Ahmed A. Al Subaey spoke of energy interdependence and his time in Flagstaff and Development) countries, and that energy security is indispensable for economic growth and environmental sustainability.

Less widely understood, however, is that based on projections Mr. Al Subaey shared, renewables are currently the fastest-growing source of energy and yet, fossil fuels will still be the dominant source of global energy by 2030. In addition, notwithstanding the clamor for energy independence in the U.S., he believes that this will not lead to energy security. Mr Al Subaey, in advocating energy interdependence, argued that by developing strong relationships between producing and consuming countries for the allocation of energy supplies and by collaborating across borders for renewable energy development, nations underscore their shared energy future and their responsibility to advance energy security.

Mr. Al Subaey talked fondly of his time in Flagstaff and described NAU as an ideal place for undergraduate study. He admitted that returning to NAU was a very emotional experience for him. He was impressed with all the changes that have occurred since 1985. He was hosted at a luncheon sponsored by the provost and met briefly with President Haeger. At the reception that followed the presentation, many students, faculty and administrators had a chance to speak with him. Just before leaving campus for an engagement in Tucson, Mr. Al Subaey met with a group of Saudi Arabian students and then with a group of Korean students.

NAU takes pride in the knowledge that Mr. Al Subaey is a product of its education and successes and knows that impressive achievements will serve as a model to all NAU students.
America’s Challenges are Global Challenges and Require Global Solutions

By Dr. Harvey Charles

As I pen these words on the eve of the presidential inauguration, I think of its historic significance, witnessing the first African American to be at the helm of the most powerful nation on earth. I think of the hope that his ascendency has brought to millions of Americans who never imagined that the presidency, America’s ultimate symbol of power and respect, could be accorded a black man. I think of the relief brought to millions more that the nightmare of the past few years has ended. I think of the even greater numbers around the world whose lives, burdened by poverty, discrimination, hunger and sickness, have been made a little more hopeful by what the new president represents. Many have said, and even President Obama has acknowledged, that the enormity of the challenges facing this American president is unprecedented in American history. Indeed, the major challenges now confronting the United States extend beyond America and are in every respect global challenges. If this does not become the most forceful argument in support of global education, nothing else will.

The economic crisis currently afflicting the United States has shaken the country in ways not seen since the Great Depression. Millions of Americans have already lost their homes, millions more have lost their jobs, and the debt incurred by the government to pull us out of this downward economic spiral has reached frightening levels. To think that this is purely an American phenomenon, even if triggered by the subprime home mortgage debacle in the U.S., would be misguided. The global economy has achieved such a high degree of interconnectedness and interdependence that it would be impossible for an economic event of this magnitude, occurring in the world’s largest economy, not to have ramifications for the rest of the global economy, and indeed it has. Consumption has fallen across the board and around the world. Demand for oil, for cars and other consumer goods, for air travel, among others, have fallen precipitously, and levels of activity on stock markets around the world have also subsided. Banks and other financial institutions have lost billions in the value of their assets and therefore are compromised in their ability to lend. This debacle plays itself out in terms of shrunken retirement portfolios, falling home values and rising unemployment. Clearly, these events have happened before. What is new is that these events are occurring on a global scale to an extent uninvoked in history.

The wars in Iraq and Afghanistan have touched the lives of many Americans. Hundreds of thousands in the armed forces have been deployed to these fronts, more than 4,000 have lost their lives, and almost 50,000 have been injured (casualties.org). These wars are not exclusively American wars, however. Thousands of troops from coalition countries have participated in these wars, and the attention of the world has been riveted in particular on the war in Iraq, where the violence unleashed by the invasion of American forces has resulted in deaths of more than 1.3 million Iraqis (Just ForeignPolicy.org). Exacerbated by the recent hostilities in Gaza, where more than 1,200 Palestinians were killed, these events have stirred deep feelings of sadness, helplessness, resentment and even hatred. They have heightened expectations that the new American administration will intervene sensibly and responsibly to bring an end to the wars and a more permanent resolution to the Israeli-Palestinian crisis. But these actions have simultaneously further radicalized elements like Al Qaeda, who are more determined than ever to exact revenge on America’s Challenges are Global Challenges and Require Global Solutions

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The Global Context of Environmental Sustainability

By Prof. Rod Parnell

Sustainability education is not just about blocks of knowledge or silos or disciplines. In the words of Erwin Chargaff, author of Hereditarian Fire: Sketches from a Life before Nature, “The wonderful, inconceivably intricate tapestry is being taken apart strand by strand; each thread is being pulled out, torn up, and analyzed; and at the end even the memory of the design is lost and can no longer be recalled.”

Chargaff made his observation about an academic system that for too long valued depth over breadth, the specialist over the generalist. We now look to comprehensive sustainability and environmental education to pull these disciplinary and regional strands back together.

Environmental systems seldom stop at political boundaries, and even when they do, fundamental environmental and social processes move people, pollution, water and energy across these boundaries. Nations, even hemispheres, are no longer closed systems.

We must recognize the need for environmental scientists to participate more actively in society’s larger decision-making processes. Before we can meaningfully participate in these social processes, however, we require an understanding of social and human perspectives on issues affecting the earth. We still exist in a political environment where different sides cannot recognize a common set of scientific facts, so environmental professionals must educate the widest range of citizens and decision-makers. But for these professionals to be involved in making decisions, there must be a larger buy-in on the part of society in general. How can society be convinced of the significance of understanding environmental sustainability?

