

Spring 2016

# NAU GLOBAL

A Publication of the Center for International Education

This has been a year of transition for CIE, and an important time for us to reflect on our goals, accomplishments and new directions.

By Liz Grobsmith, PhD  
Interim Director, Center  
for International Education



## IN THIS ISSUE: CIE's new International Pavilion, pgs 12-13

Study Tour to South Africa  
Interdisciplinarity &  
Diversity  
NAU in Guatemala  
Four Weeks in Morocco  
The Israel Connection  
Austrian Refugee Integration  
Scholars Academy



## O ur search for a new Vice Provost for International Education is

*coming to a close and we  
expect to soon name a new  
Vice Provost.*

The richness of our programming and the high quality of our staff has enabled us to attract an outstanding pool, and I am confident that we will soon name a truly capable and gifted, visionary leader for CIE. In the interim, we have been making great progress in our efforts to promote outstanding international programming with our new and existing partners around the world.

We have continued to engage with the greater campus community to promote internationalization to ensure that NAU students continue to have meaningful and intentional encounters with global perspectives. Our recruitment strategies are bringing us a more diverse group of students—we have signed new dual degree agreements, have expanded our Integrated Global Programs to many more universities and soon new majors, and have increased our Education Abroad exchanges in both directions. We launched a new Student Service Center within our International Student and Scholar Services area to better serve our international student and scholar populations. We are poised for great

developments, with a staff that has shepherded and continues to pursue new programs and initiatives.

At the end of the spring semester we will be graduating yet another class of international students, and a few months later, welcoming students from more countries than in any previous year. NAU's ambitious global agenda has brought us into closer collaboration within the colleges, and we have worked to help faculty to showcase their work in professional dialogue across the globe.

We have also continued to support NAU's presence abroad by facilitating faculty exploration of new sites for faculty-led programs and new junctures for faculty international research collaboration. I want to thank President Cheng and Provost Coleman for their incredible support of global learning and for their investment in continuing to support and expand a strong and innovative Center for International Education.

Finally, I offer my deepest appreciation to the fine staff of CIE and for the faculty and students whom we serve. I know CIE will soon be in great hands with a new and visionary leader who will take us in new and important directions.

Thanks to you all.



By Dr. Frederick Gooding

Recently, I had the proud privilege and honor of taking a group of ten undergraduate students on a Study Tour to the Republic of South Africa.

The trip overall was as exhilarating as it was exhausting! What do I mean? For starters, we had the good fortune to journey to the Southern Hemisphere during December, which meant that we just “happened” to be in the stunning, coastal and sundry city of Cape Town during their summer season (don’t you just hate when that happens?). But in light of all the bright spots and moments that the trip offered, we had our darker moments as well.

# Global Learning: A World of Difference



Prof. Gooding and The Talented Tenth on the Study Tour

For instance:

***we beheld abject poverty*** in the form of shantytowns (or poorly constructed shacks made out of scrap material, akin to the neighborhoods occupied by the aliens in the 2009 Hollywood movie *District 9*), ***we were stranded*** by our “hired driver” who we had previously arranged from the States, ***we were split into smaller groups*** at one point with no means of communication in the middle of a sprawling metropolis, ***we failed to rendezvous*** with a preeminent professor at the country’s most prestigious university, ***we were stood up by a local guide*** at dusk while waiting without transportation in a “questionable neighborhood,” ***we were hustled by local taxi cab drivers*** who in plain sight charged us quadruple the local amount, we had the university “international” ***credit card denied*** for essential charges while abroad, we had another taxi cab driver ***openly insult and disparage “blacks”*** in our presence while extolling the virtues of apartheid, we had non-paying patrons “crash” our pre-paid museum tour, we received serious recommendations to ***watch a minstrel show*** downtown for entertainment purposes, and walked through an actual neighborhood partially bulldozed by whites who ***forced the removal of “coloured” residents*** during apartheid.





Many were not expecting to see our group and without fail presumed and assumed we were **a traveling basketball team** – not an assembled group of junior and senior scholars.

If that sounds like a lot, it is only because it is a lot – seeing how all the events enumerated in the foregoing paragraph took place within the first twenty-four hours of our landing in South Africa! Much, much more was in store as we journeyed from Cape Town to Johannesburg over the course of two weeks. Junket this was not.

And so my friends, with all of the above plus what we simply lack space to adequately detail, what then, is the purpose of enduring such hardship? How can such an experience possibly be qualified or classified as “positive?”

Allow me to backtrack for a moment before I move forward to answer this important question. In

(continued on page 18)

# Global Interdisciplinarity as a Catalyst for Diversity

By Melissa Armstrong, Director, Interdisciplinary Global Programs

Tolerance, intercultural dialogue and respect for diversity are more essential than ever in a world where peoples are becoming more and more closely interconnected.  
– Kofi Annan

It is undeniable that the timing is right for institutions of higher education to become more intentional in preparing students to cross disciplinary and international borders in preparation for a global future. From daily news broadcasts that highlight mass migrations of people, to coverage of Presidential debates that bring to light a wide variety of views on foreign policy, to the very basics of supply chains in global business, we are reminded of the need for future professionals with robust interdisciplinary and cross cultural skills.

Northern Arizona University's (NAU) Interdisciplinary Global Programs (IGP) arose from this need. IGP is an umbrella term for three specific double major programs for students to

German, or Spanish) or a Comparative Cultural Studies major (Arabic, Chinese, or Japanese) along with an immersion year abroad that includes coursework and internship.

*High impact global programs must invite and retain a diverse student population to reach their greatest potential*

“High impact” global programs such as IGP are characterized by their breadth, depth, and reach. NAU students actively participate in IGP programs for 4.5 to 5 years. This breadth of engagement with faculty and staff offers substantial professional development opportunities for students to prepare for an intense immersion year abroad. IGP provides a depth of resources and input for students to understand the complex intersections of interdisciplinarity. Finally, IGP's reach has brought together administrators and faculty from four academic colleges and 14 partner institutions worldwide. High impact global programs must invite and retain a diverse student population to reach their greatest potential.

(continued on page 17)

internationalize their undergraduate education: (1) Global Science and Engineering Program (GSEP), (2) Global Business Program (GBP), and (3) Global Affairs Program (GAP). Students choose from 132 double major combinations in science, engineering, business, hospitality or international affairs, combined with a major with the College of Arts and Letters (CAL). CAL majors include either a language major (French,

## NAU GLOBAL

Sheila Anders, Interim Editor

*NAU Global features the work of faculty to internationalize the curriculum and the campus; it is published twice yearly by the Center for International Education*

