Values are important to any field of endeavor as a way to guide behavior, assist in strategic planning, and as a standard against which we can hold ourselves accountable. I found myself musing over such thoughts in response to the recent issuance of the Nelson Mandela Bay Global Dialogue Declaration on the Future of Internationalization of Higher Education, an important document that I commend to the attention of fellow members of AIEA.

Although the declaration does not address values directly, the narrative that accompanies the Action steps talks about “a global higher education agenda which is equitable, ethical, socially responsible, accessible and accountable.” These values are also implicit in some of the Action steps. Such thinking is important in my view and I will explain in the following paragraphs.

The Nelson Mandela Bay Global Dialogue Declaration reminds us in a particularly powerful fashion of the need for the discipline of international education to clarify what we mean by “international education values.” Lest we forget, most professionals within our field come from very disparate backgrounds. Even if the overwhelming majority of Senior International Officers are academics, they could be from disciplines as different as astrophysics is to anthropology, or music is to dental hygiene. And, there are SIOs who come from private industry as well, with backgrounds just as diverse, or from government, again, with very different areas of expertise. This diversity in terms of background is even more true of the significantly larger numbers of employees within the field who are not SIOs, but entrusted with responsibility to coordinate and manage different aspects of the work of international education. In effect, what we have within the field is a very diverse group of people in terms of skills and training, who share a love, some would say a passion for the field of international education, but for whom there is not a core set of values that can serve as the north star for the profession.

A number of international education organizations (but not all) have tried to address the issue of values in articulating organizational identity. NAFSA’s values statement, for example, talks about learning and scholarship, understanding and respect among different peoples, leadership, peace, security and well-being. The International Education Association of South Africa’s core values include professionalism, excellence, ethical commitment, diversity, collegiality and sustainability. The Institute for International Education describes its values as including integrity, global awareness, collaboration, professionalism, excellence and service. The Japan Network for International Education mentions excellence, understanding of differences, peace, security and well-being as values that it embraces.

The International Association of Universities, in its publication titled “Affirming Academic Values in Internationalization of Higher Education: A Call for Action” actually articulates the most comprehensive list of values underpinning internationalization that I have encountered.

Clearly, while there is a great deal of overlap in these values statements, there are also divergences. We lack a set of core values for the field of international education possibly because we do not have an overarching body that speaks for all of international education, but such a fact does not lessen its need. It cannot be helpful that we claim to subscribe to the same field of international education, but be guided by different sets of statements that purport to express the values that undergird our work. Might it be that the time has come for the field of international education to articulate core values, not unlike the Universal Declaration of Human Rights, that will guide us in our work, regardless of our institutional affiliation, the actual work we do on a daily basis, or the country where we are based?

The notion of a common set of values is important for the very reason that at the heart of our field is a concern for the global, be it global understanding, global collaboration, or the global well-being of humanity. Indeed, in this age of globalization, the one phenomenon that has become the most important factor influencing the ongoing evolution of the internationalization of higher education, should we not be at the vanguard of conversations and scholarship about how we can ensure that we succeed as a global

Continued on Page 3
Conference Summary

With a theme of “Universalizing Global Learning in the 21st Century Academy,” the 2014 AIEA Conference was held Feb. 16-19, in Washington DC. Similar in size to the past two AIEA conferences, there were over 800 participants from 40 different countries, which makes this the most diverse AIEA Conference to date. Participants hailed from countries as far away as Cameroon, Ghana, Pakistan, and Paraguay with the largest delegations, other than the US, being from Australia, United Kingdom, Canada, and Japan. Within the U.S., the largest representation at the conference was from New York, followed by Washington D.C., California, Pennsylvania and Massachusetts, Virginia, Texas, North Carolina, Virginia, and Indiana, all of whom had sizable delegations at the conference. Two-thirds of the attendees were senior international officers, with half of those being newer SIOs. Only one-third were non-AIEA members. Most frequently stated reasons for attending the conference included focused networking with colleagues from around the world, quality and rich content of past AIEA conferences, and professional development (especially for those who had recently moved into more senior leadership positions). One long-time participant noted, “I have attended for the past four years and I always find it an excellent opportunity for networking and getting a sense for what issues are getting prominence in our field.” Another said that this was “one of the best conferences I have been to with strong speakers, interesting sessions and one of its strengths is that it is not too large.”

