Rapidly increasing globalization has been the dominant force shaping the development of the world economy in the past decade.

Modern practice in engineering and science has been at the forefront of this trend, with nearly all mid- and large-sized companies in these sectors acquiring international facets in the areas of design, product development, manufacturing, and marketing. Where previous generations of engineers and scientists could expect to work strictly within a North American context, current graduates in these areas must anticipate working across cultures, languages, and international borders throughout their careers.

Will our science and engineering graduates be prepared to compete effectively for the best jobs in this new global marketplace? The central goal of the new Global Science and Engineering Program (GSEP) being launched this fall at NAU is to make sure they are.

GSEP is an innovative program that provides motivated science and engineering majors with a way to upgrade their planned studies to get even more out of their education dollar, while preparing them to compete for the top jobs in tomorrow’s global science and engineering economy. After five years of study in this new dual-degree curricular track, GSEP graduates will emerge with their regular Bachelor of Science in their chosen engineering or science major, plus a second bachelor’s degree (B.A.) in a modern language, and an International Engineering and Science Certificate. More important than any diploma, of course, is the professional preparation that GSEP provides: A professional internship at a company or laboratory abroad is required in all GSEP curricular plans.

The core GSEP concept is built around carefully designed five-year curricular plans that integrate language study, special internationally oriented coursework, and international study and internships with existing College of Engineering, Forestry & Natural Sciences programs and curricula. In the first three years, GSEP scholars pursue their regular science and engineering studies, while incorporating intensive language study and a variety of extracurricular activities to prepare them for their year abroad. An optional exploratory trip abroad offered at the end of the second year provides a taste of international travel and adventure to keep GSEP scholars motivated, and to allow them to explore possible destinations for their year abroad.

The fourth year is the apex of the GSEP experience, and it is spent entirely abroad. In the first semester abroad, students complete key coursework for their NAU engineering or science degree at one of NAU’s partner institutions; during the second semester, GSEP scholars are placed in a professional internship, where they will have a chance to apply both language and discipline-specific skills in a real-world context. Finally, GSEP scholars return to the NAU campus for their final year of study, completing remaining coursework in their degree programs and planning how best to leverage the incredible career preparation on their résumés as they begin their job search.

Of course, GSEP is much more than just a curricular path to multiple degrees. It is designed to be a comprehensive, immersive program beginning in the first semester of students’ freshman year and extending through graduation. GSEP scholars form an elite cohort in which everyone is engaged in language and culture studies alongside their regular engineering and science degree programs, takes part in special extracurricular activities, and goes on trips and outings together. In many cases, GSEP students will coordinate their plans while abroad, going to the same internship or study destinations, or planning to meet for free-time adventure. The friendships that GSEP scholars form will last a lifetime!

NAU has long enjoyed the reputation of providing unique, high-quality educational opportunities for stu-

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The Institute of International Education (IIE) recently issued a report titled “International Education as an Institutional Priority.” It argues that U.S. institutions of higher education need foreign policies, meaning, “institution-wide policies to assess their current engagement with the world and future strategic agenda.” The report asserts that trustees (or regents in the case of Northern Arizona University) can play a significant role in encouraging their institutions to pursue progressive and enlightened policies that will ensure that students, faculty, and staff are prepared to provide global leadership in the academy, and in the case of students, prepared to succeed in a world defined principally by its global character. The report offers six benchmarks against which institutions can determine the extent to which colleges and universities are succeeding in making international education an institutional priority. It occurred to me that it could be useful to compare where NAU is relative to these six benchmarks to determine how successful our own efforts have been.

1. Take a Strategic Approach: The entire global education agenda currently in place at NAU can be traced to the university-wide strategic planning process that occurred in 2006–07. That process led to the development of seven university strategic goals, one of which is global engagement. This decision was the impetus for another strategic planning process, this time focused on global education. The Task Force on Global Education was charged by the president and provost to develop recommendations that would prepare NAU students to be globally competent and that would transform NAU into a global campus. Dozens of recommendations were issued by the five subcommittees that address faculty and student development, community engagement, infrastructure, advancement, and, finally, global learning. I am pleased to report that most of those recommendations have already been implemented and others are in the process of becoming reality.

2. Articulate an International Vision and Commitment: Probably the most significant aspect of NAU’s “foreign policy” is its commitment to prepare every NAU undergraduate with the skills, knowledge, and dispositions necessary for global competence. This goal is being achieved primarily through the Global Learning Initiative. In addition to this program, however, based on efforts to fulfill the recommendations emanating from the Task Force on Global Education, the NAU international student population has doubled and the number of NAU students pursuing education abroad opportunities has increased by more than 60 percent. We welcome many more visiting scholars to NAU than we once did, and we are now engaged in a number of significant strategic alliances with organizations and institutions around the world.

3. Facilitate Faculty and Curriculum Integration: The Global Learning Initiative is the first campus-wide effort in NAU’s history intended to infuse global perspectives throughout the undergraduate curriculum. The academic disciplines have been chosen as the principal site for this work, and more than 70 percent of departments have chosen to be part of this initiative. Departments have made commitments to develop global learning outcomes in the language of the discipline; to develop clearly articulated strategies, both in the curriculum and the co-curriculum; to help students achieve the outcomes; and then to develop assessment approaches that will ensure that students are in fact realizing the global learning outcomes established. The First Year Seminar and the Liberal Studies Program will soon become sites for the Global Learning Initiative. And it is only reasonable that if faculty members are expected to do this...
The forest surrounding Northern Arizona University’s campus in Flagstaff is a mix of ponderosa pines and Gambel oak, a combination that is widespread in southwestern mountains. But pine-oak forests are very important in other regions of the world as well, including large areas of mountains around the Mediterranean Sea. Pine-oak forests worldwide are valued for many things: watershed protection, wildlife habitat, recreation, and renewable resources. But just like in Arizona, pine-oak forests around the world grow in semi-arid environments where forest fires play an important ecological role.