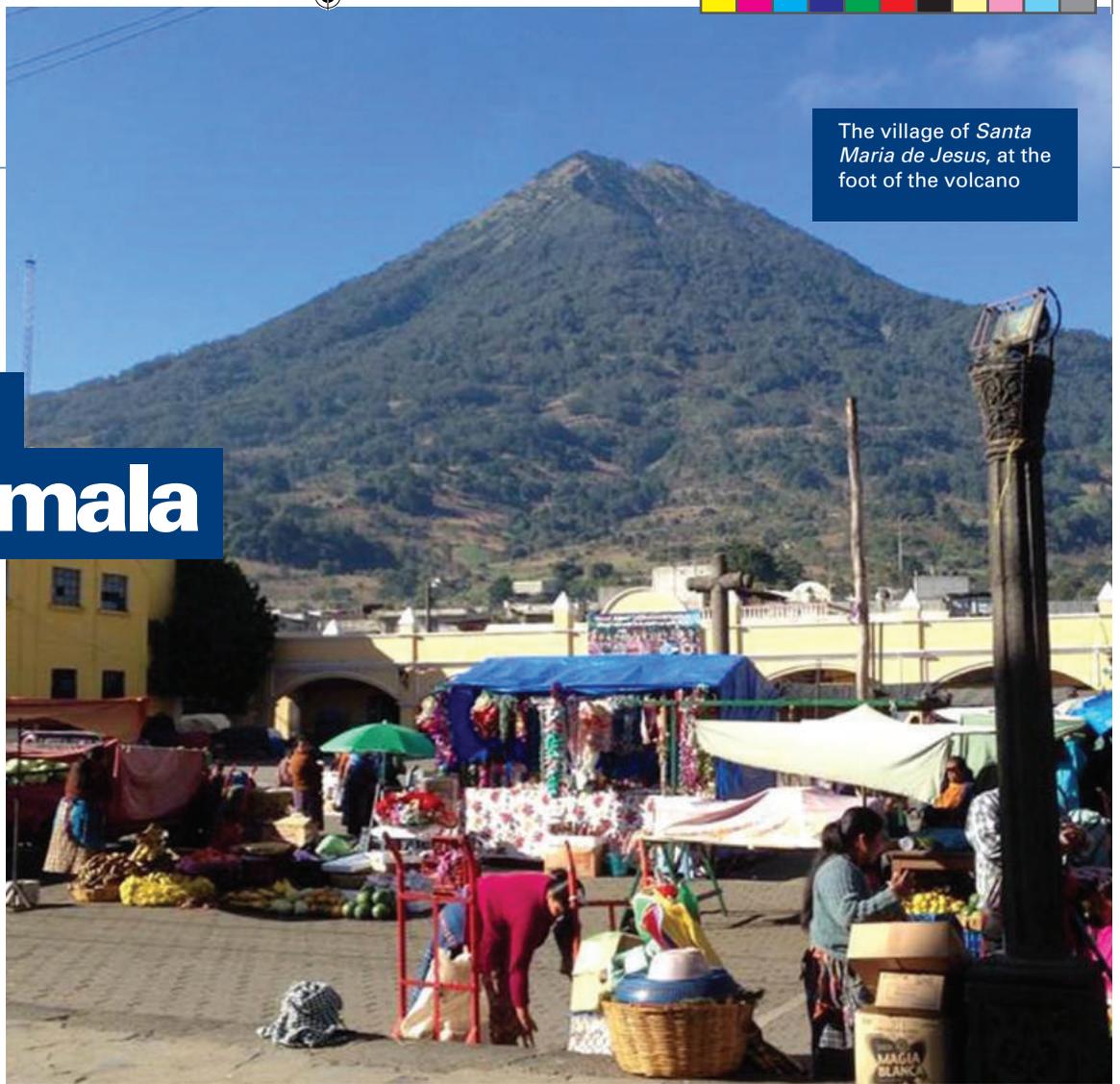
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# The Call to Serve: NAU in Guatemala

By Prof. Dorothy J. Dunn

**T**he NAU in Guatemala Study Abroad Project was created to prepare nursing students interested in a humanitarian multicultural understanding within a global health experience by participating in a NAU-organized nursing effort to assist Mayan people of Santa Maria de Jesus, a volcanic village in central Guatemala, just 7 miles south of Antigua.

The people of *Santa Maria de Jesus* work as weavers, in the surrounding sloping fields of the rich volcanic earth harvesting coffee beans, and vegetables. *Santa Maria de Jesus* comprises four districts, approximately 35,000 people who do not have access to health care services other than having to travel to Antigua or even further to Guatemala City. At faraway NAU, the nursing call was heard.



The village of *Santa Maria de Jesus*, at the foot of the volcano

Initial contact was made by **Dr. Dorothy Dunn, RN, PhD, Fnp-BC, AHN-BC**, Assistant Professor from the School of Nursing with **Mr. Ronaldo Jose Noecker, RN, BSN, M.Div.**, Director of Guatemala Esperanza and Nursing Heart Inc. A plan was created to care for the Mayan people of Santa Maria de Jesus at their request to Mr. Noecker on a retreat he was attending in 2012. The project to establish a sustainable multicultural interprofessional health care clinic in the Mayan Village of Santa Maria de Jesus was proposed and approved in June 2013 by the NAU center of international Education (CIE). We returned for our third clinic in March 2016 during the nursing students' spring break. **To date, 23 nursing students have cared for over 3000 patients.**

Several health -related needs are identified in Guatemala. Primarily, our clinic provides cervical cancer screening for Mayan women. Additionally, overall health care screenings are conducted by the students and have identified many Mayan people with hypertension and elevated blood glucose indicating diabetes. The clinic is a Nurse Practitioner run program collaborating with our partners from Guatemala Esperanza, Nursing Heart, Inc., and the Mayor's office of Santa Maria de Jesus.

The goal of our global clinical is two-pronged: 1) sustainable family health care for pediatric, adult, and geriatric patients, and 2) woman's health, focusing on cervical cancer screening and, if required, VIA-CRYO treatment for a population of women who do not have access to woman's health care. Cervical cancer re-

mains the number one killer of women of maternal age in Guatemala. Our first clinic in March 2014 included a group of Advanced Practice Nurses (APN) and Baccalaureate (BSN) students who provided care for over 1,000 patients.

*Our first clinic included a group of Advanced Practice Nurses (APN) and Baccalaureate (BSN) students who provided care for over 1,000 patients.*

Prior to initiating the clinic and to help formulate a plan, we met with the leaders, the Mayor and his cabinet members of Santa Maria de  
**(continued on page 9)**

# Taking Learning on the Road: From Language Novice to Global Citizen – Four Weeks in Morocco

By Mounia Mnouer

**T**raveling is always an opportunity for us to see the world through a different lens and to explore the other parts of us we love, we fear, and we still do not know.

My journey at NAU started with teaching Arabic and introducing different cultural aspects of the Arab world. I am from Morocco, a country in North Africa that consists of over 33 million people. Coming from Morocco, it seemed a natural development to develop a program to take my NAU students there in order to explore Arabic in a real context and to immerse themselves in the different subcultures of Morocco. Building a curriculum for the course abroad was a challenging, yet a fun process. My course goal was to try to combine language and intercultural learning in the study abroad course, with the ultimate goal being that my students develop not only their linguistic skills, but also their cross-cultural skills through their daily contact with the host culture.

To make sure my curriculum was effective, I decided to conduct a case study on the students' use and effectiveness of the target language in context and their intercultural development. This article will discuss where, and how



The author (center) and her students at table in Morocco

novice learners of Arabic who traveled to Morocco for a four-week study abroad program used language and intercultural learning in the different contexts of their daily experience and how their intercultural awareness developed over the period of four weeks. This research is relevant to the field of study abroad and second language learning, as it helps us as educators and advisors prepare our students for their time abroad as well as help faculty develop meaningful real-world lesson plans in and outside of the classroom for both students who plan to study abroad as well as those who do not.

## Participants and Data Collection

The participants were seven students with one to two years of Arabic (2-4 semesters) at Northern Arizona University. Research questions involved: 1) how frequently do students use the target language in each of the contexts? 2) How do students' daily interactions with the host culture demonstrate cultural comfort and awareness? 3) How do students' attitudes towards the language and the culture develop through the process of the short-term study abroad program? Students interacted in different contexts in Meknes, Morocco where the program took place. Contexts included: hostel, restaurants, weekly excursions, exchanges with other students in the program,

market and/or grocery store, local conversation partners and other unprogrammed interactions. Data collec-

*My goal was to try to combine language and intercultural learning in the study abroad course*

tion involved questionnaires (weekly questionnaire and end of the program overall questionnaire), interviews, students' self reported blogs,

(continued on page 14)

# The Israel Connection: Possibilities for Partnership

By Dr. Björn Krondorfer

**T**he work of the **Martin-Springer Institute (MSI)** is widely known at our university. Founded by Ralph and Doris Martin fifteen years ago, its educational mission is to offer (public) programs on the history and legacy of the Holocaust and to attend to current experiences of social injustices. What most people do not know, however, is that there is also a “**Martin-Springer Center for Conflict Studies**” at **Ben Gurion University (BGU) in Israel**.

Soon after I joined MSI as director in 2012, I learned about the existence of our dizygotic (fraternal) twin center in Israel. I thought it important to reach out. Steadily paving the way for establishing a base for conversations, in January of this year a small NAU delegation finally had a chance to visit BGU in the southern city of Be'er Sheva.

