NAU wins prestigious National Award for Comprehensive Internationalization

Six years ago, Northern Arizona University committed to seven strategic goals, one of which is “global engagement.” Fast forward to 2012 and NAU is the recipient of NAFSA’s Paul Simon Award for Comprehensive Internationalization. What has transpired during the intervening six short years is testimony to a bold vision, leadership from the administration and faculty, and the will to challenge ourselves as an institution to provide the most engaging and relevant set of academic experiences for our students.

The Task Force for Global Education that was convened in 2008 produced a number of recommendations intended to transform NAU into a global campus and prepare students to be globally competent. More than 70% of these recommendations have already been or are in the process of being implemented, including the Global Learning Initiative (GLI) that addresses global learning in the curriculum and co-curriculum. We believe that the curriculum and our commitments around what students learn must drive the global education agenda. We also believe that global education must touch all students, not merely the 3% of students who elect to participate in education abroad. This initiative uses the academic disciplines as the principal site for global learning and more than 85% of academic departments have committed to this project. The Liberal Studies program boasts an impressive array of courses with significant global content, more than 500 at last count.

NAU has dozens of faculty engaged in international research and teaching projects. Our enrollment of international students now stands at its highest in NAU’s history. The same is true for NAU students engaged in education abroad activity, be it study, internships or research.

We are thrilled to be a recipient of the 2012 Senator Paul Simon Award for Comprehensive Internationalization. More importantly, however, we are excited about the transformations occurring in the lives of our students and graduates. To the extent that this award confirms or underscores our success at preparing our students to succeed as professionals and as global citizens, then we believe we are meeting one of the most fundamental obligations as teachers, scholars and administrators.
“Vulture capitalist,” “serial adulterer,” “food stamp president”: some of the charges that litter the rhetorical landscape of the current presidential campaign in the United States. Then there are slogans like “Nine, nine, nine,” “Honesty is the best Paul-icy,” and “Keep America American.” Whether they prompt feelings of amusement or derision, there is no question that this is part of the political theatre of American democracy. Beyond the drama, however, are the more profound issues associated with a critique of the state of our democracy. The obscene amounts of money being spent to promote campaigns; the vicious attacks that candidates level against one another as a matter of course; the rhetorical posturing of candidates, even when their own actions in the past contradict their statements; and the inability of the electorate to force a more sane, more civil, more transparent process leaves some dazzled, others disillusioned, and still others disgusted. Is this how a democracy should work? Does the hurly-burly of the presidential campaigns offer evidence of the vitality of democracy in the U.S. or confirmation of its dysfunction? Regardless of how these questions are answered, the reality is that our democracy can only survive and thrive if citizens are engaged. And while a democracy is much more than the act of voting, the fact that the U.S. ranks 139th out of the 172 world democracies in voter participation, is certainly cause for alarm.\(^1\)

Hot off the press, “A Crucible Moment: College Learning and Democracy’s Future,”\(^2\) published by the National Task Force on Civic Learning and Democratic Engagement, is intended to be a national call to action. It offers specific steps that organizations can take to institutionalize learning around civic engagement and further underscores higher education’s essential civic mission. This publication comes at a time of increasing focus on global learning as well, and leads to a consideration of the relationship between these compelling themes relative to the obligations of the 21st-century academy.

If civic engagement is necessary for a healthy democracy, global learning is necessary to best understand and negotiate the issues that arise through civic engagement.

Caryn McTighe Musil, understanding how these concepts are aligned, offers the idea of citizenship, which she describes as “an intellectual footbridge across the three spheres of inquiry. It has long been a centerpiece of civic work, long sought as a right within diversity work, and is used to capture cross-national responsibilities in global work.”\(^3\) I would say that there is a fourth sphere of inquiry that can be included in the footbridge across which citizenship spans, that being sustainability. This, like the other three, happens both at the local and the global level. In addition, sustainability requires the engagement of citizens, particularly in the U.S., where there are powerful and wealthy forces arrayed against

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Located in one of the most remote areas of India, the trip was not for the faint of heart. After two days of flying to reach Raipur, India, the three teams traveled 17 arduous hours by bus. Within hours of arrival, the teams swung into action to deliver dental services, sustainability expertise, and engineering guidance. It was all done in the name of the Mainpat-NAU Interdisciplinary Global Learning Project.

One of the many educational components of the project was to learn the history and experiences of refugees from Tibet. More than 30 refugee settlements were created throughout India and Nepal when the Dalai Lama fled Tibet as a result of the 1959 Chinese invasion. The Mainpat Refugee Settlement is currently one of the least supported and has the lowest income and the most fragile infrastructure of the settlements. Mainpat has limited medical, dental, veterinary, and educational services. However, despite this, the Tibetans in Mainpat have established a highly functional society with an emphasis on environmental sustainability.

As a result of this project, residents of Mainpat were able to receive dental services for the first time in the 50-year history of this refugee settlement. Dental hygiene students Laurel Hargis, Brooke Westby, and Angelee Lombardi were guided by NAU professor Ellen Grabarek and Flagstaff dentist Dr. Tom Grabarek in providing these services. The residents of the various camps were extremely grateful for the pain relief provided by tooth extraction and preventative services from our students. The students were proud of the expertise they were providing while treating conditions that other students would generally encounter only in textbooks.

Dr. Luis Fernandez, associate professor in NAU’s Sustainable Communities program, led two of his graduate students, Samson Swanick and Jason Lowry, in 50 hours of interviews of members of the community. Under the additional guidance of Dr. Lisa Chaudhari, assistant research professor in the College of Health and Human Services, they pursued issues dealing with the local educational system, health-care needs, dental practices, and population demography. The results of their work will provide the foundation for future NAU efforts in Mainpat. They described their experience as “unforgettable.”

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What Philosophy Can Teach Us about Global Learning

By Prof. Andrea Houchard

Global learning is a new name for an old problem-solving strategy: broaden your perspective to sharpen it. This is how Aristotle studied governments. We remember him as the “father of political science,” and it is because of his cosmopolitan approach.

Aristotle sent his students abroad to describe and assess neighboring governments. This effort produced a database of more than 150 constitutions, and as a result of a careful, comparative study, Aristotle judged that democracy was the best constitutional system overall. It was his global thinking, or reaching out to communities other than his own, that led him to this conclusion. It was not his personal experience with democracy.

Had Aristotle limited himself to his own experience (as Plato did), he may have been less sanguine about the virtues of democracy. This is not to say Aristotle found democracy flawless. Unlike Socrates, he was willing to abandon its dictates when he found them unjust. Aristotle did, after all, leave Athens when his own life was in danger, saying he would not let them sin against philosophy twice.

Aristotle’s study of politics is a good example of global thinking, because it shows the limits of a parochial point of view. His own experience of democracy was troubled, to say the least. Socrates was executed, and Aristotle narrowly escaped the same fate himself. Nevertheless, when it came to thinking through difficult problems, like how to govern a city, Aristotle limited the influence of his local experience and chose to look at the world more broadly. This openness to ideas is a characteristic that philosophy and global learning share.

Recent global-learning initiatives at NAU tie global engagement, sustainability, and diversity together. The potency of this combination can be seen in the Aristotelian tradition as well. Aristotle’s student, Alexander, built an empire of epic proportions. Alexander’s success was due in part to his ability to learn from other cultures and adopt new practices and ways of thinking. Being judicious about what you observe and how it might benefit you is neither a trivial skill nor a comfortable pattern. It requires both discrimination and open-mindedness. These are useful qualities to have, and they are fostered by critical thinking and expanded experiences.

Aristotle and Alexander were great, but not perfect. Aristotle was a misogynist. Alexander was violent. The type of thinking that is encouraged by global learning and philosophy encourages us to analyze issues on their merits and in context, instead of making sweeping judgments about systems or people.

We may agree with Aristotle that democracy has many advantages, but that does not mean we should not try to learn from other political systems. China is a contemporary example that calls for a more nuanced consideration than it often receives. China is frequently criticized for its communist government, and justly rebuked for human rights violations. However, China’s steady economic growth outpaces that of many Western democracies, calling into question the common correlation between democracy and development. Thinking globally in the philosophical tradition of Aristotle and Alexander encourages us to see what we can learn from China without supposing that we must embrace all of its cultural and political practices to profit from the lesson. Toward this end, the Center for International Education at NAU sponsors opportunities for NAU faculty to lecture in China over the summer.

Comparative politics is one of Aristotle’s most important legacies, and it ties travel, exploration, study, reflection, and comparative analysis to the public concern of good governance. In the Politics, Aristotle says that “the identity of a city is not constituted by its walls.” This means that the strength of a community does not depend on where it physically exists. Community identities depend on how the people within them think, and we are able to think in a more informed and dispassionate way when our ideas are informed by cultural and political practices around the world.

Andrea Houchard coordinates the Philosophy in the Public Interest program and is a lecturer in the Department of Philosophy.
Some 60 years ago, Albert Einstein lamented "the dull specialization that stares with self-conceit through horn-rimmed glasses and destroys poetry." Academics often praise interdisciplinarity and decry specialization. But specialization is a fact of modern scientific life. Today, a chemical physicist working with a physical chemist might be considered "interdisciplinary."

But there is a natural, truly inter-disciplinary connection between theoretical physics and mysticism. The former seeks to reveal the structure of nature, of physical reality, at its deepest level, the latter to directly experience any spiritual reality at its deepest level. I do not suggest that physics leads to mystical revelation, nor that mysticism lays bare the deep, abstract, mathematical structure of nature. But there is some convergence of the two in the fundamentality of their goals. Many now endorse global-ism, but few other than the physicist and the mystic engage in universe-alism.

In March 2011, I traveled to India, visiting Mumbai, Chennai, Goa, Pilani, Delhi, Agra, and the holy city of Vrindavan. My main purpose was to deliver a series of talks on quantum mechanics, "Physics and God," and "Einstein and Mysticism." But my sense of kinship with the Indian character, and a long-standing interest in mysticism, also provided strong motivation. Perhaps by visiting the seat of Eastern religion and thought, as well as the birthplace of Buddhism, I would gain insight into that character, and into mysticism—insight that could never be captured by books alone.

The mysticism I hoped to find was not crystals, the occult, or communication with the dead, but what I call "classical mysticism": that ineffable experience of reality to which the true mystic has aspired for millennia and that transcends religious boundaries. What I found was congestion, concrete, a mass of humanity, and often the legendary Indian proliferation of trash. The yogis and sannyasi remained safely concealed. I had fully expected, though, that the esoteric India of Western authors such as Joseph Campbell and Alan Watts likely conflicted with the reality of modern India.

Was there religion? Yes: India is infused with the stuff—much of it fundamentalist. Devotees of Krishna regard the Bhagavad Gita and other Hindu texts as literal truth: Lord Krishna really did lift Govardhan hill; he really did engage in his glorious pastimes with the gopis, the cowherd girls of Vrindavan, some 5,000 years ago. As my Hindu monk and fellow theoretical physicist host remarked, "These people are theists." The typical Indian seemed thoroughly unconcerned with Brahman—the impersonal, inconceivable, mystical godhead of the Upanishads, and the focus of many Western expositors of Hinduism. Was this the mystical India I had hoped to glimpse?

Yet in a sense, India was just what I had expected, even what I had hoped for. The Indian people were kind and gracious, generous, intelligent, and nonjudgmental. That I was an outsider

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In 2002, in response to a growing sense of alienation in my undergraduate teaching, I decided to enroll for my sabbatical year as an NAU student. The experience of taking undergraduate classes and living in the residence halls reconnected me with the student perspective, providing a lesson in university life that caused me to reexamine many of my assumptions. One of them was the “global learning” that I assumed was so surely flowering on campus, given our steady increases in international student numbers.

On the ground, however, it appeared otherwise. In interviews with classmates I found that by the end of freshman year, few U.S. students in my cohort named international students in their close circle of friends; moreover, many international students complained that language difficulties or differing social expectations made it hard to have deep conversations or lasting friendships with U.S. students, a pattern seen at universities across the country.

I've been thinking about this for the past several years, and how, as professors, we might structure the academic experiences to make better use of the diversity on campus, to the benefit of both U.S. and international students. This past semester, two graduate students (Samantha Clifford and Sable Helvie) and I experimented with a course pilot, made possible by the Center for International Education: an anthropology class that would intentionally enroll three different national groups and then utilize partnerships between students as a primary basis for learning. The pilot began with U.S., Chinese, and Korean students, each in sufficient numbers that no student would feel a cultural isolate in the class.

We looked at kinship, marriage and family; friendship and dating; wealth and success; self and community; globalization; beauty and health; religion and ritual; and education. In addition to standard readings, lectures, and films on cross-cultural topics, students were asked to explore our topic of the week through interactive exercises and out-of-class assignments, both social and academic. Students did formal life-history interviews with one another and then met a family member of their partner on Skype; they jointly attended and analyzed a campus event and also cooked a meal for one another in the tradition of their family or read an article from their partner’s hometown newspaper. Each week, students were expected to write journal entries or focused papers, drawing on their readings, interactions, and conversations, with two purposes: to understand and appreciate the perspectives and worldviews of others while using this understanding to reflect more clearly on their own cultural paradigms.

Week one, I wrote in my notes: “The first day of class was quiet. Students sat primarily in cultural enclaves. Questions to the class were answered by the most assertive of the U.S. students.” The network analysis diagram at left represents the relationships among students on that first day, as they defined it, responding to the question: “Name anyone in this class whom you consider a friend.”

Our first unit involved looking at video clips of preschools in different cultures, and I asked students to note what disturbed or surprised them about the scenes. It wasn’t long before cultural differences became apparent. “Why are those little kids carrying toddlers? That’s dangerous,” said an American viewing a Japanese preschool where bigger children assisted smaller ones. Korean and Chinese students were shocked to hear this familiar and beneficial practice
criticized, just as U.S. students balked when hearing international critiques that the “well-run” American preschool seemed, to some, too controlled and controlling of children.

In the third week, a breakthrough cultural simulation exercise divided the class into two cultures—Alpha and Beta—with nationalities randomly assigned to either culture. Each culture had its own “rules” and visited the “foreign” other in an attempt (sometimes failed) to understand it. The response was astounding, as Chinese, U.S., and Korean students shared and bonded in their “made-up” culture and were offended or confused by the other side. One student wrote: “This is the first time since coming to this country that I felt like I belonged. I LOVE my Alpha culture classmates.”

I knew something special was going on when, in week four of the course, 24 of the 31 students showed up for a class-sponsored (but NO CREDIT!) activity to go bowling together on a Friday, pictured below.

By week six, the noise level in class was so high that I had to close classroom doors so as not to disturb other classes down the hallway. Students showed up early; I often left the classroom before they did, as students made mutual weekend plans or exchanged phone numbers. Although international interactions were not shared as well as the differences. As one U.S. student wrote, “This really helped me as a future educator see clearly that even though we may come from different areas and cultures, we are still very similar.” An international student shared, “I found this course to be opening to the mind,” while a U.S. partner commented, “I felt like I had an out-of-country experience.”

“This class has taught me life lessons I could not get out of any other classroom,” wrote one student echoing a common sentiment, “I feel like I will always remember this class.” “For the first time ever in college,” another student wrote, “I’m actually sad this class is ending!”

We ended class with a closing ritual, which students designed. The first student held a ball of red yarn while publicly announcing something he will take away from the class; then, while grasping a strand, he threw the yarn ball to a classmate, who made her declaration and tossed. We did this until all had spoken, the class now a network of crisscrossed red-yarn relations. Their ritual was prescient. Shown here above at center is the network analysis completed from individual responses on the last day of class (“Name anyone in this class whom you consider a friend”).

The course is being submitted as a new liberal studies class (ANT 215) titled Connecting Across Cultures in the Cultural Understanding and Diversity (Global Awareness) course blocks.

Cathy Small is professor of Anthropology
Comprehensive internationalization requires that all aspects of a campus seek ways to be touched and transformed by global engagement. A quick review of individuals who have received honorary doctorates from NAU revealed that no international alum has ever been so honored. Not only did we feel a need to correct this, but it was not difficult to identify the first international alum to receive this award. Dr. Ahmed A. Al Subaey has led a distinguished career after securing his bachelor’s degree in Electrical Engineering from NAU in 1985. He currently serves as the representative director and chief executive officer for S-Oil Corporation, a fortune Global 500 company (2009) based in Seoul, South Korea.

Prior to his current position in Seoul, he has served as President & CEO of Saudi Petroleum International, Inc. in New York and Head of Saudi Petroleum, Ltd., in Tokyo. These positions should not, however, mask the rapid rise that he enjoyed prior to his appearance on the global scene. He worked in various departments spanning upstream to downstream operations and ranging from project management to engineering departments. He served as Asst. Superintendent to the offshore production facilities at Tanjeb, then worked as Senior Project Manager for the Shaybah mega-project. His administrative talents were spotted and he was quickly invited to join Corporate Planning Team, responsible for constructing a roadmap to the privatization of the electrical sector in Saudi Arabia. In 1998, he was appointed Head of the HGL Division of the Ras Tanura Refinery and in 2001, he was transferred to the Joint Venture organization as Senior Coordinator for the Saudi Aramco domestic portfolio.

Dr. Al Subaey’s accomplishments have been so significant, that he was named recipient of the “Most Respected CEO of the Year Award” by the Korea CEO Association. For excellence in sustainability management, both as a foreign CEO in Korea and for having S-OIL listed in the Fortune Global 500 since 2009, he received the “Presidential Award for CEO of the Year,” an honor conferred by the President of South Korea.

Dr. Al Subaey’s last visit to NAU was in February of 2009 when he delivered a lecture on the campus titled “The Challenge of Accelerating Global Energy Demand and Environmental Sustainability.” This event was attended by over 120 students, faculty and staff. As an advocate of renewable energy he lectured on the fast-growing industry of renewables and projected that this will be a dominant energy source by 2030.

The honorary doctorate was awarded to Dr. Al Subaey at the December 16th commencement exercises at NAU. We are very pleased that Dr. Ahmed Al Subaey has been honored in this way, and thrilled that his education at NAU as an international student helped prepare him for the amazing successes he has enjoyed in his professional life. Dr. Al Subaey was joined by his daughter Sarah and two officials from S-OIL.

International Alumnus Awarded an Honorary Doctorate

(From Left): Harvey Charles, Vice Provost for Int’l Education, Paul Jagodzinski, Dean of CEFNS, Liz Grobsmith, Provost and V. President for Academic Affairs and Ahmed Al Subaey, recipient of honorary doctorate
In 2011, I was invited to assist a Finnish researcher with her field research in the Baltic Sea, but this story of global collaboration actually started in 2000. That year I was invited to give a presentation of my master’s research on the effects of translocation as a management practice for rattlesnakes at the Biology of the Vipers conference in Uppsala, Sweden.

The professional connections I made there ultimately resulted in my co-publishing a dissertation chapter on the function and importance of vipers as predators (co-authored with NAU associate professor Tad Theimer and Georgia State University adjunct professor Gordon Schuett). This paper caught the attention of post-doctoral researcher Pälvi Salo, University of Turku, Finland, whose own research focused on predator-prey interactions, particularly the effects of invasive American mink (*Mustela vison*) in the southwestern Finnish archipelago. Mink were imported from the U.S. to northern Europe for the fur trade in the 1920s; some escaped, and the species is now well established in the wild. University of Turku ecologists have demonstrated that these alien predators have had a negative impact on island populations of native voles, amphibians, and nesting birds (summarized in Salo, 2009). The archipelago is also home to two of Finland’s three snake species, European adders (*Vipera berus*) and grass snakes (*Natrix natrix*). Mink effects on these intermediate (*meso*) predators are unknown, but may be substantial, given that they eat the same terrestrial prey as snakes.

Dr. Salo was interested in expanding her research to include snakes, but she needed to gain some practical research experience working with this novel taxa. The NAU Center for International Education (CIE) helped me to host Dr. Salo during 2010. During an action-packed six-week introduction to southwestern U.S. snake research, I arranged for her to meet Arizona and California researchers, observe radio-transmitter implant surgeries, and accompany researchers in the field, where she learned survey and capture techniques.

To complete the exchange, in April 2011 (with travel assistance from the CIE) I traveled back to northern Europe to assist Dr. Salo and a student field assistant with implementing her research. Although the Finnish archipelago is wild and beautiful, research logistics are challenging. The field sites are remote, necessitating traveling by ferry and then in a small boat loaded with supplies and field gear. Although I arrived just as the snakes were emerging from their hibernation sites, we were forced to delay our field departure for almost a week because of impenetrable sea ice. Several times during the trip high winds and sea ice made travel exciting or impossible, and once we had to be rescued by the Finnish Coast Guard. Adders act quite differently from rattlesnakes when approached, typically fleeing rapidly, and this necessitated novel capture techniques. Attaching small radio transmitters to the backs of snakes using duct tape proved to be another challenge.

Attaching small radio transmitters to the backs of snakes using duct tape proved to be another challenge

A field vole, prey for both viper and mink

Erika Nowak processes a tubed *N. natrix* in the field

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The Global Reach of NAU’s Department

**Alexander Alvarez**
- Genocide Resources Project - aims to use GIS mapping to help students and teachers better visualize some of the spatial, geographic, national, and other facets of the Holocaust.
- 2005-2007 Co-Editor in Chief of Genocide Studies and Prevention, the official journal of the International Association of Genocide Scholars.
- 2001-2003 Founding Director, Martin-Springer Institute for Teaching the Holocaust, Tolerance, and Humanitarian Values.
- Member, editorial board of the Journal, War Crimes, Genocide & Crimes Against Humanity.
- Member, Genocide Watch Board of Advisors.
- 1997-1999 Associate Editor for the journal Violence and Victims.

**Cyndi Banks**
- Evaluator, UNICEF, Yangon, Myanmar.
- Juvenile Justice Specialist, GRM, AusAid Justice Facility Project, East Timor.
- Juvenile Justice Specialist, UNICEF, Juba, Southern Sudan.
- Senior Policy Advisor on a US Department of State (INL) funded project Iraqi Justice Integration Project.
- Juvenile Justice and Gender Specialist, CIDA Bangladesh Legal Reform Project.
- UNICEF Bangladesh.
- UNICEF/CIDA Bangladesh.

**Marianne Nielsen**
- Continuing research on characteristics of Indigenous-operated justice service organizations in Australia, Canada, New Zealand and the USA.
- Guest lecture at a Faculty Seminar, Faculty of Law, University of Waikato, Hamilton, New Zealand.
- Guest lecture to faculty and students, Unaiyon School, University of South Australia, Adelaide, South Australia, April 27, 2001.

**Linda Robyn**
- 1998 “Native Resistance” University of Waikato, New Zealand.
of Criminology and Criminal Justice

Nancy Wonders
- Prato Collective, Italy
- Invited to serve as a Visiting Scholar at Monash University Institution in Australia during summer 2012
- Research focused on globalization,

Raymond Michalowski
- Ongoing research and writing on: transnational corporate crime, state crime, and environmental crime; universal human rights, and global climate change
- One of the leading U.S. experts on crime and justice in Cuba as one of few U.S. criminologists to conduct primary research on the island

Neil Websdale
- Domestic violence risk assessment correspondence with Canada, the UK, Australia, and New Zealand
- Website ndvfr.org has international presence all over the world

Department of Criminology and Criminal Justice faculty members involved in globally engaging projects
Conducting international research can be an exhilarating experience. The image of the international scholar traveling to foreign countries, living in exotic locations, and working with unique sources often serves to draw students into the humanities. The researcher’s life, in this light, is one of cultural and intellectual discovery. The realities of researching abroad, however, can also be an incredibly challenging process filled with social boundaries, unusual settings, and intellectual isolation. For the international scholar, research can seem like an imprisoning experience. And in my case, researching in Mexico was literally an imprisoning experience.

As a historian of colonial Mexico, I spent much of a year working in the Archivo General de la Nación, the Mexican national archives in Mexico City. Although today the institution manages one of the world’s most vast and diverse historical collections, the national archive is housed in a minimally renovated 19th-century prison. Documents are securely held in individual cells that once restrained prisoners, including Pancho Villa and William S. Burroughs. Researchers read documents in cellblocks inscribed by a century’s worth of graffiti. The setting of the archive, no doubt, can make for a very strange, rather imprisoning, investigatory experience.

More challenging, however, is the actual art of humanistic research, which is to say, exploring long-abandoned texts to uncover the forgotten experiences and voices of people long past. My research on the indigenous influences of colonial Spanish medicine involved a painstaking process of sifting through religious correspondences, criminal trials, civil declarations, and medicinal handbooks, which I tracked in more than 15 archives and libraries in five different countries. Ultimately, my time in the Archivo General was supported by a cadre of colleagues spread across three continents who provided...
In 2007, the United Nations adopted the Declaration on the Rights of Indigenous Peoples on a vote of 143 to 4. The United States cast one of the only four opposing votes to this declaration. However, on December 16, 2010, President Barack Obama announced that he supported it, saying, “The aspirations it affirms—including the respect for the institutions and rich cultures of Native peoples—are ones we must always seek to fulfill.” The Declaration affirms that “Indigenous peoples have the right of self-determination” and “have the right not to be subject to forced assimilation or destruction of their culture.” Furthermore, they have “the right to establish and control their education systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.”

Northern Arizona University has a long history of supporting the aspirations of Arizona’s Indigenous population as well as those of Indigenous peoples internationally. Symbolic of this support was the dedication of NAU’s new Native American Cultural Center in October 2011, with tribal leaders from Arizona’s most populous Native Nations in attendance. This center will help serve the more than 1,000 Native American students enrolled at NAU, who represent 105 tribes.

One particular contribution NAU has made to worldwide concerns over Indigenous peoples expressed in the Declaration on the Rights of Indigenous Peoples is the loss of their native languages. Fewer and fewer of their children speak them, be it in Arizona, the U.S., or abroad. In 1994, NAU Regents’ Professor Emeritus Dr. Gina Cantoni began a series of annual Stabilizing Indigenous Languages conferences at NAU that continue today. Four of the conferences have been held at NAU, the only place that has hosted them more than once. Other hosts for the conference include University of Arizona, Arizona State University, University of New Mexico, University of California-Berkeley, University of Louisville, University of Victoria, University of Toronto, University of Oregon, and Montana State University. The May 17–19, 2012, conference is being hosted by Thompson Rivers University in Kamloops, British Columbia. These conferences have brought together linguists, language teachers, and language activists from Australia, Canada, the U.S., New Zealand, Zimbabwe, Mexico, Russia, and the Caribbean to share ideas about how best to promote the survival of their languages, which has led to a series of seven monographs that are online at NAU’s Teaching Indigenous Languages (TIL) website at http://nau.edu/TIL.

The TIL website seeks to disseminate information about success-

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For the second time in three years, NAU is named as one of the nation’s leading producers of Fulbright Scholars. Five NAU faculty received the traditional Fulbright Scholar award and a sixth received the Fulbright Specialist Grant award. The following offers a brief description of the recipients of the award and the work they have or will accomplish while visiting their host institutions abroad. (One of the Fulbright scholar recipients, Andrew Hicken, who applied while affiliated with NAU has since left the institution.)

**Dr. Lew** is spending the first half of 2012 on a research Fulbright grant in Malaysia, where he is undertaking a comparative study of community resilience in rural island and coastal tourism communities. Community resilience is how well a place is able to adjust to major changes, including natural disasters, climate change, economic disruptions, and population shifts. His research compares communities in Terengganu, which is about 95% Malay and Muslim, and Sabah, which is made up of 32 major ethnic groups, most of which are indigenous to Borneo. He is associated with the Univerisiti Teknologi MARA, which is a university that focuses on educating Malay and other indigenous peoples of Malaysia and has some 170,000 students on campuses throughout the country.

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Alan arrived in January and has spent the first couple of months giving guest lectures at several universities, getting familiar with Terengganu and Sabah, and enjoying the wonderful Malaysian hospitality. Fieldwork in Malaysia is essential to his research due to the great diversity of development experiences, opportunities and challenges that different communities face. He is collaborating with several scholars in Malaysia and their work should result in a deeper understanding of resilience in rural developing economies. Alan is blogging his experience at: <http://travelography.blogspot.com/>.

**Nancy Collins Johnson** is currently working with researchers at the Czech University of Life Sciences in Prague. Johnson is a soil ecologist with an expertise in mycorrhizas, which are ubiquitous symbioses between soil fungi and plants. Most plants form mycorrhizas, including important agricultural crops. These associations generally improve plant nutrition, but fertilization changes the balance of trade between plants and fungi and reduces their beneficial effects. Johnson has studied mycorrhizas in fertilizer experiments throughout North America and was invited to the Czech Republic to study mycorrhizas in long term fertilizer experiments throughout Europe. This year, Johnson and Dr. Michal Hejcman, her Czech host, are initiating a series of research collaborations with scientists in Germany, Sweden, Austria, and The Netherlands. The results of these studies will help develop management strategies to harness mycorrhizal benefits in agriculture, ecosystem management, and restoration. Also, because mycorrhizal fungi are enormous (yet invisible), the results of these studies will provide knowledge about how carbon can be stored within the soil.

In addition to giving lectures throughout the Czech Republic, she has given, or will give, research seminars in Austria, Estonia, Germany, The Netherlands, Sweden and Switzerland. When she returns to NAU she will be able to incorporate many European examples in her lectures in Ecology and Environmental Sciences.

**Michal Hejcman** (host), **Nancy Johnson**, **Jürgen Schellberg** (Professor at the University of Bonn), and **Erik Verbruggen** (Postdoc from University of Amsterdam) at a long term fertilization experiment near Renggen Germany. The experiment has been in place for 70 years.
Prof. Dutton is currently spending time in France conducting research on a new book that compares the creation and historical development of European and American notions of retirement in the twentieth century. The book will examine how retirement (and the new conception of old age that goes with it) have influenced medicine and end-of-life health care. During this period of research, he will be affiliated with the School of Higher Studies in Social Sciences as well as the National Institute of Demographic Studies, both in Paris. He has already been invited to give three papers at various French universities, something that will be both rewarding and highly beneficial to his research. His sons will accompany him and be enrolled in a French collège (middle-school).

The University of Breda (NHTV) is currently redesigning its Digital Entertainment and Media Production curriculum. The university is also working on its internationalization policy. For those reasons they requested a specialist to contribute towards the development of the curriculum process and to make recommendations.

The purpose of the redesign and my involvement in it is to help NHTV deliver a curriculum that meets the needs of the Digital Entertainment Industry. Recent developments in Dutch education, anticipated budget cuts and the need for a better integrated internationalization policy created the need for the renewal of NHTV’s current curriculum. Since Northern Arizona University and the NHTV’s program in International Media and Entertainment Management are already collaborating with NHTV’s Television production course, the goal is to develop a higher degree of cultural understanding and exchange for the future.

While at the University of Breda, I met with individual faculty members, curriculum committees, administrators and students to discuss the “state of their curriculum” and how it might be improved. In addition, I lectured to the second year students and the fourth year students about how audiences are measured in the United States and how American media content is influenced by media ownership and structure.

So I find myself here, in a flat on Home Farm Road in Drumcondra, Dublin 9, and working at Dublin City University. Upon my arrival in January I told Tom, quoting Humphrey Bogart, “I think this is the beginning of a beautiful friendship.” And it certainly was. We have indeed been able to put together what he knows with what I know and have found a previously undiscovered model for the discriminant associated with a finite-type root system, a well-studied object in singularity theory, in terms of the non-crossing partition lattice, a currently popular combinatorial object pioneered by Tom and his co-author, Colum Watt of Dublin Institute of Technology. We are having a wonderful time trying to understand this connection more completely; it seems to be ripe with possibilities for future projects. I’ll come home with a new collaborator, a new direction for my own research, and a rich vein to mine for undergraduate research and M.S. thesis projects.

In addition to my mathematical research, I am fortunate that one of my new colleagues at DCU, Michael Clancy, a geometer, is also a fine fiddler from County Clare. I’ve played bouzouki in his regular session in Malahide, north of Dublin, and I spend a lot of time talking with him about tunes and how to play them. He directed me to the Cobblestone Pub, the center of session life in Dublin. I’ve become a regular in its Saturday American Old-Time session – it’s my home-away-from-home. “Poor Bill” Whelan, who runs the session, and all the other regulars there have been wonderful to me, and it’s been great getting to know them a bit. I’ll come home with a bunch of new (old) tunes, and new ways to play the ones we play at home.
the idea that human activity is degrading the quality and ultimately the survivability of life forms on our planet. In effect, the notion of citizenship is a unifying concept, and as McTighe Musil argues, can be useful in shaping the work to be done in the academy and helping to rally us around common education commitments like civic engagement and global learning, which are necessary in the age in which we live.

At Northern Arizona University, we have a robust engagement with these spheres of inquiry, and we are doing so in a way that blends civic engagement with global learning. In fact, we have defined global learning as embracing three of the four spheres of inquiry, including diversity, sustainability, and global engagement. And although there has never been an explicit agenda to integrate civil engagement with global learning, the experience has been evolving in precisely this way. The Community Re-engagement for Arizona Families, Transitions, and Sustainability (CRAFTS) is NAU’s most conspicuous project that ties civic engagement with global learning. According to professors Rom Coles and Blasé Scarnati, who manage this program, “students involved in research teams learn the skills of collaborative leadership as they engage with community partners in generating constructive responses to real-world issues.”

Many of these Action Research Teams address problems associated with sustainable water, food, energy systems, or climate change, and do so in the local community, where there is significant ethnic and racial diversity. For example, the weatherization project allow students to collaborate with community members in identifying needs; students then identify and secure funding and finally provide weatherization and retrofit resources. In the process, the actions of the students save energy, lower energy bills for the recipients, and engage in meaningful work in partnership with the local community. Students in the Immigration Action Research Team have worked with community members to advocate for local utilities to send bills in both Spanish and English, have acted as “docents” for local schoolchildren in a large art exhibition about the border, and have engaged in a donation drive for clothes and supplies in support of the “No More Deaths” campaign aimed at reducing the deaths of migrants seeking to cross the U.S. border into Arizona. Another project uses oral history among indigenous and migrant local groups to promote social action. NAU students interview administrators, teachers, parents, and students in the local school district about educational issues that directly affect them. Students develop a greater awareness of the issues, collaborate with community members to develop a vision for change, and then try to implement a responsible strategy for social action.

All three instances of civic engagement cited above clearly show how effectively this project can be melded with sustainability, diversity, or global learning, or all three themes simultaneously. In the end, students receive a substantially enriched learning experience, community members are empowered and their lives are improved, and synergies of transformation are developed that set us on a path toward a better world. Students therefore not only become more familiar with the issues necessary to become globally competent, but they engage in behavior that further underscores the learning that occurred in the classroom while empowering, advocating for, and supporting those with whom they partner in the local community.


Global Learning
(continued from page 3)

Alan Francis, assistant professor in construction management, and two of his students addressed construction issues presented by the local population. One example of their efforts was enhancing the structural integrity of the main temple in Mainpat.

As is always the case in international work, the exchange of knowledge and ideas went both ways. By staying at the settlement’s main monastery and interacting with the monks, the NAU group was privileged to receive an inside look at Tibetan Buddhism. Each morning, Rinpoche, the religious leader of the camps, honored the group with Dharma talks that elaborated the teachings of the Buddha.

The contribution NAU made to the lives of the refugees will not be forgotten, nor will the lessons learned through this unique model of interdisciplinary global education. “India—it’s big, and so very different from anything I’ve ever experienced before,” says Jason Lowry, one of the students. He continues, “As I write,
I am still digesting what happened, what I did, who I met, and the places I went, as they were all so profoundly formative to me as a person. Many of these experiences were uncomfortable, yet a discomfort that forced me to reflect on my own foundations, faults, and virtues in ways that hopefully lead to the never-ending process of growth that is life...but that might be giving myself too much credit. Talking with people, in their homes, drinking their tea, and their gift of letting us into their lives was an experience that I’ll never forget and never fully understand. Traveling to distant lands forced me out of my shell of self-importance. It helped me to remember that as much as we can, we need to reflect on how our actions, or in many cases, our inactions, are affecting other people and cultures—in both good and bad ways. It also has helped me to link the importance of local work to create a better community in our hometowns to my experiences abroad. As much as I learned and gained from routing to new places and cultures in India, rooting in Flagstaff and reflecting on the different perspectives and ways of living from Mainpat will be key to making my own home a better community.”

Leslie Schulz is executive dean of the College of Health and Human Services

Gary Bowman is associate professor of Physics and Astronomy

Global Scholarly Communities
(continued from page 12)

Universal Visions
(continued from page 5)

a glimpse into the Indian character, and into the heart of Eastern mysticism, which, like nature’s own deep structure, lies concealed from those who search only on the surface.
In addition to the cultural and professional learning opportunities, our global exchange made me reconsider the importance of the training we each received in implementing field research projects. Many field research skills are globally applicable, even in a foreign environment under challenging conditions. Back at NAU, I have increased my efforts to incorporate hands-on experience with field research into the classes I teach. Using Dr. Salo’s global approach to seeking assistance, I also encourage students to focus on the importance of professionalism and making good connections, and to seek out opportunities that will increase their knowledge of diverse ecosystems and cultures.

Dr. Salo’s research in the archipelago will continue for at least another year. As a result of our collaboration, we were invited to initiate experimental field research on the predatory responses of adders, using scientifically historic experimental enclosures in west-central Finland. As part of that research, we plan to build on our successful global field research experiences by involving NAU and University of Turku undergraduates and graduate students. Stay tuned for future research opportunities in Finland!

Indigenous Languages
(continued from page 13)

ful language revitalization efforts. One such success is that of the Māori of Aotearoa/New Zealand, who have made great progress in language revitalization. In 1982 they were faced with a situation in which almost no children were speaking Māori and as a group not doing well academically in English-only schools. To reverse this, the Māori began instituting language nests or Te Kohanga Reo staffed by Māori-speaking elders. In these day-care centers for preschoolers, only the Māori language was spoken. The success of the language nests led to the expansion of Māori language-immersion classes into the public schools and then into universities. English is not taught in these schools until around fifth grade. Realizing the success of the Māori, Native Hawaiians who faced the same severe language loss and poor academic performance in English-only schools instituted their own Pūnana Leo language nest immersion preschools in 1984 and likewise expanded these to where one can now write a doctoral dissertation in the Hawaiian language at the University of Hawaii at Hilo. Several of the graduates of Hawaiian immersion schools have since attended mainland universities, including NAU.

More general concerns about the quality of Indigenous education beyond keeping Indigenous language alive have led Dr. Joe Martin, Special Advisor to President Haeger on Native American Affairs, to co-chair NAU American Indian Teacher Education conferences in 2009 and 2010, which led to the publication of a monograph, Honoring Our Heritage: Culturally Appropriate Approaches for Teaching Indigenous Students, about which University of California-Berkeley librarian John D. Berry wrote in the International Journal of Multicultural Education, "I recommend that any educator involved with indigenous students, at any level, add this to their bookshelves and read it repeatedly and thoughtfully. It should be in the teaching libraries of every college and university with an Education program in the United States and elsewhere.... Get it, read it, and practice it!"

NAU Curriculum and Instruction doctoral student Navin Singh wrote the second chapter of this book, titled “Culturally Appropriate Education: Theoretical and Practical Implications,” and NAU Professor Willard Sakiestewa Gilbert, a former president of the National Indian Education Association, contributed the third chapter on “Developing Culturally Based Science Curriculum for Native American Classrooms.” MaryLynn Quar taroli, director of NAU’s NEX-US Math/Science Program, co-wrote the fourth chapter on “Problem-Based Learning: Valuing Cultural Diversity in Science Education with Native Students.” Other chapters focus on art and history as well as on Canadian and Guatemalan education.

A third teacher education conference is scheduled at NAU on July 12 and 13, 2012, with speakers from across the U.S. and Canada. The keynote speaker will be University of Utah professor Donna Deyhle, author of the new University of Arizona Press book, Reflections in Place: Connected Lives of Navajo Women.

Jon Reyhner is professor in Professor of Bilingual Multicultural Education.
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