NAU Celebrates 50 Years of the Peace Corps Program

With almost 200,000 Americans having served in 139 countries around the world, the Peace Corps can claim to have made important contributions over the past 50 years to cross-cultural understanding and to imparting valuable knowledge and skills in the communities in which they have served. John F. Kennedy, possibly the first American President to both understand and articulate the importance of global engagement for Americans, was the visionary behind the Peace Corps program. Fifty years after its founding, NAU too can lay claim on a successful track record of involvement. A total of 630 NAU alumni and many northern Arizona community members have served as Peace Corps Volunteers. Arizona currently ranks 21st amongst all states with a total of 134 current Volunteers in the field, including currently-serving NAU PCMI volunteers in Zambia, Ghana and Mexico.

A common question asked by prospective PC volunteers who hold a Bachelor's degree is “Peace Corps or graduate school- what should I do first?” To help with this dilemma, the Peace Corps Master’s International Program (PCMI) was developed in 1987 to give volunteers the opportunity to incorporate their Peace Corps service work with earning a graduate degree through partnerships with over 80 US universities.

At Northern Arizona University, the School of Forestry Master’s International program offers this unique opportunity to students who would like to earn a graduate degree in forestry with an emphasis on international forestry. Recruitment of these highly skilled foresters helps Peace Corps fill requests from host countries for forestry assignments that may include elements of environmental education, agriculture/forestry, and community forest management. Volunteers work with host-country counterparts, village groups, government and non-governmental organizations to carry out projects involving plantation and orchard management, reforestation, tree nursery development, agro-forestry, increased fuel-efficiency of wood stoves, income generating and other forestry-based development topics specific to the needs of their host community.

The creation of this partnership between the School of Forestry and the US Peace Corps provides opportunities for students to engage in global learning, sharing their research and experiences as they prepare for service in their host country, throughout their service and upon their return. Developing skills in the fundamentals of silviculture, measurements, management of production facilities, as well as seed collection and tree propagation helps to meet the technical needs of host countries. An integrated curriculum that involves training in cross-cultural issues, natural resource economics, gender roles and policy

(continued on page 7)
Globalization has become the common denominator of practically every aspect of human activity. In trade, communications, culture and politics among others, globalization is front and center, and none of the new developments occurring within these arenas can be understood without reference to this ubiquitous phenomenon. This is almost entirely true except in terms of higher education, where there seems to be both a lack of commitment and understanding as to how to consistently engage students, across majors with global learning experiences that would prepare them to negotiate and succeed in a global age.

In fact, the American Council on Education, in its 2008 report, says that “overall, internationalization does not permeate the fabric of most institutions; it is not yet sufficiently deep, nor as widespread as it should be to prepare students to meet the challenges that they will face once they graduate (Green, Lue and Burris, 2008). It is against this disheartening and depressing backdrop that 28 departments and programs began formulating proposals for curriculum commitments around global learning. Departments from all six NAU colleges as well as the Yuma campus were represented in the first round of activity.

This experiment in infusing global learning in the curriculum, filtered through the lenses of the three principal themes of sustainability, diversity and global engagement, is not the kind of work that most faculty are accustomed to do. And yet, despite the uncertainties about how best to realize this project in various majors, but convinced that the majors must reflect engagement with global learning if students are to be prepared to meet the demands of a global age, almost 80 faculty convened in early summer to begin to explore how best to achieve this work in their respective disciplines. It was quite common to hear faculty say things to the effect that they knew how to infuse two of the themes of global learning, but not the third. Others would say that they couldn’t think of strategies beyond the courses they offer that would help students realize the global learning outcomes that they had developed.

The workshops convened proved to be very effective in facilitating the sharing of ideas to achieve the three principal tasks of the Global Learning Initiative. The first was to develop global learning outcomes that are relevant and meaningful to the major. The second was to develop strategies, curriculum and otherwise, that would help students realize the learning outcomes. Finally, faculty teams were asked to develop assessment protocols to establish that students are in fact realizing the global learning outcomes hoped for in the curriculum.

Departments were also asked to use the Liberal Studies and the co-curriculum in strategic ways to further global learning in their respective disciplines.

There have been many wonderful discoveries among the teams of faculty participating in the project. For some, there was the recognition that the accreditation requirements to which they are accountable call for global learning to be reflected in their curricula and thus provided an additional rationale to engage in this work. For others, this exercise revealed a substantial commitment to global learning in the major that was previously not evident. For others, there were some “ah ha” moments when it became apparent how one or more of the themes could be infused in a particular major without the difficulties that were anticipated. In fact, some teams elected to use the Liberal Studies requirements more strategically, identifying courses that could serve one or more of the themes and then recommending that their students...
All Business is Global:
A Strategy That Guarantees a Global Education for All Business Majors

Faculty Team: Prof. T. S. Amer, Allen B. Atkins, Susan Carter, Dennis Foster, Sarah J. Holcomb and Nancy L. Wilburn

I. Global Engagement: Student learning in the FCB will occur within a context of global engagement. The process of globalization integrates different economies, societies and cultures through the spread of trade, investment, migration and technology. Students at the FCB will be able to evaluate and analyze these globalization processes. This includes, for example, the following issues:

- the implications of differing legal environments on global business operations.
- recognizing international differences in accounting measurements, reporting environments, and financial statements.
- the emergence of a globalized set of accounting standards that are applicable across different countries.
- the various sources of comparative advantage and their implications for the patterns and direction of trade.
- the effect of balance of payments and differing exchange rate regimes on trade and their implications for world welfare.
- how resources are allocated in countries with differing economic environments.
- the effects on standards of living from decreased barriers to capital movements in the global financial environment.
- an appreciation of the global business environment and its importance.
- an understanding of how internationalization of a firm can impact all stakeholders of a firm including the citizens of a country.

