

NAU GLOBAL

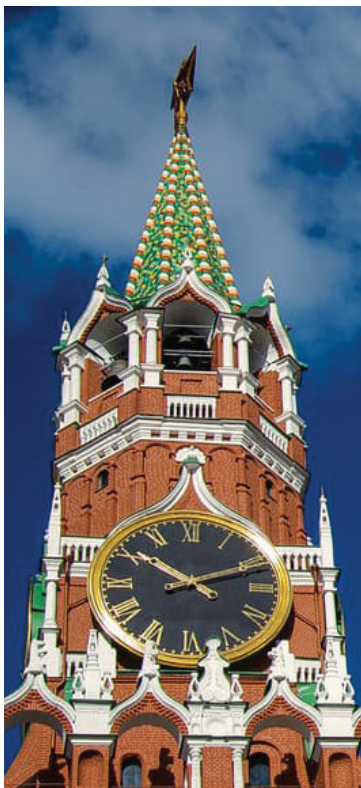
A Publication by the Center for International Education



NAU'S GLOBAL LEARNING INITIATIVE

NAU's signature program in campus internationalization, the Global Learning Initiative, slated for relaunch during the 2017-2018 Academic Year - a call for participation and action.

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- Transatlantic Education: the African Diaspora and Profile of a Nigerian American Educator.
- New Directions in Dual Degree Program Development
- Career Benefits of Studying Abroad

**NORTHERN
ARIZONA
UNIVERSITY**



FROM THE ASSOCIATE VICE PRESIDENT

We're pleased to present another edition of the NAU Global that highlights ongoing international campus research and student programming as well as current and upcoming campus initiatives. This is an important time at NAU as we continue our efforts as a campus to be intentional in our international engagement and dedication to providing an outstanding education and opportunities to both students and faculty.

Internationalization in American higher education has had a profoundly positive impact.

The founding of higher educational institutions within the United States and later the founding of that same nation were a direct product of internationalization. The establishment of the New College (Harvard University) in 1636 and many of the colleges and universities established thereafter were an exercise of citizens who were educated overseas and brought the European educational models across the Atlantic. Internationalization is not a new phenomenon in the United States but has been infused into the very fabric of many of the institutions we consider "American".



Over the past twenty years, NAU reflects an incredible growth in international collaboration as nearly one thousand international scholars have come to campus for professional development or to conduct joint research. During that same time, nearly 10,000 international students have studied on the NAU mountain campus. NAU faculty continue to travel abroad to conduct research, teach courses, present at conferences and/or lead groups of NAU students far and wide for transformational encounters with international perspectives and cultures.

"It is imperative that we as educators continue to acknowledge that many of the national and international challenges we face are borderless."

- DANIEL PALM

During this time of political uncertainty from around the globe and here at home, it is imperative that we as educators continue to acknowledge that many of the national and international challenges we face are borderless. Poverty, immigration, human rights, wars and proxy wars that are destroying nations and displacing millions, are just a few of a long list of challenges that require global collaboration and action. Higher educational institutions are uniquely positioned to play a proactive role in understanding, informing international decisions and resolving these deeply complex global challenges. ■

Daniel Palm is the Associate Vice President for the Global Initiatives and Executive Director of the Center for International Education.

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A RENEWED GLOBAL LEARNING INITIATIVE

AT NORTHERN ARIZONA UNIVERSITY

DR. BLASE SCARNATI

AND DANIEL PALM

The United Nations projects that by the end of the 21st century, there will be 11 billion people on planet earth with less than 5% of the earth's population residing in North America¹. The majority of this population growth of 3.2 billion people is projected to occur on the continent of Africa. As populations continue to increase at an exponential pace, our students and graduates will find themselves part of an even more interconnected and complex world. Graduates who have encountered and acquired global perspectives and competencies will be better positioned to navigate an increasingly competitive environment, create positive global change, and take advantage of research and job opportunities throughout the global marketplace.

One important NAU response to help our students confront these changing circumstances has been the Global Learning Initiative (GLI). The GLI has had a profoundly positive impact on our campus curricula and has allowed greater numbers of NAU students to encounter topics of national and international significance.

The GLI was created in 2008 by faculty and co-curricular professionals representing all colleges and major divisions within NAU. Adopted by the Faculty Senate in January 2010, the GLI established three University-level Thematic Student Learning Outcomes for all of NAU's undergraduate programs based upon long-standing campus values of sustainability, diversity, and global engagement. By 2012, a majority of NAU's academic units completed the GLI process where program-level GLI outcomes, learning experiences, and assessment plans were successfully drafted so that their department colleagues could consider them for adoption. The GLI gained increasing national recognition, acting as a catalyst for increased global learning at NAU and substantially contributed to NAU earning the prestigious NAFSA Association of International Educators Senator Paul Simon Award for Campus Internationalization.

This Fall 2017, individual faculty are invited to participate in new GLI conversations to examine their own courses through the lens



of sustainability, diversity, or global engagement. Additionally, departments are invited to re-engage or establish new department teams to explore possibilities for their programs' curricula. The GLI is a faculty-led initiative, established to empower faculty through increasingly collaborative, catalytic, and interdisciplinary engagement through the GLI themes of sustainability, diversity, and global engagement. Additional information can be found by going to nau.edu/CIE/GLI and a campus-wide email call for participation will be sent out in fall 2017.

The three GLI themes of sustainability, diversity, and global engagement no doubt will continue to influence and define the 21st century. It is imperative that, as part of their education, NAU students have opportunities to deeply engage with global perspectives and globally relevant issues. These experiences are vital to preparing our graduates to navigate and flourish in this rapidly changing global environment. ■

¹United Nations World Population Prospects, 2017.

Dr. Blase S. Scarnati is Professor of Musicology in the School of Music and the Director of Global Learning in the Center for International Education at Northern Arizona University. He also served as the founding Director of the First Year Seminar-Action Research Team Program at NAU, which became the largest civic agency and community engagement program in the nation.

Daniel Palm is the Associate Vice President for the Global Initiatives and Executive Director of the Center for International Education.



REVITALIZING AFRICAN UNIVERSITIES THROUGH THE DIASPORA COMMUNITY

DR. ISHMAEL MUNENE



Viewed from the dominant media, the conventional narrative around the African academic diaspora follows a predictable pattern: the devastation of losing the best and the brightest brains to universities in America and Europe. This “crisis narrative” has for a long time dictated interventions, behaviors, and engagement with universities in the continent. While it is true that most of the continent’s universities have been on a downward trend since the early 1980s, owing to major political and economic realignments, they only receive a modicum of media coverage.

The “first wave” of university decline began soon after independence in the 1960s when national governments rebranded the inherited colonial-era universities as “development” universities with specific missions of advancing the governments’ socio-economic and political agendas. As many African states became one-party dictatorships, these national universities soon became the citadels of government opposition leading to official crackdown and mass exodus of academic staff into exile in America and Europe. The “second wave” commenced in the mid-1980s following the adoption of neo-liberal national economic policies, resulting in diminished

state funding of universities along with rapid privatization and commercialization of the institutions. As working material and working conditions plummeted, the remaining best brains opted to work outside the continent, leaving the universities bereft of critical manpower resources.

Many African academics in the diaspora have been engaged with their counterparts in Africa universities, but primarily at an informal level. These collaborative efforts are evident in joint publications that support African-based scholars and community projects that seek to improve the material conditions of the people in the continent. Many of these important collaborations are often overlooked in discussions on higher education internationalization in American and European universities as African institutions are not viewed as legitimate partners in international engagements. This neglect has not only contributed to important gaps in understanding the human condition but has also perpetuated the “crisis” narrative that is prevalent in western scholarship on Africa.

In the last seven years, however, there has been a concerted and deliberate effort to reframe the discourse, from one of hopelessness and despair to one of reclaiming and rebuilding the universities through the huge reservoir of the African diaspora academic community outside the continent. This reframing challenges the dominant deficit model associated with Africans in the diaspora: the devastating economic cost of losing the best and brightest minds to the west. The reframing also demonstrates how the synergy of innovative and collaborative relationship between the diaspora community, the international donor agencies and African universities can reinvigorate institutions, leading to increased international engagements.

At the forefront of the efforts to utilize the intellectual capital of Africans in diaspora for the revitalization of African universities is the Carnegie Corporation of New York (CCNY) which has invested millions of dollars in creating formal partnerships. Through the Carnegie African Diaspora Fellowship (CADF) and the Council for the Development of Social Science Research in Africa’s (CODESRIA) African Diaspora Program, important formal headways have been made to address critical challenges confronting African universities including curriculum development, graduate teaching, research collaboration and exchange visits.

