

CENTER FOR INTERNATIONAL EDUCATION
annual REPORT

We Bring Nazareth to the World and the World to Nazareth



July 1, 2006-
June 30, 2007

Dr. George Eisen
Executive Director
and Associate
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The Mission Statement of Nazareth College, including in the new Strategic Plan document, states that "Nazareth seeks students who want to make a difference in their own world and the world around them ..." The College's Vision Statement mandates an institution which is "... nationally and internationally recognized ... [and] making a difference in local and global communities."

During the past four years, Nazareth College has made major strides in establishing itself as an institution with global credentials. Through the Center for International Education, the College has (1) established a rapidly expanding global network of partner-institutions, (2) increased the number of international students and international

scholars on the campus, (3) increased the number of Nazareth students studying abroad, (4) connected the College with local and global constituencies, (5) established a foundation for revenue-generating activities, and (6) created non-traditional academic programs.

The Center for International Education (CIE) at Nazareth College continues to implement the College's international mandate by defining, developing, and supporting internationally oriented activities in the global and local arenas. The CIE is guided by the recognition that in order to remain relevant in the 21st century, Nazareth, a regionally well-respected institution, should transform itself into a "global university."

Strategic Initiative

The original *Blueprint for a Center of Excellence in International Education*, presented to the faculty and administration in 2002, drafted a five-year internationalization plan for Nazareth College. This plan identified the following strategic priorities: (1) provide international student and scholar services, (2) market the College in local and global arenas, (3) create innovative cultural and academic programs with the local community and global partners, (4) increase awareness within the Nazareth community, and (5) create an international development program. The Center for International Education has achieved all these strategic priorities within three years (See 2004-5 Annual Report). *Thus the newly developed Strategic Plan document came at an auspicious time for the CIE. In underlining the Mission and Vision Statements, it sets priorities for the next five years.*

The standard definition of internationalization is a "... process of integrating an international/ intercultural dimension into the teaching, research and service of an institution." However, the CIE, based on Nazareth's educational and institutional philosophy, views internationalization in a much broader context that includes intercultural awareness and service to local and global communities.

The CIE is, by its design, a non-traditional and uniquely comprehensive academic/administrative unit. It caters to three entities: the campus community; local-ethnic communities; and the global community; with programs that often transcend traditional academic boundaries. By its nature and mission, it is perhaps the most interactive organization within the College. Its

task is multi-dimensional as well: academic, scholarly, cultural, and community-oriented. In addition, the CIE combines academic programs with entrepreneurship. This Report still relies on the original strategic document, *The Blueprint for a Center of Excellence in Interna-*

tional Education, which charts a five-year plan for the internationalization of Nazareth College between the years 2002 and 2007. However, it also looks ahead to the new Strategic Plan which will chart a dynamic course for future international initiatives.

International Students & Scholar Services

SEVIS--F 1-2 & J 1-2 VISA

Because of recent personnel changes within the CIE, the issuance of F-1 student visa documents and the J-1 student and scholar exchange documents became part of the responsibilities of the Executive Director. Subsequently, the administration and maintenance of the SEVIS system became an integral part of his workload.

As a consequence of the dramatically increased number of exchange students, international scholars, and participants in the intensive summer language program (see section in this report on the ALI), The CIE issued a greater number of J-1 visa documents than in previous years, reached the limit of thirty that is accredited to Nazareth College by the U.S. State Department. Simultaneously, the CIE also applied for recertification for the next two years with the U.S. State Department to issue J-1 exchange visas.

Highlights of the 2006-2007 Year:

- The office administered all F-1 and J-1 documents.
- Submission of the annual report to the State Department J-1 program.
- Nazareth College re-designated for the next two years as a sponsor for the Exchange Visitor Program (J-1 Visa designation) by the U.S. Department of State.

The Department of State approved our request for addi-

tional Forms DS-2019 increasing the number of J-1 annual exchange visas to 40.