**Let us take a step back and first ask why there is a Martin-Springer Center for Conflict Studies in Israel.** It has, of course, everything to do with Flagstaff residents **Ralph and Doris Martin**. Doris, nee Szpringer, survived the Holocaust in Poland. She and her husband Ralph have always embraced



Overview: View of Jerusalem.  
Inset: Michael Vincent, Liz Grobsmith, and the author

the humanitarian values of courage and tolerance and have pursued the idea of improving relations between communities in conflict. A few years after they had founded MSI at our university, they learned about the work of Israeli psychologist **Dan Bar-On**. As a faculty member at BGU, Dan Bar-On spearheaded qualitative studies on children of Holocaust survivors and German children of Nazi perpetrators. He later initiated and led dialogue groups for descendants

of survivors and of perpetrators, eventually expanding the group to include other conflict zones, like Ireland and South Africa. Eventually, Professor Bar-On teamed up with a Palestinian scholar and they turned their attention to Israeli-Palestinian relations. Bar On's important work was cut short by his untimely death of brain cancer, but Ralph and Doris secured a continuation of the work he started by setting up the Martin-Springer Center for Conflict Studies at BGU.

Today, the center is headed by **Professor Shifra Sagy**, Chair of the Educational Psychology department and trained in the sociology of health.

Shifra Sagy and I had a chance to meet in person in the summer of 2015. I had traveled to Talitha Kumi, a retreat center in the Palestinian territory of the West Bank, to facilitate a multi-day encounter between Israelis, Palestinians, and Germans. This interactive

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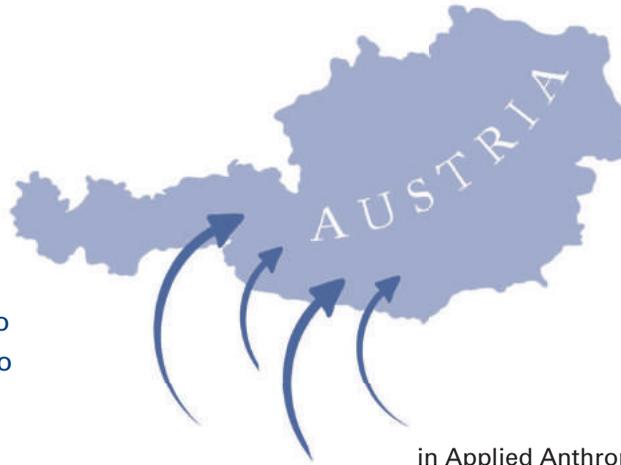
# The Austrian Refugee Integration Project

By Prof. Miguel Vasquez

In a globalized world, where ideas, goods, services, and capital now cross international borders almost effortlessly, we probably shouldn't be too surprised that people also are moving in response to these same global processes.

Fleeing warfare and violence, socio-economic collapse, or the impacts of climate change, humans do what they must to survive. In recent months, hundreds of thousands of displaced people have fled their war-torn homelands to escape violence and bloodshed. According to the United Nations Higher Commission for Refugees, there were 60 million refugees worldwide in 2015, the highest number since World War II. In the Middle East alone, millions are displaced by war and violence and daily we see reports of desperate refugees struggling to cross into European countries, where they can regain some semblance of safety, normalcy, and routine for themselves and their families.

Like much of Europe, Austria also confronts the dilemma of integration of a huge influx of refugees fleeing warfare and chaos in Syria, Iraq, Afghanistan and several countries in Africa. Although only a fraction of these refugees seek for asylum in Austria (the majority look to Germany or Sweden as their destination), the atmosphere among many Austrians is one of fear and



insecurity. This is common in many areas around the world that are experiencing large numbers of immigrants. Recent border closings and government crackdowns across Europe bear witness to the growing tensions over this very real question of how to integrate so many newcomers. As the current political climate in the U.S., and in Arizona, reveal all too clearly, our country is not immune to these stresses either. Unfortunately, the issue of displaced people and how to help them looks to be one that will be with us for some time. This is an issue that seems historically to bring out both the best in people... or the worst.

**In an effort to understand and document some of the better part of our nature, NAU Anthropology faculty and students will be traveling to Austria this summer to study successful grassroots programs working to integrate refugees into Austrian society. The Austrian Refugee Integration Project, a pilot project we hope to expand in coming years, includes myself, Kiril Kirkov, visual anthropology student, Amy Foust, graduate student**

in Applied Anthropology, and **Marina Xoc Vasquez**, my wife and Traditional Knowledge Scholar in the Applied Indigenous Studies Program.

The inspiration for the project began with a conversation between Kiril and a friend of his living in Vienna, **Dessislav (Desso) Pajakoff**, who works to help refugees integrate into Austrian society. The idea of documenting compassionate and positive responses, in contrast to the fear, hate, and outright demagoguery too often in the media, really appealed to us. As the grandson of immigrants, who worked with refugee farmers through grad school, and with undocumented families here in Flagstaff, I've always been interested in these issues. Kiril, a Bulgarian immigrant, a filmmaker (and former choreographer with a Bulgarian folklore ensemble) knows the sense of dissonance that immigrants experience. Marina is an immigrant from Guatemala and has worked in the trenches for years with immigrant and refugee groups, particularly in areas of health and nutrition. Amy has worked with Lutheran Social Services and long been interested in working with marginalized populations, particularly refugees. All of



Kiril Kirkov, Miguel Vasquez, Marina Xoc Vasquez, and Amy Foust

us, she says "have seen the importance of one-on-one, face-to-face, human support, and we want to be a part of a solution to respond with empathy and compassion, instead of fear." We understand many of the challenges of the refugee experience. "It's incredibly difficult," Amy says, "even when there is support."

According to the United Nations Higher Commission for Refugees, there were 60 million refugees worldwide in 2015, the highest number since World War II

Our initial contact, through Desso, was with **CICI (Coaches for Intercultural Cooperation and Integration)**. They provide training for coaches under contract with the Austrian Employment Agency for the integration of migrants and refugees. Integration coaches help first or second generation immigrants to integrate into Austrian society. The idea is to support the immigrants in self-empowerment, with a special focus on "angry young men" and the

(continued on page 15)

# The Scholars Academy: Integrating Cultural and Academic Exchange at NAU

By Samantha Clifford and Daniel Palm

In 2008, the Center for International Education (CIE) established an international Visiting Scholars program in an effort to attract greater numbers of international faculty to the NAU campus. The program, designed to encourage interaction between NAU faculty and scholars from our partner universities around the world has welcomed over 300 international faculty, the majority from China, over the past eight years.

Each semester CIE hosts approximately 20 visiting faculty through partnership agreements with international universities. Disciplinary areas include but are not limited to: Engineering, Education, Performing and Fine Arts, Finance, Communication, TESL, Biology and Business.

Scholars visit NAU in order to gain experience of the undergraduate curriculum in their discipline, conduct research, and expand knowledge in their professional field. The academy is charged with helping scholars to understand various components of US higher education and pedagogical methods. Weekly subject matter includes guest

International Scholar **Li Yonghong** (L) from Xi'an University of Posts and Telecommunications with NAU Professors **T.S. Amer** and **Beverly Amer**



speakers, community visits, pedagogical tools, resources at NAU, and campus events. Each visiting scholar is paired with a faculty (and occasionally staff) mentor at NAU.

Partnering with NAU faculty mentors provides participating scholars the opportunity to observe how NAU faculty deliver their courses, and to increase their competency in teaching similar courses in English at their home university. For some, their primary aim is to work on a specific research agenda, and could be looking for a US partner in that research.

Scholars have found the time they spend here at NAU very rewarding:

*"My mentor helps me know the frontier of scholarship and the chance to audit classes shows me the scenery of an American classroom."*

*"I think the most useful activity in the academy is the faculty development discussion in cline library, the activity can provide me with new ideas and skills in teaching."*

*"The enthusiasm and interest is very wonderful, of course understanding the policies is also important."*

*"Visiting the museums and camping brought us lots of fun, broadened our horizon and enhanced our relationships. I also like those sessions which are informative and provide us a good chance to communicate with other teachers from NAU."*

Mentors, in cooperation with their departments, not only facilitate delivery of pedagogical and learning content knowledge but also help introduce scholars to American culture and US university curriculum. Mentors introduce scholars to a great number of people associated with their respective colleges and academic disciplines, and integrate them into their classroom experiences. Scholars have attended faculty meetings, classes in both upper and lower divisions, student meetings and are exposed to a variety of teaching styles. The collaboration between mentors and scholars is bidirectional. Although scholars



International Scholars at the Musical Instrument Museum, Phoenix

come to NAU to learn about US higher education, they also share knowledge and techniques from their home countries and disciplines with their mentors. Mentors have indicated that they have learned about their own academic areas as reflected in the information they discuss with their scholars.