With over 270 presenters, 109 sessions, and nine well-received pre-conference workshops, the conference program provided participants with the rich opportunity to explore relevant issues within international higher education such as partnerships, faculty development, links between diversity and global education, and internationalization of the curriculum. Over 95% of the respondents rated the conference as “good” to “outstanding” with a key highlight of the 2014 AIEA Conference being the keynote talks by Anthony Appiah, Derald Wing Sue, Philip Altbach and Azar Nafisi (with comments noting that the keynotes this year were the “best ever,” “thought provoking” and “stunning”). According to the evaluations, there were many other highlights of the conference, including invaluable networking, the pre-conference workshops, and the roundtable discussion sessions, which one participant observed were a “great way to network and talk in depth about an important topic” to SIOs. AIEA was also pleased to collaborate with American Council on Education in co-sponsoring the ACE-AIEA Collaborative which immediately preceded the AIEA Conference.

Throughout the sessions and roundtable discussions, there was many “take aways” for participants including some of the following: the importance of having a transparent strategy involving all layers of the organization, the need to map learning outcomes to uncover existing gaps, the need to examine the language component in our materials more closely, the increasingly complex connectivity among higher education institutions internationally, the value of dialogue as a mode of international learning, creating coherence by clarifying outcomes/learning from global experiences, and a burning question: Why is internationalization so difficult to sustain at our institutions?

Another highlight of the conference was the awarding of the Klasek Award to Francisco Marmolejo of the World Bank for outstanding service to the field of international education and the presentation of the Rutanber Award to AIEA past president Bill Lacy of the University of California-Davis for his exceptional and dedicated service to the association. The Josephson Award for outstanding graduate work went to Christine A. Farrugia, whose work as a doctoral student at the State University of New York at Albany has focused on cross-border higher education policy in the United Arab Emirates. The 2013-14 AIEA Presidential Fellows were also recognized during the Awards Luncheon. A special thank you to Awards Committee Chair Terence Miller and his committee members for their work on the awards process this year. 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 this fall.

Excellent suggestions were made as to session topics (such as faculty development strategies, international research collaboration, partnership topics, international student recruitment, smaller institutions’ perspectives and insights, gender and leadership, innovation in internationalization, funding initiatives, integration of global learning, addressing
community in advancing the best interests of higher education in a manner that will serve all of humanity? It would be an unacceptable shortcoming if our international education organizations are preoccupied with international education issues, as they should be, but not mindful of the values that should guide such deliberations.

For example, it is possible to be concerned about international student mobility as a way of increasing the international student population on college campuses but, if driven principally by a desire to generate revenue, there are those who may be unconcerned about the ethics around the fees such students are charged that may amount to gouging them. Furthermore, is it not true that we do ourselves a disservice, even when we talk about international concerns, by having those conversations only from one perspective, say the American perspective? We struggle with this very issue at our annual meetings where we lament the absence of multiple perspectives in the papers presented. Should we not be among the least parochial and insular with respect to the values that guide us as international educators? In effect, whatever set of values we develop should have global applicability and be developed in a manner that incorporates the perspectives of our colleagues from around the world.

Although the answers to these questions are not easy or simple, they nonetheless set the stage for an even more important kind of inquiry. For once we develop core global values for the field of international education, what then becomes the next responsibility? Might we have an obligation to act on these values? The International Association of Universities, as reported by the University World News Global Edition, cites the biggest institutional risk of internationalization as being that it benefits primarily wealthier students. There is no question that this must be of concern to international educators as it speaks to the issue of access. So what are we going to do about it? There are many instances of scholars being persecuted in various countries because of the subject of their research or even their political sympathies. Shouldn't we be speaking out against such policies? Issuing the most alarming report ever in its history, the Intergovernmental Panel on Climate Change warns about dire consequences to our planet if current practices associated with the use of fossil fuels aren't radically altered. Since being stewards of the planet is not only compatible with our values as international educators but the defining value proposition of our lifetime, are there actions we can take in terms of policies we help to develop, pedagogical commitments and even lifestyle choices that can help to forcefully advocate against the status quo and in favor of renewable sources of energy? Defending the integrity of the values we espouse in a public way, and at the risk of attracting the disapproval from some sectors of our community, may be necessary if our professional lives are to be aligned with our values.

