Center for International Education & Global Strategy

Prepared by:
Dr. Harvey Charles
Dean for International Education
Vice Provost for Global Strategy
Center for International Education & Global Strategy
June 2016
# Table of Contents

## Introduction

## Summary of Accomplishments
- Administrative Reorganization  
- Faculty Development  
- Student Development  
- International Admissions and Recruitment  
- Education Abroad  
- International Student & Scholar Services  
- Intensive English Language Program  
- Global Institute for Health and Human Rights  
- Communications

## Education Abroad
- Enrollment  
- Scholarships  
- National Awards  
- Diversity  
- Exchange Students  
- New Programs  
- Looking Ahead

## International Student and Scholar Services
- International Student Profile  
- International Scholar Profile  
- Services and Programs

## Intensive English Language Program
- IELP Realignment and Redesign  
- Enrollment Numbers

## Office of International Admissions and Recruitment
- International Admissions and Recruitment Responsibilities  
- Enrollment  
- Enhanced Focus on Operations, Communications, and Outreach  
- International Partnerships  
- International Recruitment Agreements
Global Institute for Health and Human Rights

Major Projects

Scholarly and other Professional Development Activity by CIEGS Staff

Arash Alaei and Kamiar Alaei
Elizabeth Allen
George Burke and John Pomeroy
Harvey Charles
Linda Leary
Jacqueline Ledermann
Cathleen McCarthy
Patricia McCarthy
Emily Menard
Heather Murphy
Bethany Neptune
Claire Nolan
Krassi Rangelova
James Pasquill
Austin Powers
Mark Rentz
Annette Richie
Eura Stone-Kang
Holly Wehmeyer
Introduction

With the arrival of the new Dean for International Education and Vice Provost for Global Strategy, the University at Albany, SUNY launched a new era in terms of its commitment to international education. Determined to provide institution-wide leadership in this dimension of university operations, and exploiting the status of campus internationalization as one of the “four stakes” articulated by the president, Dr. Charles embarked on an ambitious plan to reorganize and realign operations in order to realize comprehensive internationalization. This is by no means a project that needed to be launched from scratch. Indeed, a strong foundation had been established by previous leadership on which this important work can continue to be built. This report will therefore begin with a summary of accomplishments and will then provide a more detailed report of the activities of the various offices within the Center for International Education.

Summary of Accomplishments

Administrative Reorganization

- Reorganized the Office of International Education into the Center for International Education and Global Strategy. Set aside the siloed structure and organized staff into a more integrated team.
- Integrated the Global Institute for Health and Human Rights into the CIEGS fold
- Established the new Institute for International Visiting Scholars to coordinate and provide professional support to international visiting scholars at U Albany
- Establish the Office of Global Multilingual Online Learning
- Establish the first institutional capacity for international alumni development work
- Established the Institute for Iranian Studies
- Agreed to host the new Institute for Global Indigeneity
- Hired new leadership for the Intensive English Language Program, and important portal for academically-bound international students

Faculty Development

- Assumed responsibility for coordinating the Fulbright Scholar Program for faculty and hosted two Fulbright faculty workshops
- Sponsored faculty workshop on Faculty-led Study Abroad programs
- Established a faculty committee to support faculty applying for the Fulbright scholarship

Student Development

- Convened the first international graduation celebration to honor graduating international students, study abroad returnees, exchange students completing their stay at the university, and visiting scholars. This event turned out to be a major success and will occur at the end of each semester
- Developed new writing support services for international students
- Reorganized the Madrid program to provide greater access to U Albany students and teaching opportunities for U Albany faculty

International Admissions and Recruitment

- Established U Albany’s first Office of International Admissions and Recruitment
- Launched a robust international student recruitment drive that has involved signing new dual degree and transfer agreements with more than two dozen institutions around the world, visits to embassies, universities and organizations in the US and overseas, developing new marketing material, developing new relationships with agents and attending educational fairs
- Developed a brand new web presence with stronger visuals and more complete and accurate content to better market the university to prospective students
Education Abroad
- Enrolled 604 students in education abroad experience
- Funded dozens of students with education abroad scholarship
- Fourteen students received prestigious national scholarships
- Enjoyed a 42% rate of participation in education abroad among under-represented groups of students

International Student and Scholar Services
- There was a 2% growth in the international student population from the previous year with 1770 students enrolled
- 80% of all international students at U Albany are from Asia and approximately one third are from China
- The academic departments hosting the largest number of international students include Business Administration & Accounting, Computer Science, Economics
- There were 133 international visiting scholars affiliated with 33 departments at the university

Intensive English Language Program
- Redesigned and realigned the IELP in terms of structure of academic sessions, number of academic levels, course offerings, placement testing and program policies
- Established partnership with new Homestay organization, providing an additional accommodation option for students
- Established new cultural and programming opportunities
  Developed an online capacity for intensive English language instruction
- Established new cultural and programming opportunities
  Developed a new IELP brochure and an enhanced web presence
- Implemented a new graduation event at the end of each academic session

Global Institute for Health and Human Rights
- Developed and delivered Advanced Graduate Certificate in International Health and Human Rights
- Developed a project to deliver academic courses and Intensive English Language Program instruction to displaced Syrian students via online methods
- Established 2-in-1 LLM & Advanced Certificate program, two-year program for individuals who wish to combine triple careers in international affairs, law, and health and human rights.

Communications
- Published two issues of Global Synergies, a publication that focuses on the work of faculty in internationalizing the curriculum and the campus
- Redesigned and re-launched new website with content that reflects a commitment to comprehensive internationalization
Education Abroad

One of the important developments with this office was its renaming, from the Office of Study Abroad to the Office of Education Abroad. The new nomenclature is intended to capture the CIEGS’ efforts to provide a variety of education abroad experiences for students, including internships, research and study.

Enrollment
The Office of Education Abroad advised and managed 604 students over the course of the year. Of this number, 412 were UAlbany students including 359 undergraduates and 53 graduate students. The rest were mostly from other SUNY campuses. The UK and Europe remain the most popular destinations. But enrollments in Japan and China continue to increase, as does the rate of students choosing to study in Latin America. The trend toward participation for shorter periods has continued, especially with the addition of alternate spring break programs, but participation in semester and AY year programs remains higher than at other SUNY schools.

Scholarships
Education Abroad continues to work to identify sources of funds for scholarships. In 2015 UAlbany was one of only 14 campuses nationwide given $15,000 in scholarship money by the Institute of International Education, allowing us to award 6 students significant scholarships. In the fall of 2015 we were one of a small number of SUNY institutions awarded funds by the Santander Bank, receiving $32,000 to foster study at two South American university partner universities. All 7 UAlbany students who attended our summer program in Brazil received scholarships ranging for $2000-$2500. We have continued to cooperate with our partners to develop new scholarship opportunities, this year adding EUSA as a partner offering scholarships to our students doing internships while on our program in Madrid. Similar arrangements have been in place for a number of years with the Danish Institute for Study Abroad (Denmark, Sweden) and the Foundation of International Education (London, Dublin), allowing students to participate in programs that might be otherwise unaffordable. Numerous students received JASSO Awards from the Japanese Ministry of Education for study at exchange partner campuses. Our cooperation with the Chinese Government remains close and again this year we managed the Chinese Government Scholarship program on behalf of SUNY, awarding several scholarships to Albany and other SUNY students. We also have been successful in receiving for our students SUNY Diversity Scholarships, receiving 2 in 2015-16. We have continued the World Within Reach Scholarships and Joan Savitt Scholars programs awarding near $100,000 in scholarships.