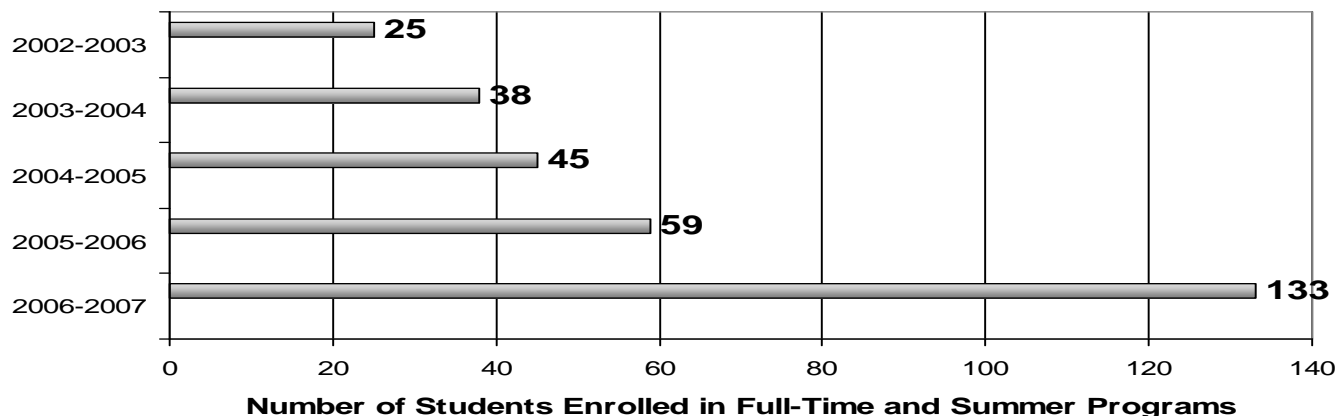
International Students Recruitment and Enrollment

Recruitment and recruitment-related activities increased markedly this year. The following recruitment trips were taken in the 2006-07 academic year:

- **India:** visit to University of Delhi and Rajagiri College, partnering with the Asian Study Program, Cochin, Kerala, December 2006.
- **Washington, D.C.:** several visits to the offices of the Academy for Educational Development (AED) which administers the PLUS program and the International Exchange Board (IREX).
- **Central Asia:** visit to Kyrgyzstan, Tajikistan, & Kazakhstan, sponsored by IREX, February 2007.
- **Turkey:** participation in recruitment fair in Istanbul & Ankara, March 30-April 6, 2007.

After September 11, 2001, international enrollment declined close to 30 percent nationwide. Nazareth College bucked this trend: the number of international students, both full time and exchange, increased dramatically from the previous academic year. Since 2002, the international student population has increased more than fivefold or 125 percent (see Figure 1).

**Figure 1: International Student Enrollment
2002-2006**



A total of 76 full-time students from 40 countries attended Nazareth College this past year. If we add to this number the 57 students who participated in the summer 2006 program administered by the American Language Institute, **the total international enrollment rose from 99 to 133**. These 133 students represented 37 countries on five continents. Hungary, with 45 students (one-third), and Italy with 27 (one-fifth), were the countries with the highest number of students attending Nazareth.

Specifically honing in on the academic year (fall and spring semesters), Nazareth College reflects a nationwide trend, with Asian students dominating the international student population. In 2006-2007, Nazareth College hosted 21 students from Asian countries. Indian students topped the list, reflecting 66 percent, followed by Nepal and Japan, each at 17 percent; and with Bangladesh, Indonesia, Jordan, Malaysia, Philippines, and Singapore following. Including Asian students, the remaining students studying at Nazareth during the academic year represent 28 additional countries on four

continents. The largest country represented in the remaining sample is from Italy. The additional 53 international students (40 percent of the total) participated in the summer American Language Institute program (see below).

