“Bravo, bravo” chanted the Italians as they stared through the glass window. The group stood in a row in a clandestine fashion, looking in on Bruce as he painted a scene of the Grand Canyon that stretched horizontally across the canvas. He felt their presence as one may sense a ghost. When he turned around, he saw the Italians looking in on him, and they clapped and chanted—for his talent, for his painting, for the light that graced the canvas, and for the magnificent Grand Canyon that surrounded them.

by Mandy Hansen

This is just one of the amazing stories shared by Bruce Aiken, who currently serves as Honors Artist in Residence in the College of Arts and Letters. Bruce’s life and work are peppered with international experiences, be it his encounters with visitors to the Grand Canyon, which served as his home for many years; his international travels; or the international artists who have inspired him. In the following paragraphs, Bruce, in his own words, shares the influences that have helped to make him a truly iconic artist, with a reputation that spans the globe and that has spawned thousands if not millions of admirers of his work.

Speaking to a Global Heartbeat

I would say that my art speaks to a global heartbeat, as the Grand Canyon is a world-class iconic feature and there is literally nothing else like it on the face of the earth and that is the truth. If you think about the Grand Canyon, everyone knows what it is. If you are in Beijing, Berlin, or Boston and pull out a picture and ask someone what it is, they will all say “the Grand Canyon.” There is nothing else like it. Furthermore, the world beats a path to the Grand Canyon with the many foreign visitors that come. The Japanese have made it almost a religious experience, a pilgrimage, and they are one of the top user groups and come in droves to see the Grand Canyon. The Japanese go to Mount Fuji with a prayer flag and come to the Grand Canyon as part of a pilgrimage. It is part of a worldview to go to the magnificent locations of the world. I lived in the Grand Canyon and I saw people from many countries.

The Tour

This painting goes back to the Japanese and I did it quite a while ago, at Hopi Point. It was in the morning right after a snowstorm and it had been snowing all night. I knew it would clear off in the morning and the Rim would reveal a fresh blanket of snow with the buttes sticking up above the clouds. Just spectacular! So I knew I was going to have a morning like
The Olympic Games: A Metaphor for Learning and Living as a Global Community

By Dr. Harvey Charles

The Olympic Games exceeded 4.5 billion, the biggest media event in history. There were many high, including Michael Phelps' record-breaking gold medal achievements, the unprecedented appearance of the double amputee Oscar Pistorius in the finals of the 400-meter race, and, of course, the irrepressible "Bolt" of lightning that streaked past the finish line of the 100 and 200 meters. There were also lows, such as the match-fixing scandal of some of the world's strongest badminton teams as well as the disappointment of hundreds of athletes, who, having trained for years to get to this global stage, failed to medal or even qualify for the finals in their respective sports.

And so why is it that the Olympic Games, maybe even more than the United Nations, create a feeling of being part of a global community? We come to the Olympic Games thinking of ourselves in nationalistic or religious or ethnic terms, but often end up inhabiting the emotions of athletes who may share none of these characteristics with us, living along with them the unspeakable joys of success and the crushing brutality of defeat. Indeed, what makes the Olympic Games unparalleled as a global institution is that we share an encounter with the human spirit in an incredibly sensory and palpable way. We are, as it were, united in this shared global event, even as we occupy our disparate corners of the globe. It is this sense that knits us together as a global community and helps us, if for only two weeks, to forget the frightening, sometimes tragic, and hopeless circumstances that afflict way too many of our fellow travelers here on earth. The striving of the human spirit helps us to transcend the many artificial boundaries that separate us as a species; it propels us to see and celebrate that which makes us human.

The experience of the Olympic Games is also a reminder that we can participate in the global community with a degree of ease that was never before possible. In fact, it is the global community, more than any other factor, that defines our lives in the 21st century. To understand and hope to overcome natural disasters, chronic illnesses, political challenges, and environmental degradation increasingly requires that we think of ourselves as members of the global community, for both the reach of our actions and our vulnerabilities as humans are articulated in terms of this collective. That discoveries in diabetes in Mexico should inform how we live, that we are, as it were, united in this shared global event, even as we occupy our disparate corners of the globe, is a direct reflection of the wishes of millions of people across the globe. The striving of the human spirit helps us to transcend the many artificial boundaries that separate us as a species.

