

2013 US Southeastern Chinese Young Scholar Research Symposium

University of North Carolina at Asheville

Asheville, North Carolina, USA

March 29-31, 2013

PROGRAM

Sponsored by



美東南區中華學人協會 capasus.org

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2013 US Southeastern Chinese Young Scholar Research Symposium Schedule

Robinson Hall 103, UNC Asheville, Asheville, North Carolina

Saturday, March 30, 2013

TIME	EVENT	PRESENTER	AFFILIATION	TITLE OF PRESENTATION
8:00 - 8:50	Registration	Breakfast in Robinson Hall Foyer		
8:50 - 9:00	Welcoming Remarks			
Session 1: Social Studies		Moderator: Professor Wan-Li Ho		
9: 00 - 9:20	Session 1a	Kuan-Ju Chen	University of Georgia	Does Culture Matter in Sport? The Moderating Role of Cultural Identity in Self-Expressive Identification and Sport Engagement
9: 20 - 9:40	Session 1b	Shih Hsieh	University of Georgia	The Impact of the Class Network on English Learning Effectiveness among Students in Department of Athletic Sports
9:40 - 10:00	Session 1c	Yeou-Rong Jih	University of Oxford	Cooperative Investment in Adolescent Social Networks
10:00 - 10:20	Session 1d	Yen-Tyng Chen	Emory University	A Social Ecological Approach to Depression in African Americans
10:20 - 10:40	Break	Robinson Hall Foyer		
Session 2: Physics and Engineering		Moderator: Professor Su-I Hou		
10:40 - 11: 00	Session 2a	Prof. Su-I Hou	University of Georgia	Keys to Successful Interviewing
11:00 - 11:20	Session 2b	Jui-Te Lin	Georgia Institute of Technology	New Method in Measuring Propulsion Efficiency in Human
11:20 - 11:40	Session 2c	Pi-Jung Chang	Kansas State University	Double Chooz Newtrino Experiment and Neutron Detection Efficiency with the Calibration System
11:40 - 12:00	Session 2d	Bo-Shiuan Li	University of South Carolina	An Improved Fuel Performance Modeling and Material Characterization of Advanced Materials In Future Nuclear Applications: Silicon Carbide and Ferretic Steels
12:00 - 1:00	Lunch	Robinson Hall Foyer		
Session 3: Art and Medical Science		Moderator: Professor Chin-Cheng Hung		
1:00 - 1:20	Session 3a	Prof. Wan-Li Ho	Emory University	Career Triad: Research, Work, Service
1:20 - 1:40	Session 3b	Freda Sue	Savannah College of Art and Design	A Knot of Regeneration
1:40 - 2:00	Session 3c	Joyce Huang	University of Georgia	The Prevalence of Salmonella Infection in Various Southeastern Wild Aquatic Turtles and Captive Painted Turtles (Chrysemys picta)
2:00 - 2:20	Session 3d	Tim Shaw	University of Georgia	Transcriptome sequencing and annotation for the Jamaican fruit bat (Artibeus jamaicensis)
2:20 - 2:30	Concluding Remarks			
2:30 - 6:00	Sightseeing to NC Arboretum/Blue Ridge Parkway			
6:30 pm	Dinner at Asiana Grand Buffet, 1968 Hendersonville Road, Asheville, NC 28803, (828) 654-8879			

LIST of PARTICIPANTS

Presenters		
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2013 Research Symposium Committee	
侯書逸 Su-I Hou (Chair)	University of Georgia
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何婉麗 Wan-Li Ho	Emory University
洪金城 Chin-Cheng Hung	Savannah College of Art and Design
傅仰傑 Yang-Chieh Fu	University of Georgia

LIST OF ABSTRACTS

(arranged in the order of presentations)

Does Culture Matter in Sport? The Moderating Role of Cultural Identity in Self-Expressive Identification and Sport Engagement

Kuan-Ju Chen

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ABSTRACT

The “Linsanity” phenomenon has led to increasing number of sports fans as well as sport marketing revenues in Asian countries. Building on the literature of sports fandom and self-expressive identification, this exploratory research examines and extends these theoretical frameworks with the construct of cultural identity. Two online surveys sampling from Taiwanese students both in Taiwan and the U.S. will be conducted. Study 1 aims at testing the moderating role of cultural identity (i.e. being Asian/Taiwanese) between player identification (i.e. Jeremy Lin) and team identification (i.e. Houston Rockets). Study 2 aims at examining sports consumers’ attitude toward congruent and incongruent brands sponsoring the player. We propose that the results of Study 1 will be the transition to Study 2 where we attempt to find out whether sports consumers with higher identification to the player, and who have higher cultural identity would be more likely to have positive brand outcomes with regards to the brand that sponsors the player. Sports consumers’ social media usage and collective self-esteem will also be measured to indicate the relationship between individuals’ player/team engagement and psychological states. The synthesis of both studies can contribute to and help establish the “fan psychology” of Asian sports consumers who identify with Asian athletes and how it impacts their buying behavior.

The Impact of the Class Network on English Learning Effectiveness among Students in Department of Athletic Sports

Shih Hsieh

Department of Kinesiology, University of Georgia

ABSTRACT

The aim of this study is to empirically investigate the relationship between the class social network and English learning effectiveness among students in the Department of Athletic Sports. This study applies Social Network Analysis (SNA) to investigate the class network in class E, and explain how specific network structural characteristics in class E influence English learning effectiveness among students.