In the previous annual report, Africa and Latin America were identified as the newest regions for recruitment. In this reporting period, those initiatives have proven fruitful with a total of 13 students attending Nazareth from Africa and 8 from Central and South America (total represents 16 percent of the total international student body). Countries represented in the African student population include a wide variety of socio-geographic areas: Central Western (Cameroon, Ghana, Nigeria), Northern (Egypt), Central (Congo), and Eastern (Ethiopia and Tanzania). Equally, the diversity in Latin American socio-geography is also represented with four from South America (Chile, Guyana, Venezuela) and eight from Central America (Haiti, Nicaragua, West Indies).

Full-time International Student Enrollment

A new component in the internationalization of the campus, **Government-sponsored academic programs** resulted in an influx of highly motivated and academically gifted international students through State Department-sponsored programs, with the recently-established strategic partnership with the Academy of Educational Development (AED) yielding major benefits for the campus.

In the framework of the PLUS (Partners for Learning Undergraduate Studies) Program, Nazareth admitted eleven international students from Egypt, Morocco, Nepal, Syria, India, Bangladesh, Morocco, and Palestine (Gaza). Besides the immediate financial benefits to the College, these students provide diversity which could not be created through traditional recruitment methods.

Through the International Scholars Exchange Board (IREX) a student from the Ukraine was in residence at Nazareth this past year. IREX students have academically and culturally enriched the campus and local community of Rochester beyond all expectations in past years.

Through the years an impressive number of Nazareth students have participated in the Fulbright, or to be more precise, "Fulbright administered," programs. Presently Nazareth continues to host our first Fulbright student from overseas (Malaysia), who is enrolled in Nazareth's strong master of science program in Art Therapy.

The International Club (IC), under the guidance of Professor William Hopkins, continued to thrive and expand. With a multitude of exciting initiatives and activities, the IC serves the very important function of bringing together international students with their internationally minded American counterparts. It is also an important tool for making our international students feel at home. The participation of our international students, representing their respective countries in their national costumes and with respective national flags, in the inauguration celebrations for President Daan Brave-man in 2005, was visually stunning and clear testimony of the dramatic transformations taking place at Nazareth College.

In addition to the International Club, Student-related activities included:

- Welcoming international receptions—summer & fall
- Trips to Niagara Falls—summer & fall
- Trips to the Finger Lakes region
- Trip to Washington, D.C.
- Trip to Ganondagan Native American Village & Festival
- Four dinners with international students
- RPO nights
- Lunch honoring international students with Daan Braveman

International Scholar in Residence Program

The CIE has administered the International Guest House since 2002. It is utilized to host international visi-

tors for short and long-term duration. This academic year, the campus hosted **27 international scholars and visiting lecturers** from nine countries.

International Guest House

The Center for International Education was entrusted in 2002 with the administration of the former Honors House, transforming it into the International Guest House. The Guest House is a great asset to the College, not only saving thousands of dollars in hotel and other fees for visiting scholars and students, but also creating an additional global dimension to our campus. Almost all visitors who have stayed in the Guest House during the past academic year were grateful for the opportunity to stay on campus and interact directly with the campus community.

Internationalization: Overseas Educational Programs

Study Abroad (Including Short Term Programs)

The number of **study abroad students** for semester or year-long programs has increased substantially. According to preliminary estimates a total of **85** students participated in these programs, compared with **64** in the previous academic year.

In 2006-2007, a total of 81 students studied abroad to 11 countries. While the overwhelming majority preferred Ireland (26), Italy (17) was also popular. Other countries

represented include: Australia (5), Denmark (1), Germany (6), Greece (1), Hungary (7), Israel (1), Spain (1), United Kingdom (4), Wales (2), Multi-Country, UK and Italy Program (10).

Of the 81 students, 71 utilized Nazareth programs while 10 took advantage of programs based through CCIS (9) and UC Davis (1).

