

NAU's College of Education Embraces Internationalization

By Dean Michael Sampson

Spring is in the air in the College of Education (COE) at NAU. The blooms we see are from our first study abroad cohort in Siena, Italy. Ten of our students and two of our faculty members are making history as they participate in the first-ever NAU College of Education semester abroad.

The College of Education at Northern Arizona is in year two of a five-year plan to internationalize the curriculum of the college and to provide multiple opportunities for COE students to experience the world through study abroad opportunities.

Our faculty believe that internationalization in the COE is a necessary and enjoyable response to globalization—the growing interdependency between cultures and countries. Our goals are for our faculty and students to develop a cosmopolitan view of the world and to enhance our role as informed and connected humans as we participate in the 21st-century world.

We believe that our NAU students need to meet and know people from other countries in their native environment, for as Hillary Clinton said during her recent visit to China, *"We believe that relationships between nations aren't just about relationships between governments or leaders—they're about relationships between people, particularly young people."*

To that end, in June of 2013 I visited Italy to court potential partnerships for our college. My first stop was in Siena, Italy, where I met with the leadership of the Siena School for Liberal Arts. We brainstormed together and created the ideal of a unique partnership that would utilize the distinctive skills of our education majors: Our students would teach English as a Foreign Language to Italian children in Italian schools in the mornings, and take NAU coursework in person and online in the afternoons and evenings.



Prof. Barbara Veltri (second from left) with COE students in Siena

I left Siena with a blueprint for our study abroad program in hand.

My next stop was in the Italian city of Reggio Emilia, the birthplace and center of the Reggio early-childhood method, which is the foundation of our Marshall Flag ISD partnership. I spent two inspiration-filled days at Reggio, meeting with staff and planning future partnerships for our early-childhood students and faculty.

Upon returning to Flagstaff, the college staff worked with the NAU Center for International Education to implement our plans for a spring 2014 study abroad experience in Italy. This spring, 10 elementary-education students are living and studying in Siena. They are led by COE professors Barbara Veltri and Michael Blocher. Barbara is there for 17 weeks; Michael taught a hybrid class with the cohort and spent a week with them in Siena.

Although this is our first study abroad semester, it is not the first international engagement for the COE. Professor Sandra Stone has led many short courses to Australia and New Zealand over the last decade. Professor Rosemary Papa founded and leads the Flagstaff Seminar, a group of 25 international scholars from around the

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University administration is often referred to as the “dark side” by faculty. As unflattering as this characterization may be, I have never encountered a university administrator who doesn’t want to be a university administrator. Indeed, all administrators I have met think that the role they play is crucial to the functioning of the university, and some even regard themselves as indispensable. Yet, in terms of campus internationalization, there really is an indispensable administrator. The American Council on Education’s Mapping Internationalization on U.S. Campuses (2012) says that *“among all potential catalysts for spurring internationalization, the president/CEO is the most common catalyst at institutions that reported an accelerated focus on internationalization in recent years.”*

Not only is this absolutely true of NAU under the leadership of President John Haeger, but campus internationalization will prove to be one among many rich legacies that President Haeger will leave as he moves into the next phase of his professional life. Indeed, the successes that NAU has enjoyed in terms of comprehensive internationalization over the recent past is testimony to the outsized influence he has had on this aspect of campus life during his tenure.

NAU GLOBAL

Harvey Charles, Ph.D., *Editor*

Emma Holmes, *Assistant Editor*

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An Indispensable Administrator: The Presidency and Campus Internationalization

By Dr. Harvey Charles



President Haeger has consistently attended receptions convened each semester to welcome visiting scholars to NAU. Invariably, he talks about his time in Rome as a college student and how memorable this experience was for him. As to whether this experience planted the seeds that have led to his exceptional

there is a palpable sense that the culture of the university has changed to embrace a global identity.

support for international education is uncertain, but no NAU president has done more for international education than John Haeger. And let me be clear in saying that this is not the kind of support that has merely allowed us to catch up with other institutions, but rather support that has allowed us to become a trailblazer in international education and a model for other universities. It is under President Haeger that the position of Vice Provost for International Initiatives was established and, along with the support of Provost Grobsmith, a Task Force for Global Education was convened to develop recommendations that have transformed the campus into a global campus. It is President Haeger who has ensured that the Center for International Education is adequately resourced to pursue an ambitious and robust agenda, support that led to being named a recipient of the

2012 Paul Simon Award for Comprehensive Internationalization. It is President Haeger who supported the move of the Center for International Education from a residence hall to Blome Hall on north campus, which provides improved accommodations for its significantly expanded operations. It is President Haeger’s vision for a diverse campus that led him to challenge the Center to increase the enrollment of international students to 1,000, a figure that we have since exceeded.

In a recent conversation with Dean Jagodzinski of the College of Engineering, Forestry and Natural Sciences, the dean pointed out that much of President Haeger’s agenda has focused on enhancing the experience of students. Be it in the construction projects he has supported, the priorities of the university expenditures, or the campus climate that he has sought to foster, ensuring that students have the best possible experience has been central to his decision-making. This resonates well with what has occurred with international education. More students now participate in education abroad experiences, and there are substantially more options from which they can choose. Many more students now benefit from multiple encounters with global learning experiences inside and outside of the classroom because of the Global Learning Initiative adopted by more than half of all academic departments. Students now have the opportunity to live in the International House managed by

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hip-hop: Global Phenomenon and Opportunity for Global Learning

By Prof. Frederick Gooding, Jr.



This year, 2014, marks the 30th anniversary of a formerly unknown, unrecognized, and unaccomplished record label. Back in 1984, who among us could have predicted that with limited resources and exposure, this label would become internationally renowned and responsible for introducing us to household names that have indelibly shaped our musical experiences not only forever, but arguably, for the better?

Def Jam Records, started by New York University student Rick Rubin and launched into stardom by Russell Simmons, has provided a fresh, new universal soundtrack that has taken the world by storm. While few among us would label ourselves as diehard hip-hop listeners, perhaps even fewer can state that they have never heard of hip-hop artists such as Run DMC, LL Cool J, Public Enemy, or the Beastie Boys. Even contemporary artists such as Jay-Z

and Kanye West number among those touched by the long arms of the Def Jam label.

Hip-hop has long ceased to be an outlying art form performed by disaffected and disillusioned urban youth. Without question, it is now a worldwide phenomenon. At the 2013 DJ Championships held in London, DJ Fly from France claimed first prize. Further, at the world break-dancing championships held last year in Germany, MC Fusion won the honors, even though he claims not the South Bronx but South Korea as home.

Much like the Civil Rights Movement of the 1960s, which mesmerized individuals in other parts of the world and galvanized them into acts of social justice, hip-hop has provided a similar social outlet. First arising from urban America’s forgotten barrios, African American and Latino artists fostered hip-hop as an organic, healing, and constructive coping mechanism in response to the dire socio-economic conditions of the late 1970s. Hip-hop later evolved into a culture beyond a mere musical art form once predicted to be a passing fad. Yet in the beginning, hip-hop was roundly criticized and disparaged with much hand wringing

for everything wrong that it represented. Hip-hop was counterculture, it was “in your face,” and it was loud. But in retrospect, for these very same reasons, hip-hop was revered in other countries, for it was fresh, innovative, and provocative.