National Awards
We have continued to support students in pursuing national award programs. Over the past year, six UAlbany students received Gilman Awards, two received the highly competitive Critical Languages Scholarships, one student received a Fulbright English Teaching Assistantship, three students received Japan English Teaching Assistants positions, a grad student received a Boren Award, and for the first time ever a UAlbany graduate student received the very prestigious Fulbright-Hayes Doctoral Dissertation Grant. This past year we invested in training for advising staff and added a new staff member with considerable grant writing experience to better assist students in applying for these awards. We have also increased outreach to students who are Pell Grant qualified and therefore eligible to apply for Gilman awards and had a record number of applicants in the last round.
**Diversity**
Education Abroad remains committed to increasing the diversity of participants. We have been particularly successful in this area. Our 42% diversity participation rate is significantly higher than the national average. The success in this area is due in a large part to cooperation with the Educational Opportunities Program (EOP), however we also work closely with other units working with diverse student populations and will continue this outreach in the coming year.

About two-thirds of all UAlbany education abroad participants are female. This is comparable to national rates. Clearly this is an area of “diversity” in education abroad that needs attention. We will be trying to change this equation in the current year by working closely with the Freshmen programs to try to get male students to study abroad early in their academic careers, before they are to settled and less likely to participate.

**Exchange Students**
A significant activity of Education Abroad is managing the enrollments of incoming exchange and study abroad students. In 2015-16 we welcomed 188 exchange or full fee paying student from 15 countries. Sixty-nine of these students were full fee-paying, visiting, non-degree students, representing more than $620,000 in tuition and fees.

**New Programs**
With over a hundred programs representing most of the world we have become increasingly selective in establishing new partnerships. In the last year we added a new exchange partner Wollongong University offering us our first program in Australia, one we expect will be popular. In cooperation with Rockefeller College we added a new partnership with Nottingham University in Malaysia offering very unique summer programs. In addition to the 7-10 regularly offered faculty led programs, a new faculty led alternate spring break course was offered in Ireland. A similar course is planned for spring break 17.

Perhaps the biggest new initiative of 2015-16 was creating the position of Assistant Director of International Applied Learning. This new position will allow us to greatly expand participation in internships, service learning, and research abroad.

**Looking Ahead**
For the 2016-17 academic year, we hope to increase education abroad enrollments by at least 15%, strengthen our capacity to engage students in international internship experiences and support students seeking elite international scholars and fellowships.

**International Student and Scholar Services (Fall 2015)**
As part of the Center for International Education and Global Strategy (CIEGS), International Student and Scholar Services (ISSS) provides services to 1770 international students and 136 international visiting scholars. The profile of international students and scholars at the University at Albany, and the services and programs offered to them are described below.
International Student Profile
International student enrollment at the University at Albany continues to grow. In the past six years, the number has increased from 1270 in 2009 to 1770 in 2015, an almost 40% increase (as reported to the IIE Open Doors Report). The international student population, which represents 10% of the overall student enrollment, increased by almost 2% from last year. The international student population includes 847 undergraduate students, 760 graduate students and 163 Intensive English Language Students (IELP). The majority of these students are degree seeking while 143 are inbound education abroad students. One-hundred and four of these inbound study abroad students come through a combination of 90 bilateral exchange programs the University at Albany manages. International students in general this year are associated with over 39 academic departments among all nine Schools and Colleges and originate from 89 different countries. The top three sending countries again this year are China (739), South Korea (267), and India (219).

Two noteworthy sets of international students include specially sponsored students and those in practical training after graduation. In 2015, the University is sponsoring 14 Fulbright students from 8 different countries, 2 LASPAU students, 7 Fogarty Fellows, and 24 undergraduate scholarship recipients from the Brazil Scientific Mobility Program (BSMP). Following graduation, certain international students participate in practical training, an employment authorization that allows for work experience in the U.S. International students in Optional Practical Training (OPT) this year total 265. OPT students remain affiliated with International Student and Scholar Services (ISSS) beyond graduation due to continued government reporting obligations.
The international students represented in this report are comprised of undergraduate and graduate students, degree and non-degree students, inbound education abroad students, and students enrolled in IELP, all of whom are non-immigrant international students. International students by definition are citizens of foreign countries in any classification of temporary, non-immigrant (visa). Additionally, the University has enrolled other foreign-born students in immigrant, immigrant-intending and undocumented categories such as U.S. permanent residents, asylees and refugees. These particular categories of foreign-born students are not under the purview of ISSS and therefore not discussed further in this report.

<table>
<thead>
<tr>
<th>International Students Top 20 Countries (Excluding IELP)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 China 618</td>
<td>1 China 121</td>
</tr>
<tr>
<td>2 South Korea 264</td>
<td>2 Turkey 14</td>
</tr>
<tr>
<td>3 India 219</td>
<td>3 Saudi Arabia 6</td>
</tr>
<tr>
<td>4 Japan 69</td>
<td>4 Vietnam 5</td>
</tr>
<tr>
<td>5 Brazil 36</td>
<td>5 Thailand 3</td>
</tr>
<tr>
<td>6 Taiwan 34</td>
<td>6 Korea 3</td>
</tr>
<tr>
<td>7 Canada 24</td>
<td>7 Cyprus 2</td>
</tr>
<tr>
<td>8 Turkey 22</td>
<td>8 Japan 1</td>
</tr>
<tr>
<td>9 Iran 20</td>
<td>9 Angola 1</td>
</tr>
<tr>
<td>10 United Kingdom 17</td>
<td>10 Brazil 1</td>
</tr>
<tr>
<td>11 Sri Lanka 16</td>
<td>11 Colombia 1</td>
</tr>
<tr>
<td>12 Saudi Arabia 15</td>
<td>12 Haiti 1</td>
</tr>
<tr>
<td>13 Germany 15</td>
<td>13 Iraq 1</td>
</tr>
<tr>
<td>14 Nigeria 14</td>
<td>14 Malaysia 1</td>
</tr>
<tr>
<td>15 Bangladesh 14</td>
<td>15 Mexico 1</td>
</tr>
<tr>
<td>16 Pakistan 13</td>
<td>16 Russia 1</td>
</tr>
<tr>
<td>17 Vietnam 11</td>
<td></td>
</tr>
<tr>
<td>18 Mexico 9</td>
<td></td>
</tr>
<tr>
<td>19 France 9</td>
<td></td>
</tr>
<tr>
<td>20 Indonesia 8</td>
<td></td>
</tr>
</tbody>
</table>
### Percentage of International Student Representation by Region (Fall 2015)