The ferment within international higher education and the sweeping changes being precipitated by globalization forces us to seriously consider the values that should underlie and characterize our work as international educators. I think that it has become necessary for us to articulate the values that are core to the field of international education, irrespective of our regional organizations. This will take time and involve many voices but I am convinced that we would be better off for so doing, and that this will help further define and establish the field of international education as a reflection of the consciousness of our most important constituents. I invite you to join me in starting this important conversation.

Harvey Charles
AIEA President
Vice Provost for International Education,
Northern Arizona University
2015 CONFERENCE INFORMATION AND CALL FOR PROPOSALS

AIEA 2015 LEADING GLOBAL LEARNING: ENVISIONING NEW PARADIGMS

FEBRUARY 15-18, 2015
WASHINGTON D.C.

WWW.AIEAWORLD.ORG

CONFERENCE DESCRIPTION

Education is irrevocably changing in the early twenty-first century. In today’s world, issues such as environmental sustainability, human population migration, political conflict, and information technologies require thinking beyond national borders to arrive at solutions. As educators and leaders, we must prepare our students to succeed in the changing world into which they will live and work. At the same time, we are reconsidering both what we do and how we do it, for what we have understood for years in terms of content and delivery is being called into question. With challenges come opportunities. The possibilities of connecting students across the globe to work together on collaborative projects, and connecting educational institutions to deliver collaborative courses, certificates and degrees are vast in the twenty-first century institution. We can cultivate real-life opportunities that are integrated into courses and programs, that connect with local and global partners, and that embrace technology as a tool to innovative possibilities.

The AIEA 2014 conference emphasized the obligation to prepare students for global realities. As we gather for the 2015 AIEA conference, we will continue to explore leadership implications for the future, including: How do we as international education leaders prepare our students to live in today’s diverse, complex world, and to engage successfully in the global marketplace? How can higher education institutions be accountable to local, state, and national governments and accrediting bodies with regard to global learning efforts? Who should be our collaborative partners beyond business and government? What technologies do we anticipate for the future, and how can we as leaders harness emerging technologies for meaningful internationalization? How can we facilitate students’ deeper engagement with global issues and questions in their daily lives? Above all, how do we as educators and leaders anticipate and embrace the challenges of the higher education landscape of the early twenty-first century, and prepare our students to navigate this unfamiliar topography?

Subthemes for the 2015 conference include:

• The Senior International Officer (SIO) and Campus Leadership: How can the SIO, in collaboration with other senior leadership, anticipate and embrace twenty-first century challenges? In what ways does or should the SIO inform and support the mission and vision of the institution? How might the SIO best direct the international office towards effective and supportive collaboration with other offices across campus?

• Diversity and Global Learning: How can the SIO contribute to diversity efforts?

How might international and diversity offices collaborate towards a shared vision of cultivating intercultural competence?

• The SIO and Accountability: What is the role of the SIO with regard to institutional accreditation processes? How can the assessment of global learning efforts support other assessment, accountability, and accreditation efforts on campus?

• Technologically-Facilitated Global Learning: How might global learning efforts benefit from emerging technologies? In what new and exciting ways – including collaborative courses and degrees – can institutions connect with institutions in other countries through technology to achieve goals of comprehensive internationalization?

• Global Responsibilities: How might the SIO encourage global learning efforts to intersect with other efforts on campus such as sustainability? What is the potential to collaborate with international partners to explore global issues?

The AIEA 2015 conference committee encourages innovative session proposals that explore new paradigms for leading global learning. Session proposals should describe a 75-minute process that leaves at least 35 minutes for discussion. AIEA strongly encourages session proposals that include 2-3 presenters (maximum is 3 presenters), with the exception of round-tables, which should include only 1-2 facilitators and no formal presentation. No single-presenter sessions will be considered.

THANK YOU TO OUR 2014 DIAMOND AND PLATINUM CONFERENCE SPONSORS
Association of International Education Administrators affirms Nelson Mandela Bay Declaration

Participants at the Global Dialogue, hosted by the International Education Association of South Africa (IEASA) on January 15-17, 2014 in Port Elizabeth, South Africa, developed the Nelson Mandela Bay Declaration on the Future of Internationalization of Higher Education. The Declaration emphasizes “the importance of decision-making and practices in the development of internationalization activities that are imbued with ethical considerations and inclusivity.” The Declaration identifies three integrated areas of development for internationalization efforts, and a list of ten action steps for a global higher education agenda that is “equitable, ethical, socially responsible, accessible, and accountable.” The Declaration is available in full at: http://bit.ly/1kDmeAu

The Association of International Education Administrators (AIEA), representing over 800 institutional leaders engaged in advancing the international dimensions of higher education, has released a statement approved by AIEAs governing board at their February 16 meeting in Washington, DC that affirms the Nelson Mandela Bay Declaration.

