In March, Karin Fischer wrote a provocative article for the Chronicle of Higher Education that traced the many challenges that are resulting in the retrenchment of internationalization activities at some US colleges and universities (“How International Education’s Golden Age Lost Its Sheen,” March 28, 2019.) She makes the sobering observation that, despite their rhetoric about their commitment to global engagement, many institutions never fully embraced international education. “Commitment, on campus and off, could be shallow,” she wrote. “It was a nice thing to do, yes, but rarely fundamental.”

Unfortunately, shallow roots provide little or no protection in a storm. Those of us in the field are well aware of the social, economic, and political winds that are buffeting many institutions’ commitment to global education: the rise of populism and the return of nationalism in response to perceptions that globalization has contributed to economic dislocation (leading to skepticism about contributions of immigrants to the US economy); the entrenchment of partisan political tensions that threaten to unsettle diversity goals and accessibility efforts (including proposed changes in the student visa landscape); the emergence of new world-class universities around the globe (which are attracting international students as the perception of the US commitment to pluralism is being questioned). These are challenges, but may also lead to opportunities. For example, the rising reputation of international universities may lead to new partnerships and fresh destinations for study abroad. Yet, when you add to this list of global concerns the many domestic issues facing higher education in general—such as shifting student demographics, changing demands of the labor market, emerging educational technologies, growing national demands for accountability and quality assurance, and declining public funding—it is clear why US colleges and universities are questioning their long held assumptions about how higher education works.

Perhaps it is natural that the most recent initiatives, the internationalization efforts in particular, are the first to be questioned, scaled back, or at risk of abandonment. Yet, as several of our AIEA colleagues interviewed by Fischer noted, the ‘end of an era’ may mean accepting change, but does not have to mean embracing retreat. We should take heart at that optimistic note, even as we keep our eyes open to the issues abroad in the world.

The theme of the 2019 AIEA annual conference asked “What’s next?” and explored the possibilities and probabilities in the future of international higher education. We considered how current global trends will change the entire higher education sector, paying particular attention to their impacts on the ongoing internationalization of the academy, and how the confluence of these forces would change the role of the senior international officer. Many of our colleagues described the ways in which their institutions were innovating with student recruitment, educational programs, partnerships, and faculty engagement. Our opening plenary speaker, prominent educator Esther Wojicki, considered how student learning can shape and be shaped by technology. Dr. Rafael Bras, the provost at Georgia Tech, continued that theme, describing how his institution had reimagined itself in order to remain relevant for a generation of lifelong learners, who will not want all of their instruction delivered in a brick and mortar campus. Arun Gandhi’s closing plenary challenged us to think about how we prepare students to live lives of meaning and integrity. As we collectively face the challenges to our profession, I think it is obvious that we must also heed his message: we must continue to lead our institutions with efforts that engage the world and one another with integrity.

It is with this backdrop that AIEA embarked on a new strategic plan that considers how the association can support our members,
and higher education more generally, through innovative, transformational, comprehensive, and perhaps even radical approaches to internationalization. The plan, which was developed by a task force beginning in Summer 2018 and introduced to members for feedback during the conference, offers a compelling vision for the association. The vision is that AIEA should be seen as:

...an essential organization for professionals around the world who have a strategic position leading the development and management of comprehensive internationalization of higher education. AIEA [should be] globally recognized for advancing strategic, transformational, and comprehensive approaches; empowering those who lead such efforts; convening global conversations on key issues; and partnering with other organizations to develop evidence-based, sustainable and forward-looking understandings of comprehensive internationalization for all.

How do we do this? The plan places priority on programs and services that build on AIEAs distinctive ability to convene members for collaboration, foster new thinking in the field, and provide our members with essential, up-to-date, globally-derived and globally-relevant expert information, training, and networking opportunities. It identifies partnerships with diverse players in global higher education as key to innovating. It commits to ensuring AIEAs continued relevance for a diverse and globally representative membership. Throughout all of this, the plan considers the needs of members who are leading campus internationalization – or as we are discovering, potentially managing change in campus internationalization.

We have received a great deal of constructive feedback from members about what they expect from AIEA. The new strategic plan, to be voted on by the full board in June 2019, reflects this valuable input. I am excited by the new directions in which the association will be heading, while also remaining true to its core values.

Karin Fischer rightly named the challenges we face. But rightly read, the story she tells should not lead us to despair. Rather, we should plant wisely, and prune sensibly, to ensure that roots grow deep and strong. We can continue boldly to cultivate our garden, even as the passing storms and stresses rage.

