AIEA Presidential Message
Gil Latz, AIEA President

In my first Presidential Message, I shared the thinking behind convening the AIEA 2016 Annual Conference on the theme, *Building a Better World, the Academy as Leader* (AIEA 2016).

As noted there, 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.”

The earlier column:

- identified several strategies for furthering campus discourse on internationalization as “the process of connecting a university’s teaching, research, and engagement activities to the global networks that frame 21st century life;”
- observed that “higher education is both an academic and a civic institution, one capable of addressing global issues...that simultaneously have local and global dimensions;”
- and concluded that, in addition to strategic thinking, there is a second important way for higher education to contribute to building a better world, “...to more effectively demonstrate the value of comprehensive campus internationalization by creating high profile leadership projects that address the grand challenges of the day.”

Global leadership projects with local dimensions can come in many forms; here I share three that, while focused on the work of colleagues in the community I reside, are nonetheless representative examples of comparable activity taking place—and encouraged—in AIEA member institutions around the world.

Local

*The analysis of Burmese refugee immigrant communities* is a research project associated with the Indiana University Lilly Family School of Philanthropy. It focuses on projects that assist in the integration of the Burmese immigrant refugee community in Indianapolis, Indiana. Employing an ethnographic approach, findings reveal that a broad range of civil society actors—non-governmental and faith based, both internal and external to the refugee community—support Burmese refugee immigrants by prioritizing various unmet basic needs, youth and adult education, culture and ethnic preservation, and global social justice advocacy. This study confirms the need for collaborative governance in addressing the integration of Burmese refugee immigrants with the larger community and discusses the intriguing idea of civic virtue as a feature of such community projects and university research and partnership (He 2016).

National

*The Global Cities Initiative* is a joint project of the Brookings Institution and JPMorgan Chase that includes 28 US metropolitan areas; Indianapolis, under the leadership of the Indy Chamber, joined this peer learning network in 2013. GCI assists metropolitan leaders seeking to advance and grow their regional economies by strengthening international connections and competitiveness on key economic indicators such as advanced manufacturing, exports, foreign direct investment, and traded sectors. Activities include producing data and research to guide decisions, fostering practice and policy innovations, and encouraging development of regional trade and investment strategies. Higher education institutions figure in the collaborations found in a majority of GCI metro areas. Indiana University-Purdue University

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

Indianapolis assisted in the formulation of and research for the *Indy Chamber’s 2016 Indy Metro Global Trade and Investment Strategy*, as part of the IUPUI Strategic Plan, *Our Commitment to Indiana and Beyond* (Brookings; Indy Chamber; IUPUI 2016)

**Global**

*The Global Public Good: Students, Higher Education, and Communities of Good* is a special issue of the journal *Higher Learning Research Communications*. It explores the role of higher education in developing a capacity for creating and sustaining the public good and then acting on this understanding with conviction and intent. The publication’s agenda seeks to rethink all levels of education globally, using the power of education to elevate the human community and to make our shared world a better place to live. The essays fall into three sections: conceptual frameworks and considerations, the advantages to communities of global considerations of the public good, and the actual work of institutions in creating a global public, or common, good. The invited editors and authors highlight the role of educated students…as prepared and empowered agents of future actions that will be sustainably transformative in the conduct of their lives. (HLRC 2016)

Thoughtful leadership in theory and practice is evident in these three examples, among the many that could be cited demonstrating the role of the academy in building a better world by addressing grand challenges of the day, locally and globally. As a community of international thought leaders, AIEA and I invite you to document, contribute, and expand our commitment to such important work.

References:


Indiana University-Purdue University Indianapolis. IUPUI Strategic Plan: Our Commitment to Indiana and Beyond. [http://strategicplan.iupui.edu/](http://strategicplan.iupui.edu/)


---

**2017 Annual Conference**

There are many reasons to believe that the 2017 AIEA Annual Conference will be one of the best ones yet! Our conference theme: Internationalizing Through Difference: Transcending Boundaries addresses many central issues of international education. While our field is and always has been about transcending boundaries, it is nonetheless often structured and practiced in silos. This is an important paradox to explore, as the promise of academic internationalization is its potential to bridge divides and create collaborations and conversations that move all of us forward together. We must do this, however, within the context of existing boundaries, with attention to equity, respect for difference, and recognition that the process must be as collective as the result it hopes to achieve. The 2017 conference will develop spaces for conversation and collaboration where we can reconsider the geographies of our field and institutions, look at internationalization through multiple lenses of analysis, address our responsibilities as Senior International Officers, and propose new approaches that rethink the binaries and inequalities that often undergird our work. Our superb keynote speakers—Activist and Author Rinku Sen and Journalist and Author Eric Weiner—will get to the heart of our issues by encouraging us to think in new ways about the world and to consider the many differences that continue to give meaning to our lives and the responsibilities that we carry and should foster in others.

This crucial theme has already motivated many of you to contribute to a record number of proposal submissions, which has made the job of the conference committee a bit more difficult but also extremely rewarding. The 2017 Conference Committee and I, along with the AIEA Secretariat, have been working hard to make the upcoming conference one that will have sustained impact on our diverse practices. We are also pleased to announce that we will be celebrating the 35th anniversary of AIEA at this conference. We are delighted to celebrate this milestone, foster many meaningful conversations, and consider how our 2017 conference can set a path for the next 35 years of international education. See you in DC in February!

*Hilary Kahn, AIEA President-Elect and 2017 Conference Chair*
SECRETARIAT REPORT

The AIEA Secretariat continues to provide major oversight and administrative support for the committees, boards, and professional development programs of AIEA (Presidential Fellows, the Senior Adviser program, Thematic Forums, dialogues), coordinating and organizing the annual conference, as well as maintaining all daily operations (communications, membership, finances, administration) for the organization through four staff members, Executive Director Dr. Darla K. Deardorff, Assistant Director Dafina Blacksher Diabate, Program Associate Katy Rosenbaum, and AIEA’s new Office Assistant, Amanda Blake, who started with AIEA this past September. Here are some of the areas of involvement of the AIEA Secretariat over the past year:

• The close of the 2015-2016 membership cycle confirmed the highest membership to date, with 1001 members (as of June 30, 2016). This included 464 institutional members, up from 439 at the end of 2015, and 425 at the end of 2014. Over the past 18 months, AIEA has transitioned to a membership cycle that begins July 1st and runs through June 30th. Most members have experienced this as a smooth shift, and the 2016-2017 year marks the final segment of the transition.
• AIEA was pleased to offer the second annual AIEA Academy for New SIOs at Duke University in May 2016, organized by the AIEA Secretariat under the guidance of the Academy Faculty of Gil Merkx, Riall Nolan, Nell Pynes and Pia Wood.
• Executive Director Darla Deardorff provided visibility to AIEA through invited talks and presentations at numerous venues in 2016 (most at no or little expense to AIEA) including at the first Global Conference in South Africa (hosted by IEASA), at an IIE-organized event in Myanmar, as keynote speaker at two conferences in Japan, and invited talks at other conferences throughout the world. She also represented AIEA at a US Department of Education invitation-only meeting in July.
• AIEA completed the seventh cohort of AIEA Presidential Fellows and launched the eighth cohort of Fellows.
• The Secretariat supported the second year of the Senior Advisers Program under the leadership of the Leadership Development Committee and supported the third iteration of the program.
• AIEA supported the Thematic Forum competition and awarded four Forums for the 2016-2017 year. Reports can be found online at http://www.aieaworld.org/2015-2016-thematic-forums.
• The Board met three times, including an on-line meeting in July, and in-person meetings in February and October (the latter hosted by Duke University).
• The Secretariat published two online newsletters available on the AIEA website (www.aieaworld.org).
• The AIEA Secretariat facilitated a conference call with over 60 participants on the New Foreign NGO Law in China and its implications for senior international educators in October.
• The Secretariat revamped the AIEA website, changing to a responsive template and updating how information is organized.
• The Secretariat created a comprehensive internal communications plan, which is currently under review.
• The Secretariat oversaw the official trademarking of the AIEA name and logo.
• AIEA continues to be an active member of both the Network of International Education Associations (NIEA) and Scholars at Risk. AIEA plans to have representatives at the upcoming 2nd Global Dialogue in January 2017 in Mexico. AIEA maintains partnerships with other sister organizations including American Council on Education (ACE), Association of American Colleges & Universities (AAC&U), and the European Association of International Educators (EAIE), the latter of which includes co-hosting a Transatlantic Leadership Dialogue immediately following the 2017 AIEA Annual Conference.
• AIEA is grateful for the generosity of sponsors and exhibitors as we gear up for the launch of the 2017 AIEA Conference. With ELS leading the way as the Diamond sponsor, sponsors and exhibitors demonstrate the vital role of supporting organization in making the annual event a success.
• AIEA continues its online presence by through Twitter, Facebook, and LinkedIn as well as the AIEA Job Board. Suggestions are welcome as to ways to continue to meet the needs of AIEA members through technology.
• Many thanks to the over 75 members of AIEA who have provided active leadership on AIEA committees and boards over the past year (see reports in this newsletter and on the AIEA website for members’ names). AIEA is a member organization and relies on the active leadership of its members to accomplish the work of the association.
Pre-Conference Workshops

AIEA is pleased to offer nine pre-conference workshops at the 2017 Annual Conference.

AIEA Workshop: Opportunities for SIO Leadership in Global Research: Building your Institution’s “Global Research IQ” (GRIQ)

Senior International Officers (SIOs), to be effective in supporting the third leg of Comprehensive Internationalization, can often work more closely with research offices to infuse cultural competence to enrich global research activities of faculty and students. The goal of this workshop is to study a set of diverse cases from around the country on how to improve the ability of SIOs to significantly contribute to improving and integrating international education concurrently with international research outcomes that lead to better global partnerships, more meaningful student and faculty experiences, and global scholarly productivity.

Workshop Chair: Rick Nader; case studies will be presented by other facilitators.

AIEA Workshop: International Service Learning: How and To What End?

This preconference provides an overview of good practice in international service learning (ISL) in higher education, highlights a rationale for valuing both ISL and domestic service learning as a means to developing intercultural competency and understanding the glocalization of contemporary social issues, and explores how ISL contributes to the broader goals for curriculum internationalization. In addition, assessment protocols will be shared, with an emphasis on current research findings from systematic analysis of student reflection narratives used within the International Partnership for Service Learning programs. Participants will identify key action steps that SIOs can take on their own campus to support both the integration and the assessment of ISL into study abroad as well as other courses/programs.

Workshop Chair: Julie Hatcher; Presenters: Thomas Winston Morgan, Mary Price, Michele V. Price, Victor Savicki

AIEA Workshop: Foreign Universities in China: Impact of China’s New NGO Law

Many foreign universities have set up active educational programs in China, ranging from student exchange, summer program, faculty research, joint academic program to a branch campus. China’s new legal and policy framework, including the Foreign NGO Law that goes into effect in January 1, 2017, may impact some of these programs. This workshop will discuss various foreign educational programs in China and how the new law might increase the new compliance burdens in China. This workshop features senior international officers and experts on this law who will discuss the most recent information available on China’s new legal and policy framework on these issues, as well as current information on enforcement and implementation efforts in China. Specific examples and questions from participants on these issues will be discussed.

Workshop Chair: Bailian Li

AIEA/ICI Workshop: Intercultural Concepts for Busy University Leaders

As leaders in international education, we are in the delightful and profound business of facilitating transformation. And part of that transformation is our own. To support us in this life’s work, the field of intercultural communication offers an array of useful theories that we seldom have time to contemplate. The international educator’s plate is rather full. With bureaucracy demanding time and learning requiring reflection, applying intercultural concepts may seem like a far-fetched luxury. But wait—it can be a pleasure in your work!

This afternoon of intercultural concepts will not only be a crash course in some enjoyable ideas, it will also provide ways for you to use these concepts in your work with faculty, staff, and others.

Workshop Chair: Janet Bennett

AIEA Workshop: The Power of Persuasion

This workshop actively engages participants to develop a fundamental skill set necessary for their success – persuasive communication. To reach their objectives, Senior International Officers (SIOs) need the support of a wide variety of campus and community stakeholders. Their role is often to be change agent, advocate, and visionary. They need to understand multiple perspectives and find ways to align diverse perspectives towards a common cause. SIOs need the power of persuasion.

Learning Outcomes include: ability to identify objectives and the communication process necessary to reach them; understanding diverse stakeholders and be able to listen effectively to their perspectives; and knowing how to adapt a message to be most effective for the target audience.