- **Asia**: 80.46%
- **Europe**: 5.85%
- **Canada**: 1.87%
- **Latin America/Caribbean**: 4.54%
- **Middle East**: 5.17%
- **Oceania**: 0.37%
- **Africa**: 1.74%

Excluding IELP

### 2014/2015 Top 11 Countries of Origin Enrollment Comparison

- **China**: 600 (2014), 500 (2015)
- **South Korea**: 300 (2014), 250 (2015)
- **India**: 250 (2014), 200 (2015)
- **Japan**: 150 (2014), 100 (2015)
- **Brazil**: 100 (2014), 75 (2015)
- **Taiwan**: 75 (2014), 50 (2015)
- **Canada**: 75 (2014), 50 (2015)
- **Turkey**: 50 (2014), 25 (2015)
The other important group ISSS supports is J-1 international visiting scholars. They come to the University through the U.S. State Department’s Exchange Visitor Program and remain for a period ranging from several weeks to five years. Visiting scholars, normally affiliated with overseas institutions of higher learning or other related organizations provide rich opportunities for intellectual and cultural exchange. Their presence, just as with international students, transforms the community and contributes to campus internationalization in multiple ways.

Visiting scholars hosted by the University this year number 136. Visiting scholars are actively engaged in research in 33 academic departments within all nine Schools and Colleges and originate from 21 different countries. Sixty of the scholars are from China, 14 from South Korea and 10 from Turkey. Dependents of visiting scholars who have accompanied them to the University at Albany total 79.

### Distribution of International Students by School/College

<table>
<thead>
<tr>
<th>School/College</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>503</td>
<td>266</td>
<td>769</td>
</tr>
<tr>
<td>Business</td>
<td>235</td>
<td>50</td>
<td>285</td>
</tr>
<tr>
<td>Engineering and Applied Sciences</td>
<td>74</td>
<td>189</td>
<td>263</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>8</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>Nanoscale Science and Engineering</td>
<td>7</td>
<td>40</td>
<td>47</td>
</tr>
<tr>
<td>Public Health</td>
<td>6</td>
<td>66</td>
<td>72</td>
</tr>
<tr>
<td>Rockefeller</td>
<td>14</td>
<td>56</td>
<td>70</td>
</tr>
<tr>
<td>Social Welfare</td>
<td>0</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>847</strong></td>
<td><strong>760</strong></td>
<td><strong>1607</strong></td>
</tr>
</tbody>
</table>

*Based on estimated enrollment data from Institutional Research (10/7/2015).
### Fall 2015 International Visiting Scholar Profile

<table>
<thead>
<tr>
<th>J-1 VISA CATEGORY</th>
<th>#</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Research Scholars</td>
<td>89</td>
<td>52</td>
</tr>
<tr>
<td>Short-Term Scholars</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Non-Degree Students</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Student-Interns</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td><strong>60+Total International Scholars</strong></td>
<td><strong>136</strong></td>
<td><strong>78</strong></td>
</tr>
<tr>
<td><strong>Total Countries Represented</strong></td>
<td><strong>21</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTRIES</th>
<th>#SCHOLARS</th>
<th>SCHOOLS &amp; COLLEGES/DEPARTMENTS</th>
<th>#SCHOLARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 China</td>
<td>60</td>
<td><strong>COLLEGE OF ARTS &amp; SCIENCES</strong></td>
<td>1</td>
</tr>
<tr>
<td>2 Korea</td>
<td>14</td>
<td>Art &amp; Art History</td>
<td>1</td>
</tr>
<tr>
<td>3 Turkey</td>
<td>10</td>
<td>Atmospheric Science (+ ASRC)</td>
<td>13</td>
</tr>
<tr>
<td>4 Canada</td>
<td>8</td>
<td>Biology</td>
<td>1</td>
</tr>
<tr>
<td>5 France</td>
<td>5</td>
<td>Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>6 Brazil</td>
<td>4</td>
<td>Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>7 Poland</td>
<td>4</td>
<td>Geography</td>
<td>2</td>
</tr>
<tr>
<td>8 Ukraine</td>
<td>4</td>
<td>East Asian Studies</td>
<td>4</td>
</tr>
<tr>
<td>9 Belgium</td>
<td>3</td>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>10 India</td>
<td>3</td>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>11 Japan</td>
<td>3</td>
<td>Mathematics and Statistics</td>
<td>5</td>
</tr>
<tr>
<td>12 Russia</td>
<td>3</td>
<td>Psychology</td>
<td>2</td>
</tr>
<tr>
<td>13 United Kingdom</td>
<td>3</td>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td>14 Germany</td>
<td>2</td>
<td>Subtotal</td>
<td>56</td>
</tr>
<tr>
<td>15 Iran</td>
<td>2</td>
<td><strong>SCHOOL OF BUSINESS</strong></td>
<td>3</td>
</tr>
<tr>
<td>16 Kazakhstan</td>
<td>2</td>
<td>Business + Management Information Systems</td>
<td></td>
</tr>
<tr>
<td>17 Mexico</td>
<td>2</td>
<td><strong>COLLEGE OF ENGINEERING AND APPLIED SCIENCES</strong></td>
<td>6</td>
</tr>
<tr>
<td>18 Kyrgyzstan</td>
<td>1</td>
<td>Computer Science</td>
<td></td>
</tr>
<tr>
<td>19 Spain</td>
<td>1</td>
<td><strong>EDUCATIONAL SCIENCE</strong></td>
<td>4</td>
</tr>
<tr>
<td>20 Slovenia</td>
<td>1</td>
<td>Educational Administration</td>
<td>4</td>
</tr>
<tr>
<td>21 Taiwan</td>
<td>1</td>
<td>Educational Technology</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>136</strong></td>
<td>Educational Theory and Practice (including TESOL)</td>
<td><strong>13</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education Leadership &amp; Policy</td>
<td><strong>1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational &amp; Counseling Psychology</td>
<td><strong>6</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td><strong>29</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>NANOSCALE SCIENCE &amp; ENGINEERING</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SCHOOL OF PUBLIC HEALTH</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biomedical Sciences</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cancer Research Center</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Center for Global Health</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Health Science</td>
<td><strong>5</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Epidemiology and Biostatistics</td>
<td><strong>7</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Policy, Management, and Behavior</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td><strong>22</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ROCKEFELLER COLLEGE-PUB. AFFAIRS &amp; POLICY</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Center for Technology in Government</td>
<td><strong>5</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Center for Policy Research</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Global Institute for Health and Human Rights</td>
<td><strong>1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Administration &amp; Policy</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rockefeller Institute of Government</td>
<td><strong>1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td><strong>12</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SCHOOL OF SOCIAL WELFARE</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>INTERNATIONAL EDUCATION</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>136</strong></td>
</tr>
</tbody>
</table>
Services and Programs
To assist with their academic and cultural adjustment, ISSS provides a variety of services and programs to international students and scholars. The services available include 1) preparation of visa/immigration documents 2) pre-arrival support and new student or scholar orientation 3) comprehensive one-on-one advising and workshop sessions regarding immigration issues, international travel, employment, financial planning, taxes, cultural adjustment, and personal issues 4) application support for visas, maintenance of status, employment authorization, social security cards, federal and state taxes, and other benefits 5) information, support and programming to aid in successful integration of international students and scholars into the academic, cultural and social life on campus and in the greater Albany area.