Since 2005, I have been studying the fire ecology of a dominant Mediterranean pine species, Pinus nigra, called “black pine” or “Austrian pine.” Although it is found on the other side of the world in Europe and Asia, black pine is closely related to ponderosa pine and shares many fire-related traits with our beautiful southwestern species. After working with Spanish ecologists to apply tree-ring analysis techniques to reconstruct long-term fire patterns in an old black pine forest of Castellón, Spain, in 2011 we expanded our work to Greece.

Looking up at the dry and rugged mountains of central and southern Greece, it is difficult to imagine that they support cool forests, yet large areas are covered by pines, oaks, and firs. The nation has suffered in recent years from devastating fires, the worst coming in 2007, when more than 660,000 acres burned. Sixty-four people, mostly rural residents, were killed. Following this tragedy, Professor Margarita Arianoutsou of the University of Athens initiated a research study to understand the reasons why fires have become more severe.

Mount Taygetos, located between the evocative cities of Sparta and Kalamata on the Peloponnese peninsula in southern Greece, is a valuable study site because it supports old trees that retain the past history of fire and climate in their tree rings. The forest experienced a severe fire in 1998, but that event was dwarfed by the fire of 2007. With funding from the European Union through project FUME, Professor Arianoutsou’s research team is reconstructing past climate from tree rings (Dr. Dimitris Sarris) and assessing the history of fires over the past two centuries (Anastasia Christopoulous). As an external partner representing Northern Arizona University in FUME, I had the privilege of sharing fire reconstruction techniques that are often used in North America but have been rarely applied in Europe.

In June of 2011 we collected samples from fire-scarred trees across the range of black pine on Mount Taygetos. Trees form scars when the living cambium under the bark is damaged by heat from a fire, lightning, or other causes. Once a scar exists, subsequent fires easily re-scar the healing edges of the wound, leaving behind a multicentury record of fire that can be dated precisely with tree-ring analysis (dendrochronology). We found numerous fire-scarred trees across the landscape, showing that the forests had survived many low-intensity surface fires prior to the recent severe fires. Currently, the research team is dating and measuring the samples; we expect to have detailed results available by early 2012.

The research has several applications. First, the comparison between climate patterns and fire will indicate the extent to which fire severity is changing due to warming climate versus other factors, such as accumulating fuels. Second, the data will expand the small number of well-dated fire histories in European forests, helping to clarify the ecological basis for understanding black pine responses to fire. In turn, this information will support a third application, developing management recommendations to increase the sustainability.

1 European Commission, Humanitarian Aid & Civil Protection.
The Human Right to Water: A Global Dilemma

Water scarcity affects approximately one-fifth of the global population. The United Nations (UN) estimates that about 1.2 billion people have limited water supplies. Another half billion live in areas that are approaching scarcity, and an additional 1.6 billion people lack the infrastructure that will allow them to extract water from rivers and aquifers. UN Secretary-General Ban Ki-moon states, “All [locations of scarcity] are places where shortages of water contribute to poverty” (“Water for Life,” 2011). He asserts that water shortages create tension in these regions.

Broadly defined, the human right to water falls under the blanket category now embedded in the term “environmental justice”; certain recognitions under this broad concept have allowed the human right to water to be legally recognized on a global scale. The groundwork for this was included within the Universal Declaration of Human Rights, adopted by the UN General Assembly on December 10, 1948, a little more than three years after the creation of the UN itself. The declaration addresses civil and political rights, as well as economic, social, and cultural rights.

Over the past 50 years, the UN has further defined human rights, many of which have been concerned with issues of environmental justice. Nevertheless, it was not until November 2002 that the UN Committee on Economic, Social and Cultural Rights issued General Comment No. 15, which served to refine the human right to water. In the first paragraph of the document, the committee recognizes water as “a public good fundamental for life and health” (Economic and Social Council, 2002). Further, it states, “The human right to water is indispensable for leading a life in human dignity. It is a prerequisite for the realization of other human rights.”

Overall, General Comment No. 15 protects for both personal and domestic use the rights of people worldwide to sufficient, safe, acceptable, physically accessible, and affordable water. According to the UN, sufficient supplies of water equal the amount that would ensure that most basic needs are met and that few health concerns arise. The UN declares this amount to be 50–100 liters of water per person per day (“Water for Life,” 2011). The UN defers to the World Health Organization guidelines for safe drinking water quality. The term “acceptable” embodies the idea that water is used in culturally appropriate ways, and that it is acceptable and sensitive to the needs of gender, life cycle, and privacy. In addition, the UN states that water should be within 1,000 meters of the home, that collection time should not exceed 30 minutes, and that water costs should not exceed 3 percent of household income.

In September 2010, the UN Human Rights Council created the most far-reaching resolution to date regarding the human right to water, stating that international resolutions created by the UN regarding these rights are legally binding upon countries worldwide (“Milestones,” 2011). In other words, states are responsible for carrying out international law regarding the human right to water. The resolution asks that states develop “appropriate tools and mechanisms to achieve progressively the full realization of human rights obligations related to access to safe drinking water and sanitation, including in currently unserved and underserved areas.” This delegation of power from the Human Rights Council characterizes the challenges associated with addressing global problems and practical solutions, especially among nations where monetary resources to develop water supplies are scarce.

It is evident that questions involving the human right to water will not be easily solved. In a world where water supplies are dwindling and competition for water resources is also increasing, the discussions regarding these resources are becoming more politically charged. It is obvious that deliberation on this topic should continue at both the global and state levels.