## 2019 Pre-Conference Workshop Feature

### Design Thinking & Higher Education: An Introduction

Design Thinking was a new pre-conference workshop at this year’s conference. Educators at universities around the world today are increasingly embedding design thinking within curricula and seeking to use this methodology to provide students with creative ways to understand and address complex problems.

In this workshop, educators from the University of California, Berkeley introduced a design thinking approach that is grounded in learning theory. Participants had a chance to experiment with design thinking exercises and learn when and how they might apply design thinking to higher education challenges. They also discussed how design thinking connects to other types of thinking (including critical thinking, systems thinking, etc.) and how these thinking modes might be used together to shape the future of international higher education.

Workshop highlights and takeaways:

“I am a problem solver and usually approach challenges from a system thinking framework. I work with a team to develop solutions or experiences for our stakeholders. The design thinking workshop allowed me to tweak my perspective. Instead of beginning with the “big idea”, design thinking reminded me to first visit the stakeholder perspective by observing how they perceive the problem. And then, our team can better frame the problem and generate those big ideas.”

“The workshop introduced and oriented participants to a student-centered mindset. Participants learned design thinking tools and methods to help ground program creation and delivery in the context of students’ lives. The participants also courageously examined the future of higher education and questioned core assumptions that drive how education happens today.”

The workshop was chaired by Rachel Dzombak, a Postdoctoral Researcher in the Haas School of Business at the University of California, Berkeley. Sara Beckman, a faculty member of the Haas School of Business; was a workshop presenter.

#AIEA2019

Takeaways from Twitter

“The fuel for passive violence is within; to eliminate violence we need to look inside and improve ourselves. @ArunMGandhi sharing lessons from his grandfather at #AIEA2019.”

(@Nathan_Camp)
2019 Conference Fun Facts

AIEA Conference participants shared their thoughts on the conference theme "What’s Next? Possibilities and Probabilities in the Future of International Higher Education." The word cloud below highlights some of the most common ideas among participant responses.

Conference Participant Facts at-a-glance:

- Total number of countries represented at the 2019 conference – 43
- 67% from US; next-highest national representation – Canada, Norway, Japan, UK, France, and the Netherlands.
- Top three ways attendees hear about the AIEA Annual Conference
  1. Membership emails
  2. Colleagues
  3. Previously attended

Table 1

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54</td>
<td>54%</td>
</tr>
<tr>
<td>Male</td>
<td>46</td>
<td>46%</td>
</tr>
</tbody>
</table>

Table 1

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's Institutions</td>
<td>2%</td>
</tr>
<tr>
<td>Baccalaureate Institutions</td>
<td>5%</td>
</tr>
<tr>
<td>Masters Institutions</td>
<td>23%</td>
</tr>
<tr>
<td>Professional Schools</td>
<td>2%</td>
</tr>
<tr>
<td>Doctoral/Comprehensive Institutions</td>
<td>68%</td>
</tr>
</tbody>
</table>

Table 1

<table>
<thead>
<tr>
<th>Length of Time Served</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under one year</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>39</td>
<td>39%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>23</td>
<td>23%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>14</td>
<td>14%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>21-25 years</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>26+ years</td>
<td>3</td>
<td>3%</td>
</tr>
</tbody>
</table>

SIO Participants Length of Time Served

Participant Breakdown
CALL FOR SESSION PROPOSALS
2020 Association of International Education Administrators Annual Conference
February 16-19, 2020 in Washington, DC
Theme: Rethinking Comprehensive Internationalization for a Global Generation
Proposal Deadline: August 15, 2019

AIEA is the only conference specifically for those leading internationalization at their institutions. Contribute to the international higher education agenda by submitting a session proposal to present or facilitate discussion on strategic-level issues for IE leadership by August 15.


We encourage you to forward this information to other colleagues, especially overseas partners. All sessions should be targeted to and include Senior International Officers (SIOs) or their equivalents (International Liaison Officers; Vice-Rectors for Internationalization; International Relations Managers, etc.) as presenters and facilitators. All sessions should address the leadership perspective on needs and issues related to the conference theme and subthemes.

Conference Theme: Rethinking Comprehensive Internationalization for a Global Generation
Internationalization is no longer an option in our already globally interconnected society. It is an imperative for higher education institutions which are educating young people to become global citizens and which are hosting students and faculty from around the world. Internationalization is by definition comprehensive and should cover all dimensions of the mission of higher education institutions. However, the 21st century brings new challenges and we are already witnessing the backlash of globalization. The Academy is more than ever pressed to prove its transformational role and its impacts on society. Students, faculty, leadership and staff are eager to make the world a better place, starting with their own communities. New technologies and approaches are available and being implemented in society and in our educational institutions. In this context, we have a golden opportunity to rethink and redefine comprehensive internationalization and the leaders’ roles in meeting the expectations of the global generation.