Workshop Chair: Victoria Jones; Presenter: Paaihe K. Turner

AIEA/IIE Workshop: Implementing Strategic International Partnerships

This workshop focuses on how to prepare your institution to develop strategic and sustainable international partnerships, providing in-depth models and lessons learned from experienced partnership practitioners. Expert trainers will use their combined wealth of experience building partnerships to provide audience members with practical knowledge and best practices for engaging in strategic international partnerships with counterparts in other countries. Geared towards international education professionals with several years of experience and who
are responsible for partnership building at their institution, this workshop will equip participants with the basics of how to prepare, organize, initiate, sustain, and evaluate academic partnerships between their home institutions and counterparts in other countries.

**Workshop Chair:** Clare Banks; **Presenters:** Susan Buck Sutton, Tim Barnes

**AIEA Workshop: Managing Risk and Legal Issues in the Context of Internationalization**

The issue of managing risk and legal issues in the context of internationalization is a critical one for Senior International Officers. To date, many conversations on this subject have been limited to study abroad, rather than focusing more broadly on comprehensive internationalization efforts. This interactive workshop will take an interdisciplinary approach to exploring the broader risk and legal issues a SIO must contend with on a daily basis, including, for example, partnership agreements and MOU’s, student mobility, international agent recruitment, international campuses, the importance of creating integrated local and international crisis and risk plans, doing business in and with a foreign country, and more.

**Workshop Chair:** William Hoye; **Presenters:** J. Kline Harrison, Paul Pousson

**AIEA/AAC U Workshop: Inclusive Excellence and Global Learning: Intersections between Internationalization and Diversity/Inclusion Initiatives to Advance Student Learning**

As campuses develop and implement comprehensive internationalization plans, effort often focus on creating an environment where international becomes ubiquitous. Many institutions are successful in creating structures and plans for student and scholar mobility, but in order for internationalization to truly become part of the institutional fabric, the connection between internationalization and global learning must be articulated, and all students must be engaged in global learning across the curriculum and co-curricular activities. How do you create the structures for an equity-minded global learning program that touches all students? How do you engage students who are seemingly unwilling to study away? How are local partnerships leveraged to provide students with problem-based learning experiences that provide students with structured opportunities to engage with individuals from different cultural and possibly disciplinary backgrounds? This workshop will explore these questions and provide resources to create an equity-minded global learning plan that ensures inclusive excellence.

**Workshop Chair:** Dawn Whitehead; **Presenter:** Hilary Landorf

**AIEA Workshop: Now What? Planning and Managing Your Career as an SIO**

This workshop is designed for people already in SIO positions. No matter where you are in your career, you’ll need to plan ahead and manage your career. The workshop will help you identify challenges and opportunities, and make decisions which will – hopefully – result in your being happier and more effective in your role. The workshop will also give you time to share your experiences with other SIOs, and to learn from them. We’ll cover some key issues which tend to arise at the various stages of one’s career, including how you can better operate within your university, working effectively with faculty there, and the development of leadership skills. We’ll also talk about how to deal with setback and failure, and when and how to think about moving on.

**Workshop Chair:** Riall Nolan

---

**ACE/AIEA Collaborative**

**Focus on the Co-curriculum:**

**Advancing Student Learning with a Comprehensive International Strategy**

February 18, 2017

Washington Marriott Wardman Park

Building on our previous two Collaborative meetings, which focused on curriculum internationalization, we will explore the potential for using the co-curriculum to advance international learning.

The Internationalization Collaborative is a one-day conference that meets in conjunction with the AIEA Annual Conference. Registration for the Collaborative is separate, and we encourage you to attend both events. More information and registration is available on the ACE website.

For more information, contact:
CIGE@acenet.edu

---

**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.
Leadership Development Committee Report

AIEA’s Leadership Development Committee provides programming and develops resources to address the needs of new SIOs, defined as those within the first 3-5 years as an SIO or those who have a new SIO position with an enhanced portfolio. Committee members solicit input from the various presentations at the AIEA annual Conference and work together to generate ideas and develop resources in order to effectively capture knowledge generated through various AIEA venues.

The successful and growing AIEA Academy for New SIOs hosted its second cohort of Academy members in May with 17 participants (for more information, see page 9). The 2017 SIO Academy will be held May 1-5 at Duke University. Information about the application process and deadline will be available early in 2017.

Under the guidance of Shelley Stephenson and Helen Gaudette, the LDC is also continuing to offer the Senior Advisers Program (SAP), which pairs new SIOs with more senior SIOs for a year of conversation and consultation. The 2017 cohort will be selected after the application deadline of October 31. The program begins and ends with the annual conference, with ongoing opportunities to re-connect.

A pre-conference workshop will be offered in Washington D.C. in February, which will provide opportunities for SIOs to engage with senior research officers, and colleagues from around the country. Case studies will be used to gain insight into how to improve and integrate international education with international research.

The LDC welcomes ideas and suggestions from new SIOs for resources and tools that would make the transition to the role more and less stressful. Discussion is underway to create a “just in time” database of audio clips, video, or blog-type postings on topics of interest to those new to the field.

Members of this committee include:

Chair: Meredith McQuaid (University of Minnesota) 
Vice-Chair (and past chair): Penelope Pynes (University of North Carolina at Greensboro)

Members: Kati Bell (Dominican University), Lauren Clarke (Amherst University), Yana Cornish (University of Georgia), Helen Gaudette (Fashion Institute of Technology (FIT), SUNY), Richard Nader (Mississippi State University), Anthony Pinder (Emerson College), Joanna Regulska (University of California, Davis), Paige Turner (Webster University), Shelley Stephenson (Johnson and Wales University), and JR Swanegan (Stetson University).

Submitted by Meredith McQuaid

Strategic Issues Committee Report

The Strategic Issues Committee has been working to organize data gathered through in-depth interviews of sister organizations and from questionnaires to SIOs during 2015 and 2016. The committee developed a Framework of Strategic Issues based on a framework shared by committee member, Lorna Jean Edmonds, from Ohio University, and generated a consolidated issues spreadsheet.

This work to organize the data collected has allowed the committee to dig more deeply into issues and to identify priorities of the AIEA membership. The top three issues areas identified by SIO’s include the following:

1. Governance, Management, and Infrastructure
2. Finance, Administration, and Revenue Models
3. Diversity and Cultural Competence

The committee will be offering a Roundtable Session at the AIEA 2017 Conference to share and discuss the implications of the Framework of Strategic Issues. The committee hopes to use this tool as a way of setting priorities for the organization, and to develop tools in the future to help address some of the issues identified by SIO’s.

The art of communication and persuasion is also seen as a topic of great interest to SIO’s, given frequent changes in administration at educational institutions. A new workshop, “The Power of Persuasion” will be offered by the Strategic Issues Committee at the AIEA 2017 Conference to help participants develop a fundamental skill set to use as campus change agents, advocates, and visionaries.