The research finds that there is a positive significant relationship between degree centrality and English learning effectiveness, the higher degree centrality, the better English learning effectiveness. However, although betweenness centrality, egocentric network density, and structural hole show positive relationship with English learning effectiveness in linear regression model, their regression coefficients are not statistically significant. Therefore, it cannot be proven that these three network structural characteristics have significant effects on English learning effectiveness.

Keywords: Social Network, English Learning Effectiveness, Centrality

Cooperative Investment in Adolescent Social Networks

YR Jih, S Burnett Heyes, P Block & JY Lau

University of Oxford

ABSTRACT

A multitude of changes in social attitudes and behaviour occur during adolescence. One notable change is the development of nuanced prosociality, with age-associated increases in prosocial moral reasoning and strategic cooperation. The current study investigated cooperation in two established UK school-based adolescent networks. Social ties were mapped exhaustively in a Year 9 (13-14yrs) and a Year 12 (16-17yrs) class using a social network questionnaire that assessed relationship duration, perceived nature (e.g. best friend, close friend), trust/confiding and companionship; a modified Dictator Game played with all other network members yielded a behavioural measure of cooperation. We used an analytic technique that takes into account statistical interdependence among observations to assess the relationship between bidirectional social ties and cooperative investment. In both networks, out-link strength (social ties reported by a participant toward peers) predicted investment – that is, adolescents invested more in individuals to whom they reported stronger ties. However, in only the older adolescent group did the difference between out- and in-link strength predict investment – that is, only older adolescents invested more in individuals who reciprocated strong ties. This is consistent with the notion that nuanced prosociality develops throughout adolescence. In the Year 12 network, but not in the Year 9 network, cooperative investment takes into account the extent to which authentic social ties are reciprocated. This ecologically valid experimental paradigm accounts for the strength of social ties within authentic social networks and has potential to further the understanding of adolescent cooperative dynamics and the development of nuanced prosociality.

A Social Ecological Approach to Depression in African Americans

Yen-Tyng Chen, MS

Department of Behavioral Sciences and Health Education, Emory University, Rollins School of Public Health, Atlanta, GA, USA

ABSTRACT

The objectives of this study are to examine the association of individual, interpersonal, and neighborhood factors on depression and the moderating effect of cocaine use on the relationship between neighborhood disadvantage and depression. Survey data were collected from 1,840 African American community-recruited adults, aged 18 or older. Multiple linear regression analyses showed that having experienced emotional abuse in adulthood, cocaine use experiences, less financial support, and having illegal associates as well as perceiving neighborhood disorder were independently associated with higher levels of depressive symptoms. However, cocaine use did not moderate the association between neighborhood disorder and depression. The results highlight the importance of examining risk factors at the individual and neighborhood levels when assessing vulnerability to depression. Mental health programs need to link people from disadvantaged neighborhoods to a range of resources that help to alleviate vulnerability to depression.

Key Words: depression; African Americans; cocaine use; neighborhood disorder; social ecological model

New Method in Measuring Propulsion Efficiency in Human

Jui-Te Lin, MS

School of Applied Physiology, Georgia Institute of Technology, Atlanta, GA

ABSTRACT

Many factors influence the extent to which manual wheelchairs meet the needs of manual wheelchair users. From a mechanical design standpoint, wheelchair performance depends on configurations and parameters that impact wheelchair propulsion. By using a less efficient wheelchair, wheelchair user need to generate greater effort to accomplish the desired task. Overtime, the greater effort to propel a less efficient wheelchair will even lead to a higher probability of fatigue and injury. This research design tried to document differences in propulsion effort that is required to propel different wheelchairs and configurations. To measure the change in propulsion effort and performance, variables such as muscle activity, heart rate, and kinetic energy were selected to compare between various configurations. In addition, we have designed a maneuver course that is able to reflect daily mobility. Instead of using treadmills, rollers, and steady-state maneuvers, free-wheeling maneuvers has better feature in measuring energy losses by acceleration, deceleration, and turning. The preliminary results have showed that the rear axle design requires more effort than the front axle design, which generates less kinetic energy (KE) but requires higher propulsion effort. However, we noted no consistent pattern between wheel types resulting from the turning properties of free-wheeling. Because wheelchair users want the most efficient wheelchair and need to select one that works best for their needs, the design of this study is useful to qualify the difference in propulsion efficiency between wheelchair configurations.

Double Chooz Neutrino Experiment and Neutron Detection Efficiency with the Calibration System

Pi-Jung Chang

Department of Physics, Kansas State University, KS 66506, USA
Email: pijung@phys.ksu.edu Phone numbers: 785-532-6786

ABSTRACT

The Double Chooz experiment is designed to search for a non-vanishing mixing angle θ_{13} with unprecedented sensitivity. The non-zero value of θ_{13} at 99.9% CL excluding the no-oscillation assumption in the newest publication. The background and detection systematic uncertainties had been mainly improved in the second publication. In this presentation, I will focus on the neutron detection efficiency; the major source of the detection efficiency systematic uncertainties. The first part of this presentation will introduce the physical principle and the hardware structure of the experiment. The calibration system and three fractions of the neutron detection efficiency will be discussed as well. Finally, the total neutron detection efficiency uncertainty will be summarized.