Kira Russo is a lecturer in the School of Communications
Recently, much of our attention has been focused on global economic and political issues, but the world’s conservation challenges are persistent and serious problems. Human activity affects the natural environment now more than ever. Climate change, habitat destruction, and the overuse of resources are impacting a steadily increasing number of animal species. Currently, one in three amphibian, one in four mammalian, and one in eight avian species is threatened with extinction (ICUN 2007).

The immediacy of the conservation crisis is most evident when animal numbers rapidly decline in small areas. Such areas include and are exemplified by island ecosystems in the Western Pacific. In these systems, habitat degradation and the introduction of exotic plants and animals threaten 80 percent of all terrestrial species. These phenomena have caused the extinction of 75 percent of all endemic vertebrates in the region within the last century (Kingsford et al. 2009).

In response to this dilemma, NAU ecologist Dr. Russell Benford will apply techniques that he and his students use to study animal behavior at Northern Arizona University to research and manage imperiled species in a Micronesian archipelago known as the Commonwealth of the Northern Mariana Islands (CNMI). The CNMI is a protectorate of the United States, but it is geographically closer to Asia than it is to North America. By most estimates, the island chain is a tropical paradise. But for many animal species it is a treacherous place to live.

Among the species that Dr. Benford will study are the golden white-eye, the nightingale reed-warbler, and the Mariana crow – three critically endangered songbirds that exist exclusively in the archipelago. Dr. Benford will also study the Mariana fruit bat or “flying fox”, which is one of the world’s largest flying mammals and is an endangered species with a dismal prognosis. Human activities such as development, freshwater extraction, wetland use, overharvesting, and poaching seriously threaten these creatures.

Designing recovery plans for these and other federally protected species in the CNMI will require more than just good science. Their threats are not only ecological; they are also social and economic. So interventions will most likely include public education, cultural revitalization, and market-based approaches that incentivize ecological stewardship and sustainable practices. Solutions that Dr. Benford hopes to find will benefit not just the species of concern, but also the people who live and work in the archipelago.

Dr. Benford will rely on the help of undergraduate and graduate students on the islands to perform long-term ecological monitoring and to research, design, and execute innovative conservation strategies. He also hopes to assemble a team of scholars in biology and other fields to bring a diversity of perspectives and expertise to the challenge. He will be working expressly with the islands’ local and indigenous populations to draw on traditional knowledge and skills as a vital resource in managing these species.

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Global Learning from the Beginning: Freshmen Interrogate No Impact Man

By Rebecca Campbell and Bryan McLaren

The Global Learning Initiative is NAU’s commitment to engaging students with, among other learning experiences, encounters with perspectives on sustainability. We want our students to understand the range of values related to our use of natural resources and to ask the question: How can I make a difference in my own impact on the environment?

This is a complex question for our students and community to address as we contemplate the larger impact that one small action or one person’s actions can have on our environment and our natural resources. Does it really matter if I give up bottled water and switch to reusable shopping bags? And if I can easily make those changes, what else can I do? Could I eat locally? Could I shop locally? What are the priorities between and capabilities of “reduce, reuse, and recycle”? Am I a bad person if I buy something new?

The 2011 NAUreads selection (a book that the university identifies and assigns for reading by all incoming freshmen) is Colin Beavan’s No Impact Man: The Adventures of a Guilty Liberal Who Attempts to Save the Planet and the Discoveries He Makes About Himself and Our Way of Life in the Process. No Impact Man strikes a chord with us personally, as Colin Beavan bares his soul in describing the knowledge, values, and angst required to live more and more sustainably. Large doses of humor, coupled with environmental facts and figures, allow readers to share Beavan’s yearlong environmental experiment of one family as they attempt to live with no impact on the environment.

Their experiment includes a lot of personal denial, a concept that is hard for the reader to understand in today’s consumer economy. The family systematically gives up all products that come in disposable containers, food that is imported into New York or is otherwise not organic, paper products, automated transportation, and, ultimately, electricity.

One intriguing aspect of the No Impact Man experiment is questions it raises about the cause-and-effect relationship between sustainability and our value system. Do we behave sustainably because we value the environment? Or do we value sustainability and thus behave accordingly? Using both the family’s experiment as a living laboratory and research on values and motivation, Beavan demonstrates that it is the behavior that triggers the change in values.

The No Impact Man experiment demonstrates this process as Beavan’s community of family and friends create a more environmentally friendly lifestyle and ultimately identify their core values as friends, parents, and partners rather than the superficial “stuff” that our consumer society has come to cherish so greatly. It is in the process of giving things up that the Beavan family learns how much they have to gain: more time together as a family, a life without constant stress, and relationships that go much deeper than superficial possessions and interactions.

The yearlong experiment is difficult to understand and impossible to replicate. It is here that the power of No Impact Man makes an arguably big impact. In learning what is given up, we learn what can be gained. We have the opportunity, through modest changes in individual behavior, to create a culture of sustainability and a culture of shared values that don’t have to result in the destruction of the environment. Through the unique context of a campus community, we have the opportunity to foster this within our students, our faculty, and our staff. The goals set forth in the Global Learning Initiative compel us to move forward in creating a culture of sustainability that minimizes impacts and makes us responsible for our actions, which inevitably affect our global community.

Rebecca Campbell is Director of Academic Transitions and Bryan McLaren is Coordinator of the Office of Sustainability
It has only been a few years since the field of student affairs has explicitly acknowledged the importance of global education in professional preparation. Student affairs, as a profession, was founded in the United States and has historically been an area of study and practice occurring almost exclusively in the US. Yet, some of the larger graduate programs in student affairs have begun to broaden their perspective by incorporating higher education practices from multiple world regions. As a consequence, these programs are providing enhanced professional preparation in the support of increasingly diverse student populations. Such programs, with a global emphasis, have developed study tours that benefit their graduate students through exposure to student affairs practices abroad, particularly in Europe.