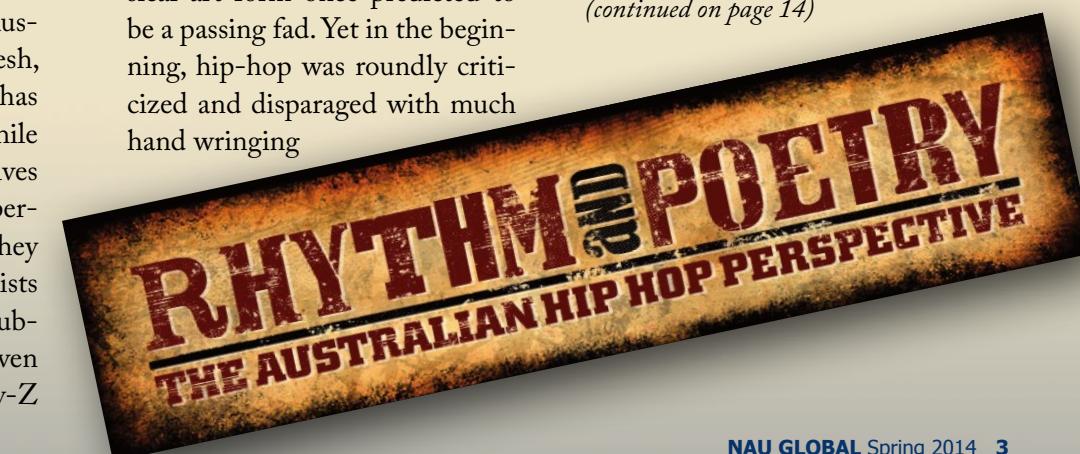
hip-hop culture, its language, and stylistic creations have permanently altered society’s landscape.



The Beastie Boys

Not every hip-hop artist approaches the craft the same, but the art form has created much space for several artists to voice their substantive, cogent, and witty critiques about American society’s shortcom-

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In the Violent Aftermath of the Arab Spring, a Path Forward for Egypt

By Prof. Mohamed A. Mohamed

The Arab Spring in Egypt, once hopeful and promising, has turned into a national and regional disaster since the military coup of July 2013. The society is acutely polarized, the economy is collapsing, and security is dramatically deteriorating. The Muslim Brothers, whose president was ousted and whose members have been killed and detained in the thousands, are protesting daily, believing a security and economic collapse will bring the military down. For its part, the military is aggressively pushing forward, hoping for an absolute victory that will make both the Brothers and the international community submit to the new reality. In this article, I will sketch out what could be the main features of a solution to the current crisis.



The polarization that has sharply divided the society must be transformed into a healthy spectrum of political arrangements. Polarization has made dialogue and compromise impossible. The initiatives of dialogue between the detainees and their prisoners, sponsored by the European Union, have, not surprisingly, failed. In addition, there is no institution in Egypt that can house and foster the process of crafting a compromise. An immediate release of the tens of thousands of detainees and speeded-up parliamentary elections will change this picture. The competition over almost 450 seats in parliament will fragment the two polarized camps and the election will create the opportunity for the formation of new alliances and cross-alliances that will retain the more complex pic-

ture of Egyptian politics. Once there is a parliament in place, all parties and groups can be engaged in serious dialogue and will be forced to make tough compromises.

The January 2011 revolution erupted mainly because of the internal conflict inside the Egyptian state between two centers of power: one socialist and military, the other capitalist and liberal. Before long, the liberal economic elite were thrown in prison. Since then, the military has dominated the market and tightened its grip on the economic sphere but failed to stop the continuous collapse of the economy. In terms of statistics, Mubarak's economy was

not doing badly. Private-sector investments had increased from Egyptian Lira (EL) 33 billion in 2002–2003 to EL 96 billion in 2006–2007. Direct foreign investments had grown from US\$700 million in 2002–2003 to more than US\$11 billion in 2006–2007. There was a 100 percent increase in commodities exports in three years, reaching US\$29.4 billion; an 80% increase in foreign currency reserves in three years, totaling US\$34.8 billion; and a 46% increase in bank savings in three years. To get these rates back, an economic compromise has to be reached between the military and the liberal elite. While the liberal elite should be left to restore and run the commodities market, the military can hold dominance over lands and natural resources.

In the future, privatization of the military services, supplies, and the weapons industry will open new spaces for the military to realize more profits.

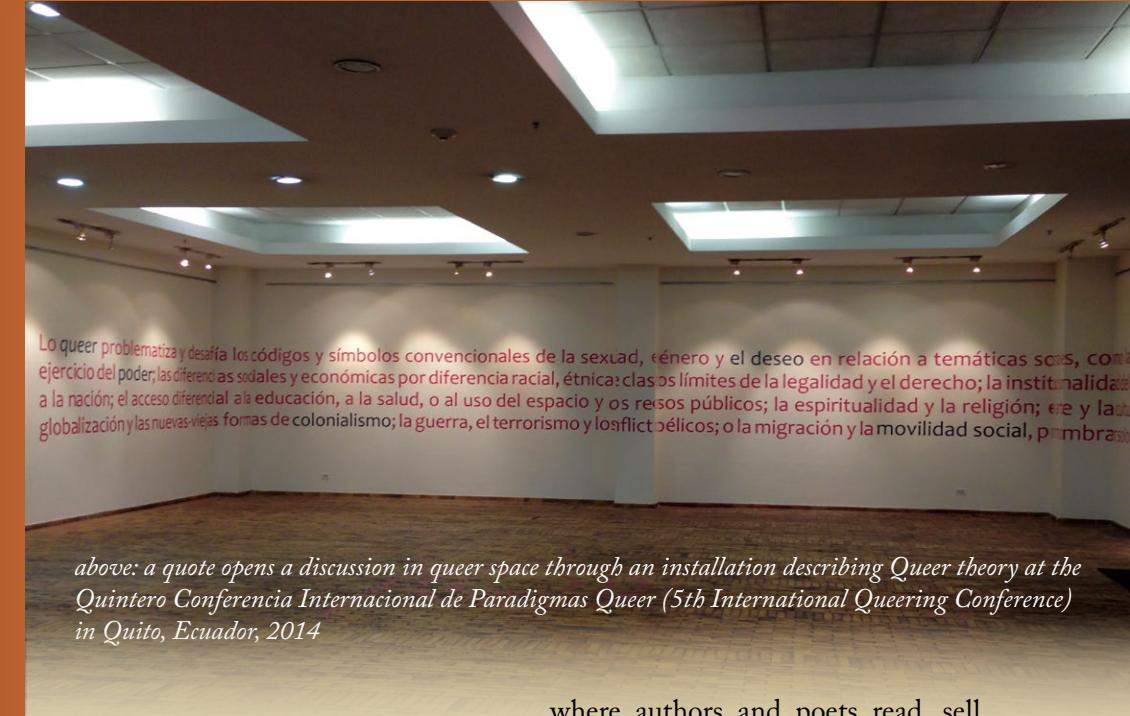
Since 1953, Egypt has been a presidential republic ruled by four presidents, all of whom came from the army. The political centralization of power was economically augmented by a socialist economy run by the state. Through a sequence of compromises and adaptations since the mid-1970s, the state was able to gradually advance privatization and market liberalization policies and make the economy more integrated into the global market. That has not been paralleled by political liberalization strong