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Maycoba is situated in the Sierra Madre Occidental in Sonora, Mexico. This rural town and surrounding communities are located in a pine-oak forest region and are partially inhabited by the indigenous Pima, whose language is O’ob (also known as Mountain Pima). The Maycoba community is the site of a longitudinal study of diabetes, a disease that has increased dramatically worldwide between the initial research of the early 1990s and the 2010 follow-up.

The population of Maycoba comprises Pima, Mestizo, and non-indigenous people. The livelihood of the people is largely subsistence-based, relying on cultivation and ranching, mainly using manual and animal labor, in addition to hunting and gathering activities. Income-based opportunities are often temporary, such as work in timber mills, and international remittances also play a role in the local economy.

The Maycoba study began in the early 1990s with an exploratory trip to determine whether a comparison study between the Pima of Arizona and the Pima in Mexico was possible and that it could advance our understanding of these two health problems, which cut across ethnic, national, and class lines. In 1995 the Pima of Arizona were found to be genetic relatives of the Pima of Mexico, with both groups predisposed to diabetes. This study was led by Leslie Schulz (then at the University of Wisconsin), executive dean of the NAU College of Health and Human Services, and included researchers from leading laboratories and centers in the U.S. and Mexico. The researchers found that the community in general in Mexico had low rates of diabetes and obesity, although the Pima subgroup and women had higher rates than average. The overall conclusion was that the traditional lifestyle of Maycoba, Mexico, was protective against diabetes, even among a genetically susceptible population.

Since the initial study, several changes influencing life in Maycoba have taken place: a national two-lane highway now bisects the community, electricity was installed in the early 2000s, and recently a potable water program has begun to bring water to each household. Today there are more stores with food and household items, and small family-run restaurants are now concentrated in the town of Maycoba.

A 2010 follow-up study was conducted to examine genetic and environmental factors that affect diabetes and obesity among the Pima in Arizona and the Pima in Mexico. The researchers found that diabetes, even among genetically predisposed to diabetes, even among a genetically susceptible population.

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By Prof. Lisa Chaudhari

The sea lions, known as “lo- bos” in the Galápagos, seemed languid and uninterested until you tried to go for a swim. The big males were fiercely territorial while guarding multiple females and their pups in harems arranged along the beaches. They looked like 400-pound Rottweilers swimming aggressively just off land and frenetically barking warnings to stay away!

Nevertheless, a pair of Ecuadorian teenagers plunged in and swam to safe snorkeling areas away from the lobos. Jenny Keim was in the Galápagos Islands with her husband, Dr. Paul Keim, Regents’ Professor of Biology, to celebrate Darwin’s 200th birthday and the 150th anniversary of Darwin’s seminal work, The Origin of Species. While Paul was encoun-
tered in an auditorium all day discussing then English, the swimmers marveled to each other at the undersea views of this World Heritage site. Later, back on the beach, the friendship continued with an introduction to the teenagers’ mother (not a swimmer, it seemed) and later their father, who was also a biologist attending the same international colloquium on evolution.

It was Jenny’s swimming experience that led to the introduction of Paul Keim to Dr. Gabriel Trueba, a professor of molecular biology and microbiology at Universidad San Francisco de Quito (USFQ) (http://www.usfq.edu.ec), the elite university of Ecuador. Gabriel had trained in the United States at universities in Iowa and Minnesota for the better part of a decade and was very familiar with American academic institutions and programs. An educational and scientific partnering with him was as inevitable as the barking of the sea lions in the Galápagos Islands with her husband, Dr. Paul Keim, Regents’ Professor of Biology, to celebrate Darwin’s 200th birthday and the 150th anniversary of Darwin’s seminal work, The Origin of Species. While Paul was encoun-
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By Prof. Paul Keim

NAU/USFQ exchanges began immediately with the Keims’ return to the mainland, with Paul visiting USFQ and lecturing to Gabriel’s classes about bacterial genomics and evolution. This visit was followed by Gabriel and his wife Elena spending a sabbatical in Flagstaff, where Gabriel pursued genomics studies of Ecuadorian pathogenic diseases. This exchange is a key element of our model for a successful international collaboration: U.S. cutting-edge genomic technology and approaches being applied to diseases of critical importance to the developing world. Occasionally these diseases are also important in the U.S., but frequently they are unique to the developing world and only tangentially of interest to the developed world. But there is a common language in the science of biology that builds relationships despite minor barriers of the spoken

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“Would you like to attend a roundtable on constructivist architecture?” my hosts asked me.