An Improved Modeling for Pellet-Cladding Interactions for Silicon Carbide Cladding

B.S. Li, T.W. Knight

Nuclear Engineering Program, Dept. of Mech. Engineering,
University of South Carolina, SC, USA

ABSTRACT

Fuel performance is a complex problem concerning thermochemical and thermomechanical interactions between the fuel (and related fission products and possibly admixed burnable absorbers), cladding, and reactor coolant. Past changes have proven to have unintended consequences. Proposals for SiC cladding are a major change in comparison. Mechanisms for nuclear fuel failure are several but one of the chief mechanisms addressed by this research relates to pellet-clad interaction. For SiC cladding, the nature of interaction is drastically different due to the non-yielding nature of the ceramic cladding (lack of plastic deformation). Lower creep rates of SiC will affect the time to gap closure and must be factored into designs particularly if PCI is to be avoided to any significant degree. Models of PCI for advanced cladding systems have been advanced in the literature to account for these intrinsic differences in material properties (SiC vs. Zircaloy) and have even included models to allow for stress induced deformation of the fuel pellet. Likewise a detailed understanding of the advanced fuel swelling is required to predict the onset of PCI. This research seeks a better and more fundamental understanding of advanced cladding failure and failure mechanisms to avoid the aforementioned unintended consequences.

Artist Statement: A Knot of Regeneration

Freda Sue

Savannah College of Art and Design
Atlanta, GA

Using figure and line construction, inspired from the ancient form of memorial, my work communicates the futility of living a fast-paced lifestyle leads the audience into acknowledging personal relationship to self and others.

As a foreigner living in the United States, I encounter new faces and cultural shifting. I often crave for the sense of home that I can belong to. However, I realized that in reality, my desire to lose the sense home is just as much as the desire to keep it. I spend my time insensitively in preparing for the future regardless of the present.

The history of knotting goes back to ancient Chinese culture before writing system was created. The function of the knot in these cultures was to record daily events. I view knotting is an authentic activity of the evidence of a timeless event. A knot shows a will refusing to loose but also a poetic intention to move on from the past. In my works, the symbolic of knot expresses my acknowledgment of lost and an unreconciled heart.

My physical body engages consistently with my process of creating. The repeated motion of carving and constructing shows the devoted action of living with the moment, which transforms my physical energy into poetic celebration of awareness in living of self. I made the importance to acknowledge the connection of the self with the surrounding through our experience. Knowing where we are in living is more meaningful than storing where we were from the past.

The Prevalence of *Salmonella* Infection in Various Southeastern Wild Aquatic Turtles and Captive Painted Turtles (*Chrysemys picta*)

Joyce Huang, Sonia Hernandez, Michael Yabsley, Albert Mercurio, Amanda Coleman

Warnell School of Forestry and Natural Resources, Athens, GA 30602 USA

ABSTRACT

We had two objectives with this study: 1) to describe the prevalence of *Salmonella* infection of various species of Southeastern wild aquatic turtles; 2) determine whether the infection status changes after placed in captivity and presumably stressful conditions.

For the first objective, we sampled wild turtles. Using baited hoop traps, a total of 134 turtles were captured from seven sites in Athens-Clarke County, Georgia. Each turtle was kept in individual clean plastic container filled with roughly 1 cm water depth for approximately 12 hrs until they defecated. Feces were collected with a sterile disposable 1mL pipettes and immediately placed in 10 mL of dulcitol selenite broth media. The samples were submitted to Athens Diagnostic Laboratory within a 24-hour period from collection.

Of the turtles previously captured, 21 were selected to investigate the second objective. They were housed individually in 10-gallon tanks at the Whitehall Herpetology Lab. Turtles were part of a concurrent study and underwent a minor surgical procedure during the first week, which is considered a stressful event. For a period of 45 days, weekly feces samples were collected from each captive turtle. In a second captive trial, 10 turtles were kept in the same conditions as the first captive trial. For this trial of 90 days, three feces samples were collected: one at the beginning, in the mid-period, and at the conclusion of the study. The feces were also submitted to the Athens Diagnostic Laboratory for testing. The results of the studies are still pending.

Transcriptome Sequencing and Annotation for the Jamaican Fruit Bat (*Artibeus jamaicensis*)

Timothy I Shaw

Institute of Bioinformatics, University of Georgia, Athens, Georgia, USA

ABSTRACT

The Jamaican fruit bat (*Artibeus jamaicensis*) is one of the most common bats in the tropical Americas. It is thought to be a potential reservoir host of Tacaribe virus, an arenavirus closely related to the South American hemorrhagic fever viruses. We performed transcriptome sequencing and annotation from lung, kidney and spleen tissues using 454 and Illumina platforms to develop this species as an animal model. More than 100,000 contigs were assembled, with 25,000 genes that were functionally annotated. Of the remaining unannotated contigs, 80% were found within bat genomes or transcriptomes. Annotated genes are involved in a broad range of activities ranging from cellular metabolism to genome regulation through ncRNAs. Reciprocal BLAST best hits yielded 8,785 sequences that are orthologous to mouse, rat, cattle, horse and human. Species tree analysis of sequences from 2,378 loci was used to achieve 95% bootstrap support for the placement of bat as sister to the clade containing horse, dog, and cattle. Through substitution rate estimation between bat and human, 32 genes were identified with evidence for positive selection. We also identified 466 immune-related genes, which may be useful for studying Tacaribe virus infection of this species. The Jamaican fruit bat transcriptome dataset is a resource that should provide additional candidate markers for studying bat evolution and ecology, and tools for analysis of the host response and pathology of disease.

