. The response deadline is May 3, 2016. To find out if your institution has responded, please contact Robin Helms, associate director for research at ACE, at rhelms@acenet.edu. If your institution has not yet responded, we will work with you to make sure the survey reaches the most appropriate contact on your campus.

More information about the Mapping study is available at the ACE website.

“To realize comprehensive campus internationalization in U.S. higher education requires data collection that charts the progress we are making in the preparation of all students, faculty and staff to engage a more globally interdependent world with skill, wisdom, and responsibility. ACE’s Mapping Internationalization on U.S. Campuses project is an indispensable tool in realizing that goal.”

- Gil Latz, Associate Vice Chancellor for International Affairs, Indiana University-Purdue University Indianapolis

Submitted by Robin Matross Helms, ACE

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: aiea@duke.edu.

THE JOURNAL OF STUDIES IN INTERNATIONAL EDUCATION (JSIE)

AIEA members receive free online access to JSIE as part of their annual member benefits. To access the most current and previous issues, please visit http://aieaworld.org/journal-of-studies-in-international-education (login required) and follow the instructions.

AIEA
Leaders in International Higher Education
AIEA COMMITTEE REPORTS

AIEA Policy Advisory Committee Report

The US FY 17 budget is in full swing, and AIEA has been active in monitoring and supporting actions to preserve and extend federal support for international higher education in key departments and agencies. As discussed at an Advocacy panel session at the recent AIEA Conference in Montréal, the Administration's FY 17 budget included some good news, particularly in various exchange programs administered through the Department of State, and some mixed news for HEA-TITLE VI/Fulbright-Hays programs administered through the Department of Education.

AIEA has posted the conference power point presentations of panel participants Mark Overmann, of the Alliance for International Education, and Miriam Kazanjian, of the Coalition for International Education, on the AIEA web page for reference and detailed information on proposed funding for various IE programs.

On the HEA-TITLE VI/Fulbright-Hays front, while the Administration’s budget proposed level funding for Title VI, conference participants were alerted to the Administration’s proposed 69% cut in the Fulbright-Hays programs (not to be confused with the “regular” Fulbright programs administered through the State Department which were pegged at level-funding levels). Immediately after the conference AIEA joined with other organizations participating in the Coalition for International Education to work with key Senate and House leaders to help preserve FY 2016 levels and seek a $6.5 million increase in funding in the upcoming FY 2017 appropriations process. Consultant Miriam Kazanjian led successful efforts on both the House and the Senate side to mobilize leadership and support to propose ‘robust funding’ for a range of international education programs housed under HEA-TITLE VI and Fulbright-Hays programs.

House and Senate action took the form of ‘Dear Colleague’ letters to chairs of key appropriations subcommittees, urging strong support for robust funding of international education. On the House side some 43 members signed a letter proposing “at least” FY 2016 funding levels; the Senate letter requested a $6.5 million increase over FY 2016 levels and was signed by 21 Senators. Copies of these letters are available on the AIEA web page under “Advocacy.” Thanks to all AIEA members who helped mobilize congressional support for these initiatives.

As the appropriations process continues in the weeks ahead, additional advocacy work will be needed to prevent any cuts and support for the Coalition’s proposal to increase Title VI/Fulbright-Hays by $6.5 million in FY 2017. Attached to this report and for posting on AIEA’s website is the Coalition’s March 3 letters to House and Senate appropriations leadership on this issue, signed by 30 associations. We encourage AIEA members to brief their government relations offices to help multiply the message. In addition, as was the case last year, Miriam is working with the National Humanities Alliance to post on its website another e-mail Action Alert page for individuals to write to their Congressional Members, to be activated shortly.

Advocacy Committee Call for Proposals:

In its annual conference meeting the Advocacy Committee discussed the range of advocacy activities that the organization is involved in, and the committee calls for the early exploration of proposals relating to these issues for the February 2017 conference in Washington. While the due date for conference proposals is August 15, we would like to begin constructing advocacy and public policy sessions on international education in the very near future to help ensure that a range of quality sessions are included. Be aware that a new administration will have taken over in Washington in late January, 2017, and a prominent series of policy-related panels might have an extended impact.

If AIEA members have some early ideas about an advocacy or policy-related session please send your ideas to the current advocacy committee chair.

Submitted by Thomas Bogenschild, Advocacy Committee Chair

AIEA Editorial Committee Report

The Editorial Committee met at the AIEA annual conference to welcome several new members in 2016 and discussed publications that will continue the excellent work spearheaded by those committee members who were rotating off. We are grateful for the service of outgoing committee members: Elizabeth (Betsy) Brewer (Beloit College) (Chair), Megan Brenn-White (The Brenn-White Group), Kevin Kinser (State University of New York, Albany), Anthony Ogden (University of Kentucky), Robin Sakamoto (Kyorin University, Japan).

The Editorial Committee continues to solicit contributions to its Provosts’ Perspectives Series and SIO Perspectives Series. It is anticipating new submissions to add to the diversity of institutional and country representation in the series. Templates for the series can be found in the publications section of the AIEA website. Other opportunities for contributions to the AIEA publications include Issue Briefs and Occasional Papers.

Two articles in the Research Agenda Series have been posted to the AIEA website: A Research Agenda for Inbound Mobility: Understanding the International Student Experience on U.S. Campuses, by Robin Sakamoto, Kyorin University, and Toward a Research Agenda for U.S. Education Abroad, by Anthony Ogden, University of Kentucky.