Victoria Jones (University of California, Irvine), Paige Turner (Webster University), and other members of the Strategic Issues Committee will offer what is sure to be an extremely popular workshop at the AIEA 2017 Conference in Washington, D.C.

If you are interested in joining this committee, keep an eye out for a call for new members to join the committee prior to the AIEA 2017 Conference.

Members of this committee include:

Chair: Susie Bender (University of Idaho), Vice-Chair Victoria Jones, (University of California, Irvine)

Members: Eric Canny (Augsburg College), Danny Damron (Brigham Young University), Alba De Leon (Palo Alto Community College), Lorna Jean Edmonds (Ohio University), Hilary Kahn (Indiana University), Jun Liu (Stony Brook University), Joe Potts (Kansas University), Martin Gerado Valazquez Osuna (Tecnologico de Monterrey).

Submitted by Susie Bender and Victoria Jones
MEMBERSHIP COMMITTEE

Throughout the year, the Membership Committee continued its effort to disseminate information about member benefits and recruit new members both here at home and internationally. The recruitment efforts have been carried out by distributing membership brochures, individual networking, and through engagement in various national and international conferences. As stated in the AIEA Strategic Plan, the committee has been strategically focused towards selective recruitment and stressing our need to increase diversity of the association.

The mix of represented institutions - public, private, small colleges, Hispanic serving institutions, historically black colleges and universities, community colleges and international membership has been important to the committee’s work.

The close of the 2015-2016 membership cycle confirmed the highest membership to date, with 1001 members (as of June 30, 2016). This included 464 institutional members, up from 439 at the end of 2015, and 425 at the end of 2014. Over the past 18 months, AIEA has transitioned to a membership cycle that begins July 1st and runs through June 30th. Most members have experienced this as a smooth shift, and the 2016-2017 year marks the final segment of the transition.

At the Montreal Annual Conference, the committee reviewed the Passport to Excellence brochure and decided to redesign and rewrite the brochure to make the membership benefits more clear. Committee member Matt Pucciarelli is leading this effort along with Grant Chapman and Cornell Menking. A new draft will be submitted to the Board for review.

As decided in the Montreal meeting, two Membership Committee members, Carol Fimmen and Esther Gottlieb served on the 2017 Annual Conference Planning Committee to contribute towards the selection of conference sessions that reflect member interests.

As decided in the Montreal meeting, two Membership Committee members, Carol Fimmen and Esther Gottlieb served on the 2017 Annual Conference Planning Committee to contribute towards the selection of conference sessions that reflect member interests.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td>197</td>
<td>225</td>
<td>256</td>
<td>270</td>
<td>275</td>
<td>279</td>
<td>334</td>
<td>376</td>
<td>425</td>
<td>439</td>
<td>447</td>
</tr>
<tr>
<td>Organizational</td>
<td>25</td>
<td>39</td>
<td>40</td>
<td>42</td>
<td>48</td>
<td>46</td>
<td>88</td>
<td>66</td>
<td>61</td>
<td>69</td>
<td>72</td>
</tr>
<tr>
<td>Individual / Associate</td>
<td>136</td>
<td>100</td>
<td>118</td>
<td>138</td>
<td>139</td>
<td>172</td>
<td>287</td>
<td>305</td>
<td>316</td>
<td>333</td>
<td>418</td>
</tr>
<tr>
<td>Retiree</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Unaffiliated</td>
<td>—</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Total Membership</td>
<td>361</td>
<td>377</td>
<td>429</td>
<td>462</td>
<td>473</td>
<td>506</td>
<td>719</td>
<td>759</td>
<td>818</td>
<td>860</td>
<td>961</td>
</tr>
</tbody>
</table>

Membership Committee Chair Jeet Joshee represented the committee’s work in national and international conferences namely APAIE and EAIE. As a recruitment effort, AIEA brochures were distributed to interested parties at the international events.

MEMBERS OF THE COMMITTEE INCLUDE:

**Chair:** Jeet Joshee (California State University, Long Beach)

**Vice-Chair:** Cornell Menking (New Mexico State University)

**Members:**
- Grant Chapman (Kansas State University), Carol Fimmen (Alamo Community Colleges), Richard Harvey (University of East Anglia), India Karavackas (Richard Stockton College of New Jersey), Daniel Kratochvill (University of Wollongong in Dubai), Elisabeth Morgan (Eastern Michigan University), Matthew Pucciarelli (St. John’s University), Joanna Regulska (UC Davis), Mandy Reinig (St. Mary’s College of Maryland), T. Joan Robinson (Morgan State University), and Marcelo Siles (Old Dominion University).

__Submitted by Jeet Joshee__

EDITORIAL COMMITTEE

The Editorial Committee continues to meet regularly via conference call with committee membership across 18 time zones! The goal is to disseminate information and best practices relevant to SIO’s and internationalization of higher education.

The Editorial Committee has launched 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 committee invites contributions to this series by SIO’s and hopes to have submissions from a variety of countries, institution types, and SIO’s who have risen through the faculty and/or administrative ranks within higher education, as well as those who have come to the role from outside of higher education. Templates for this and other 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 new publications that have been posted to the AIEA website are:

- **Provost’s Perspectives: A Global City University in Asia in Continuous Transformation**, by Lily Kong, Provost, Singapore Management University
- **Issues Briefs: Internationalizing the Tenure Code: Six Strategies for Policy Design and Implementation**, by Robin Helms, American Council on Education

The Committee anticipates new entries in our Research Agenda for Internationalization of Higher Education, which will be announced via the AIEA Listserv.

MEMBERS OF THIS COMMITTEE INCLUDE:

**Chair:** Amir Reza (Babson College)

**Members:** Funwi Ayuninjam (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)

__Submitted by Amir Reza__
Public Policy Advisory Committee

Members of the Public Policy/Advocacy Committee have had a very busy late summer and fall. Critical international events have had a dramatic impact on many of our campuses. The fallout from the failed political coup in Turkey poses challenges to international educators worldwide. The ongoing refugee crisis has similarly generated issues and problems that reverberate in international offices on our campuses.

The electoral cycle in the United States has similarly mobilized us to solidify our links with the broader international education community to defend and promote cornerstone funding programs, and to outline new opportunities where public policy might be a vehicle for innovation and growth.