It is in this context that the Coordinator of NAU’s graduate program in student affairs, Dr. Susan Longerbeam and the vice provost for international education, Dr. Harvey Charles, led 20 NAU graduate students to Europe this past summer. This study tour was focused, not only on the practice of student affairs in the European countries, but also on the systems of higher education that inform the practice of student affairs and on their respective approaches to international education. We visited universities in six European countries, meeting with faculty, administrators, and students at campuses that included the University of Copenhagen, Denmark; Lund University, Sweden; the University of Amsterdam in The Netherlands; Humboldt University in Germany; and the Sorbonne Nouvelle in France. The study tour also included visits with international higher-education organizations including the Danish International Development Agency; NUFFIC—Netherlands Organization for International Cooperation in Higher Education; DAAD—German Academic Exchange Service;

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I've been leading a study abroad trip to northwest India since 2006. The NAU Study Abroad in India program came about through a chance invitation from Himalayan Health Exchange, an organization that was founded to provide free health care to people in remote areas of northwest India. The founder of this organization discovered that the people on his trips desired more knowledge about the cultures they observed, so an educational element was added. This was so successful that Himalayan Health Exchange decided to add a separate trip aimed at undergraduate students. That’s where I came in.

The trip is in Himalayan India, both in the high trans-Himalayan regions of Kinnaur and Spiti, and in the foothill towns such as Shimla and Dharamsala that were formerly British hill stations during the Raj. Because of the route that we take and the regions that we visit, students are exposed to several different cultures and peoples, highlighting India’s multicultural and multiethnic nature.

Much of the northwest region of India was once part of the Tibetan empire, so the people are predominantly Buddhist, and the culture there is more similar to that of Tibet than to what one finds in the plains of India. In the part of the trip that is in the Himalayan foothills, people are mostly Hindu, but the Hinduism of that region is unique in a number of ways, most notably in the pervasiveness of the worship of local goddesses. This variety, staggering at times, teaches students about the perils of simple categorization of peoples, cultures, and religions. One of my favorite moments was when a student asked a woman in a village if she was Buddhist or Hindu, and smiling, the woman said in perfect English, “Yes!”

Even before departure, I teach students the basics of Buddhism, Hinduism, and Himalayan culture and stress that their on-the-ground experience may well produce surprises if they expect reality to precisely match scholarly knowledge acquired in the classroom. To me this is perhaps the most valuable educational aspect of our trip. One can learn about the religion and culture of India and Tibet from any number of excellent books, and in our classes, but an immersive experience undeniably gives students a richer and more bewildering knowledge of other cultures that ideally causes them to think differently about their own culture, and their presuppositions about it.

Because of the core mission of Himalayan Health Exchange, our students are also exposed to health-care issues in the regions we visit. Sometimes our trips coincide with or overlap with the medical camps, and students get to see how Himalayan Health Exchange serves the people of this region. Students even get to participate in the clinics, helping with intake, getting patients from one physician to the other, handing out toothbrushes and sunglasses, and just helping people feel at ease. The patients are both people native to this region and Tibetan refugees only recently arrived in India, since there are several refugee camps in this area.

Because of the multicultural and multiethnic character of these regions, the presence of refugees there, and the fact that at least some of the areas we travel are appealing tourist destinations for Westerners, students are able to experience not just one culture but many and to see the dynamics of exile communities with indigenous ones. They also experience firsthand the impact of globalization and modernization on issues in the regions we visit.
In the Crucible of Despair and Hope – Global Learning At the Border

By Prof. Robert Neustadt

“Take something negative and turn it into a positive.” This simple dictum was the overriding message of Chicano writer Luis Valdez’s campus address and it also became the motto for a freshman seminar I taught, “Latino Theater, Film and the US/Mexico Border.”

The first day of class I asked the students why they took the class. I expected to hear them say that the news about SB 1070 and other current events in Arizona had piqued their interest. I thought that some might have a personal connection to the topic. My heart sank as one after another reported in brutal honesty that they had enrolled because the time “fit their schedule.” One reported that her advisor said it would be “easy.” More than half had not read the course description. It’s going to be a long semester, I thought . . .

After the first half of the course, during which we read nearly everything by Luis Valdez, we turned our attention to the US/Mexico border and immigration. We studied the history of the 2,000-mile line and explored the border from as many perspectives as possible, including political analyses, economic reports, avant-garde performance art, poetry, and documentary film. We learned about the impact of NAFTA, the economic policy that created the conditions responsible for an ever-increasing number of Mexicans migrating to the U.S. in search of work. We traced the history of the U.S. policy of border security from California to Texas, which resulted in the installation of a “wall” that has funneled increasing numbers of migrants through dangerous desert landscape in Arizona. The high point of the course took place over Veterans Day weekend when we took a field trip to the border.

While driving south, I was struck to realize that some students still did not know each others’ names. But over the course of the trip they became friends and bonded while struggling as a group to erect enormous tents within spitting distance of the wall. Some students had never camped. This trip provided meaningful experiences on many different levels.

We met landowners with property on the border. We saw the environmental consequences of the wall. We even played the wall with sound sculptor Glenn Weyant (in the largest group ensemble playing the largest and most expensive musical instrument in the world).

We met with a Border Patrol Agent and we visited aid stations in Nogales, Mexico, where we talked with recently deported migrants. As I translated the migrants’ stories, I looked up to see tears streaming down my students’ faces. After telling us about the nightmare of his detention and deportation, one deportee concluded, with no intended irony, “bienvenidos a México, espero que lo pasen bien en mi país” (Welcome to Mexico, I hope you enjoy yourselves in my country). “You didn't prepare us for this emotionally,” one student remarked. We had read widely about the border, but nothing could have prepared us for this encounter with humanity.