Though I have had a long history of informal engagement with African universities and scholars, my formal engagement commenced in 2012 when I accepted a sabbatical fellowship

“...the devastation of losing the best and brightest brains to universities in America and Europe...”

at a young private religious university in Kenya. My residence included three core missions: development of research sequence courses within the doctoral program in the school of education; guide students' doctoral research projects; and present to the academic community six working papers from the sabbatical research project. On arrival, I found a doctoral program so frail in its curricular structure, so thin on resources, so low on expectations, and so weak in support structure that to have expected it to deliver a world class education (as the university claimed) was widely optimistic. At the conclusion of the sabbatical the university provost, the dean of the school of education, and I concluded that enhancing the institutional capacity merited a robust faculty development program.

In 2014, I returned to the university as a Carnegie African Diaspora Fellow for the development on a faculty development program. My mission included developing a concept paper and selling the concept to the top university management and faculty. In addition, I had to design an instrument for conducting a needs assessment for the program. (In the course of preparing for this assignment, I benefited immensely from the resources provided by Dr. Larry Gallagher, Director of Faculty Professional Development at NAU.) While the university management and academic program administrators were enthusiastic regarding the benefits of a program to enhance and expand academic work, faculty were generally skeptical to the idea. For the faculty, a terminal degree is sufficient to equip them as teachers, scholars and community engagement specialists.

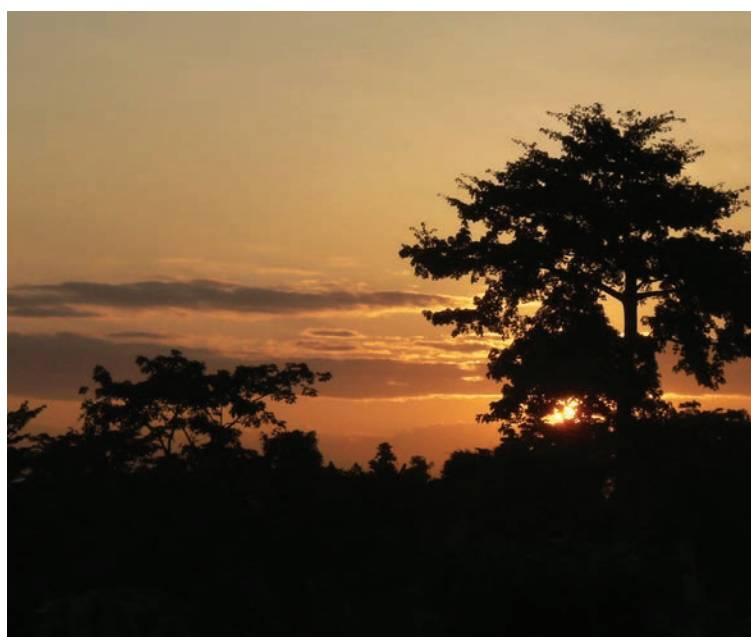
Since 2015, I have been associated with CODESRIA'S Africa Diaspora Program, also funded by CCNY, as an evaluator for both joint research and post-doctoral proposals and as a college mentor. Joint research projects allow for empirical investigation of a significant humanities or social science theme by both Africa-based scholar(s) and their diaspora counterpart(s) leading to a book-length monograph. Post-doctoral visits allow Africa-based scholars to visit a member of diaspora's institution for a year in order to enrich their scholarly experience. As college mentor, I work with doctoral students and their local supervisors to strengthen the theoretical and methodological components of their dissertations. The incorporation of CODESRIA in the diaspora program ensures that African universities have a voice in the type of collaboration they would like to pursue with the academic community in diaspora.

Despite the potential benefits, engagement with the diaspora community has potential landmines. The biggest is power asymmetry between the diaspora community and the African-



based scholars. In all the review presentations involving joint research projects that I attended, it was diaspora academics who spoke while African scholars nodded in agreement raising serious questions about equity in academic partnership. Additionally, African academics have raised legitimate concerns about the diaspora community's appreciation of the realities of life in Africa and the inordinate subscription to western theoretical models in studying these realities. Finally, the absence of official institutional recognition of this diaspora “intellectual remittance” program and its dependence on donor funding rather than institutional resources poses challenges of sustainability along with questions of who is setting the agenda. ■

Dr. Ishmael I. Munene is a Professor of educational research and educational foundations in the Department of Educational Leadership, College of Education. His research and academic consulting is in Africa higher Education with specific focus on university transformation. He is a CODESRIA College Mentor and Reviewer for African universities, a Carnegie African Diaspora Fellow (CADF) and has served as the president of the African Studies and Research Forum (ASRF).



NEW ROOTS: ANTHROPOLOGY OF ACTION

KIRIL KIRKOV

Global movement and mass human migration represent the most significant contemporary sociocultural and political developments on a planetary level. Millions have been forced to leave their homelands to escape war, genocide, social stratification, economic injustice, lack of opportunities, and climate change. Governments and ordinary people are facing a completely unpredictable future. But what happens when the migrant journey ends?

Over the past thirty years, modern anthropologists have developed a modern approach to ethnographic filmmaking and observational cinema. The fundamental old-fashioned rules of “academic” observations and research evaluations have been replaced by team-based productions, where image-makers and participants contribute equally in creating meaningful ethnographies. In our study on immigrant and refugee integration, our team used long-term visual research, involving the ethnographic film productions from EU countries sharing stories, experiences, with the participation of NGO agencies, local communities, citizens, migrants and more.

Being an anthropologist means being personally involved in the processes under study. If you, as a field photographer, are sent

to cover a human rights demonstration and witness a wounded individual on the ground, begging for help -- would you keep taking pictures, according to ethical principle of objective observation? Or would you rather leave your camera on the ground, help this individual, and get back to work? Collaborative filmmaking allows participation through equal distribution of power¹ and provides a powerful tool for social awareness and the representation of ideas that come directly from the participant subjects rather than the self-centered viewpoint of the researcher.

For our project, we began by brainstorming with a local expert close to the immigrant issue in Austria. Dessislav “Desso” Pajakoff, a multilingual Bulgarian and professional photographer, was trained by the Austrian government as an integration coach. After five months’ research, we identified five refugee integration projects in Vienna willing to participate. The next step was to explain to our participants that they would lead the production process, and the final films must serve them well.

In June 2016, we landed in Vienna, ready to work on our project, now called “New Roots.” We had scheduled 27 days of filming to complete five integration projects.

“The fundamental old-fashioned rules of ‘academic’ observations and research evaluations have been replaced... ”

¹*Collaborative Filmmaking: An Open Space for Making Meaning, A Moral Ground for Ethnographic Film. Elder, 1995*



TRAIN OF HOPE

REFUGEE CRISIS

Founded by Manuela Ertl from Austria and Nina Andresen from Denmark, Train of Hope is a grassroots organization that was on the front line of the so-called “refugee crisis” during the summer of 2015. Now that the influx has subsided, the “Train” people have re-prioritized their programming toward integration project support. According to Nina Andresen, “[there are] NGOs and government organizations, but there are also people like you and me...and if we become a critical mass and structure ourselves, we can even become more powerful than the ‘classical’ system.” She added that by thinking outside the box, they were in some cases able to react to changing circumstances much faster than the NGOs.

We focused on two participants from Iraq and Syria. I asked Zaid, an Iraqi refugee, his most significant impression of the Austrian people when we met inside an industrial storage building where volunteers, both Austrians and refugees, worked together to sort clothes for donations for “Train of Hope.” “The biggest shock to me is the amount of love; it is almost poetic in its own way.”

Obaida, a father of four from Syria, told us his story in fluent English. Various armed groups in his hometown wanted to take him, give him a gun, and force him to kill people. “I don’t want to kill anybody, and I don’t want anybody to kill me...” Obaida said. “No more blood...” The only possible alternative for him was to leave. Obaida today works as a translator, helping other refugees get settled in Austria, and volunteers for the Train of Hope on the weekend. “Here in Vienna, you can find people from everywhere...you can choose good things from this culture, and from that culture...and to grow up with other people...it’s very nice, because we are one nation.”

Caroline Obernigg, an Austrian citizen, has been volunteering since the beginning of the 2015 influx. Today, after one year of working together with people from all over the world on the frontline, she finds the emotional component of this collaboration the most significant. “It’s kind of a modern fairy-tale. Take all the good, and make a bowl of positive energy.” It struck me how all participants in the integration process emphasized the importance of its emotional component.

On June 20, 2016, Europe celebrated International Refugee Day, and the Train of Hope, together with Caritas (a Catholic charity foundation) and other organizations, organized the European Umbrella March in support of refugees and migrants across the continent. I filmed hundreds of people marching in Vienna’s downtown; in one scene I filmed, a white mother pushed her black baby in a baby stroller, and a big poster attached to the stroller stated, “Nobody is born racist”; and in another scene, I filmed the march’s leading international percussion group playing in front of the Austrian Parliament, a beautiful metaphor of state-citizens power distribution.