Conference Subthemes:
The Global Generation and Internationalization
The world has changed dramatically these last 20 years. The first generation of the 21st century is already at our colleges and universities, in the workplace, or preparing to start their professional lives. This is a socially and digitally connected generation that cares about the planet, about their neighbors, and about others’ futures. How can SIOs understand this generation better and make internationalization work for them? What knowledge, skills, and competencies are needed by this generation, particularly in the current political climates around the world? What is the role of languages for the global generation? What are the best ways to build on their global connections? How can SIOs partner with students in the global generation to internationalize the institution together?

Leading Solutions to Address Global Concerns
Internationalization as a cross-cutting process impacts all three dimensions of the institutional mission, and necessitates collaboration among disciplines, service sectors, partners, and beyond. This approach is especially appealing to the new and next generations of researchers, teachers, decision makers, policy makers, and professionals of all sectors. Power and prestige relationships between countries and societies are also changing, and obviously impacting our internationalization initiatives. How can SIOs innovate and collaborate with all stakeholders in order to ensure that internationalization is indeed making a meaningful contribution to society through research, teaching and learning and community engagement? What are the impacts of new alliances, diplomatic relationship shifts, new technology, new sciences, and new borders on SIOs and how should we address these issues? How can SIOs address sustainable development goals
and global concerns through internationalization efforts?

Internationalization and Cross-Cutting Innovation in Higher Education

Our institutions continue to evolve and innovate. Global challenges are bringing new opportunities that will influence higher education at home and abroad, and create more multidisciplinary programs and degrees in which internationalization and globalization are mandatory. How can SIOs collaborate with academia and research teams to ensure that arts, humanities, and social sciences are working together with sciences, technology, engineering and mathematics, and bringing interdisciplinary innovation to internationalized curricula for the global generation? How can we internationalize research in such a way that the sustainable development goals are addressed and met by the institution and its partners? What is the role of emerging technologies in innovating internationalization curricula, research, and partnerships?

SIOs as Strategists, Skilled Communicators, Entrepreneurs, and Change Agents

Senior International Officers need a wide range of skills to successfully lead internationalization efforts. In the light of the general theme and the subthemes of the conference, how can SIOs develop their skills and play their key role as strategists, communicators, entrepreneurs and change agents? What does it mean to be a skilled intercultural communicator? How are these skills informed by the AIEA SIO Standards of Professional Practice? How will generational shifts impact the profession and the skills of new SIOs? How can SIOs build strong collaborations and partnerships with stakeholders? What are success stories and lessons learned that can be used by a new generation of SIOs? What are the expected competencies of an SIO in the 21st century, in North America and around the world?

For details, or to submit a proposal, visit https://www.aieworld.org/2020-annual-conference. We look forward to receiving your proposal by August 15!

INTERNATIONAL EDUCATION ADVOCACY PAYS OFF

The Democratic win of the House of Representatives in November 2018 shifted the balance of power in the Congress this year, opening new opportunities to build on positive momentum created by the Coalition for International Education's advocacy activities.

Despite repeated Presidential budget requests since 2017 to eliminate the U.S. Department of Education's role in international and foreign language education, along with Congressional attempts to reduce funding, the Coalition's efforts to preserve Title VI and Fulbright-Hays paid off. With continued funding of $72.2 million the Department was able to conduct major 2- and 4-year competitions in 2018, awarding 374 new grants and 23 continuations. The Department also issued its first ever International and Foreign Language Education Annual Report 2017.

This hopeful outcome follows from the Coalition's organized advocacy events three years in a row. The dedicated participation of hundreds of faculty, administrators and federal relations officers from 38 universities, 24 states and D.C. visiting on average 100 Congressional offices each year has been impactful.

With the shift in House leadership, the Coalition in March transmitted a detailed recommendation for significantly increasing Title VI/Fulbright-Hays funding for FY2020. In support of the increase, a House “Dear Colleague” letter to the Appropriations Committee leadership, sponsored by Reps. David Price (D-NC) and Don Young (R-AK), secured 106 bipartisan Member sign-ons, the most in Title VI/Fulbright-Hays history.

The result: the House Appropriations Committee in early May provided $89.1 million for Title VI/Fulbright-Hays, a $17 million or 24% increase, the first since the severe FY2011 reduction. Finalizing this outcome, however, is not a given without persistent advocacy. We will be tracking developments in the Senate.