II. Diversity: Student learning in the FCB will incorporate recognition of the benefits that flow from increased diversity brought about by globalization. The process of globalization, in the context of economic self-determination, will promote increased business competition that will expose us to the benefits of increased diversity. Students at the FCB will be able to appreciate how this diverse economic environment strengthens the bonds created by globalization. This includes, for example, the following issues:

- the recognition and incorporation of cultural values that impact the development of diverse global legal systems.
- the nature of global competitiveness in diversified manufacturing based upon economic comparative advantage.
- the implication of different economic and cultural environments on resulting international financial reporting.
- the understanding that diverse peoples, based on ethnicity, race, culture and religion can embrace common tools that improve their standards of living without sacrificing their separate identities.

III. Sustainability: Student learning in the FCB will integrate an understanding of the issues surrounding the sustainable use of resources – natural resources, human resources and capital. The process of globalization exposes us to a wide variety regimes involving property rights and economic coordination, correspondingly generating varying degrees of economic sustainability. Students at the FCB will be able to evaluate and analyze these sustainability issues. This includes, for example, the following issues:

- understanding how market entry affects business structure and formation processes in global settings and their effect on resource use.
- the application of sound accounting standards that promote the true economic pricing of resources.
- the implications of various factors, such as cost, duties, customer and supplier proximity, government incentives and climate, on global manufacturing strategies.
- the degree to which well-functioning financial markets facilitate the ability to assess the economically sustainable use of resources.
- the use of market processes to identify the societal values that determine the underlying sustainable use of economic resources.
- the incorporation of various metrics for sustainability (social, environmental and economic) into models of business behavior, management and marketing.

Recognizing controllable and uncontrolled factors in the business environment and how this impacts resource use.

ASSESSMENT PROTOCOLS

The FCB Global Initiatives Team will develop dynamic assessment tools to measure student comprehension and application of the global learning initiatives. A representative of our team has met with the Chair of the FCB Assessment Committee who noted that the International rubric currently used for assessment will be revisited this fall.

We anticipate working with both the FCB Assessment and Curriculum Committees in designing appropriate assessment tools. We anticipate that the global initiatives assessment will primarily occur on a programmatic level which will be conducted in our MGT 490C, the FCB senior capstone course.
**GLOBAL LEARNING COMMITMENTS: COLLEGE OF BUSINESS**

**GLOBAL STRATEGIC ENCOUNTERS**

FOR Franke College of Business (FCB) STUDENTS

The FCB Team has proposed a series of strategic encounters to infuse the global learning objectives into both the curricular and co-curricular components of the FCB students’ educational experience. We devised a matrix format to summarize our proposed encounters in order to ensure infusion of issues encompassing the three global learning objectives of global engagement, diversity, and sustainability (refer to Matrix of FCB Global Encounters).

This matrix presents the FCB strategic encounters divided into sections based on those occurring in core courses, those in major courses, and those in other encounters. Each entry in the matrix provides key information about the nature of each encounter, specific issues addressed within the three global learning objectives, the specific course in which the encounter is proposed to occur, the major of the students who will engage in the encounter, and the faculty/staff member responsible for designing and implementing the encounter.