INTEGRATIONSHAUS

VIENNA, AUSTRIA

Three years ago, a 17-year-old Syrian woman named Hanin made the journey from her home to Austria. In the Vienna region, she settled in the legendary Traiskirchen refugee camp of 7,000 people. A few months later, she was randomly selected to participate in the Caravan reintegration program, managed by Integrationshaus. Hanin today is a successful student of graphic design and photography and is the focus of this film segment.

The idea for Integrationshaus began in the early 1990s. After the fall of the Iron Curtain, Austria experienced an unprecedented influx of migrants, mostly from the former Yugoslavia. A world-renowned Austrian singer, Willi Resetarits, after visiting a few refugee camps, determined refugees could be assisted more effectively. He approached the city of Vienna with a proposal for Integrationshaus, who agreed to support the program.

In 1993, Integrationshaus opened its doors. By 1995, the building, where refugees live and study while waiting for asylum approval, had more than 100 residents. In 2000, the Caravan project was added. Caravan offers communal living for unaccompanied minors like Hanin. As part of the program, German language courses are provided to assist refugees in receiving an Austrian school diploma on the path toward learning a profession or attending university. Integrationshaus also provides a team of educators, integration experts, and psychologists available 24 hours a day.

REFUGEES FOR REFUGEES

REFUGEE PROGRAM

The Refugees for Refugees program is housed in former hospital building, today home to 130 refugees. Wieder Wohnen (WW), the City of Vienna Social Fund, manages and funds this project. Their public relations manager, Florian Rossmann, explained that WW oversees the refugee homes and shelters in Austria. Primary activities include: helping refugees to pass asylum interview; organizing social activities during the asylum process; providing free language classes; and running professional workshops that help refugees navigate the job market. Refugees also organize their own group activities, like gardening, piano and art classes, barber services, and language education. The primary WW philosophy is integration from the first day. Tenants live in the building for free until they receive their Austrian papers, and may stay an additional four months, during which time WW makes sure everybody has a job and enough income to begin independent life.

To illustrate the residents' activities, I filmed an amazing piano performance by Aiman Ali, a 20-year-old multilingual pianist from Iraq. He is a student of arts at Vienna University with dreams of becoming a performer. Fahim later introduces us to Amir and Ehsunulah, former Afghan military officers who speak of their happiness at being free from the horror of the Taliban and able to live peacefully in Vienna.



MAGDAS HOTEL

"SOCIAL BUSINESS" INITIATIVE

Magdas Hotel became a news highlight for months in 2015, due to its innovative program. The owner, Caritas, changed it into a four-star hotel and gave it to refugees to as a five-year "social business" initiative. After an initial investment of 1.5 million Euros for remodeling, the program goal was that after five years of operation, the business must be able to repay the investment and be self-sustaining. The hotel workers –refugees from 16 different nations – provide services in 28 languages. Gerhard Zwettler, a Caritas representative and project manager, further explained the vision: "We try to solve social issues with an economic approach." The social-business model provides an additional tool to the traditional program structure of government, NGO, and privately supported programs.

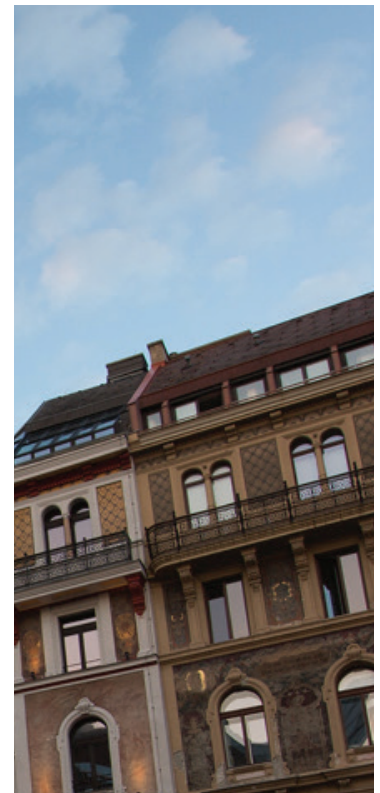
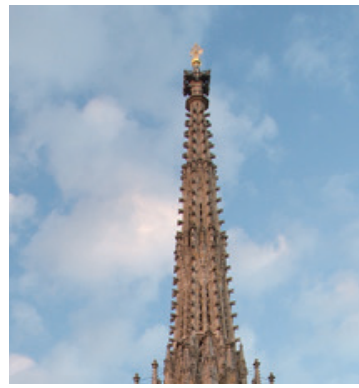
There is a living facility behind the hotel in which, together with the hotel crew, 14 unaccompanied minor refugees reside. A garden between both buildings provides a social space for meetings between migrants and local citizens. The walls of the lobby are decorated with photo portraits of former and present coworkers, all of whom are former refugees. Gerhard emphasized that the portraits illustrate "the idea of the very existence of this hotel – helping refugees to integrate."



BUILDING BRIDGES

COLLABORATION PROJECT

The Building Bridges project is another example of collaboration between government agencies, religious and non-profit organizations, and citizens. Here, the refugees live in protected houses managed by the Austrian Samaritan-Workers Union. The Union supports this project by providing partial financing and training facilities. The main idea is to provide a stable and social environment to refugees. The program also offers a variety of art classes and activities to refugees. After learning how to play, sing, or dance, groups of students perform in front of local audiences, which is a great opportunity for the public in Vienna to get to know them in return. We were invited to film a few workshops and started with one of the dance classes. Instructor Valerie Westlake-Klein told us that dancing workshops are very popular, especially for newcomers, because language is not a barrier and the practice provides comfort and positive emotions to recently arrived and resettled refugees.



NEXT STEPS

ANTHROPOLOGY OF ACTION

In the initial project stage, we collected audio and video files of more than 140 hours of footage from Vienna; with more than 10,000 photographs, that will all editing and synchronization. The next stage of the "New Roots" project took place in July 2017 in the Netherlands. We worked with the project Refugees Investing in Participation (VIP), where fifteen hundred refugees worked together with employers, educators, and local government. The project emphasized an integrated approach to help refugees overcome obstacles to employment while ensuring supporting agencies fulfill their program commitments.

When used to document social movements and phenomena like the immigrant crisis, filmmaking and photography can play a significant role in contemporary ethnographic research. While the information technology revolution may be considered a neo-liberal capitalistic creation, it can also act as a tool for the global exchange of ideas and knowledge. Collaborative image making provides people under duress an opportunity to work together with ethnographic experts so that their issues, stories, dreams, and feelings can be communicated to their neighbors and audiences for enhanced and expanded transcultural understanding and appreciation.

Now is the time for anthropology of action. We as trained ethnographers with skills and expertise in studying social, political, and cultural mechanisms, have the duty to be in the field and to contribute to finding adequate solutions to the extreme complexity of the migrant challenge. ■

Kiril Kirkov is a recent NAU alum in Visual Anthropology and international student.

CHINEZE ONYEJEKWE, Ph.D:

REFUGEE, IMMIGRANT AND EDUCATOR

LINDA NEFF

As an eternal optimist, I have found it hard to navigate our nation's current perspective regarding immigration and racism. Directing my frustration toward a common good, I have spent some time redesigning my cultural anthropology course to help my students empathize with the "other," or individuals who have a background different from their own. I also want my students to understand the push and pull factors that lead to human migration across the globe. For the final assignment, students are asked to interview an "immigrant." I wanted to provide an example, so I interviewed one of Northern Arizona University's best-kept secrets, Chineze J. Onyejekwe, a Nigerian American immigrant and educator. She brings the much-needed global perspective to sociological issues for our students.

I've worked with so many different people with amazing backgrounds that I thought it was time for me to get out of my comfort zone and start getting to know them and their cultures better. Consequently, I decided to interview Chineze, who I had worked with regularly at NAU. Chineze Onyejekwe is an older woman who is from the Onitsha culture in eastern Nigeria. She has been in this country for about 15 years. She is a professor in NAU Women and Gender Studies Program, and she teaches topics such as women and migration, and women and AIDs, and women and globalization.

Preparing to conduct an interview with one of my colleagues involved quite a bit of background research with a small dose of trepidation. I suspect I was lucky because Dr. Chineze Onyejekwe just published an ethnography about her culture in 2011. She is also an author for a reader that she uses for many of the university level Women and Gender Studies courses that she teaches at NAU. First, I read the ethnography to get a baseline understanding of her Nigerian culture, the Onitsha. In her book she discussed kinship and family, marriage, motherhood, kingship, taboos, social organization, and she briefly touched on human rights issues. Second, I read her reader called, "Readings in Gender and Development: Engendering National and Global Policies," that discussed a variety of topics related to gender, development, and global policies. More specifically, the topics included economic globalization, women as home-based workers, dominance of male chauvinism, gender-based violence, HIV/AIDS, human trafficking, women migrants, violence against women, abortion or reproductive rights, and the role of women in war and the peace process. I think one of the most intriguing themes that I learned from these readings was that Onitsha life had changed significantly since Chineze's youth.