2013 US Southeastern Chinese Young Scholar Research Symposium

Evaluation Form

Thank you for participating in the 2013 Research Symposium on March 29-31, 2013. We would greatly appreciate your feedback and comments. Please answer the following questions, and return it to Dr. Alex Huang.

I have attended (please check all that apply) ___ Session I ___ Session II ___ Session III

Your name (optional): _____ E-mail address (optional): _____

Questions	Strongly Disagree	Mostly Disagree	Agree	Mostly Agree	Strongly Agree
	1	2	3	4	5
You are satisfied with the Symposium					
You had opportunities to interact with others					
The time/duration of the Symposium was appropriate					
The length of each presentation was appropriate					
Research presentations were informative					
The fee for registration was reasonable					
The planning for the Symposium was satisfactory					
The execution of the Symposium was satisfactory					
The facilities for the Symposium were satisfactory					
Service during breaks was satisfactory					
I am glad I attended the Symposium					
I would recommend others to attend the Symposium					

What did **you like most** about the Symposium?

What did **you like least** about the Symposium?

Please **provide any comments** for the Symposium and CAPASUS.



2013 US Southeastern Chinese Young Scholar Research Symposium

**University of North Carolina at Asheville
Asheville, North Carolina
March 29 - 31, 2013**

**Sponsored by the Chinese-American Academic and Professional Association in Southeastern
United States (CAPASUS)**

This inaugural research symposium provides a conference platform for the Chinese young scholars in the Southeastern United States to come together to celebrate their research achievements, to network with other researchers at the diverse universities, and to promote friendship among Chinese young scholars.

Who should attend this Symposium?

Any undergraduate and graduate student, junior faculty and researchers who are from Taiwan, Republic of China or Chinese-Americans are strongly encouraged to attend this significant event.

What is the format of the Symposium?

Oral presentations in English at the Symposium are planned. Topics of presentations include (but are not limited to) natural sciences and technology, arts and literature, social sciences (including law and economics), and medical science.

What should you expect from this symposium?

- Presenting your research findings at a regional conference
- Networking with Chinese scholars from universities in the Southeastern US
- Learning practical skills for academic and professional careers
- Exploring scenic Western North Carolina
- **\$100** scholarship for each presenter

Deadline for Submitting an Abstract and Registration: February 15, 2013.

For details, please visit the symposium website at **<http://capasus2.weebly.com>**

For further questions, contact Symposium Coordinator, Dr. Alex Huang at ahuang@unca.edu or 828-232-5157 (O)

美東南區中華青年學術研討會 新聞稿

Chinese News Article about 2013 US Southeastern Chinese Young Scholar Research Symposium

2013 年 3 月 29 日至 31 日美東南區中華學人協會將在北卡羅萊納州(North Carolina) 愛雪菲爾市 (Asheville)舉辦第一屆美國東南區中華青年學術研討會。這次的研討會為來自美國東南部的青年學者提供了一個可以一起慶祝研究成果，與來自不同大學的研究員互相認識，以及可以在中華青年學者之間增進友誼的會議平台。

本次研討會的形式以英文演說為主。演說的主題會包括（但不限於）自然科學和技術、藝術和文學、社會學（包括法學和經濟學）、和醫學。主辦者邀請所有學者，尤其是來自台灣或是華裔美國人的大學生與研究生，來參加本次研討會。這不但是大學生與研究生發表文章、鍛鍊學術能力、認識來自各地老師同學的好機會，更可以在北卡羅萊納州最秀麗的時候，做短期的旅遊和欣賞愛雪菲爾市的名勝風景。每位論文演講者將給予獎學補助金一百元。提交摘要和註冊的截止日期是 2013 年 2 月 15 日。需要詳細資訊，請參覽會議網站：

<http://capasus2.weebly.com>。如有任何問題，請連絡研討會主辦人黃火金博士 (Professor Alex Huang), 電子郵箱：ahuang@unca.edu，或工作電話：828-232-5157。

美東南區中華學人協會

**Chinese-American Academic and Professional Association in
Southeastern United States (CAPASUS)**

美東南區中華學人協會

Chinese-American Academic and Professional Association in Southeastern United States (CAPASUS)

關於中華學人協會 About CAPASUS

CAPASUS is a "not for profit" organization. The objectives of CAPASUS are:

- To provide opportunities for all members to exchange their academic, cultural, social, professional, and business knowledge and experiences.
- To make academic, cultural, social, professional, and business contributions to the societies of the United States and the Republic of China.

美國東南區中華學人協會於一九七七年六月二十五日 (June 25, 1977) 在亞特蘭大 (Atlanta, Georgia) 正式成立。青輔會主任委員潘振球先生，駐美大使館代辦趙仰雄博士，駐亞特蘭大總領事陳錫蕃先生皆蒞臨祝賀。本會以聯繫學人，促使學術交流，以專業技術向中華民國政府提供建議，協助建設，並從事國民外交，增進美國朝野對中華民國之認識為宗旨。

目前，本協會有一百餘位會員，均為在大學院校或研究機構或醫界任職中(或已退休)的學者和專業人士。會員們的專業領域涵蓋藝術人文，教育，工程，法律，醫學和科學等。本會會員居住於美國東南區八州 Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee。每年夏季的年會是協會的主要活動之一。

會員入會資格 Membership Application:

Any Chinese-American scholar or professional residing in the Southeastern United States who supports the mission of the CAPASUS can apply for the regular membership.

Students are strongly encouraged to apply for the student membership.