Figure 2: Study Abroad (semester or year-long programs)

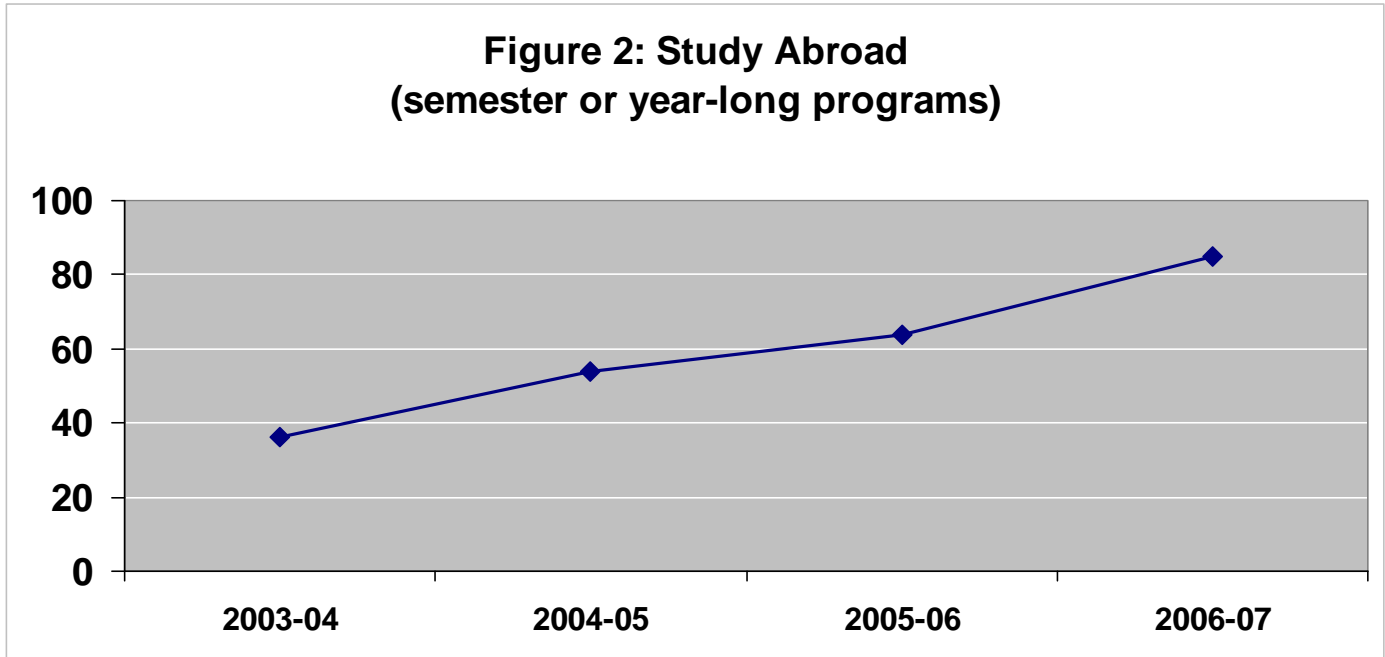
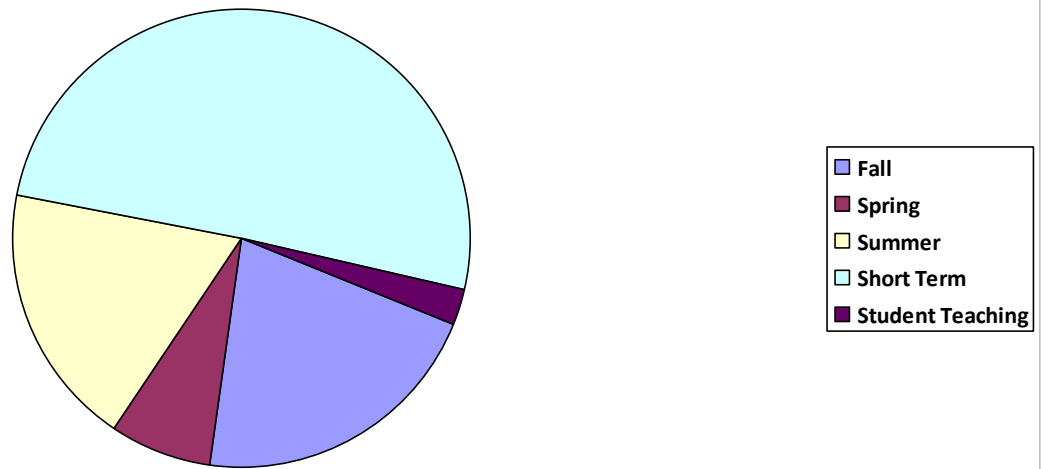