Chineze was born in southeastern Nigeria and lived there until after she earned her first Bachelor's degree. She had lived in South Africa, Togo, and Britain for three months before she

moved to the United States. She has been in the US for the past 15 years continuously and for a total of twenty years. She was brought up in the Onitsha (pronounced 'o—ni—cha') culture, which is linguistically a part of the Igbo language.

Chineze first visited the US in 1979 to see her husband who was a graduate engineering student at the University of California at Davis. Both of them later visited with her brother who was doing his graduate work in chemistry at the University of Iowa. When she first arrived in New York City, her first reaction was "Wow!" While she didn't think that NYC was very clean (compared to San Francisco), she found that Americans were very friendly. When I asked Chineze if she had ever experienced ethnocentrism, she referred back to the time when she had moved to South Africa from Nigeria right after apartheid. She said that the South African blacks were extremely resentful of the "African" blacks mainly because they were not given the same educational opportunities or equalities that the rest of the continent enjoyed. As a result



***“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.”
-Maya Angelo***

of this systemic cultural and psychological subjugation, they were not used to seeing highly educated, professional black people apparently taking what they thought belonged to them. The end of apartheid encouraged other ‘African’ blacks to seek career and job opportunities in South Africa. Resentment to this migrational trend among native-born South African blacks is the root cause of xenophobia in South Africa and still exists today. Chineze’s husband became a professor of engineering at one of the South African Universities while she was raising her children and doing her doctoral work in Sociology at the University of Durban Westville, now the University of Kwazulu-Natal.

She said that being raised in Nigeria, the most populous black nation on Earth, and now living in Flagstaff, Arizona where you hardly run into any black people, is a totally different kind of experience and reality. When people call her a “nigger” it hardly means anything to her since the word’s history was not a part of her upbringing or any part of her worldview. She imparted this mindset to her children as well. This in her words is the cornerstone of her survival in a land far away from home.

While the interview took unexpected turns, the most intriguing response about culture change illustrated why her global perspective enhances student learning at NAU. She mentioned culture change in her ethnography, so I asked her to describe some of the factors that lead to such a drastic change in her culture. She said there were really four major factors that contributed to the drastic culture change including: the ethnic conflict, crude oil, political instability, and World War II.

First off, ethnic conflict sparked several civil wars between north and south Nigeria. She explained that the southern portion of Nigeria is primarily Christian while the northern region is Muslim. From 1967 – 1970, Chineze ran on foot as her family and friends were being kicked out of their town. She was one of the luckier ones because her father was the king of the Onitsha, and they were housed in a good place during the unrest. However, her cousins and other family members had to run for their life. When the war ended the southern Igbo, who embraced education, wanted to break away from northern Nigeria. Unfortunately they were unsuccessful, and they became the underdogs in all things political.

The second factor was the fact that in 1958 crude oil was discovered in southern Nigeria. She called it the “Resource Curse Hypothesis.” Interestingly, the oil discovered in the south was controlled by the north, which housed many corrupt leaders. There was no accountability or management of the resources. As a result, the strife that existed from the Igbo separation attempt continued into this era of crude oil and corruption.

The third factor was political instability. Up until about 1980, there were numerous military coups designed to take out the various

presidents. Yet since 1980, Nigeria has been a democratic country, and Chineze said it seems to be working at this time. Her response did not sound very confident though.

The fourth and final factor occurred after World War II. Apparently, the United Nations started to “save” countries that needed help by providing aid, usually in the form of money (i.e., like in Greece today). Yet if a country accepts that aid, there are provisions attached. The provisions require that Nigerians needed to restructure their economy and create a smaller federal government. In doing so, everyone who was employed by the government lost their job, and poverty prevailed across the country with high unemployment and a reduction in subsidies for education and health care. The UN also required that Nigeria open up their economy to the global economy where they produce items that they sell to other countries and buy items that they do not produce. This globally dependent economy makes it difficult for people to be self-sufficient and live a good life.

Prior to conducting the interview, I must admit that I was a bit nervous as well as very excited. I knew very little about Nigeria. After the interview, it was clear how Chineze’s unique experience as the daughter of an Onitsha king, who was also very good friends with the very first Nigerian president, helps NAU students to have compassion for individuals who have a background that is different from their own. I also appreciate her global perspective on women’s issues. So much of what I have learned about women’s issues stems from a very privileged, Anglo feminist perspective. Chineze brings a great deal of richness to her understanding of the problems women face particularly in the diverse countries of Africa. Most importantly, Chineze’s teaching style helps students to understand very complex issues by breaking them down into manageable chunks, so they can better digest the complexity of human migration and women’s issues across the globe. ■

Linda Neff works as an instructor and Instructional Technologist in the e-Learning Center at NAU.



CHONGQING TO FLAGSTAFF:

A PARTNERSHIP 10 YEARS IN THE MAKING

DR. PAUL JAGODZINSKI

AND DANIEL PALM

Global connectivity has reached levels most of us could have never imagined. This connectivity has meant that change comes in more frequent intervals, and requires vigilance and adaptability in order to sustain relevance.

This fall, a group of 32 Chinese students arrived on the NAU Flagstaff Mountain Campus to begin their study as part of a 3+1 Dual-degree program in Electrical Engineering (EE). This program, established between Northern Arizona University and Chongqing University of Posts and Telecommunications (CQUPT) represents significant progress in international programing for our two institutions. Never before has NAU established such an ambitious international program, requiring multiple NAU faculty to teach Engineering courses each semester on the CQUPT campus in Chongqing, China.

In the fall of 2012, a team of NAU administrators and faculty traveled to Chongqing, China for a signing ceremony and the establishment of what was to become a Chinese Ministry of Education (MOE) approved Northern Arizona University/Chongqing University of Posts and Telecommunications 3+1 Dual-Degree Program in Electrical Engineering. While this ceremony represented an important milestone in our university partnership, this important relationship was initiated in 2008 when Thomas Destefano,

Professor of Educational Psychology (retired) led a group of 18 NAU students to the CQUPT campus for educational and research exchange.

The 3+1 program, now in its fifth year, has nearly 400 program students studying Electrical Engineering and has distinguished itself among international education partnerships in China. Each year, this program continues to recruit the largest number of students of any Chinese MOE program in Chongqing, a province with over 36 million people. This program has helped to internationalize NAU beyond the Office of the Provost and the College of Engineering, Forestry & Natural Sciences. Many individuals and units across campus have embraced the intricacies of NAU faculty living and teaching in China and have helped ensure the success of the program. These units include the Office of the President, General Counsel, Institutional Planning & Analysis, Enrollment Management & Student Services, and Human Resources, just to name a few.

In this era of globalization, higher education has the ability and responsibility to create international programing and research opportunities for students and faculty. This 3+1 program has done just that, as NAU EE faculty have engaged in curricular collaboration, international pedagogical understanding and research. NAU students have also traveled to China and benefited from this close collaboration with CQUPT through the NAU Interdisciplinary Global Program and faculty led programs.

The arrival of these CQUPT students on our campus this fall will nearly double the size of the senior class of NAU EE students. While challenges still exist, this represents an incredible opportunity, as NAU and CQUPT students undertake their final year of undergraduate Electrical Engineering research and study, on the NAU campus. ■

***Dr. Paul Jagodzinski** is currently Dean of NAU's College of Engineering, Forestry and Natural Sciences.*

***Daniel Palm** is the Associate Vice President for the Global Initiatives and Executive Director of the Center for International Education.*



INTERNATIONAL STUDENT PROFILE

SOFYA ANOKHINA

My name is Sofya Anokhina and I am an international student-athlete at NAU. I am a sophomore majoring in Business Finance and minoring in French. I am also proud to be a member of NAU Athletics as part of the Women's Golf Team.

I was born and raised in Moscow, Russia, and also lived in France for a couple of years. At first, coming to America didn't seem stressful for me. I was really excited until the minute I got on the plane. Then I realized that I was going to a different part of the world, different continent, and it felt crazy - I had never moved that far before. It was hard to adjust to a completely different culture at first, but I liked the freedom and easy-going dynamic of the relationships I found. I made many friends during international student orientation and have never felt "different" or lonely since then.