Of the above mentioned services, advising on immigration issues is arguably the most important in helping students and scholars comply with federal immigration regulations and thereby maintain their immigration status. Through a coordinated effort, ISSS performs the critical role of informing international students and scholars of policies and procedures, and keeping individual SEVIS (Student and Exchange Visitor Information System) records up to date. To effectively perform these functions, ISSS liaises with the important U.S. government agencies of the Department of Homeland Security and the Department of State, and recently contracted an international student and scholar case management and SEVIS batching program called Sunapsis. With implementation and beginning use planned for the end of 2016, this compressive solution will better support SEVIS reporting and batching, enhance advising caseload management, and improve office work flow.

ISSS support services also includes a comprehensive orientation program for students (scholar orientations are separate individual and group sessions offered throughout the academic year). ISSS collaborates with the Advisement Services Center, the Department of Residential Life, and numerous other campus departments to present information, advice and referrals to services on and off campus. This orientation is continually evaluated and recent changes in 2014-15 include expanded pre-orientation information and resources online as well as increased coordination with Undergraduate Orientation Programs. Plans are underway to fully integrate undergraduate international students into the greater University freshman and transfer orientation programs in fall 2016. At the same time, ISSS is working with several graduate departments to more effectively coordinate respective orientation sessions or even incorporate into departmental orientations different international student related components.

At the beginning of each semester and following orientation, ISSS initiates its success and retention programs for new freshman and continuing students on academic warning/probation. International Student Coordinators meet with these students individually or in small groups to help guide them with information and resources as well as advise on options related to their immigration status. To support students in their educational success, ISSS also offers workshops on a series of important subjects related to international students. Workshop topics offered regularly throughout every academic semester include OPT work authorization and travel/travel signatures. Annually, ISSS sponsors a “beyond OPT” employment workshop presented by a guest immigration attorney, and a non-resident tax program through Sprintax software. In addition to workshops for students, ISSS offers presentations to campus departments to increase understanding of the international student and scholar population, and intercultural awareness.

Several programs for international students and scholars are organized throughout the year. The first is the annual scholar reception at which scholars, faculty sponsors, department chairs, and deans come together to network and share each other’s research interests. Another is the Thanksgiving dinner where international and domestics students come together to share a meal, listen to live American folk music, and even learn traditional folk dancing. A third program selects and coordinates country flag bearers for the University’s semi-annual graduation ceremony. Also, ISSS is planning a new program to debut in spring 2016: an annual international graduation reception to honor graduating degree seeking international students, outgoing study abroad students, completing scholars and inbound study abroad students. The ceremony will recognize our international students and scholars for their accomplishments with a certificate and country sash, present a cultural performance, and offer a culminating reception for participants and their guests.

One of the largest ISSS programs for integrating international students onto campus is the Friendship Partners Program. The program has three components: the International Buddies Program, the Language and Cultural
Exchange Program, and the Language Chatting Room. The buddy program matches continuing students with new international students to help them adjust to academic and community life. The Language and Cultural Exchange Program provides an opportunity to U.S. and international students to interact culturally and socially in small groups outside the classroom. Between these two programs this calendar year, over 300 students participated. The final component, the Language Chatting Room, brought together more than 250 students, faculty and staff at different times over the past year for conversation in several languages, including Mandarin, French, Japanese, Spanish, Thai, German, Korean and English. A number of student participants in the Friendship Partners Program received academic credit for assuming leadership roles in coordinating associated activities.

In closing, it is worthwhile mentioning staff professional development. Members of the ISSS staff have attended regional and national conferences this past year where they presented and engaged in training opportunities. They have also been engaged in research and writing activities that contribute to the field of International Education. The staff of ISSS would like to thank the various on-campus departments and off-campus organizations that support international students through programs, services and other efforts, both curricular and co-curricular. It is this support and encouragement that help University at Albany international students achieve academic, professional and personal success.

**Intensive English Language Program**

**IELP Realignment & Redesign**

With the arrival of Mark Rentz, the new Associate Vice Provost for International Education and Managing Director of the Intensive English Language Program, the IELP embarked on a major program review, redesign and realignment. Many areas of the program have been redesigned and realigned to advance international education at the University at Albany. Although it will take several sessions to fully implement many of the changes to create the excellence, impact and access desired, here are a few of the redesign highlights so far:

- The IELP went from offering two semester programs to offering 5 eight-week sessions and 10 four-week sessions.
- The IELP went from offering five or six sessions to offering seven sessions: Basic 1, Basic 2, Intermediate 1, Intermediate 2, Intermediate 3, Advanced 1, and Advanced 2.
- New curriculum objectives were created for eight-week sessions and for seven levels in all skill areas, including Listening, Speaking, Reading, and Writing.
- New Curriculum objectives in all levels embedded supplemental skills: Pronunciation, Grammar, and Vocabulary.
- Ten new Elective Classes were designed and created for the upcoming school year: Conversation Skills, English for Engineering, Business English, Community Service, Academic Vocabulary, Grammar, American Pronunciation and Accent Reduction, American Idioms and Slang, American Film, and American Music.
- Created a Pre-Placement Program using TOEFL and IELTS scores for Conditionally Admitted Students with scores in the upper ranges.
- Revised IELP Placement Testing Procedures and Cut-scores to match 7 new language levels.
- Created new IELP Program Policies (Attendance, Promotion, Probation, Demotion, Retention, Progress through IELP, and UAlbany TOEFL waiver policy, and more).
- Partnered with Homestay company to create an American Family Homestay housing option for IELP students and UAlbany International Students.
- Created a new Student Services Fee to better serve students.
- Designed new roles for two teachers to serve as part-time Activities Coordinators.
- Created a new menu of weekly Social and Cultural Activities for each session and throughout the Academic Year.
- Created a weekly conversation club for IELP students.
- Created a weekly IELP Reading Theater.
- Created a Conversation Partners program for friendly conversation with IELP students and American Students.
• Redesigned Welcome Reception for new IELP students every eight weeks.
• Created Graduation Ceremony Event for IELP Students at the completion of each session.
• Revised and expanded Orientation (IELP Student Guide) Materials.
• Created a new IELP Budget and budgeting process, including new tuition and fees.
• Created a new IELP Brochure with new IELP program features, courses, programs, and activities.
• Reached out to Japanese universities to increase future University Group Programs in the IELP.
• Created new online ESL classes for Syrian Refugees and other online ESL audiences.
• Created a new partnership with the U-Albany Bookstore to order and sell IELP books.
• Established new end of the program requirements for students completing the IELP in lieu of TOEFL or IELTS.