For example: mentors have indicated they learn about the changes that have resulted from economic developments, the current paradigm being followed in China, and new educational directions in technology. Mentors also claim that they have gained new

insights into the Chinese educational system and the Chinese way of thinking about education, which can assist them in working with incoming Chinese students at NAU:

*"This has been a thoroughly enjoyable experience for me."*

*"The only way we can track what's optimal is to take inputs from all sides. Thus, I try to be open to hearing new things about the Chinese system that might evoke changes in my practice."*

*"Mentoring has been a very positive and rewarding experience. Helping my scholar navigate getting around Flagstaff and NAU, has allowed me to see my hometown and the university through fresh eyes. It gives me a new appreciation for what I value in my professional and personal life. This friendship has been very enriching for me and I am grateful to her and to NAU for providing me with this opportunity."*

Fostering professional relationships and personal friendships are by-products of the Scholars Academy. We strive to balance academic and specialized knowledge with cultural awareness and education in the program delivery. For example, the Academy experience has included excursions to Navajo and Hopi schools, the Grand Canyon, Monument Valley, Sedona, Jerome, camping in the Sonoran Desert, and other local areas.

*If you are interested in learning more about the Scholars Academy and/or have an international scholar you plan to host that you feel could benefit from this program please contact **Daniel Palm**, Director for Global Academic Engagement and Senior Associate Director of the Center for International Education at [Daniel.Palm@nau.edu](mailto:Daniel.Palm@nau.edu).*

## NAU in Guatemala

(continued from page 5)

Jesus, and were assisted by Ms. Christy Xar, the mayor's representative from the Office of Ministry of Women. Additionally, the meeting included our pharmacist and our physician (OB-GYN) from Guatemala (who remain part of our team) as well as our wonderful interpreters.

**At that meeting, the community needs and goals were shared.** Culturally, we need permission from the prominent men of the village to provide the cervical cancer screening to save the lives of the women. This inter-professional and community collaboration established a sustainable global health care clinic project and initiated plans to return for cervical cancer screening on a yearly basis, as well as the creation of an ongoing diabetic and hypertension clinic sponsored by Nursing Heart, Inc. foundation. Patients that were started on medications to address these two chronic conditions are invited to return monthly for further checks and medicine supplies from our teams' pharmacist in Guatemala.

### Careful developmental preparation is made for the students

across the curriculum to come to this low resource and underserved community of Santa Maria de Jesus to share their expertise and grow in assessment, diagnosis, planning, and evaluation knowledge and skill while building cultural awareness, sensitivity, competence, and humility. We return each year to follow up on our patients we have seen the previous year.

In this global partnership project the student learning outcomes in a global inter-professional education environment facilitate a life-changing experience in learning and practicing new skills, improve ability to communicate and develop partnerships in a global inter-professional setting, and develop leadership qualities and respect for each other.

**From a qualitative research perspective with IRB approval from NAU, the students revealed that it was a dream to travel to Latin America and have the opportunity to experience health care in a global community.** The experience provided them with a profound impact and they all felt they made a difference. They felt welcomed and were able to experience new discoveries. They valued the limited resources and partnership in caring for a low resource and underserved community. Overall the consensus from the student's is that they received so much more than they gave to the people of Santa Maria de Jesus through their global experience. The study revealed that Compassionate Cultural Caring became the overall theme. With compassion, our project priority is sustainability.



***Dorothy Dunn will be sharing her experience in person as part of the Each One Reach One humanitarian aid panel discussion during NAU International Week!***

***Don't miss the opportunity to share in the discussion and experience Thursday, April 21, 6pm at the NAU International Pavilion.***

# Redefining my *Friend* and my *Foe*

By Sami Awad

I grew up living under the Israeli military occupation, in a situation where my friends and my foes were clearly defined, those who were for the occupation and those who wanted the occupation to end. I witnessed the Israeli army and Jewish settlers attacking Palestinians and Israeli peace activists. So when it came to Israeli society it was clear, there was the left and the right, the settler and the Israeli on the other side of the

“green line”, the secular and the religious, the activist and the soldier ... the friend and the foe. In the early 1990’s a redefinition of my friend and foe was created. It was not just about the occupation; it was now linked with those who supported and those who opposed the Oslo Peace Process, and for the first time the definition included Palestinians. Any Palestinian who opposed

Author at Right meets with Interim CIE Director Dr. Liz Grobsmith during a recent visit to speak at NAU’s new International Pavilion, April 2016.



the Oslo Process was an enemy of peace and an enemy of Palestinian national aspiration, therefore, my enemy. Any reaction by Palestinians towards the occupation, violent or nonviolent, was not only seen as being justified or not, moral or not, strategic or not, but was almost seen as anti-Palestinian if it did fit into the framework of Oslo.

During that time, the Israeli settlers and especially the religious ones were given more weight to the title of the “enemy” because they now became the obstacle to achieving peace. Negotiations were happening with right wing leader, so they were kind of our friends. The Israeli army, which a year

before was shooting, arresting, and even killing Palestinians was now conducting joint patrols with Palestinian security forces to protect “the peace” from Palestinians who opposed it. Even though the paradigm of definitions was flipped inside-out during the Oslo era, the majority accepted all these changes because they trusted the leaders and trusted them to deliver what they promised, freedom and peace.

The promises were not fulfilled during that time and do not seem to be achievable anymore. The old definitions and redefinitions of my “friend” and “foe” no longer hold ground because the frameworks in

which these definitions were created, the frameworks that promised us liberation and peace based on the Oslo two-state solution model have simply collapsed.

This does not mean that peace and justice cannot be manifested in the land, on the contrary; today presents a real opportunity. A new paradigm needs to emerge that is not a repetition of the old frameworks but is founded on deeper and much more challenging understandings of peace and justice, on values that were in the past ignored and neglected. In this new paradigm, my Israeli friends are not the ones who want to

arrange a cease-violence agreement with me and call it "peace." They are not the ones who want to hold on to all that they gained (land, power, resources, etc.) and give me the least amount to survive on and call it "freedom." They are not the ones who are so afraid of me that they want to create self-rule for the Palestinians and call it "statehood."

My friends in the new paradigm will be the ones who stand for human and equal rights for all in this land (Christian, Jew, and Muslim), rights that will not be constraint by any physical, emotional, or mental barrier. My friends are the ones who will recognize and acknowledge the atrocities that were committed against the Palestinians and the injustices that pursued them. My friends will stand for resisting all systems and structures of oppression, fear, segregation, control, racism, and discrimination in this land no matter what they are and no matter who inflicts them. My friends will challenge themselves to recognize my historic rights without thinking that this denies in any way their rights.

My friends will recognize my deep-rooted historic love to this land without fearing that my love in any way infringes on their love for the land. My friends will recognize the right of all peoples in this land to live in freedom, equality, honor, respect, content, safety, and prosperity. My friends will trust me and respect me and seek the same from me.

So who could be my friend in this new framework? **Anyone who believes in peace and justice and is not motivated by fear is my friend.** My friend can be a settler or a secular lefty, a devout Jew, Muslim, or Christian. My friend can even be a supporter of the two-state solution, the one-state solution, or any other political solution. Yes, there will be those who would still believe in violence and war, in segregation and separation, or in continuing the illusions that were created during the Oslo process. Such voices on both sides need to be challenged because I believe they are a foe to their own people before they are a foe to the other.

## Sami Awad

Sami Awad works in conflict resolution, democracy, and non-violence. He is the Executive Director of Holy Land Trust (HLT), a Palestinian non-profit organization, which he founded in 1998 in Bethlehem.

With the coordination of the Martin-Springer Center at NAU, Awad visited the new NAU International Pavilion on April 11th, 2016, and gave the presentation "Transformational Approaches to Conflict Resolution; A Model for the Holy Land"



# The NAU International Pavilion: Nexus of Global Sustainability and Culture

A Unique LEED-certified building in Arizona, the **NAU International Pavilion** is CIE's new venue on campus. It was designed from its inception to be a **physical embodiment of and nexus for the values expressed in NAU's Global Learning Initiative**. The Global Learning Initiative (GLI) was launched in 2009 as part of a comprehensive strategic planning process to advance global education at Northern Arizona University, by ensuring that students have multiple, substantive and intentional encounters with global perspectives, including across academic disciplines and the co-curriculum in targeted and strategically defined learning outcomes.