The educational system in Russia is very different to the American system. Different approaches to freedom of choice changed my perspective and time management. I learned to balance a big amount of classwork with a limited amount of time due to golf practices, travel and community work. Being an athlete also pushed me out of my comfort zone - I had to plan and be ahead of class so I could balance my schedule between golf events and homework and learn to communicate this with my professors.

I also received an International Scholarship award which motivated me to work to maintain my GPA, become more



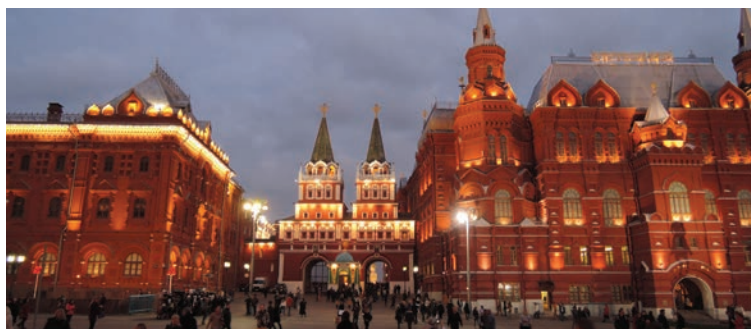
involved into community life, and develop skills that I never thought I would need. I used to try to "escape" younger kids, because their behavior seemed unpredictable and I was afraid I might do something that would upset them. Now I enjoy working with them: participating in school visits, international festivals, holiday events, etc. It is amazing how my life has changed all around for the better here at NAU.

I plan to use my Bachelor's degree in Business Finance to get into sales marketing and develop entrepreneurial skills necessary for today's market. Being fluent in French and Russian will add to my international portfolio and hopefully open opportunities worldwide. For my golf career, I plan to turn professional right after graduation (before pursuing my business goals), and play at the professional level in the US or Europe. For me, golf is more than a game -- it teaches one how to live life because it has a lot of ups and downs and you lose more often than you win. It hurts to fail and is sometimes hard to come back, but it helps build character, making you more balanced, strong, and ready for real life.

It is an honor to be a part of CIE, NAU Athletics and the W.A. Franke College of Business. I have accomplished great things throughout my freshman year and met even greater people. Most importantly, I am really looking forward to keep going and giving what it takes to make the NAU community proud! 🏏

DID YOU KNOW?

The Kremlin Clock has been updated and remodeled more than 4 times since 1585. It took 30 wagons to transport it from Amsterdam to Moscow and weighs around 25 tons.



HYBRID EDUCATIONAL DESIGN:

AN INTERNATIONAL EBOOK COLLABORATION

DR. MICHAEL BLOCHER

In the Spring 2014 semester, I taught a 'technology in the classroom' course in a hybrid design to education students studying abroad in Siena, Italy. While the students studied in Italy for the entire semester, the technology course was taught primarily online with only one week of intensive face-to-face instruction. While there, I was fortunate to meet Dr. Maurizio Tuliani, an Italian middle school teacher, who was doing some outstanding work integrating technology with his middle school students. During a school practicum visit, my class observed Dr. Tuliani's social studies students working in teams using iPads to create eBooks on specific events and participants of World War I. Dr. Tuliani's technology integration was a great model for my NAU students. In addition, the international experiences they were having provided them with greater global awareness and enhanced cultural understandings, which are essential aspects of preparing future to be good global digital citizens – an outcome of our education programs.

While I believe it is preferable to have students travel to gain these international experiences, since then the Siena Study Abroad program for our education students has gone through some changes and the technology in the classroom course is no longer taught in the same hybrid fashion. However, seeing this as a great example of using a student-centered approach to integrate technology, I thought that this might be a good thing for my non-study abroad students to see as well and the seed of sharing eBooks was planted. I kept in contact with Dr. Tuliani and with the help of Matteo Muscumeci and Barb Veltri, plans were made to share eBooks between the Italian middle school students and my NAU pre-service teachers during the following semester.

Working with Dr. Tuliani and Giorgio Lorenzoni, an art/photography teacher at the Siena middle school, as well as my fellow NAU Ed Tech colleagues we planned out the eBook collaboration to mutually support our individual course objectives. We also had the incredible fortune to have Matteo Musumeci, a bilingual English and Italian speaker here at NAU, translated all of the documents from English to Italian and Italian to English and who proved instrumental in providing oversight for the creation of the bi-lingual project website.

ITALIAN STUDENT OBJECTIVES

The main objective for the Italian middle school students was to learn photojournalism and multimedia. Working with Giorgio Lorenzoni, who teaches art and photography, Dr. Tuliani planned the Italian middle school curriculum, which was titled: "Describing our land through the eyes of a photojournalist" and included the following specific cross-curricular objectives:

1. Create a pedagogical experience based on the use of the tablet computer
2. Assimilate the specific language of multimedia communication
3. Create multimedia products (eBooks)
4. Critically and conscientiously use Internet resources
5. Reinforce group work
6. Enable the multiple intelligences of students to emerge
7. Learn the journalistic technique
8. Learn image analysis
9. Learn narrative structure

With these project objectives, NAU students learned how to use an eBook authoring tool as well as how to integrate that digital tool into social studies content. For example, for students meet project objective 4, they were required to define the criteria of the eBooks based upon social studies elements that would be appropriate for 5th graders according to the AZ State Teaching Standards. Additionally, to meet project objectives 5 and 6, students were required to provide a contextually based reflection of global awareness and cultural understanding in terms of how it could be applied to their future teaching career.

"...experiences they were having provided them with greater global awareness and enhanced cultural understandings..."



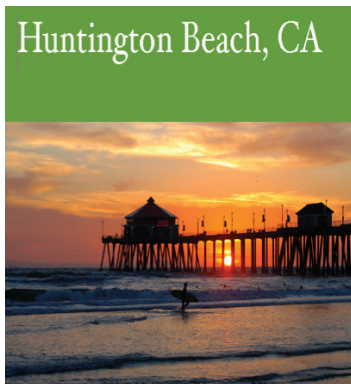
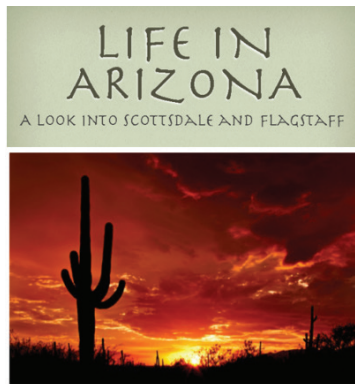
SIENA, ITALY

Students here are using technology to help teach themselves as well as make eBooks to share with others.



NAU STUDENT EBOOK EXAMPLES

The NAU student eBooks were created according to the criteria that they had defined, i.e. Industry, and successfully communicate a cross-cultural perspective.



NAU STUDENT EBOOK CRITERIA

Per objective 1, the NAU students were required to define the eBook criteria, including one page encompassing electronic media and descriptive text (i.e. pictures, audio, video (can be narration), and text limited in complexity). The eBooks also needed to address the following topics (as aligned to the 5th grade social studies standards):

- Population
- Location
- Topography
- Ecosystems
- Food
- Climate
- Industry
- Attractions
- History
- Culture
- Holidays

NAU EDUCATION STUDENT OBJECTIVES

The primary goal for the NAU students enrolled in the 'technology in the classroom' course is to prepare them to successfully and seamlessly integrate technology into their future classrooms. The collaborative project provided the opportunity for the NAU students to meet additional objectives, i.e. a) gain perspective and increased experience working and communicating with students with little or no English, as they will undoubtedly face in their future classrooms. Specifically, the project objectives included the following:

1. For students to be able to design and develop an eBook that includes content and electronic media that describes their home town.
2. For students to be able to publish and share their eBooks with Italian 5th grade students, who speak little to no English.
3. For students to engage with non-English speaking 5th grade students by reviewing and commenting on eBooks.
4. For students to design criteria for their eBooks based upon Social Studies focus.
5. For students to be able to produce reflection blog postings that focus on their cross-cultural experience, as it relates to their future teaching careers.
6. For students to be able to reflect through blog postings that focus on cross-curricular objectives as an example for their future teaching careers.

PROJECT SUPPORT

To support the interactions, a bilingual website was created to provide a venue to exchange ideas, documents, and the actual projects. Once the eBooks were created, they were posted on the project website in both ePub and PDF format. The NAU students

were required to read the middle school student's eBooks and then post comments regarding the eBooks. While the eBook images helped communicate the content of the eBooks, the NAU students also were able to use the Google Translate tool to help understand the text written in Italian. While Google Translate provided some help in this area, however, it often doesn't provide the specific translation and, perhaps more important, the connotations that all languages include. With the help of Matteo Muscumeci translating communication and documents between the other members, the project was able to achieve successful comprehension outcomes.