AIEA’s statement of affirmation highlights “the necessity to develop internationalization practices that focus on improving higher education in all regions of the world, to reiterate the value of diversity and multiple perspectives throughout international education efforts, and the need for leaders in international higher education to engage in deeper multilateralism for the mutual benefit of all entities and constituencies impacted by our advancements in internationalizing higher education.” The statement of affirmation can be found at: http://bit.ly/1h8RQPM

New Executive Committee Members

Paul McVeigh is Associate Vice President for Global Studies and Programs at Northern Virginia Community College where he has responsibility for the strategic leadership and operational coordination for all aspects of international programming. He is a current member of the Advisory Council for ACE’s Internationalization Collaborative and of several other committees and boards for the Forum on Education Abroad, AAC&U and NAFSA. He has led several international partnership projects and major grant initiatives, e.g., the Community College Initiative and Brazil’s Science Without Borders. His Ph.D. was earned at the University of Dublin, Ireland.

Judith Pennywell is the Assistant Provost for International Affairs at the University of Miami. She has served as a SIO, overseeing multiple functional areas for seven of her 20 years of experience in International Education Administration and Student Affairs. Judith was selected as an AIEA Presidential Fellow in 2011 and was a part of panel discussion on the program in 2012. She has been active in NAFSA, serving on leadership development and international education leadership committees.

Hilary Kahn, is the director of the Center for the Study of Global Change at Indiana University and faculty in International Studies. She presents regularly at AIEA conferences and elsewhere on global teaching and learning, curriculum and campus internationalization, assessment, and interdisciplinary global studies, and she co-directed the 2013 AIEA Regional Forum. She publishes on visual ethnography, global research, international service-learning, interactive technologies for international learning, global classrooms, and visual politics in Guatemala.

AIEA is pleased to announce three new Executive Committee members, who will serve from 2014-2016: Paul McVeigh, Judith Pennywell, and Hilary Kahn.
Thematic Forums - Reports

Internationalizing the Community College – The Texas Agenda

On January 24, 2014 the Alamo Colleges hosted an Association of International Education Administrators (AIEA) Thematic Forum entitled Internationalizing the Community College – The Texas Agenda. The purpose of the symposium was to examine the complex definition of internationalization to gain an understanding of the process with regard to its application to all facets community colleges. Additionally, the symposium was designed to offer a theoretical and practical framework through informed discourse that will provide information about the various contexts which shape the priorities and directions of internationalization for two-year colleges.

Although participation at the forum was impacted by inclement weather in San Antonio, the institutions represented in the dialogues found the following to be common challenges among their organizations with regard to internationalization:

- Uncertainty concerning best practices
- Lack of knowledge about the process of internationalization
- Lack of faculty engagement in international activities
- Lack of identifiable resources concerning internationalization

Representatives from the institutions also expressed a desire to learn creative ways to build community partnerships to internationalize their colleges or campuses. They also expressed a desire to continue these dialogues annually.

The Alamo Colleges makes the following recommendations as a result of the AIEA Thematic Forum:

- To continue the dialogues within the next quarter
- To assess how the information learned has been applied in the institutions

To develop a technological means of allowing participating colleges to continue discussions

A more detailed report of this Thematic Forum is available at the AIEA Website.

Developing Institutional Strategies for Growing Global Research

The AIEA Thematic Forum: Developing Institutional Strategies for Growing Global Research was held on April 6-8, 2014 at the University of South Florida in Tampa, Florida. The Forum was organized by the University of South Florida (USF) and the University of North Texas (UNT) and was sponsored by the Association of International Education Administrators (AIEA), Elsevier Publishing Company, and the National Organization of Research Development Professionals (NORDP). The Forum was attended by more than 100 senior administrative leaders representing offices of research and/or international engagement representing over 40 U.S. universities and 15 funding agencies from 12 countries.