We must reach out across the globe, not just to sell our significance but also to improve our understanding. The key to improving the health of our field is in recruitment of both students and ideas. We must recognize and embrace the changing face of our student populations. We ignore underserved populations at our peril, not because it affects research and outreach programs, but because we must be convinced of the significance of understanding environmental sustainability.

Over the last few decades, Northern Arizona University has built strong academic, research and outreach programs on sustainability and the environment. These programs have tremendous depth and breadth, excelling in such areas as conservation biology, forest restoration, environmental justice, sustainable tourism, wind energy, drought and climate-change impacts, tribal environmental tracking, and much more. Still, NAU’s environmental programs remain spread across dozens of units on campus, creating a challenge for inter-disciplinary communication and collaboration. Likewise, external partners find it difficult to identify a particular person or resource with whom to work. Lacking a central coordinating structure for environmentally related programs, the university has missed opportunities to highlight and promote environmental programs and accomplishments to prospective students, potential collaborators, interested funders, and other important audiences.

In September 2008, the Environmental Caucus, see www.env-caucus.nau.edu or contact Shelley Silbert, (928) 523-7635, or Shelley. Silbert@nau.edu, formed to facilitate creative and strategic communication across campus in an effort to advance the institutional commitment to sustainability and to promote education, research and collaboration on the environment. This voluntary association of faculty, staff and students meets monthly, with an overarching goal of adding value to existing programs and bringing benefits to NAU’s many environmental programs and activities. Initiatives are being developed through six action teams: Students and the Environmental Experience; Advocacy for the ACUP Climate Commitment; NAU’s Environmental Identity; NAU’s Curriculum and the Environment; Sustainability Conferences and Seminars; and Partnerships and Collaboration.

For more information on the Environmental Caucus, see www.env-caucus.nau.edu or contact Shelley Silbert, (928) 523-7635, or Shelley. Silbert@nau.edu.

Global Clinical Experiences and the Preparation of Nursing Graduates

By Prof. Kate Timbers

In a small temporary clinic in a mountain village in Guatemala, an NAU bachelor of science in nursing student is assessing patients before they see the physician. “Why are you here?” she asks in her beginning Spanish. “Me duele los pies.” (“My feet hurt.”) The fast-thinking student concludes that this may be a symptom of the peripheral neuropathy that comes with diabetes. She takes the patient’s blood sugar and finds it is dangerously high, five times normal. He is sent to the nearest hospital, an hour away.

On a busy street in Antigua, Guatemala, an NAU student notices a woman sitting on the curb, clutching her chest. He goes over to check on her and finds she is short of breath, reporting chest pain. Her pulse is weak and thready. He leaves her with his instructor and other students, and rushes off to call an ambulance. In a few minutes, it arrives, taking the woman to the hospital.

These experiences were commonplace in the summer of 2008 when five nursing students—four undergraduates and one graduate student—traveled to Guatemala with the first group of the Guatemala Study Abroad program, created by Kate Timbers, Assistant Clinical Professor at NAU. Prior to leaving campus, the students learned about Guatemalan history and culture, tropical diseases, and medical Spanish through an online VISTA class and Elluminate lectures.

Students spent the first part of their trip at Ixtchel Language School in Antigua for a language immersion week, which included a homestay with a local family. Students had three to four hours of one-on-one language instruction, while the afternoons were free for such adventures as climbing a volcano, mountain biking, visiting a local coffee plantation, or exploring the marketplace and shopping for arts and crafts. Antigua is the original capital of Guatemala and has many historic buildings and ruins. It is a tourist destination, with fewer people, pollution, water and energy across these boundaries. Nations, even hemispheres, are no longer closed systems.

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Graduate Education and Global Citizenship

The goal of a graduate education is not only in-depth instruction and intellectual acuity but also the development of good citizenship. Over 40 years ago, Kelman (1964) argued that good citizenship could be cultivated among graduate students through the institutional value placed on developing their awareness of their social usefulness, responsibility and capacity for partnership. That is, graduate students should be aware of the potential usefulness that their development can provide to society, they should be sensitive about how their actions can affect others, and, finally, their education should include the establishment of partnerships with other scholars and institutions. Although Kelman was writing about graduate study in psychology, these principles are applicable to all disciplines.

In intellectual processes and citizenship behaviors cannot be taught solely within the isolated classroom. Whereas the classroom can provide a framework for academic understanding, the expression, application and development of this knowledge requires extracurricular activities. Graduate exchange programs provide an important venue for graduate students to mature in their intellectual development and capacity for citizenship. Students who are exposed to different cultures have opportunities to witness many different interacting factors beyond the examples provided in lectures and textbooks. Compared to the number of undergraduate exchange program opportunities available, graduate exchange program opportunities are rare. Yet research on undergraduate populations has shown that students who study abroad indicate an enhanced understanding of global issues and are able to demonstrate cross-cultural skills (Kitsantas, 2004), cultural empathy and tolerance (Black & Duhan, 2006; Carlson & Widaman, 1988), self-confidence and independence (Black & Duhan, 2006). Exchange programs also allow students (and faculty and universities) to build closer global relationships.