ITALIAN EBOOK EXAMPLES

The unique Italian eBook topics provided opportunities for the NAU students to gain enhanced understanding of cultural differences. For example, the contrada of Siena are unique and somewhat political Italian city districts established in the middle ages. Each district has its own flag, ceremonial dress and guard for protection. Le Contrade eBook focused on the middle school student authors' specific contrade, providing specifics about their district and how it compared to the other contrada. The Il Palio eBook focused on the annual horse race competition between the contrade and its importance to Siena.

LESSONS LEARNED

Perhaps the most important lesson learned is that this international collaboration provided all parties the opportunity to learn with the help of communication technology and imagery, transcending language barriers. While actual travel can be a better option for cross cultural experiences, this international collaboration provided an international experience for both sets of students.

Another important lesson was that collaborations of this nature require a great deal of flexibility. In particular, both the NAU faculty and Italian middle school teachers were given the opportunity to provide their own curriculum plans, objectives and outcomes, which were specific to their individual students. Given the common element of using technology, in particular eBooks, both objectives were possible and able to succeed. ■

Michael Blocher is a Professor in the College of Education at NAU where he has taught undergraduate and graduate courses in Educational Technology since 1999.

NOW IS THE TIME TO STUDY ABROAD

DID YOU KNOW?

Artist Pablo Picasso was born in Malaga, Spain (pictured above). His birthplace, Casa Natal, is open to the public.



WHERE WILL YOU GO?

DR. ERIC DESCHAMPS

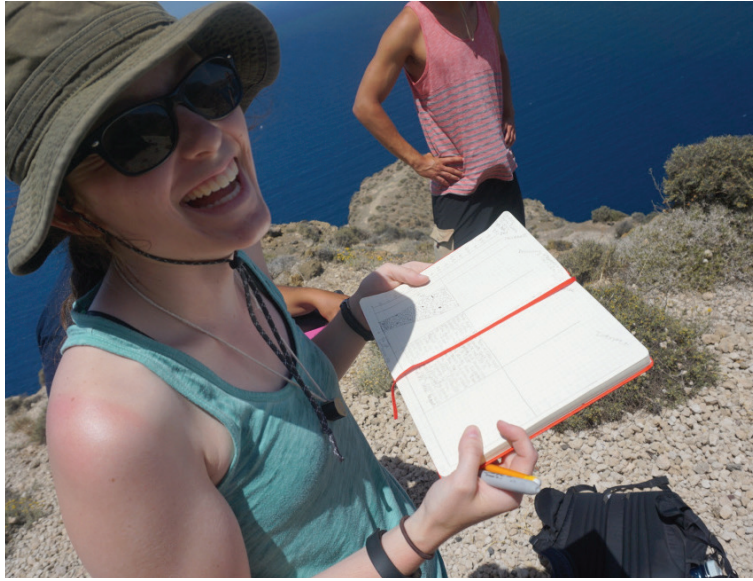
Since the end of World War II our world has become increasingly interconnected. The development of international organizations such as the United Nations and the European Union, among many others, have encouraged international collaboration to address the inevitable complexity of global challenges. This greater interconnectivity has reduced poverty at an unprecedented pace, democracy has spread rapidly around the world, and we have avoided conflicts between the most powerful nation-states in part due to our interdependence.

This world order is under strain. Throughout Europe, in the United States, and in parts of Asia, societies are turning inward and becoming more insular. This change is evident in politics, anti-immigration rhetoric, and growing resistance to international trade.

Considering these changes, it has become even more important for our students to study abroad - to see the world beyond our borders and to gain an understanding of foreign cultures, countries, and people in such a way that can only happen when one spends time in another country and culture. Studying abroad allows students to understand their academic disciplines from broader and more diverse perspectives and to develop the independence and maturity necessary to deal with the challenges associated with living in a foreign country. In their new environment, students better understand their place in an incredibly diverse world and gain an understanding of how the United States fits into this larger world from a political, cultural, and social perspective. These insights often profoundly change our students who regularly tell us that choosing to study abroad was the best decision they made while at NAU.



ENCOURAGING NAU TO STUDY ABROAD

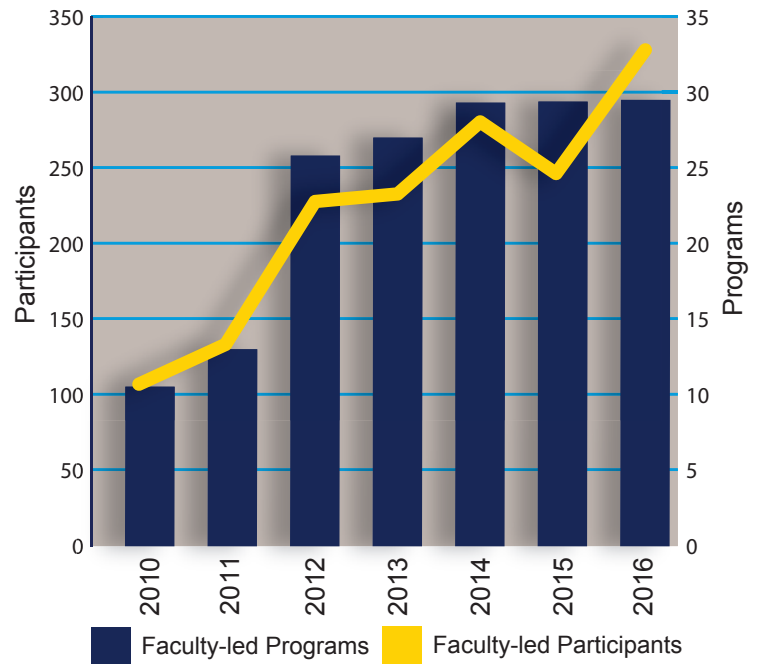


Intercultural communication is an increasingly valuable and sought-after skill. The ability to speak a foreign language, navigate cultural complexities, and understand international markets is often a prerequisite for post-degree employment in the 21st century. Michael Eskew, former CEO of UPS, listed sensitivity to foreign cultures and knowledge of foreign languages as two of the six traits he looks for in employees. NAU's mission is in part to prepare students for the modern workplace, looking to future needs of governments and industry. As interconnectivity continues to grow, it is imperative that NAU ensure that students graduate with the global competencies valued by employers and allow students to succeed in environments which transcend national borders.

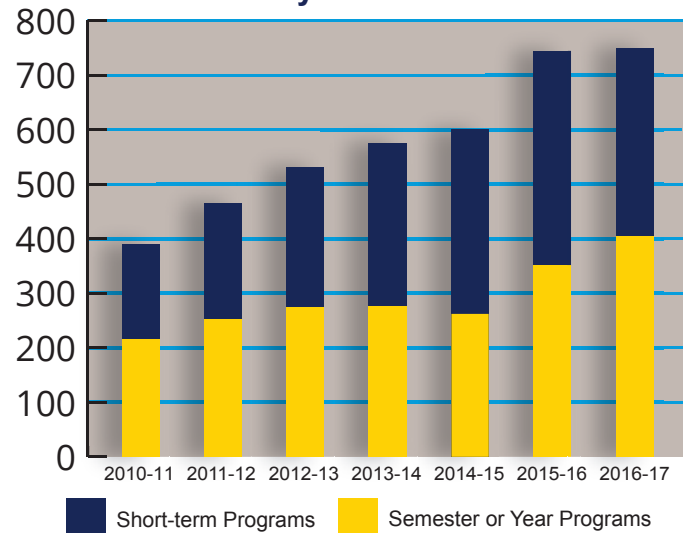
Faculty and staff support is critical in encouraging NAU students to study abroad. Since 2010, greater engagement by faculty has resulted in a tripling of students studying on faculty-led programs. The incredible programs run by NAU faculty include archeology digs in Belize, an examination of volcanic activity in the Greek islands, and studies of gastronomy in France. These programs exemplify the power of faculty-led programs – teaching in locations that allow course content to be contextualized in a way that is simply impossible in a classroom. NAU students on the NAU in Belize program discovered two ancient hieroglyphic panels in the royal tomb of Xunantunich, a finding that was considered to be one of the top Archaeological discoveries in the world in 2016. This experience allowed students to understand archeology in a way that is only possible through an international field experience.

Beyond faculty-led programs, engagement in all study abroad programs has almost doubled since academic year 2010/11. Over the past five years, growth in enrollments in study abroad at NAU has averaged 14% per year, far out-pacing the national growth average of about 3% per year over the same time period.