## Core Concepts

*The themes of global learning* are core to our definition and practice of global learning at Northern Arizona University. The Pavilion was designed around the themes of **diversity, environmental sustainability, global engagement, self and society, and transcultural and translingual competence**.

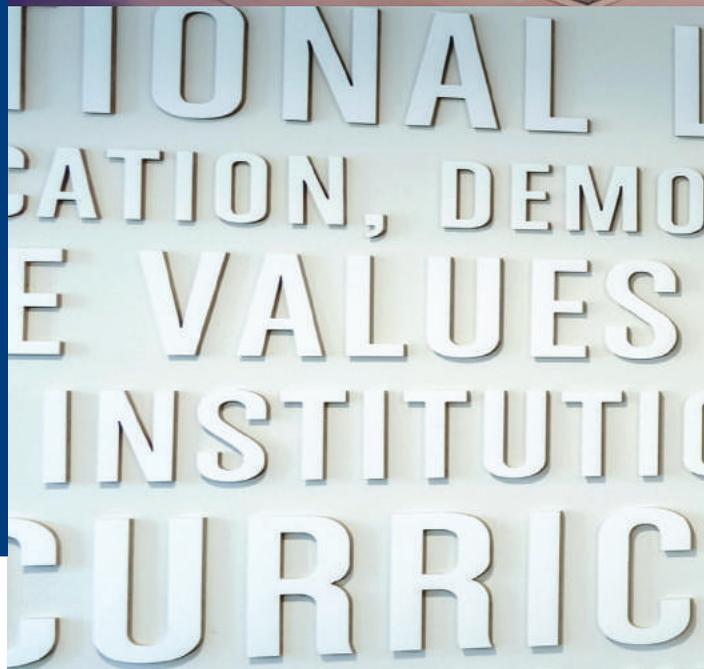
a Stunning Venue,  
spanning indoors  
and out

BUILT  
LEED  
PLATINUM  
compliant

(1-yr performance  
certification  
in 2017)



retractable walls



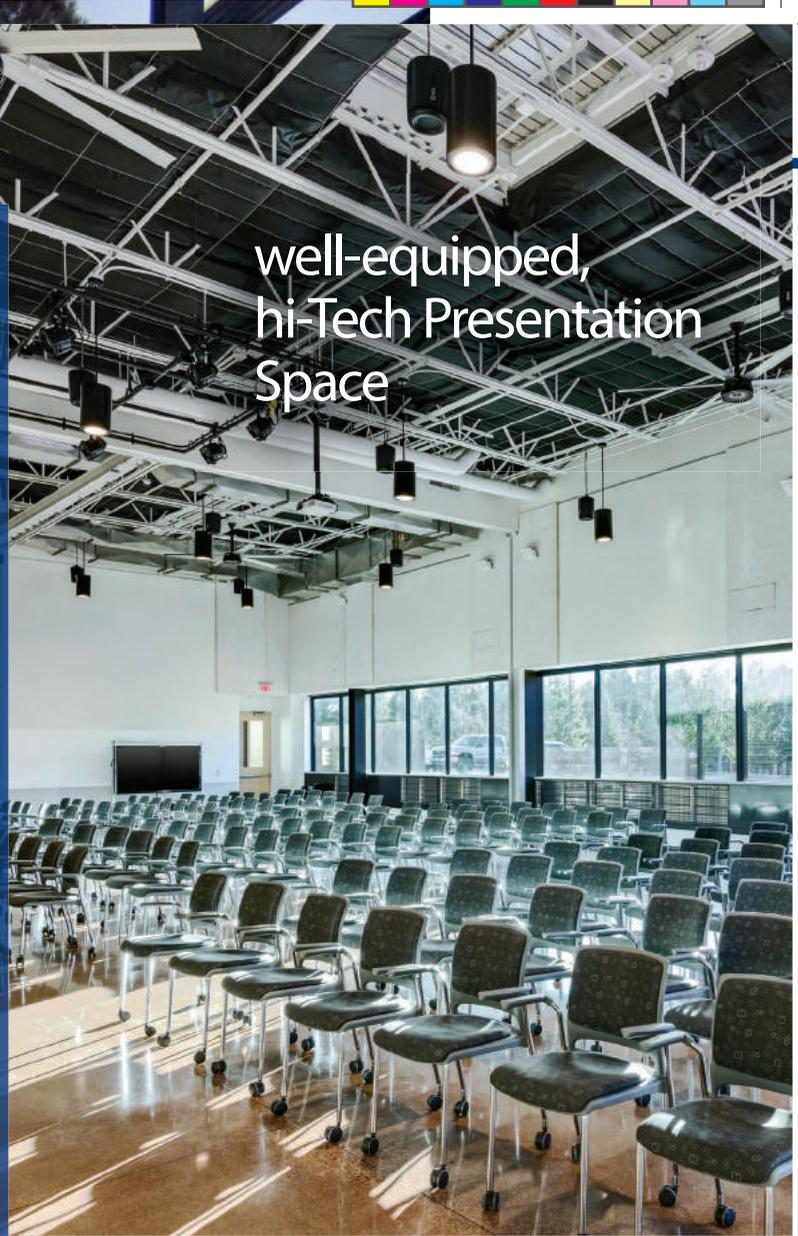
Consideration of the global learning values and targeted outcomes for the building informed every step in the design, materials decisions, and final construction of the building. The NAU Center for International Education also developed educational and interactive signage both inside and out. This signage is intended to engage the student not only into learning how the building works but also leading to a self-examination of practices and individual role in energy use and consumption on a local and global scale.



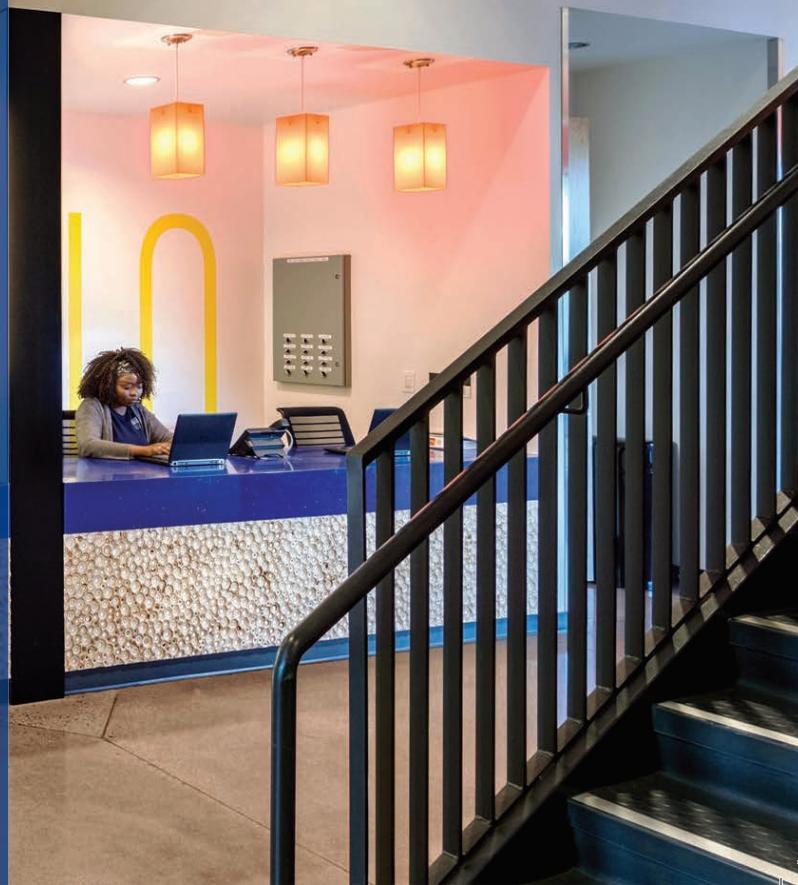
## Room to Meet

The PAVILION SPACE is first intended for student programming and learning, but additionally to provide a gathering place for any and all in the NAU community seeking a globally and sustainably themed environment and engagement. It currently hosts a variety of internationally themed events, including parts of new international student and faculty orientation, several culture nights throughout the academic year, International Week activities and special signature events and presentations. It has additionally begun to become an event space for local, regional, and state-wide organizations seeking a sustainably themed environment, working toward becoming a campus-community space embodying Global Learning values beyond the idea of borders.