Since the Higher Education Act renewal was not completed last year, it may be considered in the 116th Congress. Earlier this year, Sens. Todd Young (R-IN) and Tammy Baldwin (D-WI) reintroduced the Advancing International and Foreign Language Education Act, S. 342. This bipartisan bill contains the Coalition's proposals for renewing Title VI. On the House side, Representatives David Price (D-NC), Susan Davis (D-CA) and Andy Levin (D-NJ) recently reintroduced a comparable bill, HR 2562.

The road ahead will be challenging and competitive. Collective efforts to shore up support among key Congressional Members must continue on a regular basis. We will be circulating Action Alerts in the months ahead as specific issues arise. All U.S.-based AIEA members are encouraged to help preserve and strengthen these world-class foundational programs for international education in the United States.

Miriam A. Kazanjian, Coalition for International Education
The Association of International Education Administrators held its fifth annual AIEA Leadership Academy for New Senior International Officers, which took place in Durham, NC from April 31 to May 3, 2019. This training program is designed for administrators in the first five years of their current appointment.

Academy participants attended sessions that covered the following thematic topics: Relations with the Administration, Involving Faculty, Making Alliances, Programs and Partnerships, Making the Case for Internationalization, Assessment, Resources, Strategic Planning, and Career Decisions.

Participants gave overwhelmingly positive feedback about the Academy, saying:

“It was great—thank you. A real privilege to participate, reflect, get to know others. You consciously built the reflection time into the curriculum which was really valuable.”

“It was such a wonderful opportunity to learn, network and reflect as SIOs, and I would highly recommend to anyone who is eligible.”

“Appreciated the genuineness and enthusiasm of Darla, faculty, and participants. Great group of folks!”

“The Academy provided the inspiration, guidance and freedom to allow me to come to meaningful and sound observations concerning the world of senior international officers and the confidence of trekking down different paths – whether working with allies to promote global education or making the case for international education to key stakeholders.”

2019 Faculty and Speakers: Harvey Charles, Darla K. Deardorff, David Di Maria, Riall Nolan, Penelope Pynes, Heather Ward, Pia Wood

AIEA Congratulates 2019 Awards Recipients

AIEA presented its annual Charles Klasek Award for outstanding service to the field of international education administration to Dr. Hans de Wit, one of the “founding fathers” of the field of study focused on internationalization of higher education. Dr. de Wit is the director of the Boston College Center for International Higher Education. This award recognizes his work as a scholar and researcher, educator and mentor, senior administrator and advisor, organizer and advocate within the field of International Education. Dr. de Wit has supported new talent moving into the field, providing advice and encouragement for professional development and career advancement to students as well as early-career scholars and practitioners. He has helped establish a program of doctoral studies at the Centre for Higher Education Internationalisation at the Universita Cattolica del Sacro Cuore in Milan, successfully launched innovative master’s and certificate programs in international higher education at Boston College, and continued to support junior visiting scholars at CIHE.

The 2019 Timothy J. Rutenber Award, which honors AIEA members who have rendered long-term and outstanding service to the Association, was given to Dr. Thomas Bogenschild of the University of Oregon. He is currently a member of the Board of Directors, Chair of the Policy Advisory Committee (previously the Advocacy Committee), a member of the Audit Committee, and a member and past chair of the Awards Committee. Bogenschild’s contributions to the Association’s policy advisory and advocacy activities are numerous. He has played a noticeable role in educating members on how to engage with policy makers and how to amplify the cause of international education at the local, national, and international levels. Since 2013, he has regularly contributed sessions, panels and roundtables at the AIEA Annual Conference, along with several other conferences and association forums.

The Harold Josephson Award for Professional Promise in International Education is presented to two deserving graduate students who are 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 students’ graduate study, involvement in international education initiatives, research related to international education, and/or other relevant contributions. The 2019 Harold Josephson Award is awarded to two recipients this year; Santiago Castiello-Gutiérrez and Kirsten Davis. Castiello-Gutiérrez is a PhD student and a professional of international education. He is preparing his PhD at the Centre for the Study of Higher Education (CSHE) at the University of Arizona. He is recognized for his doctoral research, which examines what drives higher education institutions to engage in internationalization activities and how can these purposes be better aligned with institutional missions towards the public good. Davis is a doctoral candidate in Engineering Education at Virginia Tech. She is recognized for her dissertation on how students compare to professionals in terms of global competency; how international context matters for skills, outcomes, and experiences in study abroad; and how students develop over the course of their study abroad experiences.