Figure 3: Students Studying Abroad



The information in Figure 3 shows that half of the students (41) prefer short term programs. Generally, these programs take place during the spring break or early summer and include the focused study of one topic in one country (i.e. business). About one-fourth of the students prefer semester-length programs, with 17 attending fall programs and 6 attending spring programs, while 15 students preferred summer programs and two preferred short term student teaching programs. In the last annual report, a total of 144 students studied abroad, this report 81. Thus, although the number of students participating in year- or semester-long study abroad has increased, there is a drop in total study abroad enrollment of 43.75 percent.

Short-term Overseas Academic Programs

The previous annual report stated the importance of creating and promoting short-term academic programming as "... such programs fit well with the demographic and economic profile of our students and promote close faculty involvement." The short term programs, offered during spring break or immediately following the spring semester, exposed students to the diverse cultural and academic environments in Hungary, Ireland, Italy, and U.K.

International Development: Revenue-Generating Capacity

One of the stated goals of the *Blueprint for a Center of Excellence in International Education* was to initiate and establish a sound financial base which could support faculty development activities and student abroad scholarships. This goal has been achieved. The revenue generated by the programs of the American Language Institute, major grants, and fundraising has been steadily increasing, and is utilized for faculty travel, overseas study support, and cultural activities.

American Language Institute (ALI)

According to the International Institute of Education release posted in November 2007 and titled "International Student Enrollment in U.S. Rebounds," it was noted that with more than 30 percent growth, intensive English language study programs are one of the fastest growing areas of study for international students in U.S. Nazareth College *exceeds* these trends. Figure 3 demonstrates that between 2004-2005 enrollment increased 116 percent, 2005-2006 enrollment increased an additional 29 percent, and between the start of the program in 2004 and this reporting year, 2006, enrollment has increased 83 percent to 179 percent over predicted estimations of growth stated in the International Institute of Education report.