Constructivism is a style of modern architecture that was popular in Soviet Russia during the 1920s and 1930s; it combines sleek, pared-down design with elements reflecting socialist ideology. The invitation came during my two-week visit in May 2012 to Ekaterinburg, Russia, as a visiting scholar. It was my first visit to the Russian Federation. During the initial week of teaching and lecturing, my hosts talked about the roundtable, which focused on constructivist architecture in Ekaterinburg. “UB . . . we ...” Apparently, the invitation to attend was really an invitation to participate.

The above scenario is not unusual. Consider that even in the best of circumstances, expectations placed on a visiting scholar or instructor might be confused. Add the difficulties of an unfamiliar culture and differing levels of foreign language ability and opportunities for misunderstandings increase. It’s impossible to be ready for everything. Preparation, with a good dose of flexibility, however, helps in many difficult situations.

Consider another example. In 2009, I was invited to Beijing as a conference keynote speaker. Details on my presentation, including date, time, and duration of my talk, were exchanged. I sent a PowerPoint and script, in advance, for translation into Chinese. On the day of the presentation, I was introduced to three other speakers who would be sharing the stage with me. What had been described as a keynote talk was actually a panel presentation. My co-presenter, two Americans and one New Zealander, were similarly confused. Fortunately, we had enough time to reorganize so that each of us delivered a well-received presentation. I cut the length of my talk by spending less time on each PowerPoint slide. We never found out how the misunderstanding came about. In fact, it didn’t matter. In the end, our hosts were pleased with the results and we were honored to have taken part in the conference.

Working with students in an international setting is also challenging. The culture of many countries places scholars on a pedestal and this can affect classroom interaction. Pedagogical strategies common in the U.S., such as group work, peer revisions, or challenging assumptions, may not be familiar elsewhere. Students may be too shy to admit they don’t understand. The first time I taught overseas, in Finland, I discovered that my three planned lectures could easily have been six. I had to readapt my expectations because many students had too little proficiency in English.

How do you prepare for such situations? Here are some simple guidelines:

- Always assume your audience may not be proficient in English.
- Consider sending PowerPoint and other teaching/lecture materials in advance so they can be read over or translated.
- Note that it is often easier to understand written text than spoken language, so provide lots of text-based visual materials.
- Provide a list of key terms and unfamiliar words with definitions.

I was delighted when sociology chair Kathleen Ferraro offered me the opportunity to teach the Sociology of Gender, as it is a subject that I enjoy teaching at both the graduate and undergraduate levels. With my experience, however, the challenge was my approach: How does an African feminist provide American students the opportunity to broaden their view of the world, and of Africa in particular? How do I learn about American students’ perceptions and experiences of our gendered world? I decided to retain the prescribed American text Sociology of Gender (Kramer, 2010) as a foundation to infuse African gender discourses as well as my own experiences of gender at the personal and professional levels. Of course, we jump-started the class by mapping Africa and Botswana geographically, including a general discussion about African colonial experiences and their implications for social organization—including cultural beliefs and practices and gender relations, among others. In this class, the students are challenged to understand the gendered world. We trace the women’s movement in the U.S. and the global gender equality movements, while readings such as Tawanda Sachikonye’s “The African Feminist Debate” dare us to think about social constructions of African women as “poor and powerless” from some Western feminist discourses.

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What We Know About The Global Reach of Natural Disasters Can Save Us

By Prof. James Sample

On March 11, 2011, at 2:46 p.m., the magnitude 9.0 Tōhoku-oki earthquake struck east of Japan along a subduction plate boundary. Within one hour, a tsunami battered extensive parts of the coastline, did nearly $400 billion of damage, and killed more than 19,000 people in Japan. In places, the tsunami run-up height was over 100 feet (30 meters). Scaled up to the U.S. economy, the costs would have approached $1 trillion. And in minutes, many hundreds of thousands of people’s lives would have been changed forever.

The earthquake and tsunami resulted in what we scientists call a geologic catastrophe. These are natural events that have an impact on hundreds to thousands of humans and take years for recovery. Geologic catastrophes are becoming more common around the globe, not because such natural events are more common but because Earth’s human population has increased at such a rapid rate in the 20th century. Many are aware of the 2004 earthquake and tsunami in Indonesia that killed a quarter of a million people and affected several countries around the Indian Ocean. But there are many other recent catastrophes of which few in the U.S. are aware, including a 2010 earthquake in Haiti that killed more than 250,000 people and devastated an already struggling economy; a 2008 earthquake in China that killed more than 70,000 and displaced millions; a typhoon that hit the low-lying coast of Bangladesh in 1991 and drowned more than 168,000 people; and, of course, Hurricane Katrina in 2005, which struck New Orleans, killed more than 1,800 people, and permanently displaced nearly half the population of the city.