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International Highlights

Winning photo in the International Student NAU-Flagstaff Photo Contest; photo by Anne Liu

Carving pumpkins at the International Club

Hotel & Restaurant Management students at NHTV Breda

NAU International Alumni, Jakarta, Indonesia, 2011

International Students Convocation 2011
The International Sabbatical for Professional and Personal Rejuvenation

By Prof. Mary Tolan

“There has been a storm or the last twenty-four hours, and I have been wandering on the cliffs till my hair is stiff with salt. Immense masses of spray were flying up from the base of the cliff, and were caught at times by the wind and whirled away to fall at some distance from the shore . . . After a few hours the mind grows bewildered with the endless change and struggle of the sea, and an utter despondency replaces the first moment of exhilaration. “At the south-west corner of the island I came upon a number of people gathering the seaweed that is now thick on the rocks. It was raked from the surf by the men, and then carried up to the brow of the cliff by a party of young girls.”

The Aran Islands, by J. M. Synge, Irish playwright and author, 1907

Sitting beside the Aga oven, my laundry drying overhead on the pulley-system clothesline in the Irish kitchen of the Victorian home just blocks from the Irish Sea, I gazed out at the vivid greens, the horizon of swollen rain clouds, and wrote about dry, dusty Winslow, Arizona.

Overseas for 10 months during my sabbatical, I lived in several Irish communities, including bustling Dublin with its international population, the tiny village of Baile na nGall, where natives still speak Irish Gaelic, and the larger village of Malahide, in the red-brick Victorian house by the sea. I hitchhiked, bicycled, and walked through the Dingle Peninsula. The salty spray described by J. M. Synge soaked my face on my cliff walks above the sea. Here was a land so distant from the red-dirt world of Winslow.

My sabbatical plan was to stay in Flagstaff, using it as a familiar home base as I worked on journalism projects, mostly in Arizona.

But then I started thinking. That’s what we’re paid to do at universities, isn’t it? To think.

So instead of clinging to Flagstaff, where I’ve lived for 25 years, I grabbed this opportunity of a year without constraints, and moved abroad. With me I took dozens of interviews from Winslow, the focus of one of my sabbatical projects.

Before heading overseas, I lived in Winslow for a month, reminding myself how much more a journalist learns by living in a place, doing on-the-ground reporting as opposed to fly-ins.

Going from arid, dry Winslow to lush, verdant Ireland was transformative. We all become so used to our daily lives, our own environments, that it’s easy to forget the rest of the world. Yet, similarities between the two cultures also struck me.

In Winslow, with a population below 10,000, people struggle to make ends meet. The railroad shaped the town but is no longer as vital an influence in Winslow, which relies heavily on tourism. But besides La Posada and the tiny Standing on the Corner Park, Winslow is not what you’d call a tourist destination.

During my time in Ireland, the country’s economics were collapsing. Every other day the headlines screamed of yet another loss of stability, another political shift, another banking crisis. I talked to young people who were headed to England, Australia, and the U.S. to find work, their parents brokenhearted to watch them go, leaving behind the family farms or businesses. Those parents might have been quoting Winslow parents who watch their children leave town to survive economically.

I wrote—some days about Winslow, others about Ireland. I began (Continued on page 17)
We often talk about how the local and the global are intimately connected with each other. An unlovely-sounding neologism—glocal—has even been coined to describe this connection. My current research shows just how that worked in one particular context. In 1906, a young Indian man named Bholadutt Pande decided to travel to Japan and the United States for higher education. Pande was the first from his community of Kumaoni Brahmins, and the first from his town of Almora, to make a journey crossing the seas. Pande’s return in 1911 sparked off a huge controversy: Conservative Hindus believed that overseas travel was taboo for caste Hindus and wanted the now-polluted Pande ostracized from the community. Liberals disagreed.

My research looks at how families, clans, and the community in Almora negotiated the challenges thrown up by the controversy. Almora was then a small town of fewer than 10,000 people, remote and inaccessible, in the foothills of the Himalayas. A network of Brahmin clans dominated the town. They had done so since the mid-1500s, when they were courtiers in the courts of local and regional rulers, and did so until the British conquered Kumaon in 1815. Clan identity was paramount in establishing one’s social position in Almora, and Pande’s return created a huge schism in this community. Clans and families found themselves deeply divided. Married daughters could not meet their mothers, fathers refused to eat with their sons, uncles ostracized their nephews, brothers did not talk to brothers—all because they differed on what Bholadutt Pande’s status should be in the community.

The dispute was quite short: It started in late 1909 and was more or less resolved by the end of 1912. Yet the controversy is still remembered and written about by Kumaoonis, even those whose parents were too young to have been born at the time the troubles occurred. So, why did a short-lived controversy, putatively over the issue of obscure ritual observance, come to have such a far-reaching impact? Possibly because the controver-

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After spending two sabbaticals (Spring 2004 and Fall 2006) in Wollongong, New South Wales, Australia, and even collecting data on Aboriginal identity development during the latter, my questions about how urban-dwelling Indigenous Australians understood, constructed, and performed their identities had only increased. Are constructed identities that emerge as a function of historical moment, place, and social forces “legitimately” available to groups such as those who claim Indigenous/Aboriginal/First Nation status? If so, what forces help to forge these identities, and how are individuals and groups coming to terms with and performing these identities?

Because of their claim to “nativeness” or having a historical continuity with pre-invasion or colonization, First Nation cultures are often caught in a bind of an essentialized identity that narrowly prescribes beliefs and behavior (culture). Furthermore, according to the data I had collected and analyzed, urban Aborigines were actively constructing and performing new ways of being Indigenous people in the contested space of contemporary Australian society. This reality fueled my interest in the previous questions for other Indigenous or First Nation peoples.