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From the Bookstore to the Street: Queer Spaces and a Global Decolonial Imagination

By Prof. Caitlyn M. Burford

It is a common misconception that “queer theory” is an academic catchall phrase for LGBTQIA issues, and often these issues are reduced or oversimplified. For example, gay marriage becomes the face of a movement of people from various backgrounds, ethnicities, nationalities, sexualities, and gender expressions struggling for rights, citizenship, and recognition. While marriage is certainly one side of an issue that deserves attention, there are many other sides (and many other important issues) that are often ignored.



above: a quote opens a discussion in queer space through an installation describing Queer theory at the Quintero Conferencia Internacional de Paradigmas Queer (5th International Queering Conference) in Quito, Ecuador, 2014

protection, and citizenship? Queer theory challenges how we see people and asks us to question how power plays out in our world. This is precisely why queer theory requires a global perspective.

Queer theory challenges how we see people and asks us to question how power plays out in our world.

Queer theory should not be oversimplified. While equal rights for all sexualities and gender expressions may be the starting point for many people, queer theory can be much more. It is a complex approach to critiquing the structure of the world around us. Queer theory provides a lens to view and reshape the world, to deconstruct meanings, interpretations, symbols, and “realities.” Essentially, queer theory is a question of epistemology—How do we come to “know” what we know?

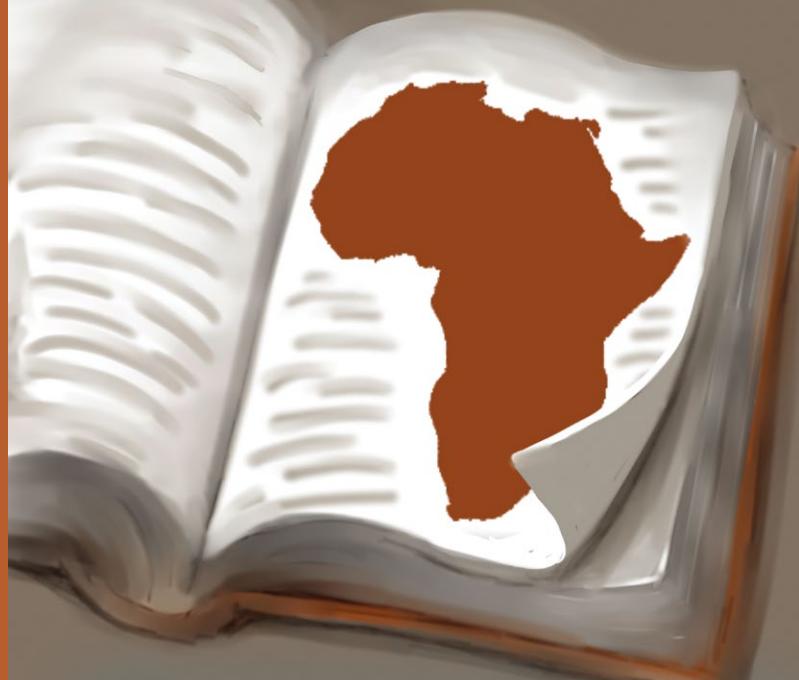
Queer theory could begin with gender, asking why our dominant understanding of gender is shaped the way it is. Why do we ascribe a particular sex to a particular gender? Why do those genders so often determine personalities, jobs, income, relationships, abuse, legal

where authors and poets read, sell, and perform their work. In this space, the oppression of culture and ethnicity cannot be separated from gender and sexual expression. Rather, they go hand in hand. Latina/o gender and sexual expressions are a way to hold onto the cultural heritage and history while challenging the gentrification of the area.

Meanwhile, here at NAU, I recently worked with a group of students in an environmental communication course. The students collaborated on a final project at the San Francisco Peaks, properly called *Dook'o'oosliid* by the Navajo. For the project, the students took part in a protest at the base of the Snowbowl ski area as one of the many social responses in previous years to the use of artificial snow. According to one protester, her identity as a queer woman living in Flagstaff meant that she also had to be involved in a struggle for Navajo, Hopi, and other minority rights; her sexual

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Is Africa Turning the Corner?



Higher Education and Technology Supports Good Governance

By Prof. Eric Otenyo

The recently concluded Sochi Olympic Games reminded me of an important aspect of governance—corruption. The storyline is that Russian oligarchs made money from contracts offered to build the massive infrastructures in the Olympic city. The claim was that bids were inflated to allow for rent seeking, and in the end, the Sochi Games turned out to be the most expensive on record. But it is not only the Sochi Olympics in Russia that have given corruption a bad name. Quite the contrary: When India hosted the 2010 Commonwealth Games, the media reported that the event's organization was riddled with

massive corruption scams. And so was the enterprise in Kenya when that country hosted the 1987 All-Africa Games.

And corruption affects more than international sports. Most recently the attentive public was made aware of yet another corrupt deal involving Chinese contractors and members of Kenya's ruling elite. With China funding the upgrade of a railway line to run from Mombasa to Uganda, experts have criticized the high costs associated with the project. The Kenyan unit price is 27 percent higher than that for a similar undertaking in Ethiopia. In comparable situations, a kilometer would cost between \$1 and \$2 million; Kenyans will pay \$6 million for the same type of work and

materials. As Italian-British journalist Michela Wrong observed in her book *It's Our Turn to Eat: The Story of a Kenyan Whistleblower*, Kenyan authorities are among the most corrupt.

Indeed, Transparency International's Corruption Perception Index¹ ranks Kenya as one of the most corrupt nations in the world, slightly worse than Russia. The good news is that several African countries, including Botswana, Ghana, Rwanda, Mauritius, Namibia, and Lesotho, are rated cleaner than Italy. Still, Somalia is in the company of North Korea and Afghanistan as among the most corrupt places on Earth. The moral of the story is that the persistent mischaracterization of Africa as a place of corruption is inaccurate.

Good Governance and "Corruption-Free" Zones

It follows that a perception of corruption alone is not a sufficient yardstick for measuring a country's governance. To the extent that combating corruption is one way of improving how a nation functions, it attracts much scholarly attention. For Africa, the search for sustainable development is often predicated upon achievement of "good governance." As a general rule, countries with better governance profiles tend to attract faster economic growth rates and are most likely to experience decline in levels of abject poverty.

And as we know, the pillars of good governance include democracy, honesty, and competency. Public administration scholarship points out that government should not just be efficient, but honest. Honest and corruption-free governance seems to be a prerequisite for forming a democratic state. Without good gover-

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Climate Change as Opportunity: What We Can Learn from Germany's Energy Revolution

By Prof. Peter Friederici

In January the developers of the proposed Cape Wind project off Nantucket won an important court approval in their multi-year effort to build the United States' first offshore windfarm.