Such natural events will continue to affect people around the world. More typhoons will occur. More earthquakes will rupture. More volcanoes will erupt. In North America alone, large population centers are at risk. Seattle, Portland, and Vancouver are exposed to potentially large earthquakes and volcanic eruptions. Much of Seattle and surrounding cities are built on very young volcanic eruption deposits, and Mount Rainier will erupt once again. Los Angeles and San Francisco are near a major plate boundary and a very large earthquake is inevitable, perhaps in our lifetime. Mexico City was devastated by an earthquake in 1985, and more earthquakes and volcanic eruptions are in its future. Even St. Louis, Missouri, well away from any plate boundary, is at risk of a major earthquake similar to three very large quakes that occurred in that region in 1812.

Besides the unimaginable human suffering that results from these geologic catastrophes, people well outside the nation’s borders can be affected. When a large economy such as that of Japan or China is harmed, that has an impact on others, too. Flooded factories in the Japan tsunami resulted in a global parts shortage that slowed automobile manufacturers in China, the U.S., and Europe. Flooding of a nuclear power station nearly resulted in a calamity that might have spread radioactive fallout well outside Japan’s borders.

Be Wary of Romanticizing Revolutions: The Arab Spring Two Years On

By Prof. Mohamed A. Mohamed

On December 17, 2010, a young Tunisian man named Mohamed Bouazizi, whose only available work was selling vegetables, set himself on fire to protest the confiscation of his cart and the brutality of the police force. Immediately, protests erupted and spread all over Tunisia, forcing President Ben Ali to flee the country on January 14, 2011. These events were soon followed by coordinated protests that started in Tahrir Square in Cairo, Egypt, on January 25, 2011, and called for the resignation of Egyptian President Hosni Mubarak. In time, protests and demonstrations erupted in other Arab countries, bringing down the regimes of Libya and Yemen, and leaving the Syrian regime desperately struggling for its existence. In this article, I aim neither to tell the history nor to analyze it. My objective is to review our Western narrative of this history, and my hope is to encourage our students to take a critical position toward this story.

In brief, the Western narrative of the Arab Spring is grounded in a tripartite argument: the Arab Spring resulted in fundamental liberal changes, such as freedom of speech, free elections, and freedom of organization; those changes have dramatically turned autocratic regimes into democratic ones; and the events are part of a larger global narrative of the victory of liberalism. To examine what we assume to be the case and to resist the temptation to romanticize revolutions; in fact, the military even consolidated power following the removal of the leaders. The bloody conflict that destroyed the Libyan army has resulted in 30,000 deaths and the emergence of a number of militias that continuously threaten Libya’s present and future.

From this experience we must learn not to romanticize revolutions. Real change happens at the deeper structural level, especially if it involves the economy and the military. Moreover, change has to unfold gradually. Reform, not revolution, is what researchers and activists must address.

The second part of the argument speaks to the democratization of autocratic regimes. Those new democracies come with new discourses, a new generation of activists, new political powers, and new social media. But happy news has not stood the test of time.

These new democracies come with new discourses, a new generation of activists, new political powers, and new social media. But happy news has not stood the test of time.

Anti-government protestors clash with riot police in Cairo, Egypt, 2011

(Continued on page 16)

(Continued on page 19)
that, and I went to Hopi Point to wait for the clouds to clear. It was early in the morning, and suddenly a tour bus came and the door flapped open and a group of Japanese businessmen wearing black suits got off and were having their “Grand Canyon experience.” I remember thinking that this was so cool, and I snapped a bunch of pictures and went back to the studio to develop them. I created a composition with figures, and that painting (The Tour) originated from that experience.

Often my paintings are a personal experience—a place I was, the perfect light—and I gather the moment in my spirit, my psyche . . . I re-create the experience.

[The Tour] originated from that experience. We would also play games so that they dreamed of seeing in person. We met an Irish man who got kicked out of the campground because he didn’t have a permit. We allowed him to stay with us and he played Irish folk music and taught us the Irish jig. We’ve kept in touch with him through the years. We went to Ireland and we met his family; he brought his wife and family to visit us in the Grand Canyon. This is a great story and shows how the Grand Canyon is international . . . everyone wants it, everyone gets it . . . it is a beautiful place.