The 2019 Innovation Award in Internationalization was awarded to Pima Community College in recognition of their innovative project “Connecting Bi-National Communities beyond the Borders of Opportunity for All.” This award highlights exceptional programs, projects, or initiatives aimed at advancing internationalization and directed by Senior International Officers (SIOs) on their respective campuses. Pima Community College’s project exemplifies the role of international education in addressing today’s issues by starting locally, building on the mission of a community college rooted in its community, while also impacting international relations. Pima Community college partnered with the Consulate of Mexico in an initiative that has generated study abroad projects, international workforce development contracts, bi-national engagement, and increasing international student recruitment. PCC is located in Tucson, Arizona, where Hispanics comprise 43 percent of the total population. 89 percent of them are of Mexican ancestry, while half of them are first- and second-generation immigrants. Furthermore, Pima County, where Tucson is located, has been federally designated as a refugee resettlement area. In this context, many new Americans, immigrants, and minorities know that borders and walls are not only physical, but also linguistic, political, cultural, and socio-economic.

AIEA extends warmest congratulations to all the award recipients. Appreciation is also expressed to the AIEA Awards Committee, chaired by Adel El Zaïm.
LEADERS IN INTERNATIONAL HIGHER EDUCATION

AIEA Committee Reports

Leadership Development Committee

Erich Dietrich (New York University) was elected chair of the Leadership Development Committee (LDC) for a three-year term, which includes a concomitant term on the AIEA Board. We express deep gratitude to Meredith McQuaid (University of Minnesota) who rotated out of the chair position after having served three years. Meredith will, however, continue to be actively involved in AIEA, as she has been elected chair of the Strategic Issues Committee.

The Committee has focused on the AIEA Standards of Professional Practice (http://www.aieaworld.org/standards-of-professional-practice) as one organizing principal for developing resources and conference offerings. The Standards are organized into four areas: internationalization expertise, leadership and management, advocacy, and personal effectiveness. The LDC will work closely with AIEA leadership to ensure that all future pre-conference workshops and conference sessions are new or significantly revised to avoid repetition. Going forward, we have also dedicated ourselves to developing content that engages conspicuously with issues of intersectionality (intentional considerations of race, class, gender, ability, and sexuality) and ensuring that resources are relevant to AIEA’s global membership (e.g., inclusion of non-US perspectives, intentionally considering Global South-North dynamics, etc.).

At the 2019 conference, two pre-conference workshops focused respectively on Standard Eight (“Confronting Gender Bias and the Challenges Faced by Women Leaders in International Education”) and Standard Nine (“SIOs and Media Relations: Techniques and Training). Attendance at the workshops was strong and feedback was very positive.

The 2018-19 Senior Advisers Program (https://www.aieaworld.org/aiea-senior-advisers-program), which links new and experienced SIOs for mutual benefit, was a success for both advisers and advisees. There were five groups, with one senior adviser and 2-3 advisees in each group. Based on participant feedback, the LDC and AIEA Leadership have agreed to increase the recognition of SAP participants through a dedicated reception at the AIEA Conference in 2020 in Washington DC.

Chair: Erich Dietrich (New York University)
Vice-Chair: Kati Bell (Dominican University)
Vice-Chair: Equity, Inclusion: Helen Gaudette (Fashion Institute of Technology)
Members: Gianmario Besana (Depaul University), Eny Di lorio (Lorenzo de’ Medici Institute), Stephanie Dorchler (Florida International University), Susan Popko (Santa Clara University), Shelley Stephenson (Arizona State University), Downing Thomas (University of Iowa), Malene Torp (DIS: Study Abroad in Scandinavia), Witold Wolny (University of Virginia’s College at Wise), Hong Yang (Bryant University).

Strategic Issues Committee

The Strategic Issues Committee has met several times since the annual conference in January, in order to begin to put more structure around its work. Identifying those issues which impact SIOs and their staff, in the near and the long term, is only one aspect of the work of the committee; finding ways to inform and educate members about how to respond is another. To date, individual committee members have volunteered to manage key issues related to the work of an SIO (staff and office management/budget, student recruitment, international education at home and abroad, immigration and national policy). The committee is working to identify how best to share information, resources, and best practices around each issue with AIEA members on a consistent basis. The Strategic Issues Committee is passionate about incorporating some of the most vexing issues for SIOs more deeply in the annual conference. Currently, the committee is exploring the idea of a new format for engagement at the conference that will give SIOs more time to meet and talk in a structured but more interactive way for an extended period of time. To focus on “strategic issues” perhaps requires a different and more in-depth approach than the standard conference format, and the Strategic Issues Committee is open to ideas and suggestions of AIEA members regarding the best format through which to debate and discuss. The “Megatrends” thematic forum that had been planned for spring 2019 has been postponed to later in the year, and publicity will be forthcoming.