The Department of Psychology of the College of Social & Behavioral Sciences at Northern Arizona University (NAU) has developed a graduate student exchange program. The goal of the effort, Psychology Scholarship and Teaching Exchange Program (PsychSTEP), is to build the intellectual and citizenship skills among graduate students in psychology through a partnership with the Department of Psychology at the University of Groningen (UG) in the Netherlands. PsychSTEP allows graduate students in similar psychology master’s programs to study abroad for one academic semester. In addition to taking classes, students are matched with professors in their specialty areas for the purpose of conducting research.

In January 2009, Julia Berry, a second-year graduate student in the NAU Department of Psychology, became the first graduate student to study abroad at UG. One of our own NAU undergraduates, Ms. Berry has been working under the supervision of Dr. Ann Huffman in the area of work-life stress since her undergraduate days and now will be working with Dr. Annet de Lange, who shares similar research interests. This opportunity will provide Julia with an important cross-cultural perspective on issues related to work-life processes. Julia will take two graduate courses, collaborate on research projects with her sponsoring professor, and be able to complete her research thesis while at UG. One of the side benefits of such an exchange program is the collaboration and partnerships among the sponsoring faculty at both NAU and UG. We expect that one or two students from UG will be coming to NAU and Flagstaff in the 2009–10 academic year. Although PsychSTEP is only in its first year, there are several faculty members at both NAU and UG who are enthusiastic about the shared educational, cultural and citizenship opportunities that lie ahead!

The Department of Psychology’s PsychSTEP is one way NAU is meeting its goal of “global engagement.” Internationalizing graduate education profits all. Through the experience, the student has the opportunity to develop both intellectually and socially. Finally, such exchange programs also allow students (and faculty and universities) to build closer global relationships.

International Graduate Students Aid Scientific Advancement at NAU

By Prof. Cheryl Dyer

Although their contributions are generally not well recognized, international graduate students play a crucial role at American universities as teaching and research assistants, collaborating with faculty members to push the boundaries of knowledge and help the United States maintain its position as the world’s leader in science and technology. In fact, there are more international graduate students in the United States than international undergraduate students, accounting for 44.4 percent of the total international student population of 631,805 (Open Doors, 2008). Many of these international graduate students are in the physical and natural sciences, and many of our leading research universities rely heavily on these students to support their research agenda.

Salwa Abdullah is one of 86 international graduate students currently enrolled at NAU. She is pursuing an MSc in biological sciences with an ultimate goal of earning the PhD. Since her home is Kuwait, she has had to make some significant adjustments to living and going to graduate school in Flagstaff. Salwa is in her second semester at NAU and has settled into the life of a hard-working, sleep-deprived graduate student. Salwa’s graduate training and research are supported by a fellowship from the State of Kuwait.

Salwa is supervised by her mentor, Cheryl Dyer, Research Professor in the Department of Biological Sciences. She is mastering how to use the rodent models of human disease to address her hypothesis that postmenopausal ovian-derived steroid hormones will change the rate at which cardiovascular disease develops. Mouosepause models mimic heart disease as it occurs in women who are peri- and postmenopausal. The mouse models have proved to be very valuable in developing a better understanding of disease onset and possible new therapies to prevent and/or treat the number-one killer of women in industrialized countries.

Salwa joins a larger laboratory group with students from all over the world who represent biomedical research as an international community of scholars. Her uncle is Dr. Hasan A. Nasrallah, Cultural Counselor/Director for the Embassy of the State of Kuwait, who also earned graduate degrees from universities in Arizona (a master’s and PhD in climatology/atmospheric sciences and environmental studies from the University of Arizona Class of 1980 and Arizona State University Class of 1988.). Dr. Nasrallah’s education and training experience in Arizona, as well as his love for this state, led to his facilitating Kuwait students to work on their graduate degrees here. In April, Salwa will be attending the Arteriosclerosis, Thrombosis and Vascular Biology annual meeting in Washington, D.C., where she (Continued on page 18)
In a scene from “The Last King of Scotland” (2006), Idi Amin’s wife has an affair with a white Scotman, gets pregnant, is hacked to death, and then has her limbs sewn back onto her body, creating a grotesque mosaics—one that lingers in the mind long after the film ends. But the scene is emblematic of the success and failure of the film as fictionalized reality. As Oscar-winning actor Forest Whitaker discusses in an interview on the movie’s DVD, the scene plays fast and loose with the facts: 1) One of Amin’s wives had an affair but not with a white man; 2) She was brutally hacked to death but under different circumstances; and 3) Her limbs were sewn back onto her body correctly so that it could be dressed for burial—not as a grotesque resemblage.

If the film was “inspired by true events,” then why were these changes made, and to what effect? This film typifies what happens when Africa is depicted by Hollywood—it represents a type of reality, but it is distorted—much like the body of Amin’s late wife. It begs the question: Why is it necessary to hack off pieces of African reality and stitch them back together grotesquely? In many ways, recent films on Africa provide contradictory interpretations of history on the “dark continent.” As Cameron (1994) noted, even though films on Africa have historically reflected literary narratives masquerading as the truth, moviegoers accept these mythic visions as authentic because they provide comforting distance between “savage” Africa and themselves. Hollywood does not differentiate, however, between conscious viewers and voyeurists—both can purchase tickets and watch the latest depiction of Africa. If they are motivated by humanitarianism, so much the better, because new film genres can be developed to tap this sentiment.