The committee has accomplished much over the past year: in collaboration with the AIEA leadership we drafted an early response and alarm over conditions in higher education in Turkey following the failed coup, and publicized it through the AIEA website. We are also working closely with individuals and organizations addressing the many challenges of the international refugee community. We have encouraged committee members to develop programming on advocacy and public policy issues to engage our broader membership in discussion and action through a variety of sessions at the upcoming AIEA Conference in Washington, D.C.

We have also worked closely with the Coalition on International Education, as well as the Alliance for International Exchange, to monitor federal legislation and policy issues in the Departments of Education and State, among others. Collaboration along these lines recently resulted in a major victory with the House reversing a proposed 69% cut in the Fulbright-Hays Program for the FH18 budget. We continue to monitor legislation and continuing resolutions providing short-term budget support, and to send out calls for action when needed.

Experienced Washington, DC hands know that the change of Administration in early Spring 2017 will be an opportune time to explore the new political landscape, seek new alliances and leaders, and make a case for the key role of international training, research, and engagement among new appointees and staffs. This is true both on the Hill, in the Executive Branch, and in federal agencies and institutes.

To this end, the Policy/Advocacy Committee will hold a key Conference session and policy briefing featuring advocates from the Coalition and the Alliance. We will also help orchestrate an "Advocacy Day on the Hill" which will include a briefing and assistance getting to Congressional offices (but not scheduling appointments) immediately following the closing session of the Conference.

Members of this committee include:

Chair: Thomas Bogenschild, Chair (University of Oregon)
Members: Mimi Barnard (Belmont University), William Lacy (UC Davis), Lisa Lancia (Fordham University), Gilbert Merkx (Duke University), Terence Miller (Marquette University), James Myers (Rochester Institute of Technology), Norm Peterson (Montana State University), Daniel Weiner (University of Connecticut), and Paulo Zagalo-Melo (University of Montana).

Submitted by Thomas Bogenschild

AIEA Advocacy Day

Briefing Session:
Wednesday, February 22 from 11:00 A.M. – 12:30 P.M.

Advocacy Visits: Wednesday, February 22, 2017 from 2:30 P.M. – 5:00 P.M.

There is no fee for this event.

The elections bring new opportunities for advocacy for international education, and AIEA is pleased to work with representatives from the Alliance for International Exchange and the Coalition for International Education in the 2017 AIEA Advocacy Day on February 22, the final day of the conference, from 2:30 pm – 5:00 pm. Participants are encouraged to indicate their interest when they register for the conference, and to work directly with their government relations offices to set up meetings with congressional offices the afternoon of Wednesday, February 22, between 2:30 pm – 5:00 pm. (Please note that the conference will not end until 2 p.m., so Advocacy Day participants are strongly urged to schedule visits only between 2:30-5:00 pm.) The AIEA briefing provided by Alliance and Coalition colleagues will be held during the last concurrent session time on Wednesday at 11 am and will cover strategies for discussing international education with congressional staff, as well as highlighting current policy prospects and issues. The latter are more fully discussed in another panel session at the AIEA conference Washington Update: Key Issues in International Education and How to Influence the Discussion.

Participants need to work with their own government relations personnel in advance to schedule congressional visits on the Hill between 2:30-5:00 p.m. on Wed., Feb. 22. They will travel to the Hill by taxi or Metro service. Brief descriptions of visits and reactions on the Hill would be appreciated, sent to the AIEA/Policy Committee at aiea@duke.edu after the conference or any time members interact with leaders on the Hill.

Submitted by Thomas Bogenschild
SIO Academy

The Association of International Education Administrators held the its second annual AIEA Academy for New Senior International Officers, co-hosted with the Duke Center for International Studies (DUCIS), which took 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. Academy participants attended sessions that covered the following thematic topics: Relations with the administration, Involving faculty, Making alliances, Programs and partnerships, Communications, Assessment, Recruitment, Resources, Strategic planning, and Career decisions. Participants gave overwhelmingly positive feedback about the Academy, saying: "It was an excellent investment of my time. The concept of the Academy is brilliant." “This was an outstanding opportunity to meet new SIO colleagues and learn from experiences of others is similar roles. I left with renewed confidence and energy.” “Thank you so much for the invaluable wisdom, experience, and support. The SIO Academy has been one of the most productive, relevant, and valuable professional development opportunities I’ve ever participated in.” “What was most valuable about the Academy? The networking: having met others in similar career stages was incredibly fulfilling, as was stopping work to reflect on why and how we do what we do so that we can do it better.”

2016 Faculty: Gil Merkx, Riall Nolan, Penelope Pynes, Pia Wood
2016 Participants: Ariel Armony, Miriam Barnard, Sara Demko, Joel Ferguson, Laura Fernandez, Terri Flanagan, Lara Foley, Stephen Hales, Paula Hentz, Patricia Juza, Amy Lancaster, Theresa Kaiser-Jarvis, Reitumetse Obakeng Mabokela, Pauline Rankin, Patricia Sendall, George Sipos, and Nicole Tami. The 2017 AIEA Academy for New Senior International Officers will take place May 1-5, 2017.

Senior Advisers Program

AIEA, the Association of International Education Administrators, is the only association in the world focused exclusively on professional development, advocacy, information sharing and networking for university leaders charged with strategic and comprehensive internationalization of higher education. In furtherance of this mission, AIEA offers its members the opportunity to participate in the AIEA Senior Advisers Program (SAP). This professional development program connects seasoned AIEA members—recognized leaders in international education—with AIEA members who are newer Senior International Officers (SIO), i.e. administrative leaders with multiple international responsibilities. The Senior Advisers Program provides experienced and newer SIOs with an opportunity to engage in direct dialogue while learning from each other throughout the academic year.

AIEA members who are within their first three years of serving as an SIO or as an SIO at a new institution are eligible to apply to participate as Advisees in the AIEA Senior Advisers Program. Applicants are selected upon a first come-first served basis according to Adviser availability.

AIEA members who have served as SIOs for 10+ years at higher education institutions are eligible to apply as Advisers.

Many thanks to Senior Advisers Program chairs Helen Gaudette and Shelley Stephenson.

AIEA 2017 Annual Conference Registration Deadlines:

Early Registration Deadline: December 15, 2016
Regular Registration Deadline: January 19, 2017
Last Day to Register Online: February 6, 2017
AIEA Presidential Fellows

The Association of International Education Administrators (AIEA) is pleased to announce the four senior international officers who have been selected as the eighth cohort of AIEA Presidential Fellows: Roger Adkins of Gustavus Adolphus College; Amy Rell of Regis University; Julie Strecker of Mercer University; and David Vassar of Rice University.