Faculty-led Programs & Participation



NAU Study Abroad Enrollments



“THESE PROGRAMS CARVED THE PATH TO MY FUTURE”

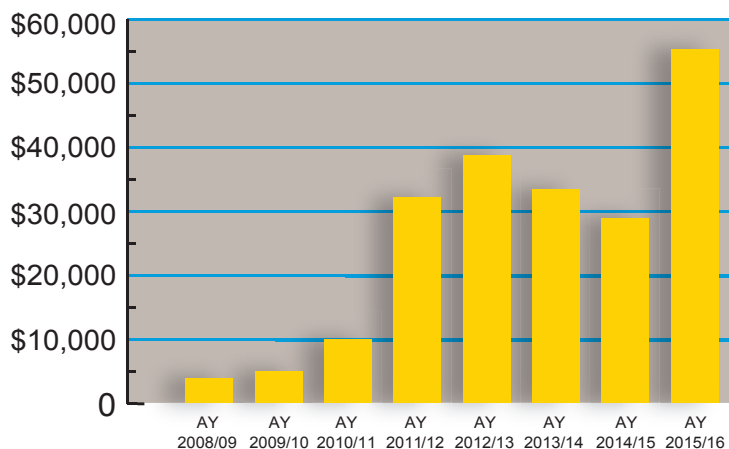
Study abroad is especially important considering NAU's student population. 60% of study abroad participants have never left the country. Our students often come from households where international affairs may rarely be discussed and from families who don't always have the means to take their children abroad. I often admire the courage of our students from such backgrounds that choose to study abroad, sometimes for a full year. It is critical that these cultural and financial barriers to study abroad be addressed in order to allow our students to study abroad. Study Abroad is unique as a study abroad office in that we primarily promote exchange programs, allowing students to access all financial aid and pay regular NAU tuition while abroad. Our office has worked to increase the number of students obtaining the Gilman Scholarship, the premier national scholarship for study abroad (funded by a branch of the State Department), and our students have submitted excellent applications. Study abroad alumnus Jodi Knowlton told us that “these programs and travel opportunities defined my education and still carve the path for my future; and they were largely made possible because of the scholarships I received.”



“Our students often come from households where international affairs may rarely be discussed.”

It is also important to consider the cultural barriers to studying abroad. For a student that has never left the state of Arizona, the idea of traveling to a foreign country can be daunting. These barriers can be addressed in two ways. One, students should be regularly exposed to global perspectives. This is done by infusing global themes into NAU's curriculum, by attending culture nights at the International House, and by interacting with international students both in and outside of the classroom. Two, students are most likely to listen to encouragement to study abroad from those

Gilman Scholarship Money Earned by Students



they trust. Faculty and staff play an important role in this respect. Hearing about study abroad from faculty or staff that students know well is often what students need to seriously consider the idea. Study Abroad's advisors also work diligently towards developing trusting relationship with prospective students.

NAU student Marissa Luck recently told us that “studying abroad was the chance of a lifetime. I cannot even begin to express my love for my time abroad and the friends I met along the way. This experience made me who I am today because it ultimately challenged me, creating memories that will be impossible to forget.” Every student that studies abroad, including Marissa, develops a deeper understanding of the world beyond our borders. In a world that is increasingly skeptical of the interconnectedness that defined the past 70 years students such as Marissa now have the ability to voice the importance of international cooperation, compassion, and understanding those from different cultural, religious, and social backgrounds. ■

Dr. Eric Deschamps is Associate Director of the NAU Center for International Education and Director of the NAU Office of Study Abroad.





2017 FACULTY-LED PROGRAMS

NAU'S GLOBAL CLASSROOM

BELIZE

Jamie Awe
Anthropology

CUBA

Laura Camden
Photography

GUATEMALA

Amy Smith
Dental Hygiene
Dorothy Dunn
Nursing

FRANCE

John Cauvin & Mark Molinaro
Hotel & Restaurant Management

GREECE

Lisa Skinner
Earth Science & Environmental Sustainability

GERMANY

Chad Woodruff
Psychology

ITALY

Alexandra Carpino
Comparative Cultural Studies
Kevin Massoletti
Italian Language and Culture

ISRAEL

Bjorn Krondorfer
Liberal Studies

MOROCCO

Tracey Moore
Dental Hygiene

NETHERLANDS

Vikki Pickett
Visual Communications

SPAIN

Anne Medill & Janine Schipper
Sociology & Social Work

SERBIA

Abe Springer
Earth Science & Environmental Sustainability

UNITED KINGDOM

Brian Stone
Education
Pamela Stephens
Art History
Ed Smaglik
Construction Management

TANZANIA

Karen Plager
Nursing & Anthropology

THAILAND & CAMBODIA

David Weber
International Business

JAPAN

Betsy Adachi
Japanese Language and Culture

CAREER BENEFITS FROM STUDYING ABROAD

GAINING A PROFESSIONALISM CREDENTIAL

DR. TIM CLARK

The kinds of personal qualities that are most difficult to bulletize on résumés are what many employers of our graduates consistently say they value most in new-hires. Most challenging for interviewers is assessing and validating such qualities in brief conversations.

So, what if our graduates could affirm in bullet-points certain credentialed experiences that correlate strongly with the levels of responsibility, self-reliance, and curiosity that employers seek? Better yet, what if those lists of key experiences also initiated conversations that would help those applicants to shine? There is indeed such a credential that students from all fields of study can gain and list!

Studying abroad, especially in my recent observations in Cuba and India, is among the 'super-curricular' elective activities most likely to result in young people's personal development in ways apt to enable and extend their success in modern workplaces. Beyond extra-curricular activities like sports or vacation travel, super-curricular refers to learning and applying major-course topics in vivid and engaging ways – which is super-charged when studying



abroad. Résumé items detailing applicants' overseas experiences, especially when they are rooted in accredited study, are among the most credible indicators of a host of attributes employers seek. Best of all, such experiences are likely to spark conversations that stir enthusiastic and authentic exchanges, therefore distinguishing in hiring processes job candidates that have such stories to tell.

Much of my academic research has focused on the behavioral or 'soft' qualities sought by employers of our university's graduates, which I've described and categorized within the broad concept of





'professionalism.' It follows that much of my institutional service at NAU has been devoted to developing extra-curricular programs to inform and incentivize our students' development of these qualities, such as the Professionalism Development Program which serves thousands of current and recent students of the W. A. Franke College of Business. In surveys, focus groups, and countless one-on-ones, employers from virtually all enterprises tell me that this topic is of crucial importance to them, and that they don't just favor applicants with these sorts of qualities – they greatly appreciate any such credentials that make assessment and validation easier and more reliable. In fact, many employers have said openly that demonstrable professionalism is far more important than a few ticks in GPA or even the pedigree of a graduate's alma mater.

My students in Havana, Cuba, where I taught a Business and Society course for the University Studies Abroad Consortium (USAC) during Winter Session 2016-17, exemplified growth in key aspects of their professionalism. USAC students come from any several dozen affiliate universities, which included in Havana one from NAU and most from Midwestern U.S. schools, spanning a range of majors and academic levels. Many had never been abroad before, so showing that initiative alone separates these eager learners from many of their peers. The insights gained from studying the fascinating transition of Cuban commerce, from entirely government-controlled to include fledgling small-businesses, were profound.

Students who joined my USAC class in Bangaluru, India, during Winter Session 2013-14, also demonstrated the qualities of initiative, active learning, plus quite a dose of adventurousness! And in Alicante, Spain, during Winter Session 2015-16, my students also gained not just lifelong friends but insights with career-long effects.

In all three of my USAC courses abroad, students focused their term projects on the industry most relevant to their chosen career paths in ways sure to stir conversations with future interviewers, colleagues, and executives. For example, a finance major in Havana was "blown away" (his oft-repeated phrase) from studying how regular Cubans must manage their modest affairs without a conventional banking system, requiring not just all-cash transactions but dealing with dual official currencies. Another student studied how far Cuban education will need to advance to offer even a modicum of modern thinking for the inevitable transitions the Cuban economy is facing, and he plans to deploy those insights in an international-development career. Profound, applied observations like these were typical among my students in Spain and India too, and unforgettably augment personal-development lessons that simply cannot be gained from only abstract learning in comfortable classrooms back home.