## well-equipped, hi-Tech Presentation Space



The building itself has a calculated energy reduction of 56%. Featuring solar tubes and solar panels, the building presents its energy use in an interactive console display for occupants and visitors to the structure. **When certified it will be the first LEED Platinum higher-education building in AZ.**



## Four Weeks in Morocco

(continued from page 5)

students' pre- and post-analysis compositions, students' journals, and instructor observations.

### Findings

**Findings reveal that students used their language the most in grocery stores.** Other frequent contexts include in **restaurants** and with **Arabic conversation partners**. Students identified other contexts where they used the language such as at the bank during money exchange interactions and also with cab drivers. **See Graph 1** for a breakdown of the reported means of Arabic use by context.

**The findings also suggest that students began to feel more comfortable with the host culture and aware of the differences between their home country and the host culture.** This was reflected in the evolution of students' views on timeliness, fashion choices, food choices, greetings and interactions with local people, and views of the local religion. Some examples from students' journals reflect their comfort in the host culture:

*"I've been very fortunate to have a conversation partner invite me to their home for food. I spent the afternoon meeting the women in her family, laughing and talking and trying my best to understand between French, Tamazight, and Darija all around two large tables with a huge plate of rfiissa (a chicken dish with sliced Maloui, onions, lentils, and a myriad of spices) all communally eaten with spoons or with the right hand."*

Another example reflecting students' comfort in Morocco:

*"I feel that I have learned a lot in just a short time here, but somehow it's more purposeful. I have learned the everyday language and the expressions of the locals that communicate this spirit of good intentions. It felt so good to actually speak the language you've been learning and to see the positive response of locals who are thrilled that you are trying to speak their language, I felt that Darija (Moroccan dialect) and its language customs help facilitate the community building that I have experienced here. I hope that this isn't my last trip to Morocco."*

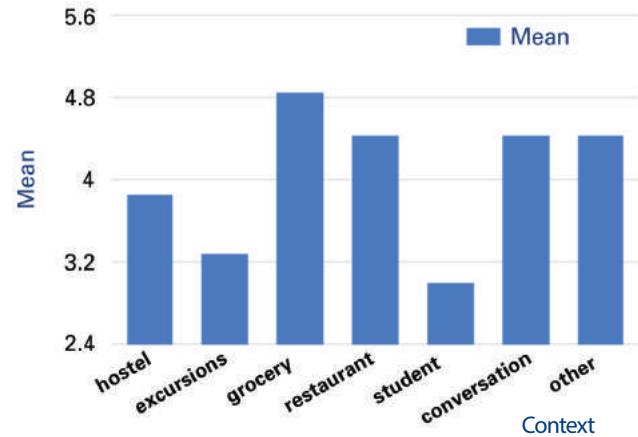
Another example showing **comfort in the host culture** is reflected in the following:

*"... I also found it easier than I expected to adapt myself to the culture here. While I, of course, experienced a large culture shock, I found myself craving American food less and less. I also noticed my personal clothing style changing a bit, as I learned to embrace bold patterns and prints. Perhaps the noticeable change and adaptation I made was that I stopped being ten minutes early to everything."*

Comfort regarding **views on the religion** is shown in the following example:

*"I have grown to understand the reasons for my positive experience and I think that in terms of ideologies and concepts, learning about Islam here has made my experience very enjoyable. It has been interesting to see how women observe their beliefs and how normal it is to hear call to prayers, to see women with Hijab and other forms of coverings, and to hear people view their faith and relations with others around the world in their communities. Similarly, many social customs were very enjoyable to become a part of and I know I will miss the little things that I experienced on a daily basis."*

**Graph 1: Students' Reported Arabic Use by Context**



*Interview data* also revealed how students embraced local dialects and linguistic differences, as they are opportunities for the students to learn, practice, and grow.

### Implications

Short-term study-abroad programs are inevitably becoming more and more popular in our university settings. Professors as well as study abroad advisors can work together to ensure the success of study abroad programs and prepare students for a different, yet positive experience. It should be noted that the results from this case study of a four-week program in Morocco may not be applicable to all study abroad programs. However, this does not mean that there are not lessons that can be taken from this experience.

### Implications for the Classroom

To ensure that our students are ready to use their language in the host culture, professors can introduce their students to different currencies in the target language culture/s as well as practice phrases that are common in the bank. Faculty can also have their students find different videos on YouTube of people having a family meal, for example, and asking them to mimic the scenario. Another activity professors can do with their students to bring the real world into the classroom is create different recipes in the target language, this way students know what to expect when they are reading a menu in the host culture in the target language. To encourage students to speak the target language with native speakers, faculty can organize web-based exchanges with native speakers in different schools/universities in the target culture/s. For example, students can discuss different subjects with native speakers using emails, blogs, voice boards, and Skype...etc. Subjects can include food, cultures, education, greeting in both cultures...etc.

### Implication for Study-Abroad International Centers

International centers can organize round tables with former students who have been abroad (if possible), future students who are planning to study abroad and faculty to talk about what to expect when one is in a different environment and ease the process of traveling to a different country. International travel advisors can also organize conversation partners' evenings on campus twice a semester where American students

and international students can get together and converse in the languages they are learning and know more about each other's cultures. International centers can award scholarships based on the assumption that students complete a cultural report. *Pre-reflection, Interacting, and Post-reflection reports* are a good way to help students grow, as they go abroad. The Pre-reflection part can include how conversing with native speakers is going to benefit their language and cultural understanding. The interacting part will be speaking with native speakers about different subjects in the language and talking about different cultural aspects in both cultures. The Post-reflection can involve how students think these interactions helped them or not and how they can be improved in the future.

### Conclusion

In conclusion, although students spent a relatively short time in Morocco, four weeks, they learned many lessons about language and cultural development. They also helped me learn many lessons, which have allowed me to bring the real world into the classroom setting. These lessons should encourage faculty and academic advisors to strive to bring cultural aspects into their work to help prepare our students to be global citizens. In the end, the study abroad program proved effective at helping students engage in and interact with an Arab society allowing them to become ambassadors for often unknown and undervalued Arab cultures.



Mounia Mnouer, MA, is lecturer of Arabic at NAU

## Refugee Integration

(continued from page 7)

empowerment of women. Coaches are trained to help immigrant trainees to help themselves and become coaches in their own right for others.

### Focus of the Project:

We have been invited by CICI, as well as other refugee organizations: to do visual ethnographic documentation of best integration practices, including documentary films and still photography of what seems to work; and to conduct workshops in **Rapid Assessment Response and Evaluation (RARE)** for coaches. RARE (developed and used successfully across the country and in many local projects) will help CICI and the other programs to document and better assess refugees' needs and perspectives.

The other refugee integration programs we will be working with include: **The Magdas Hotel** – a 4 star hostelry run by refugees organized by Caritas and recently featured on NPR; **Integrationshaus** – a program for unaccompanied minors and a model emulated across Europe; and **"Building Bridges"** a refugee project of the Austrian Worker's Samaritan Union.

Visual production and RARE methodology will be useful in assisting these programs in the assessment and mitigation of the non-economic psycho-social impoverishment inflicted by involuntary displacement. The refugee experience transforms one's routine culture into a

dissonant one, where nothing in daily life is any longer familiar. Integration aims at the development of a different routine culture, in which daily life becomes once again less chaotic and more navigable. "In the psycho-social-cultural realm, it is highly improbable that pre-displacement routine culture will be recovered, let alone restored. Although irreversible, there are ways to mitigate psycho-social-cultural impoverishment"<sup>1</sup>.

The organizations we are collaborating with have demonstrated success in this area, which we will be assessing through RARE focus groups, cultural expert interviews, and social mapping, as well as recording in documentary film work.