It's a contentious project that will, when built, power over 200,000 homes in coastal Massachusetts. Advocates had hoped that it would jump-start a renewable energy economy on the East Coast. But guess where the 130 giant turbines and associated support structures will be manufactured? Not in the Northeast—once a manufacturing stronghold—but rather in Germany and Denmark, under the supervision of the German manufacturing giant Siemens.

That's only one example of the divergent ways in which Germany and the U.S. are addressing the closely linked challenges of climate change and energy production. While climate change and energy policy in our country stagnate, Germany is heading full-throttle toward an energy revolution with the potential to reshape perceptions of what's possible when it comes to retooling an entire economy.

It's a topic I studied with great interest during a five-month sabbatical stay at the University of Hamburg last

year. I had the opportunity to work with colleagues at the "Media Constructions of Climate Change" research group, which examines how climate change is portrayed in media accounts around the world. While there I developed the framework for an ongoing comparative study of how German and American newspaper journalists frame climate change. And I engaged in some reporting for the web magazine *InsideClimate News* on how Germany is proceed-

Germany in general, has generated enough of a critical mass that it is an economic and political force. As a result, Germans are no longer addressing climate change solely as a moral or ethical issue (though they do perceive it in that way); they also see it as a growth opportunity.

But economics alone does not explain why a far larger percentage of the German populace (and of the

Wind turbine platforms being readied onshore before being installed in the North Sea



country's political elite) regards climate change as one of today's most pressing problems. That concern is surely linked to geography: Germany has more neighbors than we do, and as a member of the European Union has had to learn to negotiate and compromise with others. The country has a tangled history of nationalism that has, since World War Two, taught it to be highly considerate of the views of outsiders. And it is not subject to the same philosophy of individualism and national exceptionalism that dominates many Americans' view of their own country.

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Travel and Study in the Life and Works of Gabriel García Márquez

By Prof. Edward Waters Hood



A son of the tropics, Nobel Prize-winning author Gabriel García Márquez was born in 1927 in Aracataca, a small agricultural town on the Atlantic coast of Colombia. His novel One Hundred Years of Solitude (1967) has been characterized as the second best work in the Spanish language, after Miguel de Cervantes's Don Quixote. García Márquez is considered a serious writer, and his novels and short stories have been enormously popular with readers, not only in Spanish but also in translation in many of the world's languages. In the United States, nearly all his fiction is published in both Spanish and English.

Most residents of Aracataca spend their entire lives in the town and surrounding areas. But the future author's love of learning and literature led him to a scholarship at a high school near Bogotá. Located at 8,600 feet above sea level and 400 miles from the Atlantic coast of Colombia, the capital city has a very different climate and culture than those of his hometown. Although the young García Márquez considered Bogotá a foreign land, after completing high school there he studied law for a couple of years before beginning his career in journalism and literature. In 1948, when Jorge Eliécer Gaitán, the Liberal Party candidate for president, was assassinated in the capital, García Márquez witnessed the beginning of a 10-year civil war that resulted in more than 200,000 deaths. He returned to the Atlantic coast to work as a journalist in the cities of Cartagena and Barranquilla before traveling to Europe as a newspaper

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correspondent. It was in Rome and Paris where he developed his writing skills and studied filmmaking. While in Europe, he also documented his travels throughout the Soviet Bloc. He went on to live in Mexico City, where he wrote the novel that made him famous, and then to Barcelona, where he completed *The Autumn of the Patriarch* (1975), a novel about dictatorships in Latin America. He was already an internationally acclaimed fiction writer when he received the Nobel Prize for Literature in 1982.

García Márquez's trademark is "magic realism," a literary technique in which fantastic elements are introduced into realistic stories, startling readers by breaking their expectations. Although the author returned to live in Mexico City, a major literary capital of the Hispanic world, he travels frequently to Cartagena, where he has a home, and to Cuba, where he established a school to train young filmmakers. García Márquez's travels and experiences studying and working in different parts of Europe and the Americas were decisive in his development as a writer and as a global citizen.

In his literary works, we encounter many forms of travel. There are quests of discovery, to search for treasure or for someone, trips to forget someone or to escape persecution, as well as fantastic voyages, which, like life's journey, lead to death. The author's personal travels and studies abroad are reflected in many of his works.

How NAU's Global Learning Initiative is Transforming Elementary Classrooms in Arizona

By Prof. Susan Lee Stutler



Students investigating the burrowing owls

Globally minded people start by being curious about their world. They ask important questions and are motivated to investigate problems they discover. Globally minded people take action in creative and ethical ways to address the situations and issues that matter to them. And globally minded people are at work in a variety of contexts. In Yuma, Arizona, for example, Krystal Barajas' second graders are investigating the plight of the burrowing owl. Their research springs from questions they brought to school about these little birds that make their homes in the soft dirt along the roadsides. As streets are widened and desert spaces are given up to development, the owls are losing their habitat and their homes. Guided by their teacher, the second graders' interest in the owls has led to extensive research and to the start of a plan to help the burrowing owl survive. The children are

speaking out to parents and to the community through letters and posters. They are sharing what they are learning with other classes and grade levels and with the student council at their elementary school. The children have decided to put what they have learned to use in the creation of their own informational book about owls, which will be available to other students in their school library and eventually to patrons of the Yuma County Library.

A second-year teacher, Ms. Barajas originally constructed a community-action curriculum for young children while still an undergraduate in the teacher-education program at NAU-Yuma. As part of Northern Arizona University's **Global Learning Initiative (GLI)**, faculty members of the NAU-Yuma Branch Campus Education Department developed global-learning outcomes aligned to the professional teaching and learning standards for which pre-service teachers would soon be responsible. Finding connections to global competencies in pedagogies that foster inquiry, meaning making, critical thinking, and collaborative problem solving, faculty included opportunities for students to explore and design curricula that incorporated authentic, student-led investigations of real-world issues.

At the inaugural **Global Learning Symposium** in Flagstaff, Krystal Barajas and her teammate, Catherine Burnite, shared the service learning curriculum they had developed for primary children as part of the ECI 321 class. The assignment had been to use the theory and knowledge they had gained from their education methods courses to create a curriculum that would be highly engaging to students and aligned to standards, and would integrate essential content in ways that were developmentally appropriate. In

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a group of burrowing owls



Karen Plager,
PhD, RN, FNP-BC, Professor, School of Nursing

- Setting up an international semester exchange with HAN University in Nijmegen, Netherlands
- Developing collaborative projects with Hanze University of Applied Sciences Advanced Practice Nursing in Groningen, Netherlands
- Working with Malagasy Lutheran Integrated Action project to strengthen nursing leadership in community-based primary health care in Madagascar



Kim Gould,
DNP, RN, FNP-C, Assistant Clinical Professor, School of Nursing

- Providing medical care and nutritional support to women and children living in the village of Jubilee, located in Gonaves, Haiti
- Supervising family nurse practitioner students providing cervical cancer screening for Mayan women in Guatemala



Dorothy Dunn,
PhD, RN, FNP-BC, AHN-BC, Assistant Professor, School of Nursing

- Supervising nursing students in the Tibetan Refugee Settlements in Mainpat, India
- Developing a faculty-led program to provide nursing care at the NAU Santa Maria de Jesus Clinic to the Mayan people of Guatemala