Inspiration from International Scenery

Everywhere I go, I am looking for beauty. My mother was a great artist and she taught me to appreciate beauty. I painted in Ireland, the French Alps, the Swiss Alps, and Chamonix (continued on page 19).

A recent article in the Chronicle of Higher Education (http://www.chronicle.com/article/The-Global-University-Press/132927/) suggested that university presses from across the globe will play important roles in shaping future scholarship, and that this global role is likely to increase in the coming years. It is also likely that the global reach of university presses, along with new digital communication networks, will lead to innovative scholarship, much of which will be presented in works published by university presses. In order to develop these two ideas about the role of university presses (global reach and electronic media extensions), a bit of background is in order.

When university presses and researchers want to contribute new ideas and new information to academic audiences, they often publish university presses. While there are commercial publishers that play important roles in disseminating scholarly research (e.g., Pearson/Longman, Sage, Psychology Press, Guilford, Routledge, etc.), many well-established university presses are the publishers of choice for scholars, especially university faculty.

There are many university presses in the U.S. and in many other countries around the world. In the U.S., more than 100 university presses publish on academic topics that range from accounting to zoology. However, the two largest English-based university presses are not based in the U.S. The largest is Oxford University Press, established in 1586 and now with publishing operations across the globe; it produces more than 4,500 new books per year. Cambridge University Press is the oldest university press in the world, established by Henry VIII in 1534 by royal charter. It is also the second largest university press worldwide, publishing about 2,800 books per year as well as more than 300 research journals in a wide range of academic disciplines.

A number of U.S.-based university publishing houses also have a worldwide reach, even if none are as large as the two leading British presses. Well-established and productive U.S. university presses include the University of Chicago Press (largest in the U.S.), University of California Press, Harvard University Press, MIT Press, Princeton University Press, University of Minnesota Press, University of Iowa Press, Columbia University Press, University of Wisconsin Press, and Yale University Press, among many others. These presses have sales in major countries around the world, and they often publish innovative volumes that are not considered typical for university-type publishers. The University of Chicago Press, for example, publishes many literary reprints, including crime novels. Many university presses publish stunning art books and photography volumes. In many cases, university presses publish works “at a loss,” that is, they offer books that will not make a profit but serve university goals of outreach, education, and the advancement of new and different ideas. This goal includes outreach to global audiences. A 2010 article from the Huffington Post book reviews (http://www.huffingtonpost.com/anis-shivani/anis-shivani-university-press_b_668299.html) listed 17 innovative U.S. university presses that have made names for themselves, including the one at the University of Arizona.

The global impact of university presses can be seen by their increase in many European countries, but also in China, Israel, Korea, Brazil, India, and other growing countries. (See Wikipedia under University Press for lists of these publishers.) University presses in many countries also specialize in publishing academic work in English, even when that is not the nation’s native language. In addition, several university presses worldwide publish teaching texts in English, and many specialize in textbooks and resources for English language learners. In this respect, university presses are also contributors to the global spread of English for academic purposes.

The rapid increase in electronic books and on-line journal accessiblity is a new trend in publishing, including the major university presses, that has only emerged on a broad scale in the past 10 years. The outcome of this expansion to electronic media for university presses is that these important and often innova- tive resources for academic ideas and research findings become globally available, and many publications from presses in various countries are in the English language, providing a common academic language for the exchange of scholarly ideas. This optimistic assessment is countered by the troubling reality that while many university presses are healthy financially, many others, especially smaller presses, are feeling the pressure of the financial downturn and the pressures on university budgets. It is likely in the coming years that a number of university presses, at
Conservation with Development (continued from page 1)

Despite the internationally publicized success of the PES in Lombok, there are many skeptics of community-based forest conservation. I might have been turned into one after encountering illegal loggers carrying sawed logs on their shoulders during one of the field tours of ‘primary forests’ in Rinjani National Park last summer. Some experts even say that the only hope for forest conservation in Indonesia is to have a team of armed park guards.

Why do I still believe conservation with development is possible? The answer may be very simple: it is because I believe there is no other way. We cannot choose to conserve “forest” without the people who inhabit these forests. Yes, I saw illegal loggers, but I also met Pak Dodi, the leader of a local NGO, Bareng Maja, who worked so hard to help me gain some understanding of native Sasak people and their sustainable way of life, which is governed by the local customary law known as awig-awig. After spending his younger days protesting against the exploitations by logging companies and corrupt government, Pak Dodi and his NGO are now working with the local forest management agency (Rinjani Barat KPH) and hoping for a REDD+ project to be implemented in northern Lombok near his village.

Who can bring the lofty goals of international negotiations down to earth and turn them into reality and help someone like Pak Dodi work with his villagers? When I met with the forestry students at the University of Mataram field camp, I regained a sense of hope for integrating conservation with development. On the day I visited, the students were practicing focus-group facilitation and discussing how to work with villagers who had been squatted within the boundary of the university forest. There is hope, although not in the details of international negotiations.

In my opinion, hope resides in the bright eyes of those students and the people of Lombok. By cultivating local forestry experts who understand not only natural sciences but also social sciences, we can help leverage social and economic development opportunities for people along with the conservation of forests. Some people pay cash for the planting of trees in order to reduce the carbon footprint associated with international travel. My plan is to help Indonesian students and faculty to gain access to better education and international research opportunities. NAU is now working with the University of Mataram to promote the exchange of students and scholars. One day, I hope to see one of Pak Dodi’s three children at the University of Mataram and later at NAU. Then I will know that I did something to make up for my carbon footprint and to help that part of the world from which I trace my origins.

Yeon-Su Kim is professor of ecological economics in the School of Forestry. The answer may be very simple: it is because I believe there is no other way. We cannot choose to conserve “forest” without the people who inhabit these forests. Yes, I saw illegal loggers, but I also met Pak Dodi, the leader of a local NGO, Bareng Maja, who worked so hard to help me gain some understanding of native Sasak people and their sustainable way of life, which is governed by the local customary law known as awig-awig. After spending his younger days protesting against the exploitations by logging companies and corrupt government, Pak Dodi and his NGO are now working with the local forest management agency (Rinjani Barat KPH) and hoping for a REDD+ project to be implemented in northern Lombok near his village.

Participants included Dr. James E. Berry, professor of educational leadership and counseling at Eastern Michigan University and executive director of the National Council of Professors of Educational Administration, and Dr. Alan Shoeho, professor of educational leadership and policy studies at the University of Texas at San Antonio and former president of the University Council for Education Administration. Other participants included Dr. Concha Delgado Gaitan, a former professor of sociocultural studies at the University of California, Davis, and an awa-winning researcher in anthropology and education; Dr. Qong Wang, the director of the Center for Educational Technology at Peking University and secretary general of the China Association of Educational Technology in Higher Education; Dr. Eugenie Samier, associate professor of the British University in Dubai and a visiting fellow of Oxford Brookes University in the U.K.; and Dr. Patricia First, the Eugene T. Moore Distinguished Professor of Educational Leadership at Clemson University and fellow Eugene T. Moore Distinguished Professor of Educational Leadership, Dr. Jane Clark Linville, also from Clemson University in South Carolina.

The group was rounded out by two outstanding Arizona school superintendents, Dr. Frank Davidson of Casa Grande Elementary School District, the 2012 Arizona Superintendent of the Year and past president of the Superintendents’ Division of the Arizona School Administrators, and Calvin Baker, the superintendent of the Vail School District and the 2011 Arizona Superintendent of the Year.

The collective research and scholarship of the group spans three decades of national and international work and exceeds 75 books, handbooks, and encyclopedias as well as hundreds of research journal articles in most major North American, European, Australian, and Asian nations. It includes an examination of exceptional schools that were very successful.

By Prof. Rosemary Papa

Meeting for the first time in May 2012, a group of 11 prominent national and international scholars convened at Northern Arizona University to discuss global issues facing educational leaders and to establish their common interests: “the Flagstaff Seminar,” with the motto of “educational leaders without borders” to signify their commitment to join in pinpointing their common research agenda.

The group was an invited and select group of academicians and practitioners representing China Peking University and institutions in Canada, the United States, and the United Arab Emirates. The meeting was co-hosted by Dr. Rosemary Papa, the Del and Jewell Lewis Endowed Chair in Learning Centered Leadership and professor of educational leadership in the College of Education at Northern Arizona University, and Fenwick W. English, the R. Wendell Eaves Senior Distinguished Professor of Educational Leadership at the School of Education at the University of North Carolina at Chapel Hill.

Topics of great concern to the group regarded the reestablishment of the concept of the “public good” as the centerpiece of education for all children; the necessity of focusing on the increasing diversity of the schooling audience; and the need to concentrate on children not well served by schools. Another topic of great interest was the exponential growth of online educational opportunities (software pedagogy) and challenges across the world, and the issue of technology changing the way teaching and learning have been traditionally defined and assessed in nearly all countries.

Standing left to right: Calvin Baker, Eugenie Samier, Alan Shoeho, Patricia First, James Berry, Frank Davidson. Seated left to right: Qong Wang, Fenwick W. English, Jane Clark Linville, Concha Delgado Gaitan, Rosemary Papa

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Disasters

Better engineering of structures to withstand floods and earthquakes, proper enforcement of building codes, and faster disaster response times within the country and from others abroad can save thousands of lives with timely medical care and cleanup to prevent the spread of disease. We can help simply by donating to international aid organizations right after the event, and continuing to give in the months and years that follow. In Haiti, hundreds of thousands of people are still living in inadequate temporary shelters and are all too exposed to the next hurricane or seismic event. Better yet, we can volunteer for organizations such as Engineers Without Borders, and go to those countries where our help is needed and our expertise is valued. In the end, however, it is only an education infused with global perspectives that can inform us of the global dimensions of these events, how they occur, their myriad ways in which they can harm us and how we can best prepare to either avoid or minimize personal catastrophe.

James Sample is a professor in the School of Earth Sciences and Environmental Sustainability.

Diabetes and Obesity

(continued from page 4)

In 2007, the Strategic Report of the President of Northern Arizona University outlined a plan to increase global engagement on the NAU campus. One part of the strategy was “to create international living-learning communities to bring international and U.S. students together toward increasing global awareness.” To fulfill this goal, the Center for International Education partnered with the Office of Housing and Residence Life to create an International House located in Aspen Crossing Learning Community. “I-House” serves as a community of domestic and international students that focuses on cross-cultural interaction and global learning. During this inaugural year, 57 students have applied and been accepted to live in I-House. Twenty-nine are international students, representing 16 different countries.

The mission of International House is to facilitate a living environment that provides international learning experiences for students and augment their understanding of global issues. The mission is enhanced by multiple learning outcomes that focus on the areas of awareness, attitude, community, and professional skills. The inauguration of I-House comes on the heels of the establishment of the new Global Science and Engineering Program (GSEP), which provides a structured path to achieve global competence. Science and engineering majors acquire a facility in one or more of the five languages taught at NAU. They spend one full year engaged in study and an internship or research in a country in which the language of instruction is the student’s choice, and they earn two degrees upon completion of the five-year program. I-House serves as an ideal residential experience for many of these students, nine of whom are part of GSEP.

In an effort to promote cross-cultural interaction, domestic students are paired in rooms with international students. Domestic students who are studying or have studied a foreign language are matched with an international student. Providing opportunities for students to gain leadership skills is also one of the goals of I-House. The I-Service Club focuses on service projects for the NAU and the Flagstaff community. This semester, the I-Service Club is looking at ways to serve the children of students who live in NAU’s on-campus family housing complex. I-House also facilitates student-led language meetings, where students interested in practicing a language can have a regular gathering to chat and practice together. Finally, residents are encouraged to take an active role in I-House events, including having an opportunity for students to plan and lead a “Culture Night,” where they showcase food, music, and games from their home country. This semester, students from Korea will be leading a Culture Night.

Although the International House has a promising first year ahead, there is still potential for growth and development. In fact, we aim to make I-House one of the leading experiments in cross-cultural living in the United States. We hope to host a larger number of student residents in I-House, both domestic and international. We aim to make I-House the epicenter of cross-cultural programming and to provide learning opportunities about global issues for the greater NAU campus community. Our vision is to make I-House a site for a near immersion experience in second language learning. Most importantly, we hope to see I-House become an important arm of our strategy to prepare students to be globally competent. Already I-House is off to an exciting beginning and is positioned to make a huge difference, both in the lives of its residents and in the life of the NAU community.

By Dr. Dylan Rust

First International House Launched at NAU

Dylan Rust is program director of the International House at NAU.
word. Of course, it helps when the scientists can speak more than one language.

Since Gabriel’s sublation visit, the NAU-USFQ collaborations have blossomed. One newly branded Arizona graduate, Erika Keim (yes, there is a relationship here!), left NAU to help transfer molecular diagnostic technology for understanding the disease of leptospirosis (“lepto”). This is an animal disease that can and does transmit to humans with devastating impact in South America, causing severe diarrhea. Because the ecology and epidemiology of lepto are still poorly understood, public health efforts controlling the disease are highly problematic. Concurrently, NAU assistant professors Dr. Talima Pearson (pathogen evolutionist) and Dr. Jeffrey Foster (disease ecologist) teamed up with Gabriel and submitted a grant to the National Institutes of Health to ferret out the reservoirs of this disease through advanced genomic detection methods, heavy sampling, and ecological modeling. This type of knowledge base will be the foundation for guiding Ecuadorian public-health efforts to control lepto outbreaks.

At USFQ, collaborative science was also developing. Señora Verónica Barragán is a microbiology instructor with a heavy teaching load who also works closely with Gabriel to study the infectious diseases of Ecuador. To advance her career and better meet the scientific and educational goals of her country, she began to pursue an international doctoral degree. Although she had received a guaranteed scholarship at a German university, after a visit to Flagstaff she decided to decline the opportunity to pursue her training with NAU. The Germans didn’t have a chance after some good old collegial treatment by NAU staff and students.

But it was still critical to find funding to support Verónica’s training. There was one especially lucrative Ecuadorian opportunity but it was reserved for students attending only the top U.S. academic institutions. The Ivy League institutions and other top public universities were eligible, but not NAU. Not deterred, Verónica submitted documentation and built the case that for infectious diseases NAU really was the right institution for her graduate training. The first good news came in February 2012 when the Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación qualified NAU for its prestigious foreign scholarship program. After a few tense months, Verónica’s application was accepted in July 2012 for her admission to the NAU biology doctoral program. She and her family will arrive in Flagstaff next summer to settle in as she starts school in fall 2013. So we now have U.S. funding supporting students in Ecuador and Ecuadorian funding supporting students in the U.S.

The Ecuadorian connection in infectious disease work is progressing well in part because it was preceded by a global network of similar NAU activities. Our infectious disease studies have involved collaborators from Mexico, Thailand, Australia, Germany, Hungary, Italy, England, Costa Rica, Brazil, China, Mongolia, France, Russia, Sweden, Denmark, the Netherlands, Nepal, Madagascar, Georgia, and on and on. The model is always the same: apply cutting-edge technology along with modern ecology and evolutionary models to diseases of local interest. We can provide training and technology that is relevant to local problems to ensure that both partners benefit from this global outreach.

Paul S. Keim is Regents’ Professor of Biology and the Conrad Endowed Chair in Microbiology and director of the Pathogen Genomics Division of the Translational Genomics Research Institute (TGen).

Perspectives on Gender Issues

trayal of women in advertising and its implications, stimulated by the very informative film, Killing Us Softly (Kilbourne). Students analyzed the implications for women’s safety and mental and physical well-being with excerpts from YouTube, poetry, and other material. I now look forward to the opportunity of learning and sharing insights into contemporary debates on gender using African Sexualities: A Reader (Tamule, 2011).

Recently I attended a graduate sociology Gender Theory Seminar led by Cecilia Menjivar, sociologist and author of Enduring Violence: Ladina Women’s Lives in Guatemala (2011). Much of her research on women’s lived experiences of structural violence resonated with my research on the challenges and survival strategies of women in Botswana. The debate among the graduate students (including the exchange student from Botswana) illustrated the significance of international perspectives and cross-cultural experiences within the context of knowledge production and exchange. I sincerely hope that my presence at Northern Arizona University this semester will advance learning in these ways.

Global Influences on Iconic Artist

I am not a ritualistic person. I am impulsive driven, Type A, and I listen to my creative other . . . I let this drive me. I can wake up at 2 a.m. as my brain is working on a painting and I wake up and I know which I need to do. I am very organized, and I want to make no mistakes, and I paint until I get it right. This has served me well.

Artists That Inspire

Leonardo was the type of artist to look up to, as he could do everything. He handled chalk, pencil, paint. He handled the human figure, features, landscape, and design. He designed tables and armatures like cannons and catapults. He could draw it up and figure out how to make it work. Siena (Italy) would hire him to develop a catapult to reach far enough to get over the walls of Florence.
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University Presses
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least in the U.S., will disappear. One consequence of this contraction is that the range of academic, scholarly offerings will become more limited.

Notwithstanding the major changes that are currently unfolding in the world of university presses, they will continue to be major contributors to the widespread access of new research and scholarship worldwide, and electronic media will provide an important means for extending the global reach.

William Grabe is Regents' Professor in the Department of English and vice president of research at NAU.