### Matrix of FCB Global Encounters

<table>
<thead>
<tr>
<th>Nature of Strategic Encounter</th>
<th>Course(s)</th>
<th>I. Global Engagement Issues</th>
<th>II. Diversity Issues</th>
<th>III. Sustainability Issues</th>
<th>Majors</th>
<th>Faculty/ Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Global discussion questions of current issues</td>
<td>CIB 130</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>All</td>
<td>B. Amer</td>
</tr>
<tr>
<td>2. Case studies &amp; discussion questions</td>
<td>ACC 255</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>All</td>
<td>S. Hamblin</td>
</tr>
<tr>
<td>3. Module with lecture &amp; in-class discussion</td>
<td>ACC 256</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>All</td>
<td>N. Willburn</td>
</tr>
<tr>
<td>4. Case study &amp; discussion questions</td>
<td>ACC 257</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>All</td>
<td>T. Amor</td>
</tr>
<tr>
<td>5. Module simulation with group work &amp; in-class discussion</td>
<td>ECO 284</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>All</td>
<td>D. Foster</td>
</tr>
<tr>
<td>6. Module with lecture &amp; in-class discussion</td>
<td>FIN 311</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>All</td>
<td>A. Atkins</td>
</tr>
<tr>
<td>7. Case study</td>
<td>MGT 300</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>All</td>
<td>C. Lockwood</td>
</tr>
<tr>
<td>8. Case study with lecture</td>
<td>MKT 333</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>All</td>
<td>S. Gairder</td>
</tr>
<tr>
<td>9. Lecture, case study</td>
<td>MGT 490C</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>All</td>
<td>C. Lockwood</td>
</tr>
<tr>
<td>Major Courses 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. International course</td>
<td>ECO 486</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Economics</td>
<td>D. Foster</td>
</tr>
<tr>
<td>11. International course</td>
<td>FIN 460</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Finance</td>
<td>A. Atkins</td>
</tr>
<tr>
<td>12. Case studies, Business Week article, moross, &amp; group projects</td>
<td>MGT 405</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Management</td>
<td>C. Lockwood</td>
</tr>
<tr>
<td>13. Lecture, case study, analysis paper</td>
<td>MKT 480</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Marketing</td>
<td>S. Gairder</td>
</tr>
<tr>
<td>14. Module with lecture &amp; in-class discussion (progressive amount of detail in each course)</td>
<td>ACC 356</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Accounting</td>
<td>N. Willburn</td>
</tr>
<tr>
<td>15. New course with lecture, problem-solving &amp; in-class discussion</td>
<td>ACC 499</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Accounting</td>
<td>N. Willburn</td>
</tr>
<tr>
<td>Other Encounters 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Course with lecture addressing global objectives</td>
<td>MGT 101</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>Pre-business</td>
<td>N. Ots</td>
</tr>
<tr>
<td>17. Pathways: video encounter(s) on global issues</td>
<td>N/A</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>Pre-business</td>
<td>T. Haray</td>
</tr>
<tr>
<td>18. FCB Speaker Series: co-curricular activity for students to hear from business leaders on global issues</td>
<td>N/A</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>All</td>
<td>E. Yordy</td>
</tr>
<tr>
<td>19. Business Living Learning Community</td>
<td>N/A</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>All</td>
<td>S. Beletti</td>
</tr>
</tbody>
</table>

**Note:**


2. **E&O&O.**

3. **Specific issues that will be covered are to be determined since they will depend on the particular encounter (e.g., specific video or speaker).**

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In recognition of 50 years of Peace Corps, the NAU Forestry Dept. is launching a new pilot project with Mexico and Ghana. This initiative allows NAU to match PCMI graduate students with specific research needs in these countries. Rachel Sheridan, a new forestry graduate student this fall, is already preparing herself for a community-based forestry project somewhere in Central Mexico. Rachel comments, “What really interests me is the opportunity to combine forestry research with community-based international development. I’m preparing to work to involve the host community in a forest restoration project; the forestry graduate courses prepare students for the critical socio-economic issues they will face in forestry work as well.

Peace Corps chose NAU for a PCMI program because of its national reputation and strong faculty, including three returned Peace Corps volunteers: Dr. Jim Allen, Executive Director (RPCV, Swaziland); Dr. Pete Fule, Professor (RPCV, Bolivia) and Dr. Mike Wagner (RPCV, Ghana). The extended PC family in forestry includes five additional RRCVs, staff and graduate students. It is no surprise that NAU and northern Arizona have a great history as a source of volunteers.

In recognition of 50 years of Peace Corps, the NAU Forestry Dept. is launching a new pilot project with Mexico and Ghana. This initiative allows NAU to match PCMI graduate students with specific research needs in these countries. Rachel Sheridan, a new forestry graduate student this fall, is already preparing herself for a community-based forestry project somewhere in Central Mexico. Rachel comments, “What really interests me is the opportunity to combine forestry research with community-based international development. I’m preparing to work to involve the host community in a forest restoration project; the forestry graduate courses prepare students for the critical socio-economic issues they will face in forestry work as well.

Rachel’s advisor, Dr. Pete Fule, says this is an opportunity to both internationalize NAU and help our many friends and former students in Mexico. A political boundary separates what otherwise is a connected ecosystem that extends from Mexico across the western US to Canada. Among the chief beneficiaries of this arrangement is the PCMI student who obtains a transformational international experience along with a graduate degree at NAU.

Stephanie Rayburn is the NAU Peace Corps Strategic Recruiter

Michael R. Wagner is Regents’ Professor of International Forestry

(above: A Peace Corp Volunteer works at a local clinic to provide optometry care for youth in Azerbaijan.)

(left: A Peace Corp volunteer helps her student with his class assignment in Guatemala.)

Below: A Youth Development Volunteer conducts language training at a local Non Government Organization in Azerbaijan.)
The Transnational Growth of Innocence Projects

By Prof. Robert Schehr

The Innocence Network has emerged as a major force within the United States in the overturning of wrongful convictions.