Enrollment numbers for 2015-2016

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Enrollment</th>
<th>Conditional Admit</th>
<th>Male/Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2015</td>
<td>88</td>
<td>52</td>
<td>55/33</td>
</tr>
<tr>
<td>SAI 2015</td>
<td>13</td>
<td>NA</td>
<td>7/6</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>169</td>
<td>119</td>
<td>102/67</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>141</td>
<td>93</td>
<td>77/64</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>69</td>
<td>48</td>
<td>39/30</td>
</tr>
<tr>
<td>SAI 2016</td>
<td>10</td>
<td>NA</td>
<td>4/6</td>
</tr>
</tbody>
</table>

Thirty countries were represented among the students enrolled at the IELP.

Office of International Admissions and Recruitment

The Office of International Admissions and Recruitment (IAR) is the latest addition to the Center of International Education and Global Strategy (CIEGS), beginning operations in January, 2016.

Previously the Office of Undergraduate Admissions hosted international admissions and ultimately reported to the unit of Enrollment Management. John Pomeroy was promoted to Director of this office.

Other staff include:
• Cynthia Look as Assistant Director for International Admissions and Recruitment
• Jane Benson-Rivera as Assistant Director for Operations and Communications
• George Burke as part-time International Admissions Specialist
• Ann Gogerty as part-time International Admissions Specialist.

The staff is a well-seasoned group of admissions and international education professionals. The average professional years of service is over 20 years. Furthermore, the staff has fluency in 7 languages and dialects combined.
IAR Responsibilities
When all operations are transferred to IAR (by the end of Fall 2016 semester) the unit will be wholly responsible for the following:

- New undergraduate international student enrollment management.
- Recruitment of international students to undergraduate programs and shared recruitment for Conditionally Admitted students in the Intensive English Language Program.
- Communication management for students, secondary schools, post-secondary schools, ESL institutions domestically and abroad through in-person, virtual sessions and social media.
- The processing and review of all undergraduate freshman and transfer applications to UA for fall, spring, and summer entry semesters.
- Initial immigration processing and document issuance for all undergraduate students.
- Transfer credit evaluation and DARS posting for all undergraduate international students.
- Prospective international student and applicant management.
- Scholarship management and eligibility for new incoming international students.
- Fostering and developing international partnerships.
- Maintaining relationships with embassies and NGOs in Washington, DC that are vital to the IAR mission.
- Assisting with study abroad programs when needed.

Enrollment
IAR was responsible for enrolling 82 new international freshmen and transfer students in the spring 2016 semester. This represented a 7.89% increase over 2015 and resulted in total combined spring 2016 tuition for new international student enrollment of $1,050,748.

Projected fall 2016 enrollment estimates 97 new international freshmen and 65 new international transfer students. Although only a slight increase over enrollment from fall 2015, in total combined fall 2016 tuition for new international student enrollment is projected to be $2,075,858.

Enhanced Focus on Operations, Communications and Outreach
IAR has sought to be highly focused on improving the communication and outreach to applicants and prospective students. This will be key as UA grows its international student population to new levels.

- Our communications have been streamlined and enhanced so that students will receive admissions decisions both in email and hard copy.
- Our turnaround time for processing has been improved as we now communicate with applicants via email to complete applications. A 48-hour notification from time of file completion is now practiced.
- We have augmented the use of the current CRM to communicate more frequently with prospective students and are currently exploring the implementation of a new CRM to further enhance the efficiency of our operations.
- Our publications have been significantly improved and expanded so that we now have an 8-page admissions brochure, fact sheets for three of our most popular programs, and a one page overview piece. The overview piece is currently available in eight languages and we expect to add more languages in the near future.
- We have been updating our website with substantive changes to make it more user-friendly and comprehensive. Additionally, all of our admissions materials are now online.
- Our power point is being redesigned in order to brand the University at Albany more effectively. This will be available in English, Chinese (simplified and traditional) and Korean.
International Partnerships
The use of International Recruitment Partners (agents) in IAR efforts to increase enrollment is a key component of our recruiting strategy.

- The process of signing agents was greatly improved. Instead of going through an RFP process which takes a great deal of time and labor, a scope of work agreement granting two years of a relationship was developed and implemented.
- IAR has signed an additional 32 International Recruitment Partners in the last eight months. This gives us a total of 59 Recruitment Partners. We will be adding more over the next year.
- Developed a training power point for International Recruitment Partners and provide online training for them.

International Recruitment Agreements
Implementing new international transfer agreements, dual degree programs and other international agreements are vital in growing the international student population at UA. A part-time International Admissions Specialist position was added this past February to assist in managing this key area of responsibility.

- Since February 2016 we have signed 20 new agreements. There are several pending at the final stages ready to be signed. Total number of signed agreements is 38.
- IAR creates the actual transfer agreements – design, edit, maintain correspondence from start to finish and update equivalency guides for transfer agreements.
- The new part-time International Admissions Specialist position will serve as a contact for SUNY Dual Degree Programs in Turkey.

Global Institute for Health and Human Rights
The Global Institute for Health and Human Rights has received over 10 grants from the University at Albany, federal agencies and international foundations with the total amount of $3.5 million during the past academic year.

These grants include bridging the gaps in human rights law through enhancing health law capacity; “Global Health Diplomacy”; training in leadership in health, environment, and sustainable development, “Educational Diplomacy”; inter-disciplinary capacity building for women’s health through providing trainings to university faculty on pedagogical methodologies in emerging areas of increasing importance in Kurdistan of Iraq; organizing a high level consultation summit on HIV in conservative settings for 15 countries in Turkey to discuss social stigma due to culture, religion, and opinions of policy makers, and exploring effects on target populations such as women, prisoners, sex workers, injecting drug users, and men who have sex with men; organizing three major events regarding HIV/AIDS and the Middle East/Central Asia regions in South Africa during International AIDS conference; “Refining Current Drug Policies in Turkey” by studying current challenges on access of drug users to substance use treatment services in Turkey and developing policy recommendations to Turkish stakeholders; developing a Community-Based Educational Curriculum and Training Program for Turkey’s Research, Treatment, and Training Center for Alcohol and Substance Dependence; Adapting Advanced Graduate Certificate in International Health and Human Rights for online delivery, and increase educational access to the program for international students; delivering online intensive English language program for displaced Syrian students; and collecting and analyzing preliminary data on needle sharing, and HIV and HCV research among injecting drug users in Turkey.

Major Projects
- Health Law Project: In October 2015, the GIHHR officially commenced its work on “Bridging the Gaps in Human Rights Law in Iran through Enhancing Health Law Capacity”, a 2-year innovative project funded by the federal government. The Health Law project is being implemented in conjunction with experts in international and health law, including those from Albany Law School and University of Oxford. The project will create a 4 month, online educational course to teach law students, lawyers, policy makers and medical professionals in the Middle East about health law. During the 2015 - 2016 academic year, the course was created, expert lecturers and mentors were recruited, translation of the course into necessary language-specific content began, course materials and tests were created, and student recruitment began. As part of the project, the GIHHR has involved a number of University at Albany students as volunteer interns - many earning academic credit - and as paid interns.
• **Global Drug Policy Study Tour for Stakeholders from Turkey:** From April 17th to 27th, the GIHHR hosted the 3 city Global Drug Policy Study Tour for 9 senior policy leaders in the field of drug policy from Turkey to visit New York City, Seattle, and Vancouver to tour various facilities and services to support drug addicts. The study tour aimed to familiarize the delegation with North American approaches to drug policy, and to shift the global perspective on drug users away from a criminal-focused approach, and towards a patient-focused approach.