The AIEA Presidential Fellows Program, a signature program of AIEA, is a highly prestigious professional leadership program for new Senior International Officers (SIO), who hold leadership positions at their universities. Fellows are matched with experienced SIOs who serve as their Mentors. During the 2016-2017 academic year, each Fellow will spend several days visiting the Mentor’s campus, shadowing the Mentor, and learning about the internationalization policies, politics, and procedures of the Mentor’s institution. This program provides participants with the opportunity to observe how an experienced SIO and his/her institution address international education challenges and solve problems, learn about national and international issues and how they affect individual campuses, and become a member of a national network of Fellows, which serves as a resource throughout one’s career.

The 2015-2016 Mentors bring extensive knowledge, experience, and expertise to the program. The Mentors include Elizabeth Brewer of Beloit College; Margot Gill of Harvard University; Cheryl Matherly of Lehigh University; and Susan Popko of Santa Clara University.

Biographies of the Presidential Fellows and Mentors are available at the AIEA website. Applications for the 2017-2018 cohort of AIEA Presidential Fellows will be due on May 1, 2017. Application details are on the AIEA website.

AIEA Thematic Forums

AIEA is pleased to announce the following four Thematic Forums for 2016-2017:

Mapping Strategies to Reach Your Vision for International Education
February 2-4, 2017 • Texas Christian University

Far Beyond Recruitment: Understanding Chinese International Students and Helping Them Succeed
Wednesday, April 12, 2017 • Stony Brook University, Stony Brook, NY

The United States as an Arctic Nation: Opportunities for Collaboration in Internationalization
May 7-8, 2017 • University of Alaska Fairbanks, Fairbanks, Alaska (also hosted by Dartmouth College)

Teaching Tolerance & Peace in Education: Perspectives from the East and West
March 26-27, 2017 • University of Central Florida

Congratulations to these institutions on receiving this competitive award. For details on the Thematic Forum Program, visit the AIEA website. More information about upcoming Thematic Forums is also available online. Applications for the 2017-2018 Thematic Forums are due May 15, 2017.

AIEA Statement on Turkey

In July 2016, AIEA released a statement on events in Turkey involving the state of higher education. A portion of that statement is below; the statement can be read in its entirety on the AIEA website.

“The issues surrounding the situation in Turkey are complex. The higher education sector appears to be spiraling in a dangerous direction, with implications not only for Turkey but for the region and the world. Education is not the only sector of Turkish society to be the target of the crackdown: the judicial system, the armed forces, and other sectors of civil society face similar pressures.

AIEA recognizes a range of perspectives and opinions as to the causes and potential solutions to the difficult issues facing Turkey. We encourage our members to learn more about the situation, to stay abreast of developments, and to engage in discussion and debate on our respective universities. Above all, we express our concern for the welfare of our colleagues in Turkish higher education, and our commitment to principles of academic freedom, scholarly inquiry, international mobility and the free exchange of ideas. Please join us in focusing attention on these issues, and to support Turkish and other scholars at risk.”
Implications of the Chinese Foreign NGO Law for International Educators: Conference Call with Mark Sidel

Colleges and universities across the United States and beyond have been deeply concerned about how restrictive moves in Chinese policy may affect the work that US institutions are doing in China – work that ranges from student recruitment to foreign study, language training, graduate student and faculty research, joint research, and many other forms of cooperation. Central to these concerns has been the new Chinese Law on the Management of the Domestic Activities of Foreign Nongovernmental Organizations, which was adopted in April and goes into effect in January 2017.

Mark Sidel, Doyle-Bascom Professor of Law and Public Affairs at the University of Wisconsin-Madison and Consultant for Asia at the International Center for Not-for-Profit Law (ICNL), graciously presented information on a conference call on this topic in October for AIEA members. The conference call provided information on the law and how it may affect US higher education institutions as well as the implications of other Chinese policy shifts. Following a brief outline of the law, Mark Sidel answered questions from members on implications for Senior International Officers.

There were over 77 registrants and over 60 participants on the call, which represented 10 organizations in international education and 58 AIEA member institutions.

AIEA is currently exploring the possibility of a follow up call or AIEA event as more information about this new legislation becomes available. Those interested in this topic may want to register for the related pre-conference workshop on page 4. Many, many thanks to Mark Sidel for sharing his insight and experience.

Book Review:
Internationalizing the Academy: Lessons of Leadership in Higher Education

The Senior International Officers who shared their journeys in Internationalizing the Academy, Lessons of Leadership in Higher Education have offered a gift to the internationalization field and a clarion call to the higher education community. A must read for any person intending to become or to appoint an SIO, this book offers accessible narratives which illuminate the challenges of serving in an SIO role and the importance of sustained support from senior leadership.

While we have made progress in developing pathways to these leadership roles with new graduate and leadership training programs offered at our institutions and through our professional associations, the leap from a faculty or director role to an SIO role remains formidable. These narratives offer critical insights into how to make the leap and to support those in these positions. Our colleagues toiling in the community colleges may be disappointed to not find a narrative that addresses directly their realities, but I would still commend the book to them and their senior leadership.

Reading how each of these SIOs -- who have served as path breakers and mentors for so many of us -- have had their moments of strife and transition as well as their moments of glory and success was an empowering experience. I tagged over 40 lessons learned during my first read; these narratives beckon for further analysis that could inform leadership programs and internationalization efforts. Nonetheless, the editors do not disappoint. They conclude with a helpful meta-analysis of how SIOs must navigate between the administration and the faculty on the one hand and master agency and contingency on the other. Now the task falls to the next generation of SIOs to glean as much as we can from these powerful stories so we can advance our professional journeys and the internationalization of higher education.

Internationalizing the Academy: Lessons of Leadership in Higher Education
Edited by Gilbert W. Merkx and Riall W. Nolan
Pub. Date: December 2015, Harvard University Press
Submitted by Christa Olson, Professor and Former Vice Provost of International Programs, Drake University.

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.
Universities as Safe Havens

Never before has migration been as much about hope as it is about fear. Hope because moving to another country is one of the surest ways to improve one's economic prospects. Fear because of the conflicts and environmental upheavals that are forcing a record number of people to embark on perilous journeys with few to any protections during their displacement.

The historic UN Leaders Summit on addressing large movements of refugees and migrants that just concluded one month ago in New York, on September 19th, was the first time world leaders sought to get a handle on how to save lives, and offer meaningful options for legal access to protection and stay, both for refugees but also for non-refugees with similar protection needs, what are termed “migrants in vulnerable situations”. Indeed, the Summit was originally conceived to overcome the policy schism between asylum protection (for refugees) and broader forced migration protection (for vulnerable migrants) – a schism that simply no longer makes sense on the ground.