Conversations with colleagues with similar interests around the world and here at Northern Arizona University led to the formation of the Working Group on Emergent Indigenous Identities (WGEII), which met for the first time on the campus of NAU in June 2010. Our aim was to explore these important themes by assembling scholars who individually approach these issues from different disciplinary perspectives but collectively push the boundaries of scholarship that relate to identities of Indigenous populations in the U.S. and around the world. The current members of the working group include NAU faculty members Jeff Berglund, Associate Professor of English; Mark Montoya, Lecturer, Ethnic Studies; Ricardo Guthrie, Assistant Professor of Ethnic Studies; Jamie Purdy, Lecturer in Ethnic Studies and Sociology; and me. Our working group colleagues from overseas were Martin Nakata, Director of Nura Gili Indigenous Center and Chair of Australian Indigenous Education at University of New South Wales (UNSW); Bronwyn Lumby, Research Fellow, Nura Gili, UNSW; and Evan Poata-Smith, Senior Lecturer in Sociology at Auckland University of Technology. Our research focused on identity formation, new forms of cultural expression, and challenges to existing notions of indigeneity within Indigenous populations in North America, Australia, and New Zealand.

The first working group ended after two days of stimulating paper presentations and challenging discussions among us and with an invited audience. Martin Nakata, Bronwyn Lumby, and I committed to co-edit a volume comprising the papers from the meetings as well as others we would solicit, and plans for the second meeting of the working group began fomenting even before our colleagues left for home.

In August 2011, WGEII met once again, but this time NAU faculty members were the guests of our Australian colleagues at the Nura Gili Indigeneous Center on the campus of UNSW in Sydney. This time the working group members were joined by at least 10 other scholars from the U.S., Australia, and New Zealand; internationally renowned Aboriginal artist, Vernon Ah kee; and Lydia Miller, the Director of the Aboriginal and Torres Strait Islander Division of the Australia Council for the Arts.

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Cline Library Infuses NAU’s Global Learning Initiative with Resources, Services, and Experiences

**Cline Library is responding to NAU’s Global Learning Initiative (GLI) with a variety of options** to support faculty across all colleges with their implementation efforts. Faculty members can integrate resources and other library offerings into their GLI curricular plans as they prepare students to become global citizens. Library staff members are a valuable resource and welcome the opportunity to collaborate with faculty to identify ways to integrate library offerings. Each college has an academic librarian who provides targeted assistance that can optimize faculty time. These librarians assist with designing assignments based on student learning outcomes that connecting GLI themes. Our library staff members are experts at providing insightful approaches to integrating resources and themes into meaningful learning activities.

*This fall the Featured Resources Room* (formerly the Current Reading Room) showcases a selection of books and DVDs in celebration of Hispanic and Native American cultural heritage months, as well as materials that support the GLI themes of global engagement, environmental sustainability, and diversity. During the spring semester, the room will highlight Black History and Women’s History months and a continuation of the GLI themes. The materials in the room are available for browsing and borrowing.

When it comes to course and curriculum design, faculty can integrate many library databases that support GLI research and curricula. A sampling of these resources includes:

- AnthroSource
- Bibliography of Asian Studies (BAS)
- Bibliography of Native North Americans
- Chicano Database
- El Engineering Village
- Environmental Sciences and Pollution Management
- ERIC Education Literature
- Ethnic NewsWatch
- GreenFILE

Faculty members may want to integrate electronic readings or streaming media into their courses. Oral histories, photographs, and maps are among the many digitized archival materials in the library’s Special Collections and Archives. The library’s subscription to Films on Demand, a source for streaming media, provides access to thousands of titles, which currently number more than 7,150 in the areas of education, environmental sustainability, and diversity. In addition, the library’s media collection includes DVDs and videocassettes related to the GLI curricula, from documentaries to feature films. Upon faculty request, the library digitizes media for use in courses and delivers streaming media through Blackboard Learn course shells.

For those who want to read books on GLI themes, recent acquisitions—both electronic and print format—include:

**GLOBAL EDUCATION**


**ENVIRONMENTAL SUSTAINABILITY**


**DIVERSITY**


Faculty members may consider incorporating the library’s Native American and Indigenous Film Series into their curricula or ask students to attend. This fall the series focuses on environmental and Indigenous justice. One film in the series is *In the Light of Reverence*, a documentary that weaves together experiences from the Lakota in the Black Hills, the Hopi in Arizona, and the Wintu in California. The films, shown in the Cline Library Assembly Hall, are free and open to the public, as are lectures in the Canyon Country Community Lecture Series, which focuses on the natural and cultural history of the Grand Canyon and Colorado Plateau.

For more information about the Cline Library’s resources and services, visit nau.edu/library. We welcome feedback from faculty and students about how we can continue to strengthen the library’s support of the Global Learning Initiative.
“What the school can give us is only the raw material to develop ourselves. We need to continue to tool ourselves and improve, stay connected with ourselves as individuals as well as the rest of the world.” This sage advice to students is from Northern Arizona University international student alumna, Ms. Fainah Bondan. Fainah pursued a M.A. in English literature at NAU and graduated in 1989. She is married to Hung, a systems administrator for the U.S. Embassy in Jakarta and is a mother of two children, ten year old Angie Margareth and seven year old George Matthew. She is currently an English teacher in Jakarta, Indonesia and attributes much of her success and inspiration to her time at NAU.

Fainah chose to attend NAU for many of the same reasons that students attend today - warm hospitality, smaller class size and professors that care. She took advantage of her time here and pushed herself to learn and interact with students and professors. She even benefited from the use of campus tutoring resources like the writing lab.