The delegation included high-level representatives from the Ministry of Justice, Ministry of Health, universities, and public and private services in Turkey. The delegation met with a number of American and Canadian policy makers, judges, police offers, health care workers, and other professionals. Some site visits included numbers of community-based education and harm-reduction programs, residential facilities, outpatient treatment centers, syringe exchange programs, supervised injection sites, social entrepreneurships to employ drug users, methadone facilities, and court systems. The delegation additionally had the opportunity to visit health facilities in the Rikers Island Jail. The delegation also attended the UNGASS, which focused on world drug policy, giving delegates the opportunity to enter discussions on drug policy with the representatives of over 170 countries in attendance.

Following the study tour, the delegation utilized their findings in order to adapt and develop similar models relating to drug policies to be adapted in Turkey.

• **Online Education for Displaced Syrian Students:** In response to the crisis in Syria – specifically the 200,000 displaced Syrian students with college potential, according the World Bank – the GIHHR has developed a project to deliver higher education in the form of academic courses and Intensive English Language Program (IELP) to displaced Syrian students via online methods in collaboration with the office of the IELP. The project for displaced Syrian students aims to facilitate higher education, and prevent these students from halting their education during displacement. By providing language skills and academic skills, the project aims to help students in transitioning and integrating into new societies during displacement and resettlement. The nature of the course in its dual academic-language education and online deliver removes several barriers to education for students – including language barriers, physical barriers, and financial barriers to education.

• **2nd High Level Consultation Meeting on HIV/AIDS in Istanbul, Turkey:** Cosponsored with the International AIDS Society, the world’s largest association of professionals in the field of HIV/AIDS, the GIHHR hosted an international conference in Istanbul, Turkey on January 30-31, 2016. GIHHR organized the consultation meeting, which consisted of representatives from over 15 countries coming together to discuss new approaches to the prevention and treatment of HIV/AIDS in the Middle East, Central Asia, and even Southeast Asia. The conference discussed social stigma due to culture, religion, and opinions of policy makers; and explored effects on target populations such as women, prisoners, sex workers, IV drug users, and men who have sex with men.

At the conference, Drs. Kamiar and Arash Alaee, as well as undergraduate intern Katie Waye were present. Religious leaders, such as Judge Mohammad Abou Zeid from Lebanon, were also in attendance, discussed how religion impacts the treatment of those with HIV/AIDS, and the role of religious people in helping people with HIV/AIDS. Participants of the conference came from interdisciplinary backgrounds, and the conference provided a unique space for interdisciplinary consultation.

• **International AIDS Conference in Durban, South Africa:** The GIHHR has organized a delegation of 15+ representatives to participate in the 21st International AIDS Conference in Durban South Africa from July 18 to 22nd, 2016. The delegation consisted of persons who work in various fields relating to HIV/AIDS. Many of the delegates worked in ministries of health, government, academia, non-government organizations, religious organizations, and other organizations. The delegation consisted of participants from Kazakhstan, Afghanistan, Malaysia, Morocco, Lebanon, Tunisia, Pakistan, Syria, Turkey, Jordan, Indonesia, Iraq, and Tajikistan. Many of the delegates were also participants in the 2nd High Level Consultation Meeting on HIV in Istanbul, Turkey.

The GIHHR has organized 3 major events regarding HIV/AIDS and the Middle East/Central Asia. A satellite session organized by the GIHHR will have a panel to report on the findings of the 2nd High Level Consultation Meeting in Istanbul, Turkey. A symposium session organized by GIHHR had a panel discussing vulnerable populations and HIV/AIDS in Islamic communities. Lastly, GIHHR has organized a networking session open to delegates from the Middle East and Central Asia.
• **Community-Based Education for Health Care Providers in Turkey:** The Community-Based Educational Curriculum and Training Program for Turkey’s Research, Treatment, and Training Center for Alcohol and Substance Dependence project is granted by Ohrstrom Foundation on January 2015. This Ohrstrom grant project is going to create an online PowerPoint lecture training series focused on substance use treatment targeting substance use health care professionals including counselors, psychiatrists, infectious disease specialists, general practitioners, family physicians, nurses, health care providers and psychologists. The programs will also be open to individuals from other disciplines, such as governmental officials, narcotic security personnel, and prison personnel.

The objective of this project is to increase knowledge and training skills of Turkish health care professionals in the substance use treatment and education program. This pilot program will serve for creating future training programs that will cater to the needs of drug addiction treatment centers. Upon completion of the lectures, each lecture will be translated to Turkish and then uploaded online to our website. Future progress for this project includes the formulation of a schedule for the four-day substance use face-to-face training session in Istanbul, Turkey. The next steps we will take include completing recording lectures and completing the creation of lesson plans, instructor guides, and facilitator guides.

• **Inter-disciplinary capacity building for women’s health:** In mid-November of last year, the GIHHR hosted several Iraqi faculty members from Howler Medical University over the course of a week to present and collaborate on women’s health issues including reproductive health, substance use, maternal child health and more. This cooperation would improve relations between the two countries, which would lead to more substantial change in the areas of women’s health. The efforts of the GIHHR to provide this workshop was funded by IREX, an organization with the goal of strengthening NPO’s and improving universal education. The work that GIHHR has done and continues to do is instrumental in providing global change to problems involving women’s health and overall public availability.

• **Advanced Graduate Certificate in International Health and Human Rights:** In 2015, the Advanced Graduate Certificate in International Health and Human Rights was approved by the New York State Department of Education. To address the growing demand for interdisciplinary solutions to our contemporary world challenges, the GIHHR collaborated with the University at Albany School of Public Health and Rockefeller College of Public Affairs and Policy Department of Political Science to develop this program to students and professionals in health care, law policy, etc. The program was delivered in collaboration with Albany Law School, Albany College of Pharmacy and Health Sciences, and Union Graduate College. In the 2016 – 2016 academic year, the first cohort of students were enrolled, and 4 students successfully graduated the program. Additionally, in Spring 2015, GIHHR developed a proposal for the Office of the Provost’s RFP for Online Teaching and Learning, and was granted funding to adapt the certificate to be delivered online. Course adaptation occurred throughout Fall 2015 to Spring 2016, and online delivery is expected to occur in Fall 2016. Online delivery expects to expand access to the advanced graduate certificate program especially for international students.

• **2-in-1 LLM & Advanced Certificate Program:** The 2-in-1 LLM & Advanced Certificate program is an ideal two-year program for individuals who wish to combine triple careers in international affairs, law, and health and human rights. The program also includes a concentration in Health and Human Rights. The program was developed in partnership between the University at Albany and Albany Law School. Additionally, two Memorandums of Understandings – one between Bahcesehir University in Turkey and the University at Albany, and one between one university in China and the University at Albany – will facilitate enrollment of international students in this program.