凡旅居美國東南區之中華學人，贊同本會宗旨，由會員兩人推薦，並經審查委員會通過者。會員審查標準：

- 本協會訂名為美東南區中華學人協會，為一學術團體，為使會員符合“學人”資格而訂立此標準。
- 在其學習專業，獲得終端學位，並繼續從事相關學術或專業領域工作者。
- 在其學習專業，獲得碩士學位後，並繼續從事相關學術或專業領域工作，且具備五年以上經驗者。
- 在學術專業有特殊成就者，例如在國際上有崇高的學術地位。經會員資格審查委員會五分之四同意審查通過者。

For further information, please contact Dr. Alex Huang, ahuangunca@gmail.com,
(828) 505-7964 (H) 337-7963 (C)

美東南區中華學人協會

Chinese-American Academic and Professional Association in Southeastern United States (CAPASUS)

Regular Membership Application form (2012 Revised) English version

Chinese Name (Applicant and Spouse)	English Name (Applicant and Spouse)	Sex	Date of Birth (Year only)	Date of Application
	Major	School		Year of Graduation
Undergraduate				
Master				
PhD or Others				
Background	___ Art/Social Science ___ Business/Economics ___ Law/Politics ___ Medicine/Health ___ Science/Engineering Details _____			
Work Address			Work Phone Number	
Home Address			Home Phone Number	
E-mail				
Recommendation (2 persons)	Chinese Name (optional)		English Name	
Required documents	1. Application form and one recent passport size photo 2. Curriculum vitae E-mail (1) and (2) directly to Dr. Alex Huang at ahuangunca@gmail.com 3. One recommendation letter from the recommending person (optional) directly to Dr. Alex Huang at ahuangunca@gmail.com 4. Please send a check for \$20 of application fee payable to CAPASUS to: Dr. Alex Huang, 4 Village East Ct., Asheville, NC 28805			

美東南區中華學人協會

Chinese-American Academic and Professional Association in Southeastern United States (CAPASUS)