Northern Arizona University has been an important player in this bold social justice initiative through The Northern Arizona Justice Project (NAJP), which is also one of the founding member projects of the Innocence Network. Since its inception in February of 2002, the NAJP has had more than 30 student investigators work over 100 cases. The students typically go on to pursue advanced degrees in the social sciences, and in law. The Innocence Network will now, for the first time, focus on transnational concerns regarding wrongful convictions at its next annual meeting. The growth and success of innocence projects in the United States, along with substantial legal scholarship pertaining to the causes and remedies for wrongful conviction, has had a significant influence on legal scholars and practitioners, and human rights NGOs across the globe.

In the United States there have been 746 exonerations since 1989 (Center on Wrongful Convictions). Internationally, we are aware of 4 exonerations in Japan, 4 exonerations in China, 3 exonerations in Norway, 1 exoneration in Korea, 1 exoneration in Chile, 1 exoneration in Nicaragua, and 2 exonerations in Mexico. In 2004, Norway adopted the Norwegian Criminal Cases Review Commission (the NCCRC) based on the model created in England) to review unsafe convictions. According to Norwegian criminal law expert, Ulf Stridbeck, of 885 cases reviewed by the NCCRC, 88 have been reopened based on evidence of innocence (personal correspondence, 11.12.10). In the third week of November, Stridbeck is traveling to Vietnam to engage legal practitioners there in dialogue about ways to create their own version of the NCCRC.

While the number of exonerations identified in other countries may seem insignificant by way of comparison to the United States, the fact that high profile wrongful conviction cases in Asia, Europe, Africa, and Latin America are starting to be publicized is an indication of the influence of innocence project practitioners in those countries, as well as the changing transnational narrative regarding the likelihood of error leading to wrongful conviction. Traditionally closed legal systems like those found in China, Korea, and Japan (where there is a 98% confession rate) are starting to open up to US expert testimony in criminal cases involving eyewitness identification, coerced confessions, and DNA. Last summer a pivotal conference addressing what is commonly referred to as the "miscarriage of justice" was held in Warsaw, Poland. Polish legal scholar, Adam Gorski, commented that the presence of the Innocence Network's scholarship and success with regard to case investigation was prominent throughout the many panels (personal correspondence, 11.10.10). Furthermore, the Helsinki Human Rights Institute has been organizing students under the supervision of Maria Echjart to investigate wrongful convictions. Occidental legal scholars distinguish legal from actual innocence. Legal innocence refers to the inability to establish guilt beyond a reasonable doubt. In the United States, for example, when a jury reaches a verdict of "not guilty," it means that prosecutors were unable to convince the jury of the defendant's guilt. That does not mean, however, that the defendant is "actually innocent." Actual innocence refers to a prisoner who was wrongfully convicted of crime about which he or she had no knowledge of, and was in no way involved with. It is cases of actual innocence that occupy the attention of innocence projects.

Innocence projects have been in existence in the United States since the early 1980s. The first US innocence project was established in 1983 by Centurion Ministries. In 1992, the Innocence Project located at Cardozo Law School in New York, started conducting DNA testing on unsafe convictions. In 1998, the Center on Wrongful Convictions and the Medill School of Journalism at Northwestern University opened its doors to investigation of both DNA and non-DNA cases. It was also in 1998 that the first gathering of innocence project practitioners was held at the Northwestern University Law School. It was this meeting that helped launch the innocence movement in the United States, and what led to the creation of the Innocence Network.

Innocence projects typically appear as one of three organizational types: 1) law school based, 2) university affiliated, but not law school based, and 3) non-university-based, non-profit. Each model tends to operate somewhat similarly in that they receive requests for assistance from prisoners and conduct intensive case analysis in an attempt to determine whether there is evidence of actual innocence. The prototypical innocence project is constituted by advanced undergraduate and graduate student investigators working side-by-side with attorneys and university faculty to investigate cases. It is this model that is being globally exported to every continent. To enhance the quality of case investigation, and the generation of policy initiatives necessary to limit the kinds of errors that generate wrongful convictions, US innocence projects organized in 2000 what was originally called the US Innocence Network. Early on, however, legal scholars and practitioners from Australia and Canada served as active participants in generating legal scholarship and project work, and were invited to join the US Network. As a member of the US Innocence Network, in 2004 I was invited by Dr. Michael Naugthon of the University of British Columbia Law School in Bristol, England to assist with the creation of a UK innocence network. In 2005, the Innocence Network United Kingdom (INUk) was established, and it now claims 22 member innocence projects scattered across England and Wales. Other organizations existing in the UK to battle wrongful convictions include: United Against Injustice, Joint Enterprise, West Midlands Against Injustice, Yorkshire and Humberside Against Injustice, Convicted But Innocent, Miscarriage of Justice Organization, South Wales Liberty, Miscarriages of Justice UK, and Innocent, an organization established in 1993 to campaign for innocent people in prison. Outside of the UK, Innocent In Prison Project International was established in 2004 and is based in Germany. Also in 2004, Innocence Project Philippines was created.