And, for both subjects, i.e. for refugees and for vulnerable migrants, access to education and other forms of vocational training are a life-line.

There are a number of scholarships opportunities available for refugees. The President of the Institute of International Education, Dr. Goodman, has said that he would like each of America’s 4,000 higher-education institutions to take a refugee student and a displaced teacher. For Syrian refugees, SPARK’s is the largest programme, helping 4,000 young Syrians enroll in universities and colleges in countries surrounding Syria, and negotiating steep tuition reductions. Online clearinghouses are being built that compile scholarships available for refugees.

Such efforts are commendable and must multiply. But attention should also be drawn to offering legal, if temporary, access for vulnerable migrants also through similar educational and vocational opportunities. Entry visas, loans to cover related costs, trauma counselling, and the possibility to remain, if temporarily, must also be envisaged. In the UN Summit’s “New York Declaration for Refugees and Migrants”, States committed to developing, albeit non-binding, Guiding Principles for migrants in vulnerable situations. This is a real first considering their legal limbo since international governance in this field has started to take a hold. These Guiding Principles need to provide real solutions for legal access – access that can allow for personal and professional growth. And in the meantime, as the politics slowly churn, Universities should continue to act as safe havens, overlooking categorizations and responding to the need.

Submitted by Colleen Thouez

Dr. Colleen Thouez is senior advisor at the UN Institute for Training and Research, and leads the training branch of the World Bank’s Global Knowledge Partnership on Migration and Development (KNOMAD). Since 2015, she advises the UN Secretary General’s Special Representative for International Migration, Mr. Peter Sutherland.

* This does not include, of course, the largest group of forced migrants, internally displaced persons (IDPs), who are not the subject of this inter-state process

International and Foreign Language Education in a Changing World

Federal budget constraints and shifting Administration priorities over the last five years have taken a toll on the U.S. Department of Education’s international and foreign language education programs. Despite severe funding cuts and program eliminations at both the K-12 and postsecondary levels, the Higher Education Act-Title VI and Fulbright-Hays have managed to survive due largely to their effectiveness, but also to the collective efforts of Coalition for International Education organizations. AIEA is an active member of the Coalition through its advocacy committee and leadership stream.

As we look ahead to a new Administration and the 115th Congress, funding issues will continue to be at the top of our agenda, along with the renewal of the Higher Education Act. In 2014, the Coalition sponsored a policy research conference in collaboration with William Mary to examine the dramatically changing landscape of international education and adjustments needed to federal support structures. Commissioned research confirmed the continuing need for deep language, regional and global expertise, but also a significant increase in demand for a U.S. workforce with international skills across a wide range of employment sectors. Training students with the requisite skills to hit the ground running in a global workplace calls for innovative educational strategies, such as collaborations that break down barriers across disciplines, institutions and organizations, levels of education and the various international education modalities. What’s more, every U.S. student now must have opportunities for international and foreign language learning, starting from an early age.

Responding to this new international education challenge requires nothing less than a comprehensive effort to unify and mobilize key stakeholders from government, business, academia, the K-12 sector, philanthropy, and the concerned public.

To begin, the Coalition put forth a set of Title VI reform proposals that would provide new opportunities for International Research and Innovation grants, as well as grants for Professional and Technical Education for Global Competitiveness. We encourage U.S.-based AIEA members and their presidents to collaborate with the Coalition in advocating for our proposals with the new Administration and Congress.

Submitted by Miriam A. Kazanjian, Coalition for International Education
2017 Association of International Education Administrators Annual Conference
February 19–22, 2017
Washington Marriott Wardman Park
Washington, DC, USA

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.

Many thanks to our 2016 Diamond Sponsor

AIEA’s 35th Anniversary!
You are invited to celebrate AIEA’s 35th Anniversary at the Opening Reception of the 2017 Conference!

AIEA 2016 Annual Conference Registration Deadlines:
Early Registration Deadline: December 15
Regular Registration Deadline: January 21
Last Day to Register Online: February 6
Hotel Reservation Deadline: January 29
Indicators of an Internationalized Institution: How an Internationalized University Might Look

An internationalized university would:

- Emphasize that international education is not simply a program or project that extends the existing way of thinking into new situations, but looks at these situations in order to find new ways of thinking about them.
- Have a comprehensive policy, mandating that international education be institutionalized so that all unites incorporate international education in their programs. Include in that policy implementing and monitoring mechanisms to ensure that international dimensions of learning, administration and services are incorporated in all programs, such as annual reports, publications, promotion and tenure, hiring practices, budget allocations.
- Have an ongoing evaluation program based on centrally gathered data regarding the state of internationalization.
- Develop periodically strategic plans regarding the gradual process of international and phasing in new dimensions.
- Institutionalize international education in its internal and external governance, including access to decision-making and budget allocation.
- Initiate faculty development programs in order to ensure that its governance structure from faculty senate to curricular committees, to departmental leadership, have sufficient conceptual insight and practical knowledge about international education
- Strive to ensure that the curriculum reflects adequate levels of complexity from introductory to advanced levels and provide students with integrative experiences.
- Develop a motivational policy for students to attend international courses, study foreign languages, involve themselves in the lives of international students, study abroad and participate in international programs.
- Feature elements of international education, in line with the motivational policy, in all publications and official pronouncements of institutions’ leaders. Such methods of promoting a higher level of motivation should respond to the need of students to know the consequences of global ignorance in their future careers.
- Encourage faculty to develop interdisciplinary, intercultural and multicultural teams that would help conceptualize international education and translate important concepts for application to other disciplines.
- Encourage all its constituencies to accept their own responsibility to support these international education goals and practices through voluntary services, participation in governance, and provision of leadership
- Ensure that internationalization remains on the agenda of the institution in a sustained fashion and encourage an ongoing discourse about it.


Transatlantic Leadership Dialogue

A JOINTLY SPONSORED ONE-DAY MEETING

CONVENE BY THE ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS AND THE EUROPEAN ASSOCIATION OF INTERNATIONAL EDUCATION

February 23, 2017, 9:00 a.m. - 3:00 p.m.

AIEA and EAIE resumes its jointly sponsored Transatlantic Leadership Dialogue at the Washington Marriott Wardman Park, immediately following the AIEA 2017 Annual Conference in Washington, DC.