And that’s where Last King fits in. It investigates the horrors of an African tyrant in 1970s postcolonial Uganda. It recycles a heart of darkness vs. the civilized West theme with intriguing twists for 21st-century viewers. But is this film about the heart of Westerners; its success is an ironic commentary about the darkness at the heart of the Hollywood dream machine. It’s about colonial nostalgia, and Africa is merely the backdrop. It is an enduring backdrop, but we can hope for better.

We can develop a global sensibility that relies upon “double-articulation” (Massey, 1994) to see ourselves as products of relationships that unite the local and the global. The “stories” we tell about the local/global are not static, but are ever-changing—despite what pop culture tells us. Scholars and critics of Hollywood films agree.

Paradigm for Assessing African-Centered Films

- Avoid “Heart of Darkness” Themes but Recognize Other Cinematic Tropes That Respect Humanity of Afro-Diasporic Peoples
- Acknowledge Humanity’s African Heritage
- Tell “Entwined Histories” Beyond Narrow Political Interests of “the West”
- Portray Fully Articulated Human Beings (not savage counterparts to “civilized” people)

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Scotland DVD). The story is more important than the facts, and stories of postcolonial Africa when the appetites of Westerners expecting fictionalized savagery in Africa’s “heart of darkness.” Thus, when a slew of films set in Africa appeared recently, they were problematic. Rather than inspiring stories to illuminate Africa’s geopolitical importance, films such as Hotel Rwanda (2004), The Constant Gardener (2005), Blood Diamond (2006), and The Last King of Scotland reinscribed Westerners’ “imperialist gaze” in a post-Cold War, neocorporative framework that stroked the conscience of humanitarians and provided rationale to neocorporatives to intervene in troubled African hotspots—to fight the war on terror and to settle “tragic conflicts” in places such as Rwanda, Darfur, and East Africa, as well as in neighboring countries such as Iraq and Afghanistan.

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Global Learning at NAU

Engineers Without Borders

Northern Arizona University has a proud track record of Global Education, Environmental Sustainability and Community Engagement. Using the work of the Engineers Without Borders program at NAU, the poster aims to show the intersection of these themes, the three themes that embody NAU’s approach to Global Learning and EWB’s approach to their project in Ghana.

Global Education

Global Education is at the forefront of NAU’s approach to Global Learning. The poster aims to show the intersection of three themes—diversity education, environmental sustainability, and global education—that embody NAU’s approach to Global Learning.

Environmental Sustainability

The three elements of global learning are mutually interdependent and interdependent. It is impossible to understand environmental sustainability other than in a global context where consumption, production, and consumption are linked. This is especially true for the world’s forests, which are a critical part of the global ecosystem.

Diversity Education

Diversity is a global phenomenon that is indispensable to human survival and environmental sustainability. It is diversity in terms of ethnicity, race, religion, gender, sex, age, and non-human organisms—all of which are crucial to the survival of human societies. NAU’s diversity is central to our identity as humans, and necessary for human survival. Issues of diversity are often at the forefront of many human conflicts.

At NAU, global citizenship is defined through a curriculum that includes Global Learning. EWB’s project in Ghana, using the work of the Engineers Without Borders program at NAU, aims to show the intersection of diversity education, environmental sustainability, and global education.

Advancing Global Learning in the Curriculum to Help Prepare Students for Global Citizenship

Dr. Harry Flinders

"Advancing global learning in the curriculum to help prepare students for global citizenship is one of higher education’s most urgent obligations." — Dr. Harry Flinders

NAU Global Education

Northern Arizona University

Spring 2009


THIS POSTER was displayed at the Global Learning Forum convened by the American Association of Colleges and Universities in Philadelphia, March 19-21, 2009, to capture NAU’s approach to global learning. Using the work of the Engineers Without Borders program at NAU, the poster aims to show the intersection of diversity education, environmental sustainability and global education, the three themes that embody NAU’s approach to global learning and EWB’s approach to their project in Ghana.
Equatorial Guinea became a haven for the corrupt regimes of Francisco Macías Nguema (1968–1979) and his nephew, Teodoro Obiang Nguema Mbasogo (1979–present).

In spite of its relative obscurity, Equatorial Guinea brings a unique perspective to the ongoing discussion of how diversity is defined within Hispanic cultures. The struggle to maintain its Hispanic identity and at the same time not lose its African identities is constant and multifaceted due to its location among French- and English-speaking countries; the despotic regimes that isolate it from much of the rest of the world; and its strained relationship with Spain, a country that in many ways has its own fragmented sense of identity. Like in many other postcolonial countries, Equatorial Guineans have chosen to use literature as a tool to help negotiate these various facets in a quest to forge an identity.

The most well-known writer of Equatorial Guinea is Donato Ndongo Bidyogo, whose works have received the most critical acclaim of all the country’s authors. Born during the last years of Spanish occupation and having lived most of his adult life in political exile in Spain, Ndongo has written works tinged with a sense of nostalgia for an Equatorial Guinea that existed before colonialism and despoticism. There is also a desire for justice and peace for the nation’s future. Ndongo’s first two novels, Los Tinieblas de Tu Memoria Negra (1987) (“Shadows of Your Black Memory”) and Los Poderes de la Tempestad (1997) (“The Powers of the Storm”), serve as an “autobiography” of his people. His unique style, using a second-person narrative voice as the voice of the collective ancestral memory, is quite shocking to the reader but very effective because it reinforces the values of his people.