Chair: Meredith McQuaid (University of Minnesota)
Members: Vinita Bahri-Mehra (Kegler Brown Hill + Ritter), Marcellus Caldas (Kansas State University), Imara Dawson (University of Michigan), Terence Graham (California State University, Long Beach), Ryan Griffith (University of the Pacific), Mariella Hernandez (Universidad del Pacifico), Lisa M. Lancia (Fordham University), Randy Klüver (Oklahoma State University), Stephen D. McDowell (Florida State University), and John Sunnygard (Western Kentucky University).

Editorial Committee

The charge of the committee is to develop germane resources to facilitate, motivate, and enhance SIOs’ work across their wide swath of responsibilities and challenges. The committee met at the annual conference and generated a variety of ideas concerning how to best serve our members and produce publications to meet their needs given the many demands on SIOs’ time.

In a follow-up conference call, the committee decided to carefully examine four of our existing categories of publications (Presidential Perspectives, Provosts’ Perspectives, Issue Briefs, and Occasional Papers) and tag them as to their relevance to AIEA’s Standards of Professional Practice. Look for this work to be shared with our
membership in the coming months! The committee also encourages all members to explore this important common set of standards of professional practice for SIOs and internationalization leaders and to think about their application to your work and that of your institution. See: https://www.aieaworld.org/standards-of-professional-practice.

Outgoing chair Amir Reza, incoming chair Teresa Wise, and committee member Binbin Jiang joined with Leadership Academy participants Angie Maffeo (University of St. Francis) and Annie Phillips (Texas Woman’s University) to present a session at the annual conference called Spotlight on AIEA Opportunities: AIEA Publications & Leadership Academy for New SIOs.

Call for submissions: And speaking of publications…Do you have a “hot (or simmering) topic” that you want to tell the world—or at least the AIEAworld.org—about? The committee welcomes suggestions for Issue Briefs or Occasional Papers by June 1. Send your ideas to info@aieaworld.org.

The committee sincerely thanks the following members who transitioned off the board after three years of dedicated service: Funwi Ayuninjam, Adel El Zaim, Douglas Proctor, Amir Reza, and Wolfgang Schloer.

Chair: Teresa Wise
Members: Roger Adkins (Gustavus Adolphus College), David L. Di Maria (University of Maryland, Baltimore County), Steven Duke (University of Nebraska), Nick Gozik (Boston College), James Lynch (College of Coastal Georgia), Binbin Jiang (Kennesaw State University), MaryTheresa Seig (Ball State University), Cheryl D. Young (Miami University of Ohio)

AIEA Thematic Forum

SIO/Faculty Partnerships: Internationalizing the Campus Through Faculty

Stockton University
Forum Host: JY Zhou
Atlantic City, New Jersey

Stockton University hosted an AIEA Thematic Forum entitled SIO/Faculty Partnerships: Internationalizing the Campus Through Faculty. Focusing on strategic perspectives and practical experience at national and institutional levels and in both student mobility and curriculum internationalization, this forum raised participants’ awareness and shared knowledge of the critical role of faculty in internationalization.

The speakers’ and panelists’ discussions focused on how SIOs can bring faculty together in innovative and meaningful ways to further institutional priorities for internationalization, and how SIOs can recruit, organize and support faculty at multiple levels (i.e., individual course, program, and institutional) and in multiple internationalization target areas (i.e., study abroad programs, international student success, and curriculum internationalization). Speakers included AIEA Executive Director, Darla Deardorff and ACE’s Robin Helms.

The Forum included five panel sessions focusing on engaging and empowering faculty at national and institutional levels and specific areas of comprehensive internationalization were presented. The presenters discussed how to engage faculty in comprehensive internationalization at the national level; strategic and practical approaches of faculty engagement at the institutional level; various practices of engaging faculty in the recruitment, on-campus support, and alumni activities to enhance academic success, reduce redundancy in programming, and navigate the decentralized university structures; how SIOs and international educators build deep collaborations with faculty and develop strategies and practices in engaging faculty across a variety of disciplines; and provided successful practices for faculty to get involved such as the advisory board, committees, faculty orientation and re-entry, and the digital badge task force.