The Committee anticipates launching a new SIO Pathways Series, which promises to be a good vehicle for responding to aspiring SIO requests for more guidance on entering the field.

The Editorial Committee’s membership is composed of Fuwei Ayuningjam (Georgia Gwinnett College), Adel El Zaim (University of British Columbia), Esther Gottlieb (The Ohio State University), Ross Lewin (University of Maryland), Leigh Poole (Winthrop University), Douglas Proctor (University of Melbourne), Wolfgang Schloer (Western Michigan University), Bernhard Streitwieser (George Washington University), Teresa Wise (University of Alabama) and is chaired by Amir Reza (Babson College).

Submitted by Amir Reza, Editorial Committee Chair
AIEA WELCOMES THREE NEW BOARD MEMBERS

Meredith McQuaid, Leadership Development Chair
Meredith McQuaid is the Associate Vice-President and Dean for International Programs at the University of Minnesota, and has served in this role for almost a decade. In her role as senior international officer, she promotes the global dimensions of teaching, research, and engagement across all colleges and campuses of the University. Meredith holds a B.A. in linguistics and a law degree, both from the University of Minnesota. She is past-president of NAFSA.

Amir Reza, Editorial Committee Chair
Amir Reza is Vice Provost for International & Multicultural Education at Babson College. He has served on regional leadership boards for NAFSA and is active in AIEA. He has presented at numerous national and international conferences on international education. His research focus is on internationalization, and intercultural development. He holds a B.A. and M.Ed. from the University of Maine, and a doctorate in Higher Education Administration from Boston College's Center for International Higher Education.

Susan Bender, Strategic Issues Committee Chair
Susie Bender is the Executive Director of International Engagement and Programs at the University of Idaho. For the past thirty years Bender has worked in international education developing campus infrastructure for internationalization and presenting and training on experiential and intercultural learning. She currently serves as a member of the Strategic Issues Committee and recently wrote an AIEA Issue Brief titled, "Moving to the Center: Five Strategies for Strengthening Institutional Commitment to Global Initiatives."

Congratulations also to President-Elect Hilary Kahn, who has stepped into this position from her previous role as an at-large Board member.

Hilary Kahn is Assistant Dean for Strategic Collaborations and Director of the Center for the Study of Global Change in the School of Global and International Studies at Indiana University. She is on the AIEA Executive Board and the AAC&U Global Learning Advisory Board. She is the author of articles and books and has spent the last decade advancing comprehensive and curriculum internationalization at colleges and universities. Professor Kahn has a Ph.D. in Anthropology.

Many thanks to our outgoing committee members for their invaluable contributions to the Association and for their leadership in shaping the work of their respective committees: Penelope “Nell” Pynes, Betsy Brewer, and Christa Olson.

AIEA ACADEMY FOR NEW SIos

The Association of International Education Administrators is pleased to announce the 2016 AIEA Academy for new senior international officers. The Academy, co-hosted with the Duke Center for International Studies (DUCIS), will take place in Durham, NC, from May 2-6, 2016. This training program is designed for administrators in the first five years of their current appointment. Certificates will be issued by DUCIS and AIEA to participants upon completion of the Academy.

The Academy will cover ten thematic topics that are relevant for leaders in international higher education:
- Relating to the administration
- Involving faculty
- Making alliances
- Programs and partnerships
- Communications
- International Student Recruitment
- Assessment
- Resources
- Strategic planning
- Career decisions

The Academy faculty include Pia Wood (University of Tennessee, Knoxville), Penelope Pynes (University of North Carolina, Greensboro), Riall Nolan (Purdue University), and Gilbert Merkx (Duke University). Additional speakers include Darla Deardorff. Each faculty member will chair two topical sessions, but all will comment on each topic. There will also be three sessions set aside for presentations and small group discussions among the participants to apply the knowledge to their own contexts. Through the Academy, participants will gain valuable knowledge and insights into how to lead comprehensive internationalization at their institutions. Participation in the Academy is competitive with a maximum of 17 participants.
MEMBERS IN THE NEWS

AIEA recognizes its members in the media on the Members in the News page. If you or an AIEA colleague have presented at a conference, have recently been published, or have other accomplishments covered in the media, please email aiea@duke.edu with information for inclusion on the website.

SELECTED UPDATES FROM MEMBERS IN THE NEWS:

AIEA members Hans de Wit, Robin Matross Helms, Kevin Kinser, Jason Lane, and Laura Rumbley have published articles in the Spring 2016 issue of International Higher Education.

AIEA member institutions NC Central University and Dillard University featured in report from the University of Pennsylvania Increasing Diversity Abroad: Expanding Opportunities for Students at Minority Serving Institutions (.pdf). AIEA member Joti Sekhon of Winston Salem State University was also quoted in this report.

AIEA Member Rahul Choudaha published "Higher Education Must Go Beyond Recruitment and Immigration Compliance of International Students" in Forbes Magazine.

Congratulations on AIEA Board member Jun Liu for his 2016 James E. Alatis Award for Service to TESOL.

Congratulations to member institutions Florida International University and Case Western Reserve University for receiving the 2016 Andrew Heiskell Award for Internationalizing the Campus from The Institute of International Education. Congratulations also to The University of Iowa, recipient of the Heiskell Award in the category of Study Abroad, and The University of Illinois at Urbana-Champaign, recipient of the Heiskell Award in the category of International Partnerships. Member institutions Temple University, Sacred Heart University, and Northwestern University received honorable mentions.

THANKS ALSO TO OUR 2016 PLATINUM CONFERENCE SPONSORS

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