As it became clearer to the Network that our work had global implications and enthusiastic participants, it decided to drop the regional distinction, "US," from the title. The Innocence Network is now a consortium of sixty innocence projects that spans the United States, and includes member projects in England, Australia, Canada, The Netherlands, Ireland, and New Zealand. The Northern Arizona Justice Project, the innocence project that I direct at Northern Arizona University, is one of the founding member projects of the Innocence Network. I also serve on the Network's Board of Directors, and am assisting with the planning of the 2011 conference. As we reached out to identify legal scholars and practitioners who might be interested in litigation of actual innocence cases for invitation to attend the 2011 conference, we were overwhelming by the response. Representatives from Australia, Canada, England, Ireland, South Africa, Nigeria, Poland, Norway, Belgium, China, Japan, Pakistan, Mexico, Chile, Switzerland, and the Netherlands will be joining us for the conference. These representatives include prosecutors and defense attorneys, judges, and forensic scientists. Each will speak to their awareness of the causes and remedies of wrongful conviction in their respective jurisdictions, as well as the legal mechanisms available for litigating claims of actual innocence; ways to present newly discovered evidence; whether inmates have access to DNA evidence testing; any reforms that are presently underway in each country to help limit the likelihood of wrongful conviction; whether exonerees receive compensation; the role of prosecutors, judges, and the media in assisting with the resolution of wrongful conviction claims; police procedures relating to eyewitness identification and suspect interviewing (known leading causes of wrongful conviction in the United States); whether international criminal courts play a role in resolving cases where innocence is alleged; whether co-defendants or confidential informants are used to gain convictions; and whether there is a right to defense counsel both during trial, and on post-conviction. In short, the 2011 conference is the first of its kind anywhere in the world to address by way of cross-cultural comparison the crime scene investigation, and due process components of wrongful conviction.

What is clear from our transnational contacts across the globe is that the combination of indigenous efforts, and the US model of innocence projects, has stimulated what many of us believe is a new human rights movement to improve criminal due process.

Robert Schehr is Professor of Criminology and Criminal Justice and Director of the Northern Arizona Justice Project.
Dental Hygiene: Preparing Students for Global Dental Health
Faculty Team: Profs. Marge Reveal, Maxine Janis and Jennifer Klaus

Dental hygiene as a profession started in North America but has spread to Europe, Asia, Africa and Australia. It has, in effect, become a global profession and requires that both students and practitioners understand the evolution of this profession in a global context in order to keep abreast of the changes and to succeed in their respective roles.

The Department has therefore used the opportunity presented by the Global Learning Initiative to examine ways to infuse the three major themes of Global Learning into the Dental Hygiene curriculum. This will be part of the curriculum revision process which is slated to begin in 2012, but has effectively begun with this project.

The department of Dental Hygiene understands that future dental hygienists need appropriate cross-cultural experiences so that they can learn from the developments in the field that occur overseas. As such, Dental Hygiene majors will participate in externships in Central and South America next summer. They need meaningful encounters with diverse population groups so that they can be successful with the interventions.

In this regard, Dental Hygiene will expand opportunities for students to work with Native and Hispanic populations who often have much higher rates of oral diseases. With the changing national and international economy as it relates specifically to oral care, the profession of dental hygiene is in a unique position to implement eco-friendly practices within the workplace. This can result in reduced energy consumption and waste produced by the dental industry.

I. Global Engagement: Student learning in the Department of Dental Hygiene will occur in the context of global engagement. The process of globalization integrates student learning of the skills required for international oral health projects, effective interpersonal skills among global populations, and an understanding of effective oral health promotion and disease prevention techniques at international sites based on those populations’ needs and resources. This includes, for example, the following:

- the development of leadership skills by participating in community projects at the international levels
- the demonstration of effective interpersonal skills with individuals from diverse populations
- the demonstration of ability to assess oral health needs of an international community
- the understanding of strategies that promote health and that are appropriate for the global community served based on their resources
- the recognition of requirements to act as a change agent to improve international oral health
- the advancement of the profession of dental hygiene through service activities and affiliations with international professional organizations
- the understanding and promotion of differing cultural values of oral and general health and wellness
- the impact of differing societal values on the management of firms in a globalized context.

II. Diversity: Student learning in the Department of Dental Hygiene will occur in the context of diversity in the process of understanding. Through diversity students will recognize the value of effective oral health and its impacts upon globally diverse populations. The understanding of global diversity will provide a forum for the exploration of the concepts to become dental hygienists who are capable of providing resources for assessing and developing cross-cultural competence. This includes, for example, the following:

- the demonstration of knowledge of theories/models of cultural competence
- the appropriate use of interpreters when communicating with non-English speaking individuals
- the practice of good cross-cultural communication skills that accept and embrace differences
- the demonstration of respect for others by understanding and accepting differences

III. Sustainability: Student learning will integrate an understanding of the issues surrounding the use of resources related to eco-friendly dentistry. This includes, for example, the following:

- the demonstration of skills necessary to maintain asepsis and manage a break in chain of asepsis (including exposure to bloodborne pathogens) appropriately
- the demonstration of skills necessary to correctly and economically manage sterilization processes and equipment (e.g., package instruments, manage biological monitoring)
- the demonstration of skills necessary to effectively document appropriate patient record information in a paper-less computerized system
- the demonstration of skills necessary to utilize digital radiographic equipment for intra-oral radiographs

Assessment:
- PrePost assessment of cultural values, diversity and global awareness [develop and implement yearly pre-post questions (of incoming and exiting students in the dental hygiene program) to assess achievement of learning objectives]
- HRSA assessment tool for cultural understanding (certificate upon completion)
- Clinical experience on rotations and externships (self and mentor assessments and journaling of experiences)
- Alumni survey questions addressing employment locations of recent graduates over a ten-year period
Global Learning Outcomes:

- Students will have a critical understanding of the commonalities among local and global social structures (dominant religious traditions, political and economic systems, family types) and how these structures and institutions influence individual experiences and the larger social context.