• **World of Global Medicine and Human Rights Living Learning Community (LLC):** Established by the GIHHR, the World of Global Medicine and Human Rights Living Learning Community brings together freshmen who are primarily intended pre-medicine, biology, and health science majors, and introduces them to the linkages between health and human rights. In August 2015, the World of Global Medicine and Human Rights LLC welcomed the first cohort of 27 students. Students are given the opportunity to live together, take classes together, and meet regularly with faculty, advisors, and upper-class students who share similar interests. Together, Dr. Kamiar Alaei, Dr. Arash Alaei, and Dr. Alexandra Harrington teach the LLC class, and also
regularly invite guest speakers in the field of medicine and health and human rights. All students of the LLC are provided with upper-class mentors, as well as professional advisors to guide in students’ academic and professional development. Additionally, LLC students are given opportunities to participate in community events such as the AIDS Walk, Breast Cancer Walk, and several service learning projects.

The World of Global Medicine and Human Rights has helped increase retention among University at Albany freshman. Among the first cohort of students in the GIHHR-run LLC, there was a 100% retention rate. Many of the students are interested in pursuing research with GIHHR as they enter their sophomore year, and continue to pursue education in health and human rights. A second cohort of 26 students has been successfully enrolled for the 2016-2017 academic year.

- **GIHHR Internship Program:** Each semester, the GIHHR takes on new interns from interdisciplinary areas of study, different levels of education, and even different schools. In the 2015/2016 school year, GIHHR had over 30 volunteer undergraduate interns/research assistants, and over 10 volunteer graduate research assistants. Many interns are in the fields of public health, health sciences, social welfare, political science, public policy, business administration, and many more fields. Most interns are students at the University at Albany, Albany Law School, and other universities. Most research assistants received credit for their contributions, while some were paid assistants.

- **Undergraduate Research Conference:** In Spring 2016, GIHHR interns presented posters at the annual Undergraduate Research Conference. Intern Katie Waye presented her poster titled “Turkey: An Overview on Regional Drug Use, Treatment Design, and the Characteristics of Inpatients Utilizing Treatment.” Interns September Johnson and Morgan DeVuyst presented their poster titled “To What Extent Are Health Indicators and Human Rights Indicators Compatible with Respect to HIV/AIDS Services for Injecting Drug Users.”

**Scholarly and other Professional Development Activity By CIEGS Staff**

**Arash Alaei and Kamiar Alaei**

Academic Papers:

Chapters in Textbook:

Selective Presentations:
- **National Institutes for Health:** Part of NIH’s “Ethical, legal, and policy challenges in HIV research with key populations” workshop.
- **International AIDS Conference in Durban, South Africa:** Co-chairs of two major events regarding HIV/AIDS and the Middle East/Central Asia
- **Institute of International Education Panel:** Presentation on “University in Exile for Syrian Scholars” to help respond to the higher education needs of displaced Syrian students and scholars.
Mount Sinai: Presentation on health disparities, social determinants of health, global health, human rights, and advocacy.

National Association of Foreign Student Advisors in Denver, Colorado: Presentation and roundtable discussions held to discuss higher education in Iran

Physicians for Human Rights Annual Gala: Invited to honor Dr. Lena, one of the handful of Syrian clinicians still working in the region to treat patients

International Pediatric Association (IPA 2016) Congress, Vancouver-Canada: Presentation at 28th international congress of pediatrics on HIV and children

Presentation at Annual Conference on Global Health and Justice, Central Michigan University

Presentation on a Human Right-Based Approach to health, University of Oxford, Faculty of Law, UK

Panelist at Diplomacy Through Other Means, Public Affairs Alliance of Iranian Americans

- The Right to Health for Syrian Refugees: As part of the “Symposium of the Syrian Crisis,” cosponsored by Albany Medical College and University at Albany School of Public Health, this panel discussion event included the following topics: health/medical issues among Syrian refugees, the firsthand perspective about the access of healthcare for Syrian refugees, and the punishment by the Syrian government to health providers helping refugees. The event concluded with an audience open discussion.

- Awareness of Gender Inequalities, Locally and Globally – February 16th, 2016: As part of University at Albany’s campus-wide celebration of Sexuality Month, this panel discussion increased awareness of specific issues that women face.

- Judicial Enforcement of International Human Rights Under China’s Authoritarianism Presented as part of the GiHHR Seminar Series, Dr. Shucheng Wang, professor of law at City University of Hong Kong and visiting scholar at the GiHHR.

Elizabeth Allen
- Team-Based Learning (two-day workshop) January 2016
- Instructional Leadership Academy, ITLAL

George Burke and John Pomeroy

Harvey Charles
- “Resetting a Flawed Historical Narrative: Community Colleges as Models of Global Engagement.” Keynote Speaker at the 2016 Inaugural Global Engagement Conference, Scottsdale, AZ.
- “Global Learning Assessment: Key to Institutionalizing the Global Learning Agenda.” Invited Speaker at the 2015 Assessment Institute, Indianapolis, IN.
- “Higher Education in Iran: Opportunities for Collaboration.” Chair and Presenter at the 2016 NAFSA: Association of International Education Meeting, Denver, CO.
- “What are we After; What do they Want?” Chair of Roundtable at the 2016 Association of International Education Administrators Annual Meeting, Montreal, Canada.
- “The Administration of Campus Internationalization and the Virtues of a Centralized Approach.” Presenter at the 2016 Association of International Educators Meeting, Montreal, Canada

Linda Leary
- Emergency Management Institute – FEMA – Independent Study Course

Jacqueline Ledermann
- Attended GIC (Global Internship Conference) June 2016
- Presented on aligning learning outcomes with today’s learning communities and UAlbany’s Applied Learning and Internationalization agendas

Cathleen McCarthy
- Certified as Designated School Official (DSO) for SEVIS
Patricia McCarthy
- Spreadsheets Workshop 2016, ITLAL

Emily Menard
- Chairied the committee organizing the Capital District Returning Student Conference - September 2016
- Attended NAFSA National Conference May 2016 (responsible for management of SUNY exhibitor booth)
- Chair of Panel Presentation; Education Abroad: Raising Awareness and Funding with Impact
- Narratives:
  - Was awarded NAFSA Regional Grant Award Recipient ($500) to attend this the NAFSA Region X conference November 2015
  - Chair – Panel Presentation: Impact and Innovation: Funding Models for Education Abroad
  - Appointed as a mentor for IIE Myanmar Higher Education Initiative – August 2015 (1 year appointment)
  - Appointed to NAFSA Consular Affairs Liaison Committee – World at Large – June 2015 (2 year appointment)
  - Contributed to an application which won an IIE Generation Study Abroad Scholarship Grant, $15,000 – Feb 2015 (the funds were distributed in 15-16)
  - Scholarship Reviewer-Foundation for Education Abroad – 2014 - Present
  - Scholarship Reviewer-Foundation for Global Scholars – 2012 - Present

Heather Murphy
Workshops:
- Blackboard Essentials by Faculty Technology Resources; January 12, 2016
- Blackboard Assess Student Learning by Faculty Technology Resources; January 13, 2016
- Course Syllabus Design for Student Learning by Institute for Teaching, Learning and Academic Leadership; January 16, 2016