Funding our work this summer has been very much a grassroots effort. In addition to a generous grant from CIE, we hosted an Art Auction with artistic donations from Art for the People - a local indigenous art collective, along with Kiril's art photography, Marina's basketwork, and other prominent local artists. We have had other donations from many local supporters and have a The Go Fund Me page "Austrian Refugee Integration Project" link: <https://www.gofundme.com/jta5nvnw>

On Facebook, you can look up "Art Auction for Austrian Refugee Integration Project". Every donation helps to raise the \$20,000 necessary for the four-week trip.

<sup>1</sup> Downing et al., "Routine and Dissonant Cultures" in **Development and Displacement: The Crisis of Displacement and Resettlement**, SAR Press, Santa Fe, 2009)

## Israel Connection

(continued from page 6)

seminar focused on “borders” (political and personal, real and imagined borders), and we led the group through a process toward greater understanding and reducing levels of mistrust. For anyone following the events in Israel and the Palestinian territories, it comes as no surprise to hear that mutual fears, suspicion, and acrimonies mark the human-to-human and communal relations in this relatively small strip of contested land, where religion and politics often intersect in unholy ways. In such a volatile situation, it is important to strengthen those who are willing to engage in honest, self-discerning, and respectful conversation.

Professor Sagy attended the last session of this interactive seminar. The next morning, she and I had a chance to discuss possible collaboration between our “twin” institutes. We recognized the common grounds, shared values, and the compatible nature of the work of our Martin-Springer initiatives. We felt strongly that our universities at large should be included in this conversation, given the potential of a NAU-BGU partnership on a broader scale.

*On January 9, three of us boarded a flight to Tel Aviv. Liz Grobsmith* (Interim Director of the Center for International Education), **Michael Vincent** (Dean of the College of Arts & Letters), and I were on our way to Ben Gurion University to discuss ideas and proposals with our counterparts. The Martin-Springer Center for Conflict Studies also arranged a guided tour to learn about the plight of unrecognized Bedouin villages in the Negev desert. We enjoyed a chance to explore the old city of Jerusalem and visit a non-governmental organization in Bethlehem, whose founder, **Sami Awad**, will speak at NAU on April 11, 2016.

*At BGU, everyone we met greeted us with enthusiasm about possible projects and exchanges*, from President Rivka Cami and the Director of the International Office to faculty members from a variety of disciplines. We talked, for example, to people from the medical school about joint efforts on global health education, especially about cultural transference of medical knowledge to marginal populations, like the Bedouins in southern Israel and Native Americans in the American southwest. We tentatively explored ideas of research exchange on sustainability and water resources, since both NAU and BGU are located in desert environments. We looked into ways of how NAU’s Hotel and Restaurant Management school might collaborate with BGU’s Hotel & Tourism school at its satellite campus in Eilat. Furthermore, we talked to faculty in the fields of social studies, anthropology, psychology, archeology, and religious history. Most intriguingly, we recognized our shared institutional commitments to global education, diversity, and outreach to underserved communities.

Let me, in the end, return to the Martin-Springer Institute at NAU and the Martin-Springer Center for Conflict Studies at BGU. Prof. Sagy and I are now in an early stage of designing a summer program for a joint group of students from both universities on the theme of “social identity and space.” This program will look at how historical forces have shaped spatial and social arrangements between majority and minority populations: Bedouin, Arab-Palestinian, and Jewish communities in southern Israel, and Native American, Mexican-American, and European-American in the Southwest. While traveling and studying together in Israel and in Arizona, the make-up of the student group will reflect, it is hoped, the diversity of “social identities” that are at the heart of this project.

*Björn Krondorfer is Director of the Martin-Springer Institute and Professor of Comparative Religious Studies*

Björn Krondorfer



*it is important to strengthen those who are willing to engage in honest, self-discerning, and respectful conversation*



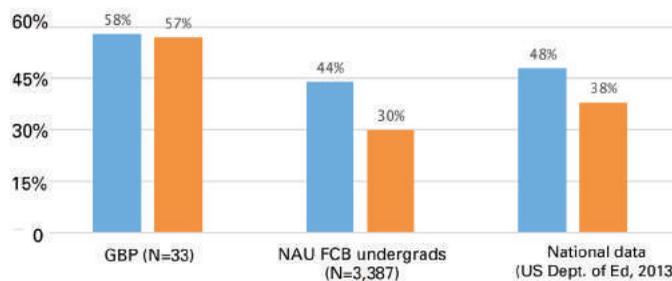
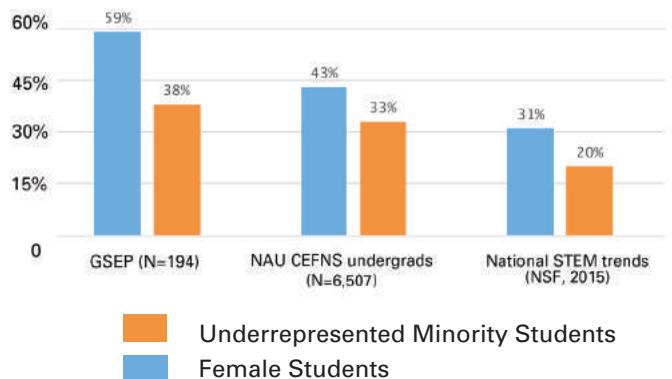
Marketplace scene, epitomizing the rich cultures that mix in the Middle East

# Interdisciplinarity

(continued from page 3)

IGP programs have consistently shown strong representation of women and minority students. GSEP launched in 2011, has 59% women in the program and 38% underrepresented minorities. These percentages are higher than those of the College of Engineering, Forestry, and Natural Science (CEFNS) undergraduate students. According to NAUs Planning and Institutional Research (PAIR) fall 2015 Official Census count, CEFNS undergraduates consist of

Graph 1. Comparison of diversity of GSEP student population to CEFNS and National STEM diversity data.



Graph 2. Comparison of diversity of GBP student population to FCB and national Business diversity data.

43% women and 33% underrepresented minorities (including Asian and two or more races). Nation data trends show that participation of women (31%) and underrepresented minority students (20%) is even lower across the United States (NSF, 2015). Graph 1 contains a visual comparison in STEM undergraduate education.

The GBP, launched in 2014, has 33 student participants. Over half of the business and hospitality students are women (58%) and underrepresented minority students (57%). These percentages are higher than those of the Franke College of Business. Again, according to PAIR fall 2015 Official Census

counts, FCB undergraduates consist of 44% women and 30% underrepresented minority students (including Asian and two or more races). GBP also shows higher diversity than the national average in undergraduate business education in the amount of underrepresented minority students (38%) and women students (48%) (US Dept. of Education, 2013). Graph 2 contains a visual comparison in business undergraduate education.

The Global Affairs Program will launch in the fall 2016, and we expect to see similar trends. While IGP is intentional in the recruitment and retention of women and minority students into the programs, we wondered whether the addition of language and culture studies naturally attracts diverse students with the ability to “code switch”; students who are not daunted by an immersion year abroad, nor operating in another culture and language. [Could global interdisciplinarity in undergraduate education be one answer for catalyzing diversity in higher education?](#)

A series of focus groups conducted with 20 GSEP students in spring 2015 provides us with some insight. Women and minority GSEP students did not see the addition of a second major in language or culture as a major challenge. They were not daunted by the extra workload. As a matter of fact, the language and culture part of their education offered them an opportunity to challenge themselves in different ways from their STEM major and they welcomed this diversity in their education. They were aware that code switching is a highly valued skill in GSEP and they recognized that they had experience with this skill. While they noticed that GSEP had higher diversity than in many of their STEM courses, it did not surprise them given the program’s focus on language, culture, and opportunities abroad. GSEP provided them with an inclusive atmosphere where they felt supported to pursue ambitious goals (Charles, in press).

The variable of study abroad is an important consideration in understanding the global element of IGP diversity. The most recent [Institute for International Education’s Open Doors Survey](#) indicates that 65% of outbound US students are women, 26% are minority students, 23% are from STEM fields and 20% from business and management fields. These data suggest that the variable of study abroad may play a role in the high number of women we see in both GSEP and GBP, but not necessarily for the high number of underrepresented minority students we see in each program. Follow up research will specifically explore the variable of interdisciplinarity in the diversity of IGP programs, as all students earn degrees from two very different colleges. To IGP students however, their two academic paths are natural combinations, which is our hope in preparing future professionals to seamlessly and thoughtfully work across cultures, borders, and disciplines.