Valerie Carter,
PT, DPT, NCS, Associate Clinical Professor

- Consulting with and co-creating an intensive Neuroplasticity Treatment clinic in St. Elizabeth, Jamaica for patients with neurological conditions such as stroke, head injury, spinal cord injury and Parkinson's



Michael Lebec,
PhD, PT, Associate Professor

- Provided physical therapy services as part of a relief effort by Project Medishare in Port-au-Prince, Haiti, six months after the earthquake which devastated the country in 2010



Dirk de Heer,
PhD, MPH, Assistant Professor

- Working with researchers from the National Human Genome Research Institute, Addis Ababa University in Ethiopia and Brighton and Sussex Medical School in the United Kingdom on the prevention of a debilitating lower leg condition called Podoconiosis in highland Ethiopia



GLOBAL REACH

OF THE COLLEGE OF HEALTH AND HUMAN SERVICES



Anne Hart,
PT, PhD, Associate Professor

- Researching classification of athletes for participation in Paralympic Sport in cooperation with colleagues from the International Paralympic Committee in Germany, Belgium and the Netherlands
- Consulting with the International Wheelchair Rugby Federation

- Evaluated services at the 2000 Sydney Paralympic Games, 2006 Torino Winter Paralympic Games, 2008 Beijing Paralympic Games, 2010 Vancouver Winter Paralympic Games and the 2012 London Paralympic Games



Lorie Kroneberger,
PT, DPT, GCS, ACCE, Assistant Clinical Professor

- Gordon University in Aberdeen Scotland to identify reasons why clinical instructors are reluctant to fail underperforming physical therapy students. It seems that this is a problem that crosses several different health related professions



Mark Cornwall,
PT, PhD, CPed, FAPTA, Professor and Chair

- Collaborating with faculty at Robert Gordon University in Aberdeen Scotland to identify reasons why

clinical instructors are reluctant to fail underperforming physical therapy students. It seems that this is a problem that crosses several different health related professions and is not unique to the United States. It has not, however, been investigated relative to physical therapy before.



Holly Carroll,
PT, DPT, Assistant Clinical Professor

- Collaborating with faculty at Robert Gordon University in Aberdeen Scotland to identify reasons why clinical instructors are reluctant to fail underperforming physical therapy students. It seems that this is a problem that crosses several different health related professions and is not unique to the United States. It has not, however, been investigated relative to physical therapy before.



Meghan Warren,
PT, MPH, PhD, Associate Professor

- Lecturing at Robert Gordon University in Aberdeen, Scotland in the area of wound management



Emily Babcock,
MPAS, PA-C, DFAAPA, Associate Clinical Professor

- Mentoring for physician assistant students in the Tibetan Refugee Settlements in Mainpat, India



Patrick Enking,
MS, PA-C, Associate Clinical Professor

- Mentoring for physician assistant students in the Tibetan Refugee Settlements in Mainpat, India



Shelley Diviney,
RDH, DHSc, Clinical Professor and Chair

- Providing oral health services to underserved populations in the region at Quetzaltenango, Guatemala



Tracey Moore,
RDH, MS, EdD, Assistant Clinical Professor

- Mentoring students providing oral health services through Flying Doctors in Peru



Lyn Johnson,
MA, Assistant Clinical Professor

- Mentoring dental hygiene students in the Tibetan Refugee Settlements in Mainpat, India



Betty Brown,
PhD, Associate Professor

- Mentoring public health students and leading the NAU Mainpat project in the Tibetan Refugee Settlements in Mainpat, India



Roger Bounds,
PhD, CHES

- Coordinating the New Zealand component of the Minority Health International Research Training Program



Leslie Schulz,
PhD, Executive Dean

- Coordinating the NAU Mainpat Project in the Tibetan Refugee Settlements in Mainpat, India
- Serving as the Principal Investigator of the Minority Health International Research Training program in New Zealand, Palau, Philippines, Malaysia, Myanmar and Indonesia
- Researching diabetes and obesity in the Pima Indians in Maycoba, Mexico

Researching International Indigenous Health Disparities: Preparing a New Generation of Researchers

By Drs. Leslie Schulz and Catherine Propper

NAU has received a \$1.3 million Minority Health International Research Training (MHIRT) award from the National Institute on Minority Health and Health Disparities. Titled "Native Americans Exploring Global Health Disparities," the grant offers short-term international research training experiences to Native American and other students from underrepresented groups as well as to students from low-income or rural areas. In writing the grant, Drs. Leslie Schulz and Catherine Propper, the grant's principal investigators, advanced the long-term goal of training undergraduate and graduate students in order to enhance diversity in the research workforce and bring new insight to understanding minority health and health disparities in the United States and globally through the international exchange of ideas.

For the next five years, eight to 10 selected students (75% undergraduate, 25% graduate) will work closely with several faculty members from across the NAU campus. The first part of the summer experience will include a two-week research training course at NAU, followed by a seven-week international research experience coordinated between the students' NAU mentors and their collaborators overseas. The students will return to the NAU campus for a final week of collaboration with their campus mentors, culminating in a final day of presentations and celebration.



in New Zealand will be exposed to research on health disparities among the Māori; in Palau they will investigate health issues of Pacific Islanders; and in a site in Indonesia they will address health issues specific to Indigenous groups from islands in Southeast Asia. In addition, there are study sites in Myanmar, Malaysia, and the Philippines.

The similarities and contrasts in health disparities among the world's Indigenous peoples serve as a strong impetus for the research and training direction proposed in this grant. The training program includes principles of biomedical and behavioral research related to health disparities. Specifically, five of the eight global research collaborations involve health dispari-

ties among Indigenous peoples. In addition, two projects relate to health disparities resulting from chemical or pathogen exposure associated with economic disadvantage, while the last project addresses pathogens responsible for thousands of infections in Southeast Asia each year. Through this training grant, NAU can stimulate international research efforts that involve the participation of Native American and other students from underrepresented groups in this important work.

As with other complementary summer programs across the NAU campus, upon completing the program the trainees will have a thorough exposure to the principles underlying how research is conducted and will be positioned to move forward in careers in health research. But it is the international focus that distinguishes this program. The students participating during the five years of the project will bring back a wealth of experience that they can apply to both their own academic and personal development as well as to inform change within their home communities.

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*Dr. Leslie Schulz is executive dean of the College of Health and Human Services.
Dr. Catherine Propper is professor in the Department of Biological Sciences.*

Global Indigenous Knowledge: Medicinal Plants for Modern Healing

By Marina Xoc Vásquez

Indigenous people have made significant and often unheralded contributions to our knowledge of cures for various ailments and diseases. Their experiences, accumulated over thousands of years, have kept them healthy and helped them to prosper long before the arrival of the pharmaceutical giants.

In remote mountain villages in Guatemala, similar to my own family's origins, Mayan people still visit their curanderos (medicine men and women) because they know that the traditional herbal medicines that their ancestors have used can help them today.