Figure 4: Enrollment ALI 2004-2006

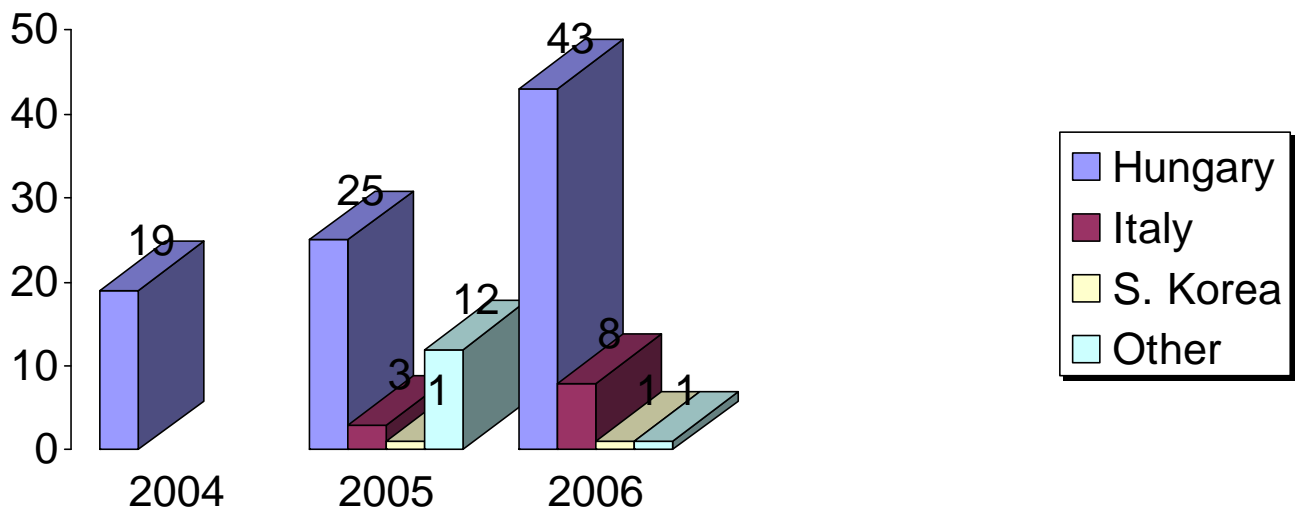


Figure four illustrates that the overwhelming majority of students participating in the summer American Language Institute program come from Hungary. Since 2004, Hungarian student enrollment has increased 126 percent. In 2004 alone, Hungarian students comprised 100 percent of those participating in ALI. Subsequently, enrollment from other countries has balanced out Hungarian enrollment, thus further internationalizing this program. While Hungarian students increased by 6 in 2005, they comprised only 60 percent of the total enrollment, while Chilean, French, Italian, Mexican, Peruvian, South Korean, and Ukrainian students filled in the remaining 40 percent, making 2005 to be the most internationally diverse enrolment to date. In 2006, Hungarian enrolment again increased by 16 students, comprising 81 percent of the enrollment, with 19 percent enrollment left to Italian, South Korean and Taiwanese students. It is noted that in the graph above only countries that repeated enrollment in consequent years were given a

separate category, while all others were placed in the "Other" category.

The role of ALI, as it is envisaged by the strategic plan, is to provide Nazareth College with "international" revenue-generating capacity. Because of scarcity of dormitory space and lack of funding for a permanent coordinator or director who could devote full time to the promotion and management of the organization, ALI has been functioning on a part-time basis — mainly in the summer.

As the only intensive English language program in the Rochester area, ALI saw a steady growth in the number of international students and faculty participating in its program from 19 in 2004 to 41 in 2005 to 57 in 2006. Correspondingly, its revenue-generating capacity also increased substantially — from \$ 18,000 to \$41,000 to \$65,000.

Global Outreach: Marketing the College

The expansion of international linkages and relations remains a priority for the CIE. One of the most immediate and continuous tasks of the CIE is to disseminate information about Nazareth College around the world.

Highlights of 2006-2007:

- "Change World by Education, not War." editorial in the D&C—was subsequently disseminated by

AED to sister institutions as well as congressional leaders and the State Department.

- Informational material sent to sister institutions as well as agents around the world.
- Publication of two issues of *Global Beat*.
- Consistent placement of CIE news in the college magazine, *Connections*, sent three times a year to nearly 30,000 individuals and organizations with an interest in the College, and the primary marketing tool for Nazareth.

- Third International Wine & Cheese Journey
- Third International Festival—co-sponsored by the UNAR.
- Official university or civic delegations hosted from St Martins University College (UK), Leeds Metropolitan University (UK); Hamamatsu Sister City Delegation (Japan); (University of Pannonia (Hungary); University of Pecs (Hungary); Suzuoka University of Art & Culture (Tokyo, Japan)

Official university delegations are planned to visit from India and Nigeria in the upcoming year

GLOBAL BEAT — two issues of this on-line newsletter were published in the present academic year. This publication is sent to the campus and local communities as well as around the world.