Student Membership Application form (2012 Revised) English version

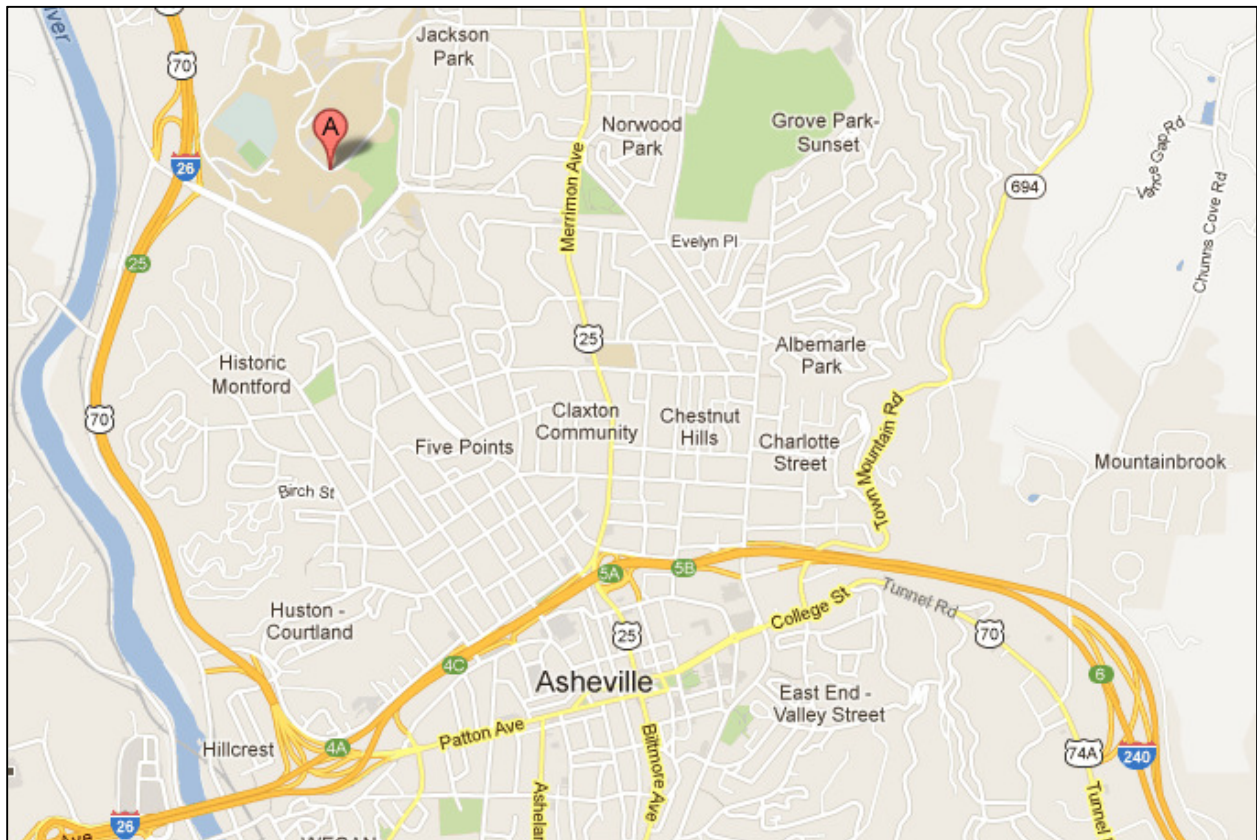
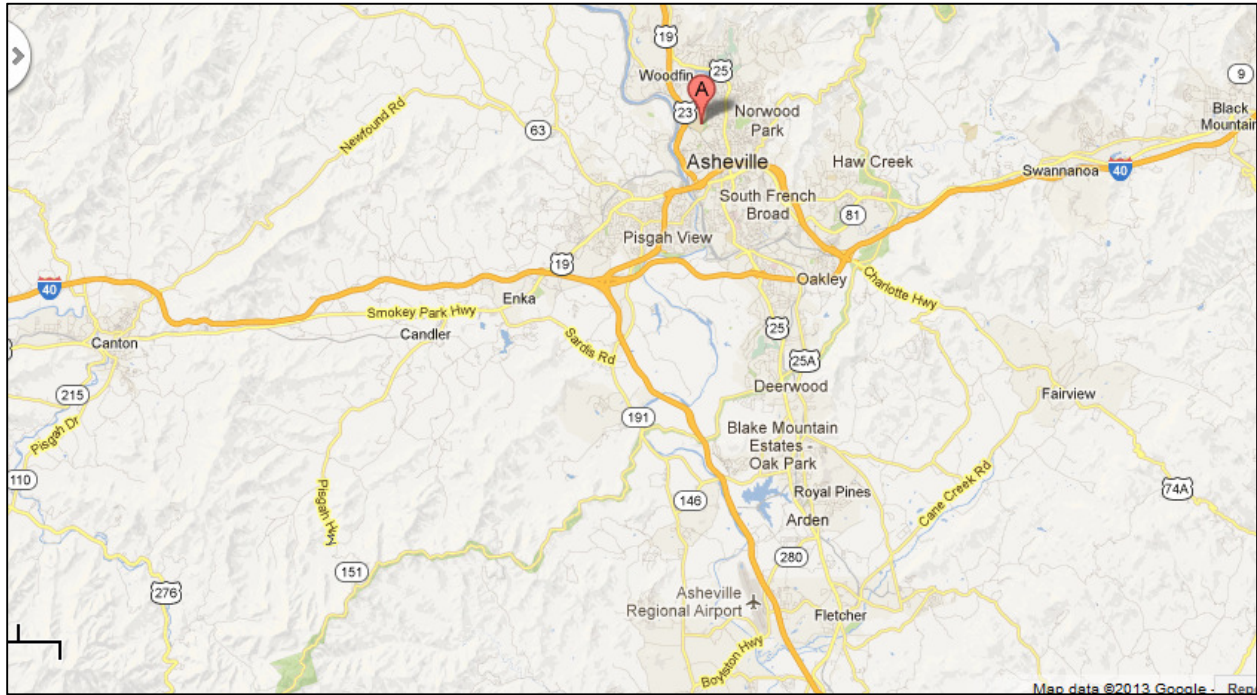
Chinese Name (Applicant and Spouse)	English Name (Applicant and Spouse)	Sex	Date of Birth (Year only)	Date of Application
	Major	School		Year of Graduation
Undergraduate				
Master				
PhD or Others				
Background	___ Art/Social Science ___ Business/Economics ___ Law/Politics ___ Medicine/Health ___ Science/Engineering Details _____			
School Address			Work Phone Number	
Home Address			Home Phone Number	
E-mail				
Recommendation (1 person)	Chinese Name (optional)		English Name	
Required documents	1. Application form and one recent passport size photo 2. Curriculum vitae E-mail (1) and (2) directly to Dr. Alex Huang at ahuangunca@gmail.com 3. One recommendation letter from the recommending person (optional) directly to Dr. Alex Huang at ahuangunca@gmail.com 4. Please send a check for \$10 of application fee payable to CAPASUS to: Dr. Alex Huang, 4 Village East Ct., Asheville, NC 28805			

CAPASUS Student Member Right and Obligation

- Annual student membership fee is \$10;
- Students are welcome to attend or assist any CAPASUS activities;
- Students can present research papers at the annual conference;
- Students do not have the voting right but they receive the same benefits like regular members.

MAPS/Directions/Hiking Destinations

MAPS to the University of North Carolina at Asheville, Asheville, North Carolina
(Pin A is the location of UNC Asheville)