Prior to my arrival in the United States almost 40 years ago, I used only traditional plant medicines and home remedies that had been passed down to me from curanderos like my maternal grandmother and other members of the community. I have studied medicinal plants and culinary herbs ever since, and now I am able to teach about their use through the Applied Indigenous Studies (AIS) program at NAU as a Traditional Knowledge Scholar. In this role, I have been very fortunate to travel in the American Southwest, and to Mexico, Italy, France, Switzerland, and the Shaker Village in Massachusetts, to study and learn



the author in the garden



yuca root

While it is true that we must be careful with plants we use...the same is true of modern medicines.



cactus juice

more about dozens of plants that I have used for the last 50 years, comparing the plants and their applications in various countries with their different ecologies and uses.

One of the highlights of my work with AIS over the past nine years has been to teach students (from a variety of disciplines) simple and safe ways to use medicinal plants and culinary herbs, turning these plants and herbs into salves, tinctures, poultices, creams, soaps, natural deodorants, and toothpastes that cost very little and are quite effective. I also share this knowledge in the Sunnyside community, where many in the large Mexican and Native populations also understand the benefits of traditional remedies. Since I came to Flagstaff and NAU, my main goal has been to live a simple, useful, and meaningful life that will help people adapt to new circumstances but not forget about the culture they already have. In this role, I have strongly encouraged people to explore and grow their own culinary herbs and medicinal plants.

In recent years, herbal remedies have increasingly been replaced by conventional medicines. Even now, though, many pharmaceuticals currently on the market are made from plants. Although modern medicines can bring fast relief and be effective, they can also be expensive and have side effects. Because modern society has become so far removed from the time of widespread use of medicinal

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(continuation of articles)

Indispensable Administrator (continued from page 2)

the Center for International Education, and come fall 2014, many more will enjoy the repurposed Campus Heights facility that will become the site of the new International House.

University presidents often inhabit larger-than-life personalities, yet this is not the template that defines John Haeger. His easygoing, mild-mannered, and even humble demeanor may not, at first glance, suggest a man of strong passions. Further, the priorities he often discusses involve personalized learning and the role of technology in delivering coursework such as hybrid classes. And yet, there is a palpable sense that the culture of the university has changed to embrace a global identity. None of this would have been possible without President Haeger's vision and leadership. His support has been consistent, substantive, and strategic over the years. On this particular issue, he has led from behind, and this approach has been transformative.

The past 10 years have represented a turning point in the history of Northern Arizona University. There has been unprecedented growth in the student population and drastic improvement in the university infrastructure, including a building boom that is staggering, as the university has emerged from an economic recession stronger than ever. We owe a huge debt of gratitude to President Haeger for his skilled leadership during this period. That we have also been able to institutionalize the strategic goal of global engagement and in the process achieve national recognition for the model we have developed are in themselves rare achievements, but ultimately inspired and sustained by a man who has shaped NAU into the university

of the 21st century. NAU is now a global campus, thanks to President John Haeger. This is a legacy of which he and all of us can be proud.

COE Embraces Internationalization (continued from page 1)

world who focus on "*Leaders Without Borders*." Their mission is to ensure that education is a basic human right for all children and that leaders must confront cultural and political forces that act as barriers. Professor Daniel Eadens served our nation in the military in Iraq, where he also worked with a local school on improving the education of elementary-age children. Dan is the COE's Study Abroad Coordinator and has helped make connections for NAU's student-teachers in Valencia, Spain, and is currently working on a partnership with Thessaloniki, Greece, and other European K-12 international schools. Professor Ishmael Munene is a leading authority on higher education in Africa, and he has visited Ghana and laid the groundwork for a faculty-led experience there.

We are aggressively approaching potential COE partners for the future. In April, Professor Tom Destefano and I are spending 10 days in China. In May, Professor Jennifer Prior and I are visiting Finland and hope to establish a study abroad semester opportunity for our early-childhood majors. And this summer, Professor Sandy Stone and I will spend a week at the University of Wollongong in Australia, planning student exchange opportunities.

Unfortunately, most students will not avail themselves of the opportunity to study abroad. Because of this, the COE is embracing the Global Learning Initiative and working to ensure that at the very least, all stu-

dents better understand the world they live in via the coursework in which they are enrolled. Thus, we are redesigning our curriculum to include global learning outcomes, and we are building assessments into our courses that measure mastery of these outcomes.

We live in a large and extremely diverse world. To be truly educated and to be effective educators, we believe that our students must engage with a curriculum that is relevant to the world that they and their students will inhabit. Global learning outcomes and study abroad will help significantly in this preparation, and to these ends, our commitment is in high gear.

Michael Sampson is Dean of the College of Education

Hip-hop (continued from page 3)

ings, particularly along the lines where race, class, and gender intersect. Unsurprisingly, hip-hop's proclivity for the theme of social justice has been immortalized by countless artists inspired outside of American borders, and now numerous developing countries have hip-hop artists utilizing both the music and the culture as a means of practical political expression. Diverse audiences from varying class backgrounds support and listen to hip-hop today; some even adopt it as a way of life.

As globalization creates a smaller world through technological innovation and shared media, it becomes increasingly important to understand the creative genius and marketing appeal of hip-hop within the global context of political expression and social change. From popular commercials to political slogans, hip-hop culture, its language, and

stylistic creations have permanently altered society's landscape. This realization is the inspiration for a study tour that I will lead this summer to Australia and New Zealand titled "*Underground Sound in the Land Down Under*." By incorporating a variety of disciplinary approaches, including historical analysis, cultural



New Zealand DJ Sir Vere

necessary, since if anything, we see that the global community has studied and continues to study our very own hip-hop community. Besides, for more than 30 thirty years hip-hop has proven itself to be more than a passing fad; it is a global phenomenon that is now familiar to those who travel anywhere in the world. The time is ripe to take a trip ... or just take a listen.

Frederick Gooding, Jr., is a lecturer in the Ethnic Studies Program

Path Forward for Egypt (continued from page 4)

enough to challenge the basic structure of the state and convert Egypt into a parliamentary republic. For a number of reasons, it is still too soon to make this dramatic shift. The acceptable and necessary compromise that would create more stability and redistribute and increase the sharing of political power is a move to a semi-presidential republic similar to the French system. In this new arrangement, the president, who may come from the army again, would control the defense and foreign affairs. A parliamentary government led by a prime minister would carry the responsibilities of everyday politics, while economic activities could be run by the private sector.

The centralization of power in Cairo is another feature in Egyptian politics that must change. More power over decisions and budgets has to devolve to the 26 other governorates. It is this decentralization and redistribution of power that will moderate the current bloody political conflicts.

Finally, there will be no peaceful outlet without addressing the crime of killing thousands of protesters.

The Brothers plan to drag those who led the military coup to the International Criminal Court, the very court that issued an arrest warrant in March 2009 against Sudanese President Omar al-Bashir for war crimes, and followed it, in July 2010, by another arrest warrant for three counts of genocide. Al-Bashir is still comfortably ruling his country. This legal move will make the conflict in Egypt more complicated without bringing justice. The Brothers should be allowed to file a case against the military leaders before their national civil courts. In Egypt, army officers can be tried only before military courts. Therefore, for the sake of those who are still living, justice for the dead will have to wait for a few decades. While the need for justice can be recognized now, justice itself will be achieved by another generation.