Aside from learning, Fainah mingled with American students through a variety of activities that ranged from a bible group to the Chinese Student & Scholar Association. In her final year, she honed her leadership skills by serving as the Chinese Student & Scholar Association Secretary. She said that she had numerous interactions with students from around the world and throughout the State of Arizona. She believes that international students “know how to socialize with other international students from many diversified countries in a positive way.” She says that international students tend to help each other out and build a network of cooperation that lasts a long time, given the sense they have that they are in the minority. In sum, Fainah found a community with her American and international friends as well those in her religious group.

Fainah speaks English, Indonesia, Malay and Mandarin. Her fluency in these languages was no easy feat and the struggles and triumphs with learning language helps her connect with her students today. She remembers the struggles she had with her accent while speaking English and appreciates the respectful approach of her peers and professors. She engaged her faculty with questions and they helped to push her to a higher level of learning. She said that “the process taught me a very important lesson about persistency and endurance.”

Fainah wants to impart this persistent and enduring nature to her students. She was taught to stand up for herself in a NAU classroom and to not be afraid to share her opinion even if it may differ from others. This independence and sense of self have helped to mold Fainah into an open-minded and responsible woman and teacher. Fainah developed some solid foundational skills in learning and self-confidence at NAU. She expects and supports her students to take a firm stand on their ideas and to fight for their dreams without being worried or intimidated. She continually tries to share the values and lessons that she learned at NAU with her students. In this way, the legacy of NAU lives on in her professional life.

Mandy Hansen is Director of International Admissions and Recruiting
work, that they too should acquire the requisite international exposure in terms of international teaching and research experiences that can inform how and what they teach. A number of such opportunities have been made available for faculty that provides funding while they are overseas. Faculty are now involved in short-term lecturing at Chinese partner universities, applying in greater numbers for the Fulbright award, and leading short-term study tours to various destinations for students.

4. Develop International Institutional Partnerships: Over the past five years, dozens of dual-degree agreements have been signed with partner universities. This has, in no small measure, accounted for the precipitous rise in international student enrollment. These partnerships have also occurred at the graduate level, and even though graduate dual-degree programs are substantially fewer than similar undergraduate programs, the ones that exist are viable, and there are conversations in a few departments about developing their own. Some of our other partnerships involve faculty collaborating with each other in research and teaching endeavors. This effort enriches the experience of faculty involved, and students benefit by being included in these research experiences or by participating in classes that are co-convened with institutions overseas, using distance-learning technologies.

5. Attract International Students: As cited above, the international student population has more than doubled over the past five years, standing just shy of 1,000 students from more than 70 countries. The countries that are represented in greatest numbers are China and Saudi Arabia. In the case of China, we benefit from 1+2+1, 2+2, and 1+3 agreements with partner institutions. We are currently exploring 2+3 agreements that would allow students to complete their undergraduate degree and move directly into a graduate program (with the concurrence of the Graduate College and host departments). The large number of students from Saudi Arabia reflects the policy of the government of that country to invest billions of dollars in the education of their nationals, as Saudi Arabia lacks the capacity to meet the current demand for higher education. As was the case with nationals from countries like Iran, Nigeria, and Malaysia in the 1970s and ’80s, these numbers will not last forever, but for as long as they do we welcome and appreciate having these students at NAU.

6. Promote Study Abroad: At NAU, we view study abroad as being only one among three paths to engage in meaningful and credit-deserving learning activities abroad; the other two include internships and research. Since 2005, the number of NAU students engaging in education abroad has doubled. In addition, we now have many more students participating in bilateral exchange programs, with students paying NAU tuition, which makes education abroad significantly more affordable. The recent ASNAU-approved fee instituted for education abroad scholarships has also made many more scholarships available to support students. There has been a tripling in the number of short-term faculty-led programs, which constitutes yet another avenue for learning and engagement abroad.

As the foregoing suggests, NAU measures up quite well to the challenge to make “international” a part of everyone’s education, as the IIE report advocates. While these benchmarks are fundamental and important, in our view they do not cover the entirety of what is currently being done at the Center for International Education to institutionalize international education. Nevertheless, we are very pleased with all that has been accomplished over the past few years, and we appreciate the support of faculty, staff, students, and alumni. We remain committed to continuing our work to achieve our mission, to help prepare NAU graduates for global citizenship, and to achieving our vision, to become a national and international leader in international education.

Forest Fires in Greece
(continued from page 3)
**International Sabbatical**  
*(continued from page 11)*

shooting photos and writing fiction and poetry, creative outpourings I’d not done in a decade or two. Being overseas opened me in ways I’d not expected. My life is richer for the images I will keep of the places and people I visited, the conversations I had, and the cups of tea I drank with strangers and new friends.

Like the sea foam Synge wrote of more than 100 years ago, travel brings both exhilaration and despondency. Going out into the world, despite its challenges, brings creative and intellectual growth, and moves us—moved me—beyond the vision of life that is America. It reminded me we are citizens of the world, responsible to observe, take part in, and embrace the beyond.

*Mary Tolan is Associate Professor in the School of Communication*

**European Context**  
*(continued from page 7)*

the German Fulbright Commission; the German Studentenwerk—German Student Services in Higher Education; and CNOUS—the French National Student Services Agency. Additionally, students presented at the Living Culture in the University—Developing Citizens of the World conference in Luxembourg.

A key course objective was to gain a more critical perspective on the profession by considering the strengths and weaknesses of higher education and student affairs in Europe and the U.S. Through this new insight, students developed an international professional identity (an increasing emphasis in student affairs, affirmed in professional competency and national standards statements).

Additional course objectives included expanding knowledge of diverse student populations in Europe, cultivating international professional relationships, and gaining an enhanced appreciation for both the cultures of Europe and for the students’ own cultures.