UNC Asheville Campus Map

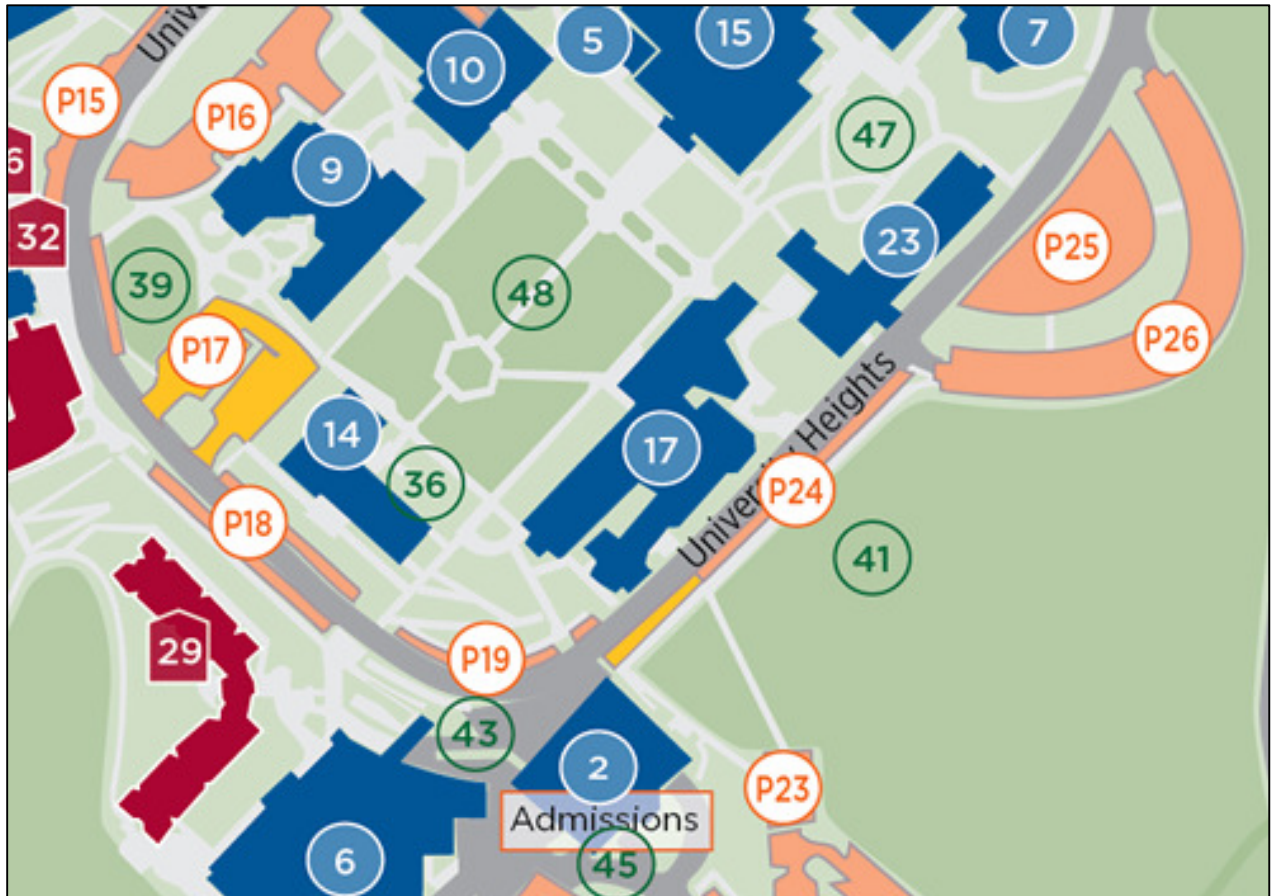
(Robinson Hall is Building No. 17, Karpen Hall is Building No. 9)



Friday night dinner at Laurel Forum, Karpén Hall (Building 9), UNC Asheville

On Friday night, 3/29/2013, you can park at **P17** to come to the **Karpén Hall (Building 9)**. Laurel Form is on the first floor next to the southern entrance facing the Quad.

Registration will start at 6 pm, and dinner at 6:30 pm.



Saturday Symposium in Room 103, Robinson Hall, Building 17

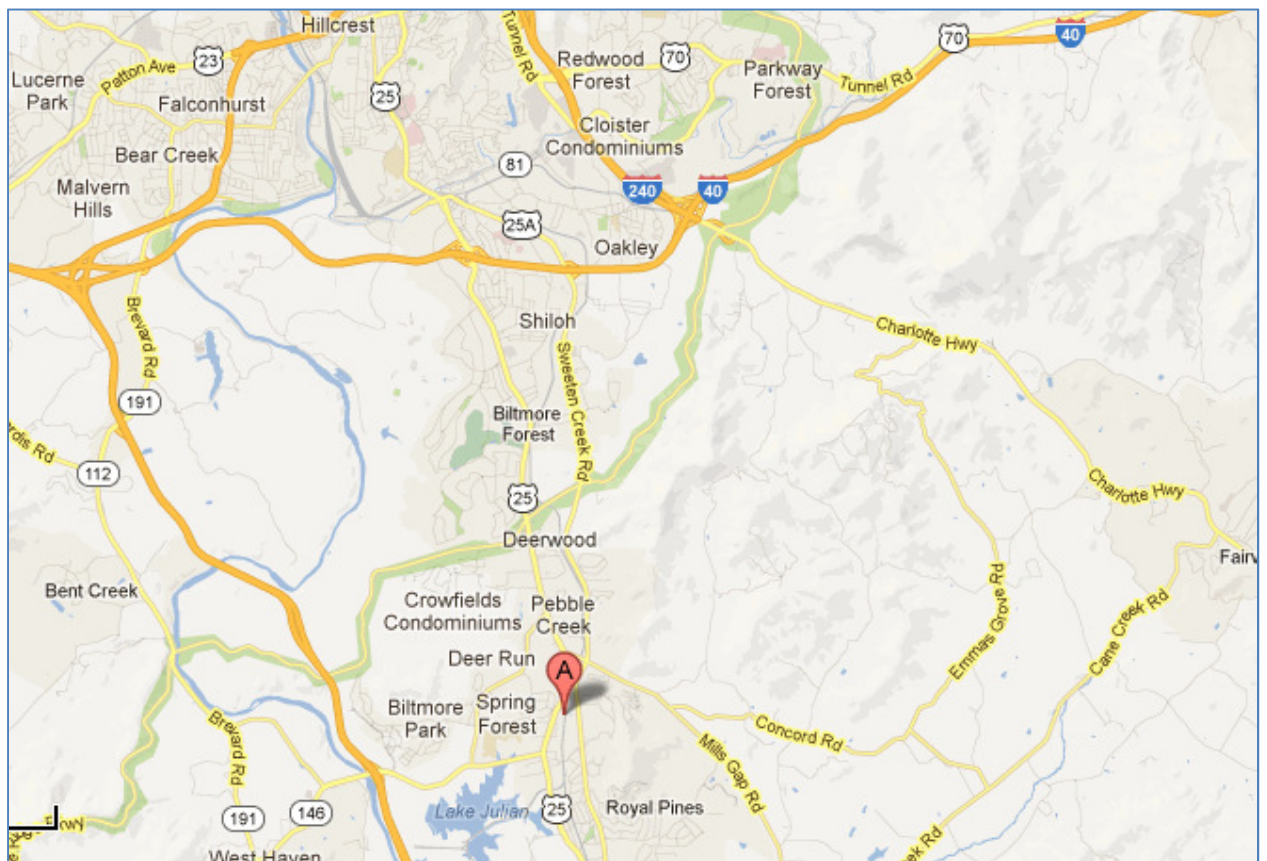
On Saturday, 3/30/2013, you can park at **P19** or **P24**, and enter the **Robinson Hall (Building 17)** through the southwest entrance which is to your left from your parking area.