- Students will understand how socio-historical forces influence contemporary societies especially as this relates to issues of power, inequality, racial and ethnic relations and stratification.

- Students will understand how race and ethnicity plays itself out in terms of population movements, border crossings, and the formation of Diasporas. They will be able to critically assess societies in terms of similarities and differences as well as the changing and enduring patterns within societies.

- Students will have knowledge of how individual and societal experiences vary by gender, family structure, social class, race, ethnicity and culture, and age – both locally and in societies around the world.

- Students will understand sustainability in terms of social, economic, and ecological dimensions and how diverse social groups are differentially situated in relation to, or impacted by, the environment.

Global Learning Strategies:

- Address learning outcomes in the three core classes in the sociology major (Intro to Sociology, Sociological Thought (theory), and the Capstone Seminar).

- Make available local internships with agencies that serve diverse/minority communities.

- Develop international internships in sociology.

- Develop direct agreements with select partner universities overseas for study abroad opportunities for sociology majors who will enroll in specific courses that will transfer as credit toward the major. Target semester will be in the spring of the junior year.

- Co-sponsor an international film series year and award credit to students for attendance and preparing a report.

- Offer a mandatory pre-departure component or course for each faculty-led program and also for students enrolled in international internships and department-sponsored study abroad programs.

- Continue to support and encourage the offering of short-term, faculty-led study abroad programs in sociology.

- Faculty and other staff involved in academic advising will be coached on how best to incorporate the global learning objectives as they advise majors in developing their respective programs of study.

- A sociology course that will be electronically co-covered between faculty in the NAU sociology department and faculty at select partner universities around the world, including Auckland University of Technology.

- Students will be advised to enroll in the following courses to strengthen their understanding of issues around diversity:
  - Race and Ethnic Relations
  - Sociology of Gender
  - Courses in Women and Gender Studies
  - Courses in Ethnic Studies (e.g., Global Race and Ethnic Relations)

- Students will be advised to enroll in the following courses to strengthen their understanding of issues around sustainability:
  - Population and Environment
  - Population and Demography
  - Environment and Society

Assessing Global Learning:

- Embed the global learning objectives in the assignments associated with the courses they teach including the Intro course (Soc 101), Dev. Of Soc. Thought (Soc. 201) and the Capstone (Soc. 498C).

- Specific questions related to the global learning objective would then be incorporated into the faculty assessment instrument and the Survey of Graduating Senior Sociology Majors.

- Students will be required to demonstrate global learning outcomes in their final internship papers when their fieldwork is at an agency whose mission is to serve diverse/minority communities and/or whose work furthers student understanding of the global learning objectives.

- Findings arising from assessment processes will be reviewed annually to improve and/or modify course structures and offerings and to aid in better advising majors.

NAU GLOBAL (continued from page 2)
take these courses to meet the LS requirement. Advisory teams focused on diversity, sustainability, global engagement and the co-curriculum were made available to support the faculty teams as they developed their own curriculum plans.

As a result of this project, we anticipate the following:

- Faculty will become more intentional about teaching their courses from a global perspective
- More students will be advised to take courses from the Liberal Studies menu that have significant global content, to meet their LS requirement
- More students will be encouraged to participate in Education Abroad opportunities (including study, research or internships) and many such opportunities are currently being developed to meet the needs of specific majors
- More students will be encouraged to participate in co-curricular activities with a global emphasis tied to the major
- More student will have multiple and substantive encounters with global perspectives in the major
- More students will seek admission to NAU because of its commitment to global learning

In this issue of NAU Global, we have highlighted the reports of five departments at NAU that reflect the infusion of global learning into their majors. All of these reports have been adopted by the departments in question. This quiet revolution in global learning currently underway at NAU demonstrates the outlines of a global campus that affords academic experiences deeply characterized by global learning. Out of this process will emerge NAU graduates who can truly claim the title of “globally competent.”
Electronic Media and Film: Understanding Global Communication Media from a Global Perspective

Faculty Team: Profs. Paul Helford and Janna Jones

The Electronic Media and Film program educates students to become critical consumers and thoughtful creators of film and other forms of electronic media. The program prepares students to enter the film, entertainment, and electronic media industries and prepares them to enter a Masters program. Students in the program learn about radio, television, Internet, film and other electronic media and their historical, cultural, technological, and economic significance in the twentieth and early twenty first century. The program focuses on the development, preparation, critique, analysis, production, transmission, regulation and management of messages and content to idiosyncratic, regional, national and international audiences.