## Citations

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# World of Difference

(continued from page 2)

looking at this particular Winter 2015 Study Tour, there are a couple of details to properly consider before completing our analysis, three in particular:

Firstly, for the ten students that my fellow Ethnic Studies colleague, **Dr. Ricardo Guthrie** and I took to South Africa, it cannot be overlooked or underscored enough how this was the first time out of the country for all of the students involved. When we say "out of the country," more appropriate and accurate is "overseas," as a couple of the students had journeyed south from Arizona into Mexico. This is significant, for even the process of procuring a passport was in and of itself a rite of passage – a publicly symbolic ritual that signaled preparation to take on a new perspective. For anyone at the Center for International Education knows that students once touched by international travel are hard pressed to return to the United States with the same perspective.

Secondly, if it has not been mentioned before, another significant detail is that all ten students were not just all black, but they all were black males. To be completely honest, if twelve black males were to openly walk around town, chances are such a presence would attract attention – especially given Northern Arizona University's status as a predominately white institution and current demographics in the city of Flagstaff. Thus, one can imagine the attention attracted abroad seeing how the most commonly represented demographic

*even the process of procuring a passport was in and of itself a rite of passage – a publicly symbolic ritual that signaled preparation to take on a new perspective.*

below: public wall mural as metaphor for the exclusionist policies of Apartheid

largest statue of Nelson Mandela in the world, Pretoria



of American study abroad students are white females. Many were not expecting to see our group and without fail presumed and assumed we were a traveling basketball team – not an

assembled group of junior and senior scholars. We personally experienced the joys of connecting with those who welcomed us as if we were on a heritage tour and simultaneously endured the



*Our American accents, money and passports largely afforded us "exempt status" from the local blacks who still suffer disproportionately from the residue of Apartheid, but not in all cases.*

lows of ostracism and even insults by those classified as "coloured" and white. Our American accents, money and passports largely afforded us "exempt status" from the local blacks who still suffer disproportionately from the residue of Apartheid, but not in all cases. A difficult lesson to learn indeed.

Finally, upon returning to the United States, the "Talented Tenth," as they were affectionately named, endured reverse culture shock. Many remarked about the irony of having to travel thousands of miles just to see their own local communities within a new light. For instance, after attending the minstrel play "Black Orpheus" downtown (the students attended due to a gift made by a high-ranking official we wished not to offend), students began to think more critically about the presence (or lack thereof) of serious and substantive black male images within American mainstream media outside of a sports/entertainment context. Lo and behold, the #oscarssowhite controversy was waiting for the students upon their return. The sustained narrative that

black males are only valued to the extent they add value to a professional sports team might then partially explain why most everyone readily assumed they were indeed basketball players. Unfortunately, worldwide, very little has been consistently produced to prompt different conclusions. A sobering lesson indeed.

*In conclusion*, in answering the query **"How can such an experience be viewed as positive,"** in essence, what the students did was explore new territory, question existing beliefs and absorbed new information that enhanced their prior understanding of "their world." The lessons were eye-opening, difficult and sobering. Yet, such is life! What better way to prepare our students for the global economy than by exposing them to the ways of the world, warts and all? Furthermore, upon return the students learned that their experience was not in vain; it is valuable as a source of continued learning. Already

*upon returning to the United States, the "Talented Tenth" endured reverse culture shock.*

they have been featured in the Arizona Daily Sun, have presented at academic conferences on campus and at catered events off campus. The "Talented Tenth" continue to maintain remarkable group cohesion and are actively working to share their insights and ideas with even larger audiences. To wit, they and their story will be featured at the International Pavilion from 5:00 - 6:30p on Tuesday, April 19th during International Week. Not bad for the first six weeks upon return!

In essence, what we have here is the ability to endure a transformative experience and return and become a facilitator for sharing new awareness gained from such an experience.

And this ladies and gentlemen, is the essence of global learning....

**Dr. Gooding and the "Talented Tenth" will share their experience in-person and in-depth at the April 19th presentation, "South Africa – The Painful Truth."**

For more information, please visit: <https://nau.edu/cie/international-week/>



# International Visiting Scholars at NAU Spring 2016



## Visiting Scholar

CHEN, Yongying  
CHEVALLIER, Morgan  
DAI, Hongwen  
DUTTA, Samrat  
FENG, Wiaoling  
GONZALEZ CASTRO, Francisco Alonso  
GUO, Quanshao  
HERRERO MENDEZ, Asier  
HOU, Guolin  
HU, Wenyu  
HU, Yexingham  
HUANG, Junxin  
LI, Na  
LIU, Jing  
LIU, Qing  
LIU, Tong  
LIU, Yan  
LLAMA, Joseph  
MOMMERT, Michael  
NI, Qian  
OLIVER PEREZ, Jaime  
OSZKIEWICZ, Dagmara Anna  
PENTEADO, Paulo  
PLAZA DE CARLOS, Cesar  
POMPA GARCIA, Marin  
SHEN, Xingju  
SHIMIZU, Tomoko  
SUN, Dongmei  
THIROUIN, Audrey  
WU, Jie  
XING, Jin  
YAN, Dongbin  
YU, Lebin  
ZAERI AMIRANI, Mohammad  
ZHANG, Hong  
ZHANG, Hong  
ZHANG, Jihong  
ZHANG, Wenfang  
ZHANG, Xinyi  
ZHANG, Zhiqiang  
ZHAO, Weiwei

## Department

Center for International Education  
Global Languages and Cultures  
Center for International Education  
Center for Bioengineering Innovation  
Center for International Education  
Global Languages and Cultures  
  
English  
School of Forestry  
Geography, Planning&Recreation  
Center for International Education  
Geography, Planning&Recreation  
Center for International Education  
Center for International Education  
COE: Educational Specialties  
Center for International Education  
W.A. Franke College of Business  
Geography, Planning&Recreation  
Physics and Astronomy  
Physics and Astronomy  
Center for International Education  
Global Languages and Cultures  
Physics and Astronomy  
  
Physics and Astronomy  
Biological Sciences  
School of Forestry  
Geography, Planning&Recreation  
English  
Center for International Education  
Physics and Astronomy  
Center for International Education  
School of Art  
Geography, Planning&Recreation  
Center for International Education  
NAU Electrical and Computer Engineering  
Center for International Education  
Geography, Planning&Recreation  
W.A. Franke College of Business  
School of Communication  
Center for International Education  
COE: Educational Specialties  
Geography, Planning&Recreation

## Host Faculty

Jiang Xia  
Patricia Frederick  
Xia Jiang  
Kiisa Nishikawa  
Xia Jiang  
Prof. Robert Neustadt  
  
Prof. Jeff Berglund  
Prof. Thomas Kolb  
Alan A. Lew  
Xia Jiang  
Alan A. Lew  
Xia Jiang  
Jiang Xia  
Prof. Laura E Sujo-Montes  
Xia Jiang  
Dr. Stephen Wright  
Alan A. Lew  
David Trilling  
David Trilling  
Xia Jiang  
Dr. Edward Hood  
David Trilling  
  
David Trilling  
Ted Schuur  
Peter Fule  
Alan A. Lew  
Prof. Fredricka L. Stoller  
Xia Jiang  
Dr. David Trilling  
Xia Jiang  
David R Williams  
Alan A. Lew  
Xia Jiang  
Dr. Fatemeh Afghah  
  
Xia Jiang  
Alan A. Lew  
Dr. Ding Du  
Prof. Annette McGivney  
Xia Jiang  
Dr. Norbert Francis  
Alan A. Lew

## Home Institution

Beijing International Studies University  
Universite du Toulon  
Hunan Institute of Technology  
N/A  
Shanghai Conservatory of Music  
Pontificia Universidad Catolica De Chile  
  
Shandong University  
University of Basque Country  
Nanjing Normal University  
Southeast University  
Hebei Finance University  
Hunan Institute of Technology  
Beijing International Studies University  
Xi'an Radio & Television University  
Hefei Univeristy of Technology  
Harbin institute of Technology  
Hebei Finance University  
University of St Andrews  
N/A  
Xi'an University of Science and Technology  
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Instituto de Ciencias Agrarias  
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Hebei Finance University