International Ambassadors — The Center for International Education has established a new International Ambassador Program to assist the College's efforts to reach out to the local community. Through this program, international students, scholars, and artists will visit schools, business groups, service clubs, and others to share their expertise, culture, and international knowledge. The CIE has already placed ambassadors in the Fairport School District, where groups of students are offered visits, lectures, and seminars by these new ambassadors.

CIE Volunteers — To aid in program planning and implementation, volunteers are enlisted to help the center on an as-needed basis.

Cultural & Scholarly Programs: Reaching out to the local community

The cornerstone of the CIE's philosophy is service to the local community. The CIE has hosted internationally-oriented lectures and projects that were sponsored or co-sponsored by Rochester's community and civic organizations during this year. Efforts to reach out to the local community brought direct benefits both to Nazareth and the community at large. Among the constituencies and events with which the CIE was involved were:

- EU/State Department grant written jointly with the Department of Nursing and Hungarian and Finnish universities.

- State Department grant written with AED—U.S. Studies Institute for Student Leaders.
- State Department grant written with School of Education jointly with IREX high school teachers training from the former Soviet Union.
- Two proposals for government sponsored academic programs submitted to IREX and AED respectively for hosting 13 students in 2007-08.
- Establishment of the Outstanding International Student Award
- Establishment of the International Circle of Friends of Nazareth.
- Establishment of the International Ambassador Program — community outreach to civic groups and educational institutions.
- Establishment of the Muslim Student Association.
- Organization of an international business seminar, "Business Opportunities in Central Europe" — jointly with the School of Business & RIDC.
- Organization of a study tour and participation in the Central European Business Student Seminar in Hungary with American, Hungarian, and Ukrainian students—jointly with the School of Business & RIDC.
- Outstanding Contribution to International Education Award-- this year it given to three outstanding faculty, staff, and community members: Dawn Lipson, Mary Van Keuren, and William Hopkins
- International Education Week:
 - ◊ Reception for Internationally-oriented faculty, staff, and community activists.
 - ◊ The Changing Status of Women in India— Professor Poonam Dev.
 - ◊ The "Art of Chopsticks."
 - ◊ Movie nights.
- Co-sponsoring "Islam and the Challenge of Modernity" with CISD "Let Me Introduce My Culture: Syria" by Lama Hassan

A new advisory board has been selected by the CIE's leadership. It incorporates representatives from the campus, as well as from the business and professional communities of Rochester. The twelve member advisory board assists the Executive Director in fundraising, identifying communal connections, and connecting the local community with Nazareth's international activities.

Conclusion

This brief report cannot convey the full scope of all international activities taking place on this campus on many different levels. After all, numbers have an inherent limitation in conveying the “human story.” They cannot quantify how much our students’ lives change as a result of an overseas study experience; or by sharing a dormitory room with an international student, listening to opinions which have been shaped by someone who has lived in a turbulent region of the world; or just through receiving a smile and a hug from an international student. Conversely, the knowledge and ideas with which our international students are returning to their respective countries show that Nazareth is able to change the world through peaceful means.

If the change in Nazareth College not always quantifiable, it is definitely palpable around campus. Internationalization is not an abstract idea anymore, for it has become a permanent feature of the College — it is embedded in its institutional culture. It is enough to say that Nazareth College has achieved a level of engage-

ment which places it above the national average in international student enrollment, in activism through reaching out to the local community, and in expanding overseas activities. In addition, the CIE is consistently generating financial resources which can be utilized in the future to promote more overseas study opportunities for our students.

With all the successes of the past year, one must remember that a “center of excellence” doesn’t just happen — it is made to happen by dedicated and far-sighted groups of individuals. It is not farfetched to say that the success of the CIE in internationalizing this campus is based not only on success in setting pertinent and attainable goals, but also on its ability to galvanize and motivate the campus community. Credit must be given to the dedication of the entire campus, its faculty and staff, the community of Rochester, and Nazareth’s global partners for the College’s exceptional record of internationalization.