In Los Tinieblas, Ndongo completely deconstructs the colonial discourse and empowers the African voice through the ironic observations of an unnamed child narrator. The nameless protagonist is a powerful image because at the same time he represents all Equatorial Guineans, he represents the loss of identity caused by colonialism. In Los Poderes, this same nameless protagonist, now an adult, represents his people’s suffering under the Macías regime. The genius of Ndongo’s narrative style is that even though the reader is appalled and deeply disturbed at the graphic description of the brutality that was representative of this first dictatorship, the reader feels compelled to keep reading until the very last page.

In both novels, Ndongo captures his audience and provokes its sense of wanting to know more about Equatorial Guinea. As interest in the literature of Equatorial Guinea grows, it is my hope that it will become as commonplace as works from Cervantes and Neruda. Changing the “status quo” in literature will always be a challenge but as an appreciation for diversity grows, so too will acceptance of literature from more diverse regions of the world. By moving the literature of Equatorial Guinea from the margin into the mainstream, one day all students of Spanish will know that “they speak Spanish in Africa.”

Nicole Price is an Assistant Professor in the Department of Modern Languages.

Donato Ndongo Bidyogo

“Negotiating Hispanic & African Identities
Through the Literature of Equatorial Guinea”

By Prof. Nicole D. Price

By Prof. Sandra Stone

The National Multilite Institute
The National Multilite Institute was founded in 1995 and is housed in the College of Education at NAU. The institute was created in response to an international trend for school reform. Indeed, multilite education has been a frequently chosen model of education in the United States and throughout the world. Multilite education embraces a child-centered approach to learning and intentionally combines different ages into a family of learners with the same teacher for several years. Since its inception, the National Multilite Institute has welcomed educators from the United States and other countries who have sought professional development in multilite education at the graduate level. Teachers and administrators from countries such as Japan, Italy, the Netherlands, Morocco, and Canada and the Department of Defense Schools in Europe and Asia have attended the graduate classes in multilite education. About half of our participants now come from across the world. The Multilite Institute has become the international leader in multilite education and is the only national venue for this specialization in the United States. Participating educators from around the world have enriched our graduate-level discussions of multilite education.

In order to increase our international perspective on multilite education, we have developed a graduate class (EDC 650) for the distinct purpose of observing and studying multilite practices within a specific international multilite learning environment. Since 2003, the National Multilite Institute at NAU has conducted three study tours—one to New Zealand and two to Australia. Both countries have been practicing multilite education since the 1940s. New Zealand has developed recognizable multilite learning strategies, and educators have included numerous articles on multilite education in the Australian Journal of Multiliterate Education.

Our international study tour creates opportunities for graduate students to visit international classrooms. During the tour, participants visit several schools and then meet together to discuss the issues in multilite education based on their observations in the classrooms. Participants have the opportunity to look at multilite education through an international lens, thus defining the characteristics of multilite education through an understanding of the issues within the context of international education. Follow-up projects include identifying issues linked with organizational change, comparing and contrasting international multilite education with multilite education in the United States, and identifying underlying causes for why multilite education became prominent in the countries we visit.

Participants from our three study tours have offered interesting observations on their experiences:

“Taking risks like this begins to build respect within the world of education of all countries.”

“Whenever a tourist has a chance to visit another country, they are able to take part in the country’s culture and enjoy major scenic sights. However, it is only the lucky few who get to experience what education is like in a country like Australia or New Zealand.”

“By visiting multilite schools (in Australia), I gained new ideas and perspectives that I will carry into my own classroom.”

“This study tour connects our emphasis on how best to educate all children globally, not just in our own classrooms.”

“As I went on the NAU tour to Australia, I was able to visit different multilite schools, record my observations, discuss them with others, and finally reflect on how I felt about them. It was very exciting to see how one’s particular career and passion can be carried all the way across the world. I am thankful for the opportunity and thank those who made it possible!”

(Continued on page 20)
Recommendations from the Community Engagement Subcommittee

1. Establish a dedicated website for the dissemination of information on cross-cultural events at NAU and in the local community.
2. CIE should support and give visibility to ongoing globally focused initiatives that connect NAU with the local community.
3. Explore other avenues to provide global learning opportunities at NAU for Flagstaff community members and develop learning environments within the local community that will attract international students and scholars.
4. CIE should collaborate with the Mayor’s office to grow Western’s campus and make it more globally visible to Sister Cities and International Friends programs.
5. Develop a host family program in collaboration with Flagstaff families where international students and visiting scholars can be placed as a way of facilitating greater cross-cultural understanding.
6. Explore ways to link campus efforts around global engagement, environmental sustainability and diversity with similar activities and interest groups in the local community.
7. Explore strategies to use global activity in Flagstaff as a generator for local economic development.