The registration will begin at 8 am, the formal opening session will start at 8:50 am.

Saturday's Dinner Place

ASIANA Grand Buffett

1968 Hendersonville Road, Asheville, NC 28803, (828) 654-8879



Biltmore House & Gardens

(1 Lodge Street, Asheville, N.C. 28803)

http://www.biltmore.com/visit/house_gardens/default.asp

Completed in 1895, George Vanderbilt's 250-room chateau is as impressive today as it was more than a century ago. Biltmore House is truly an architectural and historical wonder. Outside, explore acres of beautiful gardens and grounds designed by renowned landscape architect Frederick Law Olmsted.

Restaurants

Stable Café: Great burgers, Carolina barbeque, fresh salads, and traditional Southern fare in a comfortable restaurant transformed from 19th-century stables. Open daily for lunch.

Light Bites

Courtyard Market: pizza, hot dogs, snacks, and cold drinks

Bake Shop: coffee, cappuccino, pastries, desserts, and bakery sandwiches

Ice Cream Parlor: hand-scooped ice cream, milkshakes, sundaes, and drinks

Chauncey's Corner: refreshments on the Conservatory's back patio; open daily weather permitting.

Shopping

Carriage House: furnishings and accessories inspired by the estate

Bookbinder's: books relating to the Vanderbilt family and their era

A Christmas Past: a sparkling array of holiday ornaments and music

Confectionary: gourmet chocolate and other sweet temptations

Toymaker's: old-fashioned dolls, toys, and games

A Gardener's Place: plants and accessories on the Conservatory's lower level

Driving Direction from Atlanta, GA

Follow Interstate 85 north into South Carolina to Greenville. Take I-185 north at exit 42 and then exit to US Highway 25 north. Follow US 25 north into North Carolina, and continue to I-26 west. Take I-26 west to Asheville. Follow I-40 east to exit 50 (US Highway 25), then turn left at the traffic light after exiting. Stay in the left lane and follow signs to the Biltmore entrance.

Driving time: approximately 3 hours 30 minutes.

NC Arboretum, Asheville, North Carolina (10 miles from UNCA)

<http://www.ncarboretum.org/>

NC Arboretum is a 434-acre public garden located within the Bent Creek Experimental Forest. Surrounded by lush folds of the botanically diverse Southern Appalachian Mountains, The North Carolina Arboretum is adjacent to the scenic Blue Ridge Parkway, at Milepost 393, and is nestled in one of the most beautiful natural settings in America.

The North Carolina Arboretum is located on land within the Pisgah National Forest, and is operated under a special use permit issued by the National Forests in North Carolina.

Established in 1986 by the General Assembly as an affiliate of the University of North Carolina, the Arboretum was founded nearly a century after Frederick Law Olmsted, the 'Father of American Landscape Architecture,' first envisioned such an institution near Asheville as part of his legacy to the Biltmore Estate. **Admission fee is \$8 per car.**

Directions from...

(Note: If you are using a GPS device and it is more than one year old, please use 20 Frederick Law Olmsted Way, Asheville, NC 28806 to map directions to our main entrance.)

1. The Blue Ridge Parkway Exit at mile marker 393 there are signs on the Parkway for NC Arboretum, Hwy. 191 and Interstate 26. On the exit ramp, the entrance to the Arboretum is immediately on the left (before Hwy. 191 and traffic light).

2. Asheville Regional Airport Interstate 26 West (travel North toward Asheville), approximately seven miles. Take Exit 33 (old Exit #2) - marked Blue Ridge Parkway-Brevard Road-Hwy 191). Turn right at the top of the ramp (South) onto Hwy. 191. Travel South on Hwy 191 for approximately 2.1 miles (pass Biltmore Square Mall). Look for brown signs for Blue Ridge Parkway and NC Arboretum. Turn right at light and entrance to The North Carolina Arboretum, main entrance is ahead on right.

3. Downtown Asheville Interstate 240 West (soon to be I-26 East, both signs may be present), which merges into Interstate 26 East. Take Exit 33 (marked Blue Ridge Parkway-Brevard Road-Hwy 191). Turn left (South) onto Hwy. 191. Travel South on Hwy 191 for approximately 2.1 miles (pass Biltmore Square Mall). Look for brown signs for Blue Ridge Parkway and NC Arboretum. Turn right at light and entrance to