Whether spanning entire semesters, occurring during summer sessions, or packed into just a few weeks over winter breaks, study-abroad experiences enrich not just students' awareness of diversities across societies; they facilitate rapid growth in those students' personal qualities. This may seem obvious to those of us who have experienced teaching or studying abroad first-hand. But what may prove to have the longest-lasting value for those students is the fact that many employers instantly recognize that value from study-abroad bullet on job-candidates' résumés, and see them as distinctive indicators of many of the professionalism qualities they most seek in job candidates. ■

***Dr. Tim Clark** is an Associate Professor in the Franke College of Business. Following a 15-year career in the technology and energy industries, Tim earned his PhD from George Washington University. Researching and teaching Strategic Management and Managerial Decision Making at NAU since 2009.*

NAU'S OFFICE OF STUDY ABROAD AND INTERDISCIPLINARY GLOBAL PROGRAMS RECIPIENT OF IIE'S 2017 HEISKELL AWARD

NAU's Interdisciplinary Global Programs (IGP) and Study Abroad (SA) have been selected as the recipient of the 2017 Institute for International Education's (IIE) Andrew Heiskell Award for Innovation in International Education. As a recipient of this award NAU is among the national leaders in the design of best practices of international higher education initiatives. IGP integrates language and culture study with undergraduate students' professional majors and includes a year-long international immersion experience in both an academic and work setting. The purpose of IGP is to prepare students to work across disciplinary and national borders early in their careers in a language other than English. More broadly, IGP offers students an opportunity to be boldly optimistic in their careers through a very simple premise: a better world is possible through the simple act of long-term language and cultural exchange. ■



Photo, from left to right, 1st row: Daniel Palm, Associate Vice President (CIE); Melissa Armstrong, Director (IGP); Eric Deschamps, Director (SA); 2nd row: Carolyn Christianer, Adviser (SA); Rebecca Deadmond, Coordinator (IGP); Natalie Morawetz, Coordinator (SA); 3rd row: Danielle Varnes, Coordinator (SA); Mariel Goble, Adviser (SA); Liliane Palm, Assistant Director (IGP); 4th row: Zachary Tobin, Assistant Director (SA); Steffen Olson, Program Coordinator (IGP); Mikaela Terry, Adviser (SA); Not Pictured: Amanda Williamson (SA), Javier Trejo-Sainz (SA)

MY STUDY ABROAD EXPERIENCE

MARISSA HERINGTON

As a junior studying to be a Social Worker, studying abroad was always something I wanted to do following my high school senior trip to the UK and Ireland. On this trip, I immediately fell in love with the places I saw and desperately wanted to come back and experience more. One of the reasons I chose to come to NAU was of all the options for students to study abroad. I've always been a shy and introverted person and I thought studying abroad would help me kill two birds with one stone: I knew I would get to experience amazing places while at the same time getting completely out of my comfort zone and my shell.

While the idea of studying abroad was extremely exciting to me, as time drew nearer to taking an international flight alone for the first time, the prospect of navigating a new country and figuring things out for myself became more daunting and scary. I found myself wanting to crawl back into my shell. Despite these fears, I boarded my flight, arrived in Nottingham, UK, and began a journey that would profoundly impact my life for the better.

Before you study abroad, you hear so many things about what you'll experience. You're told you'll meet amazing people, see amazing things and create friendships that will last a lifetime.

While these things are true, I believe everyone gets something unique out of their study abroad experience specifically tailored to them. My personal experience, while similar to others', had events and revelations unique to me that shaped the person I am today. I got to dance where

Harry Potter danced, walk where Mr. Darcy walked, and see incredible views that took my breath away from the Trevi Fountain in Rome to the picturesque hills and lakes of Salzburg.

But beyond these amazing experiences, I learned about myself. Fear and stress have always hindered my ability to live my life to the fullest. I was afraid to talk to new people or travel to a place that was different and unknown. My anxiety would prevent me from experiencing new things because it was too daunting to plan it all. This same fear was more a part of my study abroad trip than I would like to admit. But I overcame, it, traveled to Brussels a day after terrorists had attacked the airport, and took a solo trip for the first time in my life. Brussels and all the wonderful people there were amazing! I learned that if I pushed through the fear, incredible things could come from it. I know now I am capable of getting beyond the stress and learned how to figure things out in new and sometimes confusing situations. I learned that I didn't need to be scared anymore and that there were so many things I could enjoy once I overcame my fears. I am now more confident in my ability to live the life I want and not hold myself back, and this I learned from studying abroad. ✈️

"I began a journey that would profoundly impact my life for the better."

A COMMITMENT TO GLOBAL LEARNING:

PSYCHOLOGICAL SCIENCES

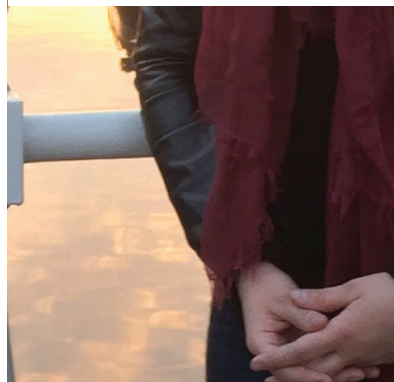
DR. ANN HUFFMAN

In January of 2017, the graduate coordinator of Psychological Sciences, Dr. Ann Huffman, spent a week in Groningen, Netherlands meeting with faculty and administrators to further develop their Psychology Scholarship and Teaching Exchange Program (PsychSTEP). This program was developed eight years ago to support Northern Arizona University's strategic goal of Global Engagement. PsychSTEP facilitates faculty and graduate student relationships between psychological scientists at NAU and the University of Groningen (RuG). One primary goal of this program is to encourage graduate students in similar graduate programs (NAU: Masters in Psychological Sciences; RuG: Behavioral and Social Sciences Research Masters) to enrich their education and learn more about other cultures by living abroad for one academic semester. Students take host nation classes as well as conduct research with professors in their specialty areas. A secondary goal of the program is to support research collaborations and exchanges between faculty members of the two universities.

Earlier this year, Psychological Science's graduate student Taylor West was enrolled in the exchange program, conducting research under the guidance of Dr. Brian Ostafin at the University of Groningen. She was assisting on a project investigating the capacity of "mindfulness," meaning in life, and the emotion of awe interventions to reshape predispositions to engage in habitual thoughts and behaviors. According to Taylor, "the opportunity to conduct research in another country allowed me to gain a global understanding of psychological research, and reinforced my strong commitment to working with culturally diverse populations."

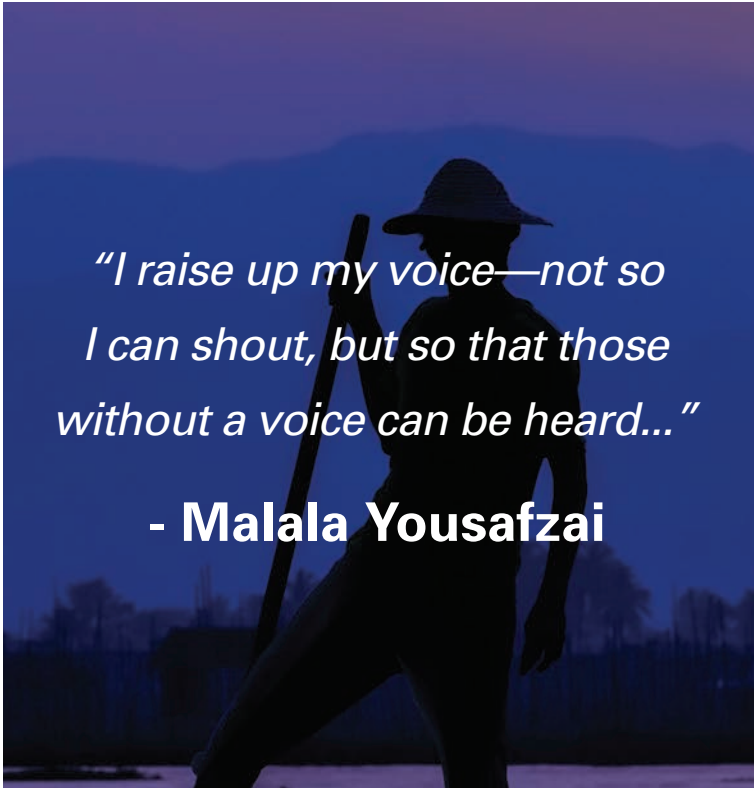
PsychSTEP provides a unique opportunity for psychological sciences graduate students. It is one of the few international exchange programs at the graduate level in Psychological Sciences. NAU's Psychological Sciences department believes that graduate exchanges provide an important venue for graduate students to mature in their intellectual development and capacity for global citizenship. Students who are exposed to different cultures have the opportunity to witness many different interacting factors beyond the examples provided in lectures and in textbooks. There are multiple benefits that come out of this experience such as an enhanced understanding of global issues, and the ability to develop cross-cultural skills, cultural empathy and tolerance, self-confidence and independence. Exchange programs also allow students, faculty and universities to build closer global relationships. ■

Dr. Ann Huffman teaches undergraduate research methods, industrial psychology and organizational psychology at NAU. She also has a teaching appointment in the WA Franke College of Business, and is a recipient of NAU's Provost's Award for Faculty Excellence in Global Learning.



TAYLOR WEST
Is a Psychological Sciences graduate student who was enrolled in the exchange program at the University of Groningen.





*"I raise up my voice—not so
I can shout, but so that those
without a voice can be heard..."*

- Malala Yousafzai

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