The Forum provided participants with tools to be able to identify challenges and opportunities in engaging faculty in internationalization efforts; share best practices in “faculty as partners” to promote international student success, study abroad programs, and curriculum internationalization; develop innovative and sustainable approaches about toward SIO and faculty partnerships; and increase the advocacy role of SIOs in unifying efforts to achieve institutional priorities of internationalization.
AIEA Welcomes New Board Members

President-Elect
Adel El Zaïm is Chief Internationalization Officer at the University of Ottawa, Canada. Previous positions include Executive Director of the International Office, University of British Columbia, Director General Internationalization, Université de Sherbrooke, and Senior Programme specialist in Middle East and North Africa with Canada’s International Development Research Centre. He is a member of the board of AIEA, a member of the Strategic Task Force, and he chairs the AIEA Awards Committee. He holds a PhD in linguistics.

Editorial Chair
Teresa Wise is Associate Provost for International Education and Global Outreach at The University of Alabama. She previously held teaching or administrative positions at Clemson University, The Associated Colleges of the South, and Bilkent University (Turkey). Dr. Wise serves on the Editorial and Conference Committees for AIEA and is also active in NAFSA. She holds a master’s degree from Georgia State University, and a JD and a doctorate in language education from the University of Georgia.

Leadership Development Chair
Erich Dietrich is Associate Dean of Global Affairs for the NYU Steinhardt School of Culture, Education and Human Development. He oversees international partnerships, study abroad, curricular internationalization, and international student recruitment strategy. Dr. Dietrich is immediate past chair of NAFSA’s International Education Leadership (IEL) KC and serves on the conference committee for Diversity Abroad. He holds a PhD in history and received a Fulbright IEA Award to India, 2016.

Strategic Issues Chair
Meredith McQuaid is the senior international officer for the University of Minnesota and works with university leadership to create global opportunities for all, and to expand international and interdisciplinary activity. With significant experience in international education, she serves the field through active participation in AIEA, NAFSA, and APLU-CII. Dr. McQuaid is an experienced spokesperson for issues that challenge and inspire international educators. She has a B.A. (linguistics), M.Ed. (kinesiology), and J.D. from the University of Minnesota.

* The Board will hold a retreat and meeting in Washington DC on May 31- June 1 at which time they hope to approve the final version of the 2017-2023 strategic plan.

Many thanks to our outgoing board members for their invaluable contributions to the Association:
Hilary Kahn, Susan Bender and Amir Reza.

#AIEA2019 | Takeaways from Twitter

“Insight from combined analysis of NSSE and ACE data sets: investment in internationalization of faculty development and curriculum leads to greater student perception of global learning than focus on student mobility.” (@TheKirstenDavis)

“Intercultural isn’t a synonym for international, so we can’t just think of intercultural competency as something that international students need. Rather, it’s something for the whole campus.” (@karinfischer)
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

INTERESTED IN JOINING AN AIEA COMMITTEE?

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

AIEA PUBLICATIONS

The Association of International Education Administrators provides timely and relevant publications to members and others including series such as Presidential, Provosts’, and SIO Perspectives; Occasional Papers; Issue Briefs; Research Agendas for the Internationalization of Higher Education; and The SAGE Handbook of International Higher Education. Most of the paper publications are available online at the AIEA website, www.aieaworld.org. Watch for new publications announced on the AIEA website.


Leading Internationalization: A Handbook for International Education Leaders (Stylus, 2018) provides senior professionals in international education with the foundational knowledge that informs leadership practices, together with suggested strategies for implementing and developing the wide range of functions, activities, and skills associated with comprehensive internationalization that will ensure effective support for their institutions’ educational mission in today’s globalized and interdependent world. The volume is edited by Darla K. Deardorff and Harvey Charles.

This book addresses strategic leadership issues in internationalization including strategic planning, shaping the curriculum, recruiting students, risk management, and developing partnerships. Throughout, the Association of International Education Administrators’ (AIEA) Standards of Professional Practice for SIOs and International Education Leaders are integrated as a point of reference, providing a much-needed guide for international education leaders.

**The SAGE Handbook of International Higher Education (2012)**

The second edition of this book will be available in 2020.

The SAGE Handbook of International Higher Education examines the internationalization of higher education as it emerges from a marginal to a core dimension of higher education worldwide. This groundbreaking handbook serves as a guide to internationalization of higher education and offers practical strategies for its further development and expansion in the years to come. With a decidedly global approach, this volume brings together leading experts from around the world to illustrate the increasing importance of internationalization. The text encompasses the diversity and breadth of internationalization of higher education in all its thematic facets and regional impacts. Second edition edited by Darla Deardorff, Hans de Wit, Harvey Charles, and Betty Leask.