This year’s theme will explore the role of advocacy—making the case for internationalization—as viewed from North America and European perspectives. Discussion will focus on the how and why, and the challenges associated with, making the case for internationalization with: public and private sector leaders, the general public, and higher education colleagues. The topic is one that takes on particular urgency in light of present-day public reaction to globalization.

The Dialogue will begin with an opening presentation on public and private sector perception of the academy’s response to globalization through comprehensive campus internationalization. Facilitated dialogue will occur through group discussion of what constitutes effective advocacy for internationalization, highlighting similarities and differences across the Atlantic. In making the case for internationalization, what are the effective arguments: the imperative of graduating students with global competence, local impact, institutional strength, knowledge in service to the global public good?

Participants in the Dialogues will benefit from a transnational exchange that will enable them to more effectively advocate on campus and in the larger community in support of academic internationalization in an increasingly globally interdependent world.
Promoting Values in International Partnerships from Scholars at Risk Network’s 2016 Global Congress Report

Globalization is pushing a historic transformation of higher education, which presents many positive opportunities but also challenges for institutions, scholars, staff, and students across the globe engaging with institutions and people in and from places where academic freedom, autonomy, and related values are not well understood or are severely limited. At the same time, partners in the global south raise concerns about equity in international partnerships and wariness about the motivations and intentions underlying these agreements. Scholars at Risk’s Promoting Values in International Partnerships project (PVIP) works to engage the global higher education sector in a dialogue about higher education values and the critical role they play in negotiating and navigating successful international partnerships.

For more information on the PVIP Working Group, visit the Scholars at Risk website.

Selected AIEA Publications

AIEA Research Agenda: 
A Research Agenda for Inbound Mobility: Understanding the International Student Experience on U.S. Campuses
Robin Sakamoto, Kyorin University
This paper provides SIOs with a number of research questions to consider related to students coming to the U.S. to enroll in institutions of higher education. The intention is to give SIOs a broad understanding of questions pertaining to this important aspect of the internationalization higher education, and to help them become effective stewards of inbound mobility at their institutions. The paper begins by setting the context for a discussion on inbound mobility during the decade since the 1996 AIEA publication, A Research Agenda for the Internationalization of Higher Education in the United States. It then examines seven topics identified in the research and by participants in a 2013 AIEA Roundtable discussion as the most pertinent for a U.S.-focused research agenda on inbound mobility:
1) adjustment issues; 2) recruitment strategies and international student decision-making; 3) orientation practices; 4) English language programs and academic supports; 5) social support and campus connections; 6) intercultural learning; and 7) immigration and legal issues.

AIEA Research Agenda: 
Toward a Research Agenda for U.S. Education Abroad
Anthony C. Ogden, University of Kentucky
This paper builds on the 1996 AIEA publication, A Research Agenda for the Internationalization of Higher Education in the United States, and provides SIOs with a concise overview of research in the area of U.S. education abroad. Beginning with a brief discussion of the changing role of U.S. higher education and the ever-increasing momentum toward assessing and documenting outcomes, it then looks at the major trends in contemporary education abroad research and provides an overview of the major methodological and design challenges. Brief attention is given to the major theoretical models that have traditionally informed education abroad research and conceptual frameworks from related disciplines that may further extend education abroad research. Commonly used instruments are discussed in context of measuring outcomes. Some notable gaps in the existing research and needed directions are also discussed and a preliminary research agenda is proposed. The document concludes with a brief discussion of the major publication venues for research on education abroad. Appended to the paper is a list of key terminology and related definitions.

AIEA Issue Brief: 
Internationalizing the Tenure Code: Six Strategies for Policy Design and Implementation
Robin Helms, American Council on Education
As higher education systems and institutions seek to internationalize, there can be no denying the centrality of faculty to these efforts. How faculty are rewarded for their contributions to internationalization is a crucial question for institutions undertaking this process. Although U.S. higher education is increasingly relying on “contingent” faculty, tenure and promotion are still the primary incentive and reward structure for faculty performance at many colleges and universities.

The American Council on Education’s (ACE) 2011 Mapping Internationalization on U.S. Campuses survey found that just 8% of institutions had incorporated internationally-focused criteria into their promotion and tenure policies. In a follow-up study, ACE analyzed such policies from the institutions comprising the 8%, and interviewed their provosts and other leaders about the process of doing so. Six strategies for policy design and implementation emerged from their advice.
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 member Margit Schatzman published article “Recognizing Refugee Qualifications” in University World News.

AIEA Board Member Jennifer Robertson published article Community College Student Perceptions of Their Experiences Related to Global Learning: Understanding the Impact of Family, Faculty, and the Curriculum in the Community College Journal of Research and Practice.


AIEA Executive Director Darla K. Deardorff and members Anthony Ogden, Bernhard Streitwieser, and John Dirkx contributed to The Handbook of Research on Study Abroad and Outbound Mobility (IGI Global, 2016).

AIEA Immediate Past-President Jenifer Cushman appointed Chancellor at Penn State Beaver.

AIEA President Gil Latz was quoted in University World News article from the 2016 NAFSA Conference.

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 aiea@duke.edu today!

Association of International Education Administrators
PO Box 90404
Duke University
Durham, NC 27708-0402 USA
Tel: 1-919-668-1928 • Fax: 1-919-684-8749
Email: aiea@duke.edu
http://www.aieaworld.org

AIEA LEADERSHIP TEAM

President: Dr. Gil Latz, Indiana University - Purdue University Indianapolis
President Elect: Dr. Hilary Kahn, Indiana University
Immediate Past President: Dr. Jenifer Cushman, Ohio University Zanesville
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, Duke University

AIEA BOARD MEMBERS:
Dr. Susan Bender, University of Idaho
Dr. Thomas Bogenschulte, University of Oregon
Dr. Alba De Leon, Alamo Colleges-Palo Alto College
Dr. Jeet Joshee, California State University, Long Beach
Dr. Torian Lee, Xavier University of Louisiana
Dr. Jun Liu, Georgia State University
Dr. Cheryl Matherly, Lehigh University
Dr. Meredith McQuaid, University of Minnesota
Dr. Judith Pennywell, University of Michigan
Dr. Amir Reza, Babson College
Dr. Jennifer Robinson, Valencia College

AIEA Secretariat
Dafina Blacksher Diabate, Assistant Director
Katy Rosenbaum, Program Associate
Amanda Blake, Office Assistant

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

AIEA IS PLEASED TO ANNOUNCE

That Amanda Blake has been hired as as the Association’s new Office Assistant.
Welcome, Amanda!

Learn more about Amanda through her brief bio on the AIEA website.