Bethany Neptune
Publications:
- Attended workshops on Jing and Blackboard

Claire Nolan
Consortium of Higher Education LGBT Resource Professionals Daylong Institute, University at Albany; June 2015

Krassi Rangelova
Professional Development:
- UAlbany Online Course Development, OCD-Flex, ITS – July 2015
- Blackboard Grade Center Webinar, August 2015
- Faculty Retreat, Building a Classroom Climate for Student Engagement and Learning, ITLAL, August 2015
- Blended Learning Webinar, 2016
- Blended Learning: Research-Informed Practice to Improve Student Engagement, Satisfaction, and Learning, One-day conference organized by OTL, UAlbany, March 2016
- Teaching language with Voice Thread Workshop, February 2016

Professional presentations/workshops:
- Workshop for EFL teachers from the English Language High Schools, Sofia, May 16-17, 2016
  - Inquiry-Based Learning: Significant Learning Develops Through Student Inquiry
  - A Framework for Rich Input: Bringing Technology, Education, and Design into the EFL Classroom with TED Talks - Workshop for EFL teachers from the English Language High Schools, Sofia, May 2016
  - TED-Ed: Using Digital Media to Motivate Students and Foster Significant Learning

Advising and mentoring a graduate student:
- May 2015 - December 2015:
- Chisato Tada, PhD student in ETAP, School of Education
James Pasquill
- Attended IIE Generation Student Abroad Summit – October 2015
- Presenter “Global Internship Models: Meeting Private Sector Needs,”
- Attended NAFA Regional Conference - Oct 2015
- Presenter “Study Abroad for Underrepresented Students: From Discussion to Action,”
- Presenter “Impact and Innovation: Funding Models for Education Abroad,”
- Attended Diversity Abroad Conference
- Received the 2016 Diversity Abroad Network Individual Award for Excellence in Diversity and Inclusion in Education Abroad
- Attended NAFA National Conference May 2016 (responsible for management of SUNY exhibitor booth)
- Served on the EUSA Academic Advisory Board
- Served as an application reviewer for NAFA Academy
- Site visits to the University of Oulu and Abo Akademi in Finland, with funding from the University of Oulu, December 2015

Austin Powers
- Attended the FAUBAI Conference in Brazil
- Presented (“Creating Asymmetrical Exchanges in Non-Traditional Countries”) March 2016
- Attended NAFA National Conference May 2016
- Presented (“The Student Journey Through Technology: User Experience and Game Design”)
- Made significant progress on the new SUNY Study Abroad website (as the project’s manager). The new site, which represents all 1,000+ SUNY programs, should be launched this winter.
- Contributed to an application to win a $32,000 grant for Education Abroad opportunities through Santander Bank (for programs in Argentina and Brazil)

Mark Rentz
- Sichuan University Immersion Program Short Course: Teaching English as more than a Second or Foreign Language: Current Trends, Techniques, Tools, and Tips for Effective Classroom Teaching in an Ever-Changing World
- Two-week Teacher-Training Short Course for 60 Sichuan University English Teachers organized by the International Office of Sichuan University, Chengdu, China; Rentz, M., July 5 – July 18, 2015
- Poster Presentation: The Geography of International Alumni in Global Gateway Cities: Road Map for Strategic Engagement, Rentz, M., NAFA Annual International Conference, Denver, Colorado, June 1, 2016
- Featured Presentation: Reading Theater and Groups that Inspire and Transform through Best Methods and Active Assessment
- The Lecture Theatre of Undergraduate Education Innovation, Center for Teaching Advancement, Sichuan University, Chengdu, China; Rentz, M., July 8, 2015
- Featured Conference Presentation: Story Telling in the Classroom and out of the Classroom
- International Conference of Learning-Centered Education: Effective Learning through Innovation, Center for Teaching Advancement, Sichuan University, Chengdu, China; Rentz, M., July 7, 2015
- International Conference of Learning-Centered Education: Effective Learning through Innovation, Center for Teaching Advancement, Sichuan University, Chengdu, China; Rentz, M., July 7, 2015
- Poster Session: Bridging Horizons through Airport and Community Volunteering
- NAFA 2015 Annual Conference and Expo, Boston, Massachusetts; Mock, M and Rentz, M., May 27, 2015
– Article: Global Gold, International Graduates – An Incredible Alumni Resource
– In Arizona International Educators Newsletter, Volume 3, Issue 2, Pages 3-4, June 2015

Annette Richie
– Attended GIC (Global Internship Conference) June 2016
– Presented on aligning learning outcomes with today’s learning communities and UAlbany’s Applied Learning and Internationalization agendas
– Presented dissertation research at Translation and Transmission in the Early Americas Summit, University of Maryland and Washington, D.C., June 2016
– Appointed by New York State UUP (United University Professionals) Executive Committee as 1 of 4 UAlbany representatives on contingent employee issues, 2016-2017
– Recognized with Certificate of Appreciation for 20 years of service to UAlbany students, May 2016
– Facilitated sessions and hosted Mexican scholars at 10th Anniversary COIL (Collaborative Online International Learning) Conference, New York City, April 2016
– Appointed UAlbany’s COIL Nodal Network Coordinator (fall 2016-), recruit and support faculty in the internationalization of curriculum at UAlbany
– Chair Applied Learning Assessment International Education Sub-Committee (2016-)
– Taught first UAlbany COIL-enhanced course, Introduction to Cultural Medical Anthropology, with Professor Dalia Jaquez Bermudez of Universidad LaSalle in Mexico City, spring 2016
– Faculty, Program Development, and Curriculum Design on Cambodia: Service Learning Internships with Global Service Corps (15-credit semester program), spring 2015 and 2016 (and for Tanzania, 9 week program, summer 2015), joining the students for 2 weeks in February 2016
– Site visits with Director James Pasquill II to the University of Oulu and Abo Akademi in Finland, with funding from the University of Oulu, December 2015
– Participated in COIL Latin American Academy III Workshop in Cuernavaca, Mexico, with Professional Development Grant from SUNY COIL, September 2015
– Participated in the NELGBTC (Northeast LGBT Conference, Transgender Focus) advocacy workshops, April 2015

Eura Stone-Kang
– Team-Based Learning (two-day workshop) August 2016
– Instructional Leadership Academy, ITLAL

Holly Wehmeyer
Publication:
– "Self-Assessment Training in the ESL Classroom: A Crucial Step in Developing Learner Autonomy" by Nicole Schmidt and Holly Wehmeyer,
– Arizona Working Papers in Second Language Acquisition & Teaching,
– Volume 23, August 2016
Presentation:
– Team-Based Learning (two-day workshop) January 2016
– Instructional Leadership Academy, ITLAL (University at Albany, Institute for Teaching, Learning, and Academic Leadership)
Brooke Roberts, Plenary Speaker
Evolve, Study Abroad Returnee Conference
September 2016

IELP short term programs provide language development and cultural experiences, as well as a meet and greet with Provost Stellar.

International students making new friends at Orientation