**The SIO as Change Agent**

John D. Heyl and Fiona J. H. Hunter (2007; Second Edition 2019). Taking their cues from students of universities, change, and internationalization, former AIEA president John Heyl and former EAIE president, Fiona Hunter bring the leadership of the Senior International Officer (SIO) into contemporary focus. Their starting point is the contradiction that change is now seen as “a positive good to be embraced by leadership and cultivated in organizational culture” but that SIOs are rarely trained in managing or leading change. The converging demands of globalization, the privatization of public higher education, and the spread of the internet all force SIOs to take advantage of new levers of change on their campuses.
LEADERS IN INTERNATIONAL HIGHER EDUCATION

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

AIEA 2019-2020 LEADERSHIP TEAM

President: Dr. Cheryl Matherly, Lehigh University
President Elect: Dr. Adel El Zaïm, The University of Ottawa
Immediate Past President: Dr. Penelope Pynes, University of North Carolina at Greensboro
Secretary: Dr. Rodolfo Hernandez Guerrero, The University of Texas at Dallas
Treasurer: Dr. Gilbert W. Merkx, Duke University
Legal Adviser: Dr. Terence Miller, Marquette University
AIEA Executive Director: Dr. Darla K. Deardorff

AIEA Board Members:
Dr. Thomas Bogenschild, Independent Consultant
Kati Csoman, Juniata College
Dr. Erich Dietrich, New York University
Dr. Victoria Jones, University of California, Irvine
Dr. Kelechi Kalu, University of California, Riverside
Dr. Torian L. Lee, Independent Consultant
Dr. Meredith McQuaid, The University of Minnesota
Dr. Sharon Nagy, Clemson University
Dr. Reitumetse Obakeng Mabokela, University of Illinois, Urbana-Champaign
Dr. Leigh Poole, Winthrop University
Dr. Teresa Wise, University of Alabama

AIEA Secretariat
Katy Rosenbaum, Associate Director
Mel Simmons, Assistant Director
Daniel Lawrence, Program Associate

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

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 secretariat@aieaworld.org with information for inclusion on the website.

Selected updates from Members in the News:

Work by AIEA members was featured in the April 21, 2019 issue of University World News. AIEA Member JY Zhou authored the article “How to engage faculty in curriculum internationalisation,” while member (and 2019 Klasek Award recipient) Hans De Wit contributed to the featured editorial, “Internationalisation in Higher Education for Society.”

AIEA member Elaine Meyer-Lee delivered a plenary lecture titled “The Value and Pedagogy of Global Learning for 21st Century Students” to mark the opening of the two-day conference “Global Education for All: Renewing Our Vision” at Goshen College.

Congratulations to all the AIEA member institutions awarded NAFSA’s 2019 Senator Paul Simon Award for Campus Internationalization! Among the honorees of the 2019 Simon Award for Comprehensive Internationalization were Kirkwood Community College, Miami University, and West Virginia University. The 2019 Senator Paul Simon Spotlight Award was given to SUNY Buffalo State (for the International Professional Development Schools Consortium), the University of Evansville (for UE Builds: Local and Global), and Virginia Tech (for the Rising Sophomore Abroad Program).

An article entitled “Commercialization of Internationalization: Context, Trends, Limits, and Dangers” by AIEA Past President John Hudzik was included in the March 2019 NAFSA Senior Fellows publication Internationalization in a Time of Disruption.

AIEA Past President Sabine Klahr and AIEA member Hilary Landorf co-authored the article “Global Learning Inspires College-Level Mathematics” in the January/February 2019 edition of AAC&U News.

AIEA member Rahul Choudaha was quoted in the article “US colleges fret over fall in Chinese students” on China.org.cn.

AIEA Secretariat Staffing Updates:

The AIEA Secretariat would like to congratulate Dafina Diabate on being named Director, International Programs and Services at Lincoln University in Pennsylvania. Congratulations to the Secretariat staff members in their new roles; Katy Rosenbaum (Associate Director), Mel Simmons (Assistant Director) and Daniel Lawrence (Program Associate). Also, thanks to intern Sonali Kathuria who served with AIEA from November 2018 to May 2019.

#AIEA2019 | Takeaways from Twitter

“Kudos @AIEAWorld on thought-provoking session - “Decolonizing Internationalization”. Andrew Williams of @HECUA off campus asks to what extent are we introducing international students to communities of color, the working class & poorer communities #AIEA2019.” (@eddiepwest)