Students both analyze and create programming in entertainment, news, multimedia, radio, television, and corporate and industrial video. The recent and dramatic increase in global media and information exchange necessitates that the Electronic Media and Film program help students to expand their understanding of the global media industry and the economic, technological, cultural, and political implications of global information exchange.

Global Learning Outcomes:

- EMF Students will be able to analyze and evaluate global and indigenous cinema and television so to expose and broaden their understanding of regional, national and international moving images and ways in which they portray human experience.

- EMF students will be able to think globally and critically about cinema, television, and radio programming and will gain competency in creating NAU programming that offers diverse media representations that help to shape and are shaped by increasing global interaction and issues of sustainability.

- Students will have a credible appreciation for the diversity of moving images, music, and spoken word and better understand the views and experiences of people living across the world.

- Students will be able to interpret ethical perspectives related to sustainable relationships with the natural world by writing scripts and producing films, videos, and/or new media programming that reflect these values.

Global Learning Strategies:

- Encourage students to take EMF 382 (The Art of Cinema) to meet part of their Liberal Studies requirement. This course will be enhanced to help students think more broadly and critically about the consequences of the historical representations of Native Americans and other minorities in cinema history. Additional modules on international motion pictures will be added.

- A new EMF course on international and indigenous film and TV will be developed to expose students to the output from countries such as India, China, Japan and Australia. Also included will be indigenous film from countries such as the US, Canada and Australia.

Students in EMF 229 (Screenwriting 1) and EMF 426C (Senior Capstone) will be encouraged to collaborate and engage in projects with students in the School of Forestry, the Environmental Communication program, and/or related departments/programs at NAU in ways that will advance sustainability issues through film and TV.

Involvement with KJACK (student-run radio station) and UTV (student-run TV station) is in one sense regarded as a co-curricular activity but such involvement requires that students enroll in student media classes EMF 251 and 252, and music radio shows. Students will be encouraged to program weekly internationa film series or films focused on women, minorities and indigenous filmmakers. They will also be encouraged to recruit international students interested in having their own radio show that might feature music and cultural topics from their countries of origin.

Encourage minors in International Communication to participate in study or internship abroad opportunities at partner institutions with strong media and communications programs.

Global Learning Outcomes:

- Students will be able to analyze and evaluate global and indigenous cinema and television so to expose and broaden their understanding of regional, national and international moving images and ways in which they portray human experience.

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Encourage minors in International Communication to participate in study or internship abroad opportunities at partner institutions with strong media and communications programs.

Assessment:

- Evaluate learning outcome #1 and #4 by creating a global engagement/sustainability rubric that will be used to analyze essays and projects written in EMF 382, the new EMF course, International and Indigenous Film and TV, EMF 229 (Screenwriting 1) and EMF 426C.

- Evaluate learning outcome #2 by developing focus group questions to be given to KJACK and UTV student programmers. Focus group questions will focus on how decisions about programming are made, how global and sustainability issues are considered in those decisions, and how the decisions shape the programming culture at NAU.

- Evaluate resonance of global programming for NAU student body by adding to existing survey that is given to students who access KJACK and UTV. Survey questions will help to determine the students tuning in to global programming, why they are and how it shapes their worldview.

Electronic Media and Film students in the control room during a live broadcast of NAZ Today, the nightly School of Communication newscast. Photo by Chad Sexton.
Accreditation Requirements  
Drive Embrace of Global Learning in Environmental Engineering

Faculty Team: Profs. Terry Baxter and Stephen Mead

The future of environmental engineering will not only demand an ever-expanding base of scientific and engineering knowledge but will also require a broad understanding of the world’s natural, cultural, social, political, and economic systems.

The environmental engineer will need to understand how these systems mutually impact one another, and how to work within the context of the globally distributed technology, services, and materials of engineering. This has actually been recognized for some years by ABET’s Engineering Accreditation Commission which requires all engineering programs to demonstrate that students have “the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.”

Within the profession, this expanding knowledge base and the need for future graduate engineers with a disposition to be globally engaged has already been realized. Although engineering education overall has been slow to respond to the need for a more globally engaged graduate, the environmental engineering program is currently evolving its curriculum to better prepare students for the profession, the practice, and the person of environmental engineering’s future.

Global Learning Outcomes:

- Possess foundational skills in mathematics and in the chemical, physical, and biological processes of the earth’s atmosphere, biosphere, hydrosphere, and lithosphere as well as the ability to apply these skills to advanced topics and problems appropriate to environmental engineering.
- Define and analyze complex local and global environmental engineering problems, and devise and document sustainable engineering design solutions that are globally and culturally appropriate.
- Effectively communicate, both written and orally, within multi- and interdisciplinary teams, have a disposition for collaborating with indigenous or other global cultures, and possess skill in more than one language.
- Understand relationships between professional engineering and public and private organizations, and the mutual impacts that global environments and diverse societal and political systems of the world can have on one another.
- Understand the importance of and be motivated to continually learn about emerging global and professional issues that will improve professional skills and abilities, and that adhere to and promote the standards and ethics of engineering practice in local, indigenous, and global contexts.