Mohamed A. Mohamed is assistant professor in the Department of Comparative Cultural Studies



Queer Theory

(continued from page 5)

identity and history of sexual oppression linked her to the Indigenous struggle over land rights, since both dealt with issues of "sacredness" and perversity through a colonial system of morality and ownership. In the decolonized imagination, all aspects of colonized sexuality, colonized lands, and colonized ethnicities must be liberated through and by each other.

Both of these sites—the bookstore and the protest—are examples of queer space. While they occupy different contexts and locations, both spaces are linked in the way they challenge normative understanding of gender, culture, land ownership, and contemporary processes of colonization.

In relation to global learning, the fight for social justice cannot be understood simply through isolated analysis of different oppressions. Rather, social justice must be viewed at the intersections between systems of power on all levels. In a New York City neighborhood, queer resistance is key to combating gentrification. In Flagstaff, it is a part of a decolonial struggle over land use. Throughout the world, gender and sexual identity are important aspects of resistance to contemporary colonialism.

So what is queer? Perhaps most simply, it is "to resist." To resist what has become "common knowledge" without question, from the local level to the global.

Caitlyn M. Burford is a lecturer in the Women and Gender Studies Program

Africa Turning the Corner

(continued from page 6)

nance, any nation's economic growth will be stifled. And without development, poverty, wars, disease, and hunger become the normal descriptors for places such as Africa and a good part of the developing world.

With stronger performance of regional professional groups that include the African Association for Public Administration and Management (AAPAM) and newer inter-regional governance structures, Africa is evolving governance networks for solving its political and governance problems. For example, the Intergovernmental Authority on Development (IGAD) took the lead role in looking for solutions in South Sudan. And Kenya, Ethiopia, and Uganda contributed to bringing some measure of peace to Somalia.

These home-grown governance networks and forums have increased accountability platforms. As a result, governance is becoming more and more strategic, participatory, and integrative.

Moreover, African bureaucracies are as much learning organizations as others elsewhere in the world. Today, from Abuja, Nigeria, to Peoria, Illinois, we read about reforms in public organizations. African governments are slowly embracing approaches such as rightsizing (through elimination of ghost workers and golden handshakes), whistleblowing, performance contracts, and decentralized authorities. There have also been profound improvements in the ways in which bureaucracies are being aligned to respond to the well-known bottlenecks associated with

ineptness, waste, and corruption. Organizations are now encouraged to reorient their mission statements in a way that socializes employees to embrace "corruption-free zones."

The Role of Education in the Future of Africa

The point is that in the 21st century, a new governance trend is emerging. While Africa has its own share of humanitarian problems, its governments are finding new means of addressing those challenges. From my perspective, it is not the field of development administration that has broken the chains of poverty in Africa. Whether or not the field withered or took a nap at the end of the Cold War is immaterial. Today some countries are learning that the old ways do not work. In most cases, the starting point has been by expanding opportunities in education, especially for marginalized groups.

This approach seems rational in more than one way. Historically, the first generation of African nationalists—including the venerable Kwame Nkrumah and Nelson Mandela—were products of education opportunities. Not surprisingly, the emerging leaders of Africa today are also the products of the continent's newly expanded role in education. And good governance itself is a function of these expansions in education. Can you imagine that in 1956 the colonial Belgians offered almost no education opportunity to the millions of Africans in Congo, then one of the richest countries in the world? Today,

the Democratic Republic of Congo has more than 50 colleges and universities. Likewise, the East African nations of Kenya, Uganda, Tanzania, Rwanda, and Burundi count more than 100 universities and institutions of higher learning.

And thanks to increased submarine and satellite capacities, Africa is part of the global communications network. While a good number of these universities are not known in Arizona, the institutions are all wired and partaking of the benefits of the global information superhighway. Many of these education centers collaborate with overseas partners in Asian, Australian, European, and North American universities to research issues of global significance.

Intra-African collaborations are also expanding in exciting ways. Even the newly independent South Sudan funded the construction of Dr. John Garang Hall at the Great Lakes University of Kisumu (GLUK). Similarly, the older universities at Makerere (Uganda), Dar-es-Salaam (Tanzania), and Nairobi (Kenya) provide staff training opportunities for the emerging education centers. As a result of collaborations, African leaders are finding ways to solve some of the most visible problems, including the effects of climate disruption, disease control, and development of relevant information and communications technology (ICT) apps that address a host of human concerns in the region.

In addition, with initiatives such as the Virtual Universities, African intellectual space has shrunk; with ease in travel opportunities, members of the new elite are less parochial than those who came before. Physical barriers that compartmentalize Africans are slowly disappearing. Citizens of Kenya, Uganda, Tanzania, Rwanda, and Burundi no longer require visas or passports to travel through their vast territory. And it is because of the blurring of national boundaries that in visiting Juba one will find that Kenyan-owned banks such as Equity and Kenya Commercial Bank are

dominant players in South Sudan. For the same reasons, in Nairobi one will be surprised to find kiosks selling Nollywood (Nigerian film) products.

A New Narrative

Since public management occurs in political spaces, it is in this area that rapid change is most conspicuous. And while Africa continues to be the land of big men (Robert Mugabe in Zimbabwe, Yoweri Museveni in Uganda, Omar al-Bashir in Sudan, and José dos Santos in Angola), it is also important to acknowledge its recent political developments. Today, Africa has elected three women presidents—Ellen Johnson Sirleaf in Liberia, Joyce Banda in Malawi, and Catherine Samba-Panza in the Central African Republic. Several constitutional reforms now require inclusion of women in all government structures. African countries are also making baby steps by holding elections. Changes are most profound at



Joyce Banda, president of Malawi

lower levels, where the younger elites are emerging. These reforms add new layers of accountability and are helping in the creation of a new economic order.

And as demographics drive economic change, today's investors recognize Africa as a place of growth. By 2050, Africa will have the largest workforce in the world. Opportunities for providing goods and services for Africa's people are increasing by the day. Most African governments are working hard to create infrastructures that will reduce the cost of doing business there.

China, for example, recognizes that for it to achieve the number-one position as the world's economic powerhouse, it must court Africa. Indeed, China provides more grants, loans, and trade opportunities than the West. Chinese universities are setting up Confucius Centers all over the continent. These centers have come as a package that includes billions of dollars of Chinese-funded enterprises, of which the largest examples are oil projects in Ghana, Mauritania, and Equatorial Guinea; dam construction in Ethiopia; railways in Sudan; and power plants in Zimbabwe.

So while Africa continues to search for solutions to its poverty problems, it is not the only region facing issues of governance. New resources for expanding opportunities for Africa's development are emerging. Africa is now making efforts at redefining itself. It is hoped that the narrative that Africa is on a journey to political and economic development is going to be the new norm. It surely makes sense to continue to engage with Africa in ways that are mutually beneficial.