Unique to this study tour was the cultural diversity of our U.S. group, most of whom were first-generation college students and had never traveled outside of the country, and half of whom were Latino, Navajo, or African American. This internal diversity obliged the students in our group to learn from one another. Indeed, this also led them to inquire about diverse student cultures on European campuses—students whom our hosts generally referred to as “immigrant” populations and generally meant Muslims from Eastern Europe, the Middle East, and North Africa. These students represent a growing European youth population.

Though our students engaged with senior educational leaders, they especially appreciated conversations with European peers. For example, they gained firsthand insight into U.S. policy by comparing their large college debt with that of European students, who have no college debt. Our students realized their indebtedness was a consequence of the U.S. approach to education as an individual benefit, whereas European students’ lack of this financial obligation reflected the societal belief in education as a common good. One student in our group reflected: “It remains a mystery to me as to why the United States does not view higher education as a necessary societal good that should increasingly be supported by government funding. I believe one aspect of a healthy, vibrant society and economy is having educated individuals who are invested in bettering their communities.”

Students astutely assessed that while Europe excels in public support for higher education and in encouraging global education (especially within the European Union, where credits are transferable), the U.S. excels in a developmental, theoretical, and empirical approach to student affairs. The U.S. student affairs standard requires professionals to work with all students as unique individuals. While some consider this coddling (in Europe, students are generally considered autonomous adults), still others consider it ideally supportive of students and their success. The U.S. student affairs philosophy considers a developmental approach to be most consistent with enhancing first-generation student graduation. As Europeans face rising numbers of first-generation students, they increasingly draw upon the U.S. student affairs model, noted European colleagues we encountered on the study tour.

Overall, students reflected upon the trip as a peak learning experience. One noted, “I left Europe convinced that we all need to get out of our own comfort zones to be able to learn more about the broader context of the world we live in. Making connections with my European counterparts may be the most practical decision I ever made with regard to my education and professional development.”

*Susan Longerbeam is Coordinator of the Student Affairs Preparation Program and Associate Professor in the Department of Educational Psychology*
Despair and Hope (continued from page 9)

We hiked on desert trails used by migrants with the humanitarian group No More Deaths. Sometimes we laughed as we hiked through beautiful remote desert. Then we stood dumbfounded at the shrine in the desert where a 14-year-old Salvadoran girl had died while trying to cross. We felt as if we had known her, since we had read about her (in Margaret Regan’s The Death of Josseline) and had met the person who found her body (Dan Mills, of the Sierra Club borderlands campaign). My students were confounded by the fact that Josseline’s mother could not attend her funeral Mass for fear of deportation, yet we were there. Later, we came across another shrine where a woman had died just three weeks prior to our visit.

In Tucson, we observed an Operation Streamline hearing in the federal courthouse. We watched 70 migrants plead “culpable” (guilty) to illegal entry in a group hearing that recalled the trial scene in Luis Valdez’s Zoot Suit. Observing the human side of immigration made a huge impact on the students, who said that they had never really thought about immigration or its consequences.

One by one, at a campfire in the desert, the students told me that they had almost dropped the class when they heard about the trip. “This trip,” they said, had proven to be a “life-changing” experience for them. Conditions on the border are grim. More than 6,000 migrants have died while attempting to cross the desert since 1994. This seminar won’t change that reality, but it has produced a cohort of freshmen who are intimately aware of the intricacies and complexities of the issue. It has also produced friendship and expanded knowledge.

I had felt devastated on that first day when I realized that the students enrolled out of chance not choice. Nevertheless, in the end I’ve come to conclude that from this “blank slate” of happenstance emerged the most valuable educational experience I’ve ever facilitated. Global education does not only mean studying countries on the other side of the world; in this case we came to understand global issues in our own backyard. As Luis Valdez would say, “We took something negative and turned it into a positive.”

Robert Neustadt is Professor of Spanish and Director of Latin American Studies

Local and the Global (continued from page 12)

The controversy over overseas travel and ritual/caste pollution may seem a very parochial one, but it had its own global dimensions. To comprehend why a man from the hills of Kumaon wanted to go to Japan, we need to locate his decision in the context of global imperialism and Asian nationalism. Japan’s military victory over Russia in 1905 made it the first Asian country to defeat a European power in recent times. An Asian man living in one European colony traveled to the Asian country that was
Global Conservation Challenges (continued from page 5)

Already, NAU students are volunteering to help with this international initiative. Dr. Benford plans to have his first research interns and to begin teaching classes in a variety of subjects on the islands as early as May 2012. Potential collaborators from NAU’s faculty in diverse fields such as ethnecology, philosophy, economics, hotel and restaurant management, education, and the humanities have expressed interest in participating. Dr. Benford welcomes the participation of anyone who can bring creativity to the project, and who has the motivation to reach out and work with imperiled species and diverse cultures on the opposite side of the world.

NAU affiliates who contribute to this initiative will be taking an educational and experiential leap toward global citizenship. They will also be adding to their repertoire of skills the research and management of critically endangered species, and the understanding and appreciation of different cultures in an exotic place.

At the same time, they will broaden their horizons as international scholars and scientific and social ambassadors.

Russell Benford is an ecologist and lecturer in the Department of Biological Sciences

References


Keeping Science & Engineering Majors Competitive (continued from page 1)

students from Arizona and around the nation. The new GSEP program fits perfectly into this mission, providing a way for NAU’s science and engineering majors to further upgrade the top-notch undergraduate training provided at the university with valuable global professional training that will allow them to compete at the highest level in tomorrow’s global economy.

To find out more about GSEP, visit the GSEP website at:
http://international.nau.edu/GSEP/

Eck Doerry is Coordinator of the Global Science and Engineering Program and Associate Professor in the Department of Electrical Engineering and Computer Science
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