Global Learning Strategies:

- Develop a list of courses in the Liberal Studies Program that will facilitate further student encounters with global learning perspectives and recommend that majors select among these courses to meet their Liberal Studies requirement.
- Incorporate project development and project support research activity into a required course that would include elements of diversity, sustainability, and global engagement/education.

Global Learning Commitments

- Require majors to enroll in CENE 484 (Undergraduate Engineering Research)
- Encourage majors to participate in the Engineers Without Borders program, a student organization that provides engineering solutions in a sustainable manner to meet the needs of people in developing countries.

Assessment

- Use existing assessment strategies that are use to assess other program outcomes.
- Embed assessment devices in course assignments.
- Develop a new assessment tool to determine the extent to which an existing course’s content contributes to the attributes of global learning.

Matrix of Courses for EE Majors Relevant to Global Learning Initiative

<table>
<thead>
<tr>
<th>Course</th>
<th>R/E</th>
<th>LS</th>
<th>G</th>
<th>S</th>
<th>D</th>
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<td>CENE 150 Introduction to Environmental Engineering</td>
<td>R</td>
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<td>EGR 186 Introduction to Engineering Design</td>
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<td>R</td>
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<td>CENE 386W Engineering Design: The Methods</td>
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<td>CENE 335 Sustainability of Environ. Biotech. (New)</td>
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<tr>
<td>CENE 484 Undergraduate Research in Engineering (New)</td>
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<td>XXX 101/102 First Year Language</td>
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<td>Ex ENV 495 Global Environmental and Climate Change/Other interdisciplinary courses relevant to program outcomes</td>
<td>E</td>
<td>✓</td>
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</table>

Legend:
- R = Required
- E = Elective
- LS = Liberal Studies Program
- G = Global
- S = Sustainability
- D = Diversity

SB 1070 technically does not prevent the global exchange of ideas; it only requires that such exchanges be among “legal” people only. But even though it will not technically prevent international students and scholars from studying at NAU, it seeks to regulate “illegal” locomotion in Arizona in such draconian ways that it will no doubt have an intimidating effect on “legal” locomotion. For to say that only “legal” people are legitimate participants in global learning is to cause people to look askance at every international scholar and student in Arizona and silently wonder, “Are you ‘legal’?” To be forced to confront that question at every interaction puts a deep chill on association and locomotion, and thus on global learning itself.

Joel Olson is Associate Professor of Politics and International Affairs

(continued from page 3)
In what has been a truly remarkable development, the international student population at NAU has spiked to 857 students representing 72 countries. In the space of three years, the international student population has practically doubled! What has been the most significant increase, however, has occurred over the past year, growing from 613 students to 857, a 30% increase.

We are delighted that international students are increasingly finding NAU to be a near-perfect destination to pursue their academic objectives. Some of the advantages they identify include the programs of study offered, affordable tuition and fees, a manageable climate, a safe campus environment, and staff and faculty who care about their personal and academic success.

The successes we are now enjoying with international student enrollment is by no means accidental, however. Three years ago, the Center for International Education embarked on an ambitious recruitment strategy for international students led by Man- dy Hansen, Director of International Admissions and Recruiting. This has included cultivating relationships with partners through dual degree programs and other kinds of academic collaborations, recruiting international students at community colleges in the region, participating in recruitment fairs overseas, working with agents based overseas and collaborating with foreign governments that fund their students to study in the US. In addition to this, she has also ensured that completed applications arriving from international students are processed within 48 hours. International students tend to respond positively to the institution that is first to offer them admission.

Within the international student population, there are distinct categories of students. Some are sponsored students, receiving most of their financing from the governments of their home countries (like Saudi or Kuwaiti students) or from NGOs like the Institute for International Education. Others are exchange students who come to NAU on the basis of bilateral exchange agreements we have with their home institutions, and typically spend one or two semesters at NAU. Most of our Chinese students, representing almost 25% of all international students enrolled at NAU, come from partnerships we have cultivated over the years, and are enrolled in 1+2+1, 2+2 or 1+3 programs. Students from Saudi Arabia are the next most heavily represented international student group after the Chinese and they are followed by students from Germany.

International students at NAU contribute more that $2 million to the local Flagstaff economy and pay tuition fees three times as much as in-state tuition. But this is hardly only the most important reason for our efforts to grow this population at NAU. International students bring a degree of diversity to the campus that is impossible to achieve in other ways. Their presence in our classrooms and on our campus enriches the academic milieu and makes NAU, in our view, the most exciting residential university environment in Arizona. Consistent with recommendations from the Task Force on Global Education, we aim to have a critical mass of international students representing 7 – 8% of total enrollment on the Flagstaff campus.

We are thrilled to have this many international students at NAU. Their increasing numbers coincides with NAU’s focus on global learning. We believe that not only will they gain a global education from their experience here at NAU, but they will contribute as well to this important institutional priority.
<table>
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<th>VISITING SCHOLAR</th>
<th>DEPARTMENT</th>
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