Recommendations from the Student Development Subcommittee

1. Increase the international student population to 5% of the NAU student body by Fall 2012.
2. Assign a minimum of five funded graduate student positions for use by the Vice Provost for International Education to support strategic recruitment of international graduate students.
3. Increase study abroad participation (in semester or academic year programs) to 5% of the NAU student body by Fall 2012.
4. Implement an education abroad fellow of $1 - $3 that is accessible to all NAU students and will be used to support travel scholarships for education abroad.
5. Continue to promote cross-cultural programming via collaborative work with academic departments and student organizations.
6. Support international student engagement in providing cross-cultural education experiences for K-12 students in the NAU community.
7. Build a new facility that will house the offices of the Center for International Education and can be used for co-curricular cross-cultural experiences.
8. Continue to support faculty leading short-term study abroad programs and recognize faculty and students for their leadership activities in this regard.
9. CIE will collaborate with Student Affairs to ensure that global learning opportunities and that the commitment supports similar efforts in the curriculum.
10. Engage with the international dimension local ethnic/indigenous communities and encourage student engagements with international learning associated with the Grand Canyon.

Recommendations from the Global Learning Subcommittee

1. That the three elements of NAU’s vision for global education be adopted as the core University Thematic Student Learning Outcomes and that they apply to all undergraduate students in all undergraduate majors, in the Liberal Studies Program, and co-curricular programming.
2. That each department ensure that students have substantive and multiple encounters within the major with perspectives associated with global engagement, diversity and environmental sustainability, regardless of the approach or strategy they ultimately adopt.
3. That the program review process be used as a mechanism to ensure that the University Thematic Learning Outcomes are adopted by all departments and other academic units and that the existing major and Liberal Studies student learning outcomes are revised in terms of these University Thematic Student Learning Outcomes.
4. That, in recognition of the uniquely transformative nature of education abroad, each undergraduate major will modify the structure of their curriculum to accommodate one semester of Education Abroad in order to allow students the chance to exercise the option of taking one semester of Education Abroad during their program.
5. That the Graduate College engage in a process to determine how best to infuse graduate education with a global learning agenda.

Alumnus Profile: Mr. Ahmed Al Subaey, ’85

Interviewed by Nancy Cassrey

NC: What brought you to Northern Arizona University? Did you receive a Saudi Arabian cultural mission scholarship?

AS: Actually, I received a scholarship from Saudi Aramco. As for how I came to Northern Arizona University, I was driving from Oklahoma to California on Highway 10 when I passed by the Northern Arizona University. Immediately, I fell in love with the beauty of the mountains, clear air and sky. I was literally mesmerized by the beauty of the nature surrounding the campus. Once I researched the engineering degree program at Northern Arizona University, I decided then, with my ex-wife, to enroll at the Northern Arizona University, due mainly to the vast opportunities for interaction between the faculty and students...

NC: Tell us a little about what your experience was like as a student at NAU working toward the B.S. in Electrical Engineering?

AS: My experience as a student at Northern Arizona University was extremely rich, challenging and enjoyable. At the time, the engineering department was relatively small, so it contained a relative small number of students, but it retained a lot of competitiveness. I remember the faculty then, was demanding (we had a lot of homework) yet extremely caring and accessible, allowing for plenty of discussion and interaction between students and the faculty.

11. faculty was demanding (we had a lot of homework) yet extremely caring and accessible, allowing for plenty of discussion and interaction between students and the faculty.

NC: What do you think petroleum companies can play in Environmental Sustainability?

AS: Petroleum companies will have a huge role in the environment and energy sustainability, as the future of petroleum industry will essentially hinge on how successful we are in finding ways to ensure environmental sustainability. Companies will be expected to work on all fronts to find cleaner sources of energy, but also to promote the development of cleaner energy. Companies can pursue opportunities in green energy, in their search for exclusive balance between the environment, economic growth and energy security, will be able to provide cleaner and more efficient petroleum products in the foreseeable future. In light of the above, I believe that petroleum companies will play the crucial role of providing the financial and the attention necessary to provide the world with environmentally sound sources of energy.

(Continued on page 19)
Dr. Dale Hoskins teaches in the area of radio and TV news writing and performance. He is the immediate past chair of the Student Media Advisors division of the Broadcast Education Association. He will be traveling to NHTV at Breda University in Breda, the Netherlands to present lectures on script writing for TV and radio. He and his students who are coming to NAU this summer will be working on a workshop presented by the Electronic Media & Film program in the School of Communication. The students produce two, one-hour, TV magazine shows which are aired on Channel Four of the Flagstaff NPG cable company during the summer. Dr. Hoskins will also be working with Hanzehogeschool, in Groeningen, the Netherlands, on courses and curriculum in Communication for exchange students between NAU and Hanzehogeschool. He is also looking into possible faculty exchanges in Communication between the two Universities. Finally, Dr. Hoskins will be visiting two universities in the United Kingdom to pursue workshop possibilities and further encourage exchanges between NAU and Northumbria and Sunderland. Dr. Hoskins will be in Europe from March 10 - 31, 2009.

Thomas G. McPoiit, Jr. : “As part of my sabbatical, I will spend several weeks in the Division of Physiotherapy at the University of Queensland in Brisbane, Australia. During my time in Brisbane, I will be meeting with my colleagues and their graduate students in order to continue the collaborative research activities that were initiated in 2005 when I spent 4 months at the University of Queensland as a Fulbright Senior Scholar. Current research activities include the development of clinical trials to assess the effectiveness of various interventions to manage pain and dysfunction associated with patellofemoral joint syndrome and bunions. In addition, the effectiveness of foot orthoses and footwear on lower limb muscle activity is being studied using fine-wire electromyography.”