Eric Otieno is associate professor in Politics & International Affairs

1. See ranking at: <http://www.transparency.org/cpi2013/results#sthash.bWXTtZBk.dpuf>

Indigenous Knowledge
(continued from page 13)

plants, many people are now wary of them. While it is true that we must be careful with plants we use because of possible complications from allergic reactions or improper dosages, the same is true of modern medicines. We have all seen our share of television commercials for medications whose side effects seem to outnumber their benefits. However, most herbal remedies have few to no harmful side effects.

Using what it is available in our gardens and kitchens is another way we empower ourselves—by being in control of our own health and the health of our family.



sage (*Salvia*)

mullein



The best thing about using plants is that we can make a big difference in our own health simply by learning about them and including more of them in our diet. We can make our own toothpaste, mouthwash, and deodorant, and we can grow most of the plants we need in treating colds, mending broken bones, and helping with conditions such as arthritis, diabetes, pneumonia, cuts, burns, scrapes, indigestion, parasites, heartburn, skin inflammation, high blood pressure, acne, eczema, and pink eye. These plants grow very well during the summer, but we can also dry them to use during the rest of the year. They might not have as many medicinal properties as the fresh plants, but they still can give relief. Using what it is available in our gardens and kitchens is another way we empower ourselves—by being in control of our own health and the health of our family. It is also a way to share knowledge to empower our communities and our nation to be self-sufficient, and sustainable, and to save our planet for future generations.

Marina Xoc Vásquez is a Traditional Knowledge Scholar in the Applied Indigenous Studies Program

Climate Change as Opportunity
(continued from page 7)

That is perhaps most evident in a simple poll result: when asked by the Pew Global Attitudes Project in 2013 whether making sure that everyone in society is taken care of at a baseline level is more important than the freedom to do as one chooses, Germans agree by about a 2:1 ratio. Among American respondents, on the other hand, individual freedom won out by a large margin.

I think Germans are applying this national spirit of community and of responsibility to the global problem of climate change. As one of the German students I worked with put it, “If we know it’s happening, and we can afford it, we have to do something.”

They’re also infected with a positive spirit of opportunity. It’s no coincidence that the term “Energiewende” incorporates the term “Wende,” which is a common noun meaning “change of course”—but is also more prominently a proper noun referring to the reunification of Germany. Twenty-five years ago, hardly anyone thought that East and West Germany would be reunited so peacefully and (relatively) easily. When Germans refer to the “Wende” today, they refer to a successful democratic revolution that broke through an old stalemate and embodied unimagined possibilities. Given the stakes in dealing with climate change, wouldn’t it be a good idea if we on this side of the Atlantic figured out how to frame the problem—and its potential solutions—in a way that honors our own ideals of democracy, innovation, and hope?

Peter Friederici is associate professor of Journalism in the School of Communication



lavender



Chinese Cherry



A Solar Farmhouse in Germany



Prof. Hood in Aracataca for a public lecture on Gabriel García Márquez, March 6, 2014.

Gabriel Marquez
(continued from page 13)

In *One Hundred Years of Solitude*, the character “Gabriel” leaves Macondo, the fictionalized version of his hometown in his works, to travel to Paris. In *The Incredible and Sad Tale of Innocent Erendira and Her Heartless Grandmother* (1972), the author inserts himself toward the end of the story in the first person and describes his wanderings through the desert of the Guajira Peninsula, where he became aware of the plight of the novel’s protagonist. The narrator of *Chronicle of a Death Foretold* (1981) is none other than the author himself, who attempts to resolve the mystery surrounding the death of a friend, an event that occurred 27 years earlier. The Latin American protagonists of his last collection of short stories, *Twelve Pilgrim Stories* (1992), experience extraordinary things in their pilgrimages to several European countries. García Márquez’s account of their travels, published the year of the quincentennial celebration of Columbus’s discovery of the Americas, demonstrates that there are still universes of real and fictional worlds to be discovered and explored through travel and study.

International Visiting Scholars at NAU, Spring 2014

VISITING SCHOLAR	DEPARTMENT	HOST FACULTY	HOME INSTITUTION
BAO, Caixia CAO, Zhiling CASABURI, Giorgio CUI, Zhanqin DE ALBUQUERQUE, Fabio EJARQUE MONTO-LIO, Ana Belen FENG, Xia	Business Business CEFNS Engineering Forestry	Ding Du Ding Du James Gregory Caporaso Philip Mlsna Paul Beier	Beijing International Studies University (China) Hunan Institute of Technology (China) University of Naples Federico II (Italy) Xi'an Shiyou University (China) University of Granada (Brazil)
GUO, Yingjie HAN, Guosheng	Earth & Environmental Sciences Business/Managerial Economics	Scott Anderson Yulei Gavin Zhang	Universite Blaise Pascal (Spain) Honghe University (China)
HU, Haisheng HU, Yuezhu KASTRATI, Aurora	English Geography, Planning, & Recreation English Business Sociology, Human Rights, Intergration	John Rothfork Alan Lew Luke Plonsky Paul Wiener Heidi Wayment	Shaanxi Normal University (China) Shandong University at Weihai (China)
KEMNITZ, Jana	Electrical Engineering & Computer Science	Philip Mlsna	Shanghai International Studies University (China)
LIANG, Hongmei	Applied Linguistics	Douglas Biber	Jiangxi University of Finance and Economics (China)
MEI, Yonggang	Psychology Teacher Education	Tom Destefano	Universitat Hamburg (Germany)
MOMMERT, Michael OKUDA, Takaichi PENTEADO, Paulo SASAKI, Akiko SHAN, Xiaoxiao	Physics & Astronomy English Physics & Astronomy Education Business/Mangerial Economics	David Trilling William Crawford David Trilling Gretchen McAllister Ng Pin	Xi'an University of Post & Telecommunications (China) Xi'an University of Post & Telecommunications (China) Institute for Planetary Research (China) Kansai University (Japan) Universidade de Sao Paulo (Brazil) New Mexico State University (Japan) Honghe University (China)
SONG, Jiling SONKAR, Kanchan VAN GROENIGEN, Cornelis Jan WANG, Degen	Political Science Chemistry Environmental Research	Robert Poirier Matthew Gage Bruce Hungate	Shaanxi Normal University (China) Centre of Biomedical Magnetic Resonance (India) Trinity College (Ireland)
WANG, Hua	Geography, Planning & Recreation	Alan Lew	Soochow University (China)
YANG, Junmin	English Language and Literature	Sibylle Gruber	Hefei University of Technology (China)
YU, Hong ZHANG, Baoshan ZHAO, Lu ZHAO, Xiaoyan ZHAO, Yu	Computer Systems Networking and Telecommunication Biomedical Sciences Chemistry Music English Ecology, Evolution, Systematics, and Population Bio	Sheryl Howard Alison Adams Matthew Gage Rick Stamer Nancy Paxton Pauline Entin	Chongqing University of Posts & Telecommunications (China)
ZHAO, Yuhua ZHOU, Xinshun	Business History	Ding Du John Leung	Yunnan University (China) Shaanxi Normal University (China) Shaanxi Normal University (China) Jinan University (China) Lanzhou University of Finance & Economics (China)
			Beijing International Studies University (China) Shandong University at Weihai (China)