The Forum opened with a dinner and keynote address by Dr. Rob Bertram, Director of the Office of Agricultural Research and Policy in the Bureau for Food Security at the U.S. Agency for International Development (USAID). The first day’s sessions included a panel and participant discussion on “Articulating the Value Proposition—Making the Case for Institutional Global Engagement in Research.” The afternoon included thematic sessions in which participants worked collaboratively in groups to discuss effective practices universities utilize as they engage in global research and how research and international offices can better cooperate to advance global research. The evening sessions included a social networking reception with representatives of international funding agencies and a dinner with a keynote address by Dr. Bill Colglazier, Science and Technology Adviser to the Secretary of State at the U.S. Department of State. The last day of the Forum included a morning reporting out session that synthesized the information gathered during the previous day’s afternoon thematic sessions followed by a lunch with a keynote address by Dr. Kathie L. Olsen, Founder and Managing Director of ScienceWorks and former Deputy Director and Chief Operating Officer of the National Science Foundation. The afternoon included concurrent presentations on global research opportunities by funding agency representatives. The proceedings of the Forum will be published by Elsevier Publishing Company and released later this year.

AIEA Accepting Applications for 2014-2015 Thematic Forums

AIEA invites institutional members to submit a proposal to host an AIEA Thematic Forum at or near their institution’s campus. The purpose of Thematic Forums is to increase the opportunities for AIEA members and other professionals from related fields to gather in organized venues to discuss and learn more about salient issues in International Education. The topic and size (number of participants) of the forum are open, and funding is available up to $4,000.

Applications are due on May 15 for Thematic Forums to take place by May 15, 2015. To apply, please send the following to aiea@duke.edu.

- 3-5 page proposal explaining the topic/issue of the proposed workshop and its importance to international educators. The proposal should include an outline and format of the workshop, names and titles of speaker(s), length of workshop, and proposed date.
- Selection process of participants and maximum number.
- CVs for the presenters/speakers
- Detailed budget

For more information, and to read detailed reports from previous AIEA Thematic Forums, please visit this link (http://bit.ly/1eofliI), also accessible under “Events/Programs” on www.aieaworld.org.
Apply to Become an 2014-2015 AIEA Neal Presidential Fellow

The AIEA Neal Presidential Fellows Program is a program of mentorship for new Senior International Officers, necessarily limited in number but of high prestige.

There are three categories of AIEA Neal Presidential Fellows: one for applicants from four-year private colleges, one for applicants from public teaching-oriented institutions, and one for applicants from PhD-granting public and private research universities. At the onset of the program, at least one person per year in each category will be selected. The Neal Presidential Fellows Committee will then match each Fellow with an experienced SIO at an institution of the same type as the Fellow’s home college or university, who will serve as Mentor.

Each fellow will spend several days (as much as up to a week) visiting the Mentor’s campus, shadowing the Mentor, and learning about the policies, politics, and procedures of the Mentor’s institution. Ideally, the Mentor would also plan a shorter visit to the Fellow’s campus to better understand the challenges facing the Fellow. Throughout the balance of that academic year, the Mentor will be available for consultation and advice as requested by the Fellow. The Fellow and the Mentor will each provide AIEA with an evaluation of the usefulness of the fellowship at the end of the academic year and the Fellow will submit a final report on the learning experience to AIEA.

The award will include a stipend of $1,500 to be provided to the Fellow’s home institution, to defray travel costs and other related expenses of the Fellow and perhaps the Mentor, at the Fellow’s discretion. It would be expected, but not required, that this sum might be augmented or perhaps matched by the Fellow’s home institution.

The AIEA Neal Presidential Fellows Program provides participants with the opportunity to:

- Observe how an experienced Senior International Officer and his/her institution address international education challenges and solves problems.
- Participate with a knowledgeable Mentor in structured week-long campus site visit at the Mentor’s institution.
- Learn about national and international issues and how they affect individual campuses.
- Become a member of a national network of Fellows who serve as resources throughout one’s career.

Every Fellow is expected to:

- Engage in a Mentor/Fellow relationship with a Senior International Officer which may include participating in senior level decision-making meetings at the host institution.
- Respect the confidentiality of all information learned at the host institution.
- Observe the leadership styles of individuals at the host institution, their effectiveness, and how they interact with one another.
- Design an individualized Plan of Action for the week-long site visit to the Mentor’s campus

Through this program, Fellows experience a unique opportunity to immerse themselves briefly in the day-to-day activities of their host institutions, and maximize learning opportunities.

Interested applicants should submit their CV, Statement of Purpose, and a list of 3 references and contact information to aiea@duke.edu by May 8. The references should have knowledge of the applicant in his/her position as SIO. The Statement of Purpose should include the following:

1. Description of candidate’s institution
2. Description of candidate’s position, role within the institution and responsibilities/scope of the candidate’s position
3. The knowledge, skills, and advice the candidate desires to obtain from the mentorship

The candidate can include mentor/institution suggestions but this is not necessary and there is no guarantee that the candidate will be matched with those suggestions.

For more information, please visit this link (http://bit.ly/OwYhQC), also accessible under “Events/Programs” at www.aieaworld.org

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2013-2014 Fellows and Mentors

2013-2014 AIEA Neal Presidential Fellows:
Natalia Dyba, University of Washington Bothell
Helen Gaudette, Queens College, CUNY
Astrid Schmidt-King, Notre Dame of Maryland University
Anthony J. Shull, University of Colorado, Colorado Springs
Kevin Timlin, Northern Michigan University

2013-2014 AIEA Neal Presidential Mentors:
Larry Bell, University of Colorado, Boulder
Susan Carvalho, University of Kentucky
Jenifer Cushman, Ohio University Zanesville
Cheryl Matherly, The University of Tulsa
Penelope J. Pynes, University of North Carolina-Greensboro
AIEA Senior Advisers
Program: Invitation for Advisee Application

AIEA is the only association in the world focused exclusively on professional development, advocacy, information sharing and networking for administrators in the field of higher education at institutions of higher (i.e. postsecondary) education anywhere in the world. In furtherance of this mission, AIEA is now offering its members the opportunity to participate in the AIEA Senior Advisers Program (SAP). This program will connect seasoned AIEA members—recognized leaders in international education—with AIEA members who are starting their careers as a Senior International Officer (SIO), i.e. a member of their college or university’s administrative staff with broad but not necessarily sole or exclusive responsibility for international activities and programming. The SAP provides experienced and novice SIOs with an opportunity to engage in direct dialogue while learning from each other.

AIEA members who are within the first three years of their work as an SIO are eligible to apply to participate as Advisees in the AIEA Senior Advisers Program. Applicants should complete the online application available at http://www.aieaworld.org/senior-advisers-program by May 15, 2014. Applicants will be selected upon a first come-first serve basis according to adviser availability.

Five to seven applicants will be assigned as Advisees to a Senior Adviser who provides the best match on institution characteristics (type, level, size, and mission) and Adviser and Advisee past and current job responsibilities. Individual Advisers will determine the mode and frequency of interaction to balance their own and their Advisees’ needs.

If you have any questions, please contact the Senior Adviser Program coordinator, Paaige K. Turner at turnerp@slu.edu.

Fall 2014: Survey on Senior International Officers

This fall, AIEA will be conducting a Survey on Senior International Officers: Individual and Institutional Profiles. This survey will update information from a survey of institutional members considered to be the Senior Institutional Officer (SIO) at their institutions, previously administered in 2011, 2005, and 1999. A summary of the results from the 2011 survey is available at this page: http://bit.ly/I1Go3OP.
New ARC Research Center Examines the Role of Language in Education and the Workplace

American Councils is pleased to announce the launch of the AC Research Center (ARC), an academically independent organization established in order to expand the pool of policy-relevant data and research available to decision-makers at all levels who are concerned with language in education and the workplace.

ARC will address central issues in U.S. language policy with a global perspective to research and policy formation by providing data and new analyses related to language learning, including the impact of a second language on educational achievement and performance in the workplace. Further policy issues include: language acquisition and overseas immersion, domestic language immersion in K-12, heritage bilinguals and formal education, cognitive advantages of acquired bilingualism, and second language acquisition and literacy. ARC will engage leading U.S. and international researchers and policy makers, as well as organizational partners. It will also sponsor fellowships and engage policymakers and the general public through publications and roundtables.

Richard D. Brecht, Dan E. Davidson, and Robert O. Slater will oversee ARC activity. Dr. Brecht is an internationally recognized expert on language policy and research. He was the founding executive director of the University of Maryland Center for Advanced Study of Language (CASL), and a former Director of the National Foreign Language Center. Dr. Davidson is president of American Councils and professor of Russian and Second Language Acquisition at Bryn Mawr College. He is a recognized authority on learning in overseas immersion and is acknowledged internationally for developing and overseeing initiatives in educational development, training, and research. Dr. Slater, for more than three decades, has been a national leader in creating innovative solutions to language issues across the nation. Formerly the Director of the National Security Education Program, he created and launched the Language Flagship effort, the National Language Service Corps, and numerous scholarship and fellowship programs.

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.

Selected Tweets from #AIEA2014

Azar Nafisi @azarnafisi Feb 19
What gives hope is discovering complete strangers who sharing your passion become intimate strangers, kith and kin. Thank you #aiea2014.

Elizabeth Redden @ElizRedden Feb 19

Sara Custer @Sara_ThePIENews Feb 17
We need to change our terminology to "circulation" not "exchange" says McGill Peterson #aiea2014

Joe Avison @joeavison Feb 17
"I love theories, but theories are't all that matter" @KAnthonyAppiah real world solutions can differ from theory but can work #aiea2014

Kyle Gunnels @kgunnels Feb 18
Important to remember that internationalization does NOT mean westernization. Cross-cultural learning is key. #AIEA2014 #highered #intled

Karin Fischer @karinfischer Feb 17
"Internationalizing the curriculum doesn't mean just slapping the word 'global' on it" - @valenciacollege's Jennifer Robertson #AIEA2014

Ian Wilhelm @ianwilhelm Feb 17
Expect that as state universities go abroad, they’ll likely face questions abt how it serves local community, says @KevinKinser #AIEA2014
Members in the News

Members in the News is a feature on the AIEA website (www.aieaworld.org) that highlights AIEA members' contributions in the larger field of international education. Email aiea@duke.edu with information about AIEA members (in the media, accomplishments, authored books, etc.). We encourage members to email aiea@duke.edu to let us know if you have a recent contribution to the field that AIEA can highlight using social media and the website. Below is an excerpt from recent Members in the News:

• Congratulations to the following AIEA member institutions who received 2014 Senator Paul Simon Awards for Campus Internationalization: North Carolina State University, The Ohio State University, Rutgers University, George Mason University, and University of Texas at Austin.

• AIEA Members Jeffrey M. Peck, Stephen E. Hanson, John Hearn, Clare Banks, and 2014 AIEA Conference presenters Hans de Wit and Katja Kurz have been published in the Spring 2014 Issue of IIENetworker.

• AIEA Members Raul Choudaha, Mitch Leventhal, James Holloway, and Amy Conger, have been published in issue 312 of University World News.

• AIEA Executive Director Darla Deardorff, member Patti McGill Peterson, and AIEA conference presenters Philip Altbach and Sonja Knutson have been published in the spring issue of International Higher Education.

• The AIEA Annual Conference and presenters and AIEA members David Di Maria and CK Kwai featured in New York Times article “Helping Foreign Students Thrive on U.S. Campuses.”

• AIEA Member and 2014 Charles Klasek Award Winner Francisco Marmolejo was featured in an interview for The Pie News.

• AIEA President Harvey Charles and Northern Arizona University’s innovative Global Science and Engineering Program featured in Inside Higher Ed article "Internationalizing STEM."

• AIEA Members CK Kwai and David Di Maria featured in The Chronicle of Higher Education article "Campuses Focus More on Meeting International Students’ Needs" for research presented at the AIEA Annual Conference.

• A conference session featuring AIEA Executive Director Darla Deardorff and Krista Jenkins was featured in the Inside Higher Ed article "Integrating International Students."

• The Pie News article "AIEA event challenges concept of “internationalisation” features quotes from AIEA Executive Director Darla Deardorff, and conference presenters and attendees David Di Maria, CK Kwai, Fanta Aw, Helen Zimmerman, and Patti McGill Peterson.

• Preparing to Study Abroad: Learning to Cross Cultures, a book for students on cross-cultural engagement and the development of intercultural skills and awareness by AIEA Member Stephen Duke was published by Stylus Publishing.

• Congratulations to the following AIEA member institutions who received an IIE 2014 Andrew Heiskell Award for Innovation in International Education: Clemson University (Study Abroad) and the University of Michigan (International Partnerships). Congratulations also to member institutions DePaul University, The University of British Columbia, Valencia College, and University of North Texas for receiving honorable mentions.

• Congratulations to the following AIEA member institutions for receiving NAFA’s Paul Simon Award for Campus Internationalization: Colorado State University, St. Cloud State University, and the University of South Florida. Congratulations also to Northwestern University for being featured in NAFA’s “Internationalizing the Campus 2013” publication.