Jim Wilce, Prof. of Anthropology, is an NSF-supported research sabbatical in Finland. He is studying the revival of Finnish lamenting, Laments, or crying songs, once had an important ritual function in this region, but the revitalists describe the personal laments composed in their lament courses as therapeutic. Wilce is attending and taping those courses, interviewing participants, and analyzing the place of this new-old practice (and similar practices in other European countries) in folk song traditions. He is also looking into possible faculty exchanges in Communication between the two Universities. Finally, Dr. Hoskins will be visiting two universities in the United Kingdom to pursue workshop possibilities and further encourage exchanges between NAU and Northumbria and Sunderland. Dr. Hoskins will be in Europe from March 10 - 31, 2009.

Karla B. Hackstaff, Assoc. Prof. of Sociology and Social Work: “I was pleased to attend the International Sociological Association (ISA) meetings in Barcelona, Spain in September 5-9, 2008. There I presented a paper entitled: ‘Turning Points’ in U.S. Family Lives: Why Genealogical Pur. My stay at NAU has been transformed, not only for me but also for my family. My wife is attending an English class at the Family Resource Center, where people who have recently come to this country study English. She has often related to me the stories that she hears from other students in these classes, stories that I never hear in NAU applied linguistics classes. This semester she is sitting in on an undergraduate Seminar in Language to balance their destinations in order to find rest and to be reenergized for the challenges ahead, or to breathe inspiration to their spirits in order to find rest and to be reenergized for the challenges ahead, or to breathe inspiration to their spirits.”
America’s Challenges (continued from page 2)
the West for its complicity in these the- aters of conflict. It can therefore be rea- sonably argued that the West is less safe now than it was prior to 9/11. To under- stand this is to understand that America’s safety and security is inextricably bound up with global security.

The alarming rate of environmental degradation is so striking that this issue has not managed to be eclipsed by the global economic crisis. This issue has be- come such a priority for the Obama admin- istration that the rescue of the Detroit auto industry is often articulated as being contingent on the massive conversion to hybrid automobile production and rapid proliferation of different energy sources. The intensity of tornadoes and hurricanes on the U.S. mainland, the above-average temperatures in many cities across the na- tion, and the pollution of American lakes and rivers are evidence of environmental degradation in the United States that constitute only part of a much broader global phenomenon. The Obama admin- istration has already signaled its willing- ness to engage with the international community to tackle environmental sus- tainability, be it through the Kyoto Pro- tocol or some other mechanism. As with the other challenges facing America, the challenge of environmental degradation is global in scope and requires global ac- tion for the necessary resolution.

Global action can only succeed, how- ever, if our citizens are prepared to be globally competent. It therefore falls to our educational system, with a particu- larly heavy onus on higher education, to impart the skills, knowledge and disposi- tions to help us understand the chal- lenges we face in global terms and to respond as individuals and as a collective to resolving them in the most appropri- ate way. These challenges will continue to be American challenges, but can only be responded as individuals and as a collective to the challenges we face in global terms and to international study travels. Although it is likely to place our students in a position to apply their skills and citizenship to a better world for us all.

The opportunity to meet and interact with people who are different culturally and skillfully that will enable them to more easily navigate our interconnected world.

Jerome Jones is an Associate Professor of the School of Communication.

Alumnum Profile (continued from page 15)
NC: What are some ways that inter- national alumni of NAU can support NAU’s global education agenda?
AS: There are a lot of ways. Just to mention a few, international alumni can keep close ties with the school, partic- ipate in various events, and provide employment and research opportunities at the campus. Also, NAU alumni can each become an ambassador of Northern Arizo- na University in their respective fields and industries.
Nancy Carey is Senior Program Coordinator for Recruiting at the Center for International Education, Northern Arizona University.

America’s Challenges (continued from page 2)
the world (in a spirit of humility, respect and collaboration) to engineer global solutions to America’s problems. Faced with an overwhelming global challenges, and led by president willing to invest heavily in higher education and to act multilaterally to resolve these challenges, will be American colleges and universities, including NAU, finally become serious about educating students for global citi- zenship?
Archaeological Insights (continued from page 3)
its growth and construction. Through soil and stratigraphic studies, we are working to ascertain the time and sever- ity of periods of erosion and deposition and how these correlate with the growth or abandonment of the ancient city that once lay above.
Cerro Yazmin was a large and long- lived city that can tell us much about how urban dwellers made city life work in ancient Mexico. This project is the first in a series of steps that must be taken to learn about sustainable urbanism in an- cient Mexico. Many of the city’s secrets have still further study and archaeologi- cal excavation. Fortunately, the first step has been taken, and the project and its results will undoubtedly reveal impor- tant information that will help generate solutions to contemporary global issues concerning the sustainability and quality of urban living.

Veronica Perez Rodriguez is Assistant Professor in the Department of Anthropology.

Environmental Sustainability (continued from page 4)
demonstrate the value of sustainability to all of society.
We must learn to communicate flu- ently with the language and culture of the widest range of populations. Through an understanding of shared perspectives, values and knowledge, students can only be meaningfully resolved on a global scale. We are fortunate now to have a presi- dent who brings these sensitivities to the White House, and his pronouncements as well as his selections to positions of leadership in his administra- tion, seems determined to engage with people world wide. and poor health was so clearly evident to me in the kind of health problems com- monly faced by the Mayan women we saw in the clinic.”
Kate Timbers is an Assistant Clinical Professor in the School of Nursing.

Graduate Education (continued from page 6)
at UG. One of the side benefits of such an exchange program is the collaboration and partnerships among the sponsoring faculty at both NAU and UG. We ex- pect that one or two students from UG will be coming to NAU and Flagstaff in the 2009-10 academic year. Although PsychSPE is only in its first year, there are several faculty members at both NAU and UG who are enthusiastic about the shared educational, cultural and citizen- ship opportunities that lie ahead!
The Department of Psychology’s PsychSPE is one way NAU is meeting its goal of “global engagement.” Interna- tionalizing graduate education programs is one way to ensure that students have the opportunity to develop both intellec- tually and socially. Finally, such exchange programs can strengthen the academic disciplines they represent. Completing a graduate program with international ex- perience will likely enrich students with a wealth of experiences and opportunities. In addition, completing multidisciplinary initiatives with NAU faculty and adjunct faculty in federal agencies.

Although our faculty and students study the environment, and practices to sustain it, from Alaska to Argentina and beyond, the Mexican-American the true significance of international study travels far beyond the scope of any individual inquiry or a single institution.
Red Farrell is Director of the Center for Sustainable Environments and Director of Geology.

Global Climate Experiences (continued from page 5)
and poor health was so clearly evident to me in the kind of health problems com- monly faced by the Mayan women we saw in the clinic.”
Kate Timbers is an Assistant Clinical Professor in the School of Nursing.

International Graduate Students (continued from page 7)
will meet other heart disease investiga- tors. Sahra enriches the learning com- munity at NAU by teaching us about her country; and as an international schol- ar, she contributes to the scientific community’s effort to find heart disease worldwide.
Cheryl Dyer is a Research Professor in the Department of Biological Sciences.

Cinematography (continued from page 9)
side of the world. As soon-to-be media professionals, they are now more prepared to work in an international environment. Their knowledge and skills about different cultural knowledge and skills that will enable them to more easily navigate our interconnected world.

Jennni Jones is an Associate Professor in the School of Communication.

Alumnum Profile (continued from page 15)
NC: What are some ways that inter- national alumni of NAU can support NAU’s global education agenda?
AS: There are a lot of ways. Just to mention a few, international alumni can keep close ties with the school, partic- ipate in various events, and provide employment and research opportunities at the campus. Also, NAU alumni can each become an ambassador of Northern Arizo- na University in their respective fields and industries.
Nancy Carey is Senior Program Coordinator for Recruiting at the Center for International Education, Northern Arizona University.

REFERENCES

NC: What are some of the things that American colleges and universities can do to prepare students to become glob- ally competent?
AS: I believe that American colleges and universities provide a high standard of education and contribute to setting the standards for academic excellence. Schools in the United States provide a higher level of education than anywhere else in the world. Also, one can see a diverse mix of students and faculty in all the colleges and universities in the United States. The opportunity to meet and interact with all these culturally challenging environments prepares the students to become globally competent.

In this sense, the pursuit of the idea of creating and nurturing globally compe- tent students is definitely a step in the right direction. To make the global agenda a reality, schools will need to develop more programs that will en- courage students to participate in diverse cultural environments. Lastly, students must be aware that it is impor- tant to learn how to get immersed in dif- ferent cultures. Visiting more countries and experiencing different cultures is an excellent way to start. I am humbled to provide my idea to the Northern Ari- zona University community, but I can be the living example of why promoting the global agenda should be the top priority for the NAU community.

NC: What are some ways that inter- national alumni of NAU can support NAU’s global education agenda?
AS: There are a lot of ways. Just to mention a few, international alumni can keep close ties with the school, partic- ipate in various events, and provide employment and research opportunities at the campus. Also, NAU alumni can each become an ambassador of Northern Arizo- na University in their respective fields and industries.
Nancy Carey is Senior Program Coordinator for Recruiting at the Center for International Education, Northern Arizona University.
Multiage Institute at NAU  
(continued from page 10)

Graduate students are not only able to compare their understandings, but also to gain knowledge of practices that they can integrate into their own multiage classrooms. Opportunities for graduate students to study abroad open more avenues for a broader perspective on education than could ever be experienced in an NAU classroom. Our next study tour is to New Zealand in July 2009. We are looking forward to this unique opportunity for our graduate students!

For more information, contact Dr. Sandra Stone, Director, National Multiage Institute, at Sandra.stone@nau.edu.

Sandra Stone is also Chair of the Department of Teaching and Learning.

Redirecting Hollywood  
(continued from page 8)

that our enjoyment in watching Africa and “other” worlds does not depend upon an imperialist, voyeuristic gaze. If we can see ourselves as global citizens, we can disarm the quest to intervene and conquer, and exorcise the heart of darkness at the core of movies such as The Last King of Scotland.

Ricardo Guthrie is an Assistant Professor in the Ethnic Studies Program.

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Dr. Sandra Stone is also Chair of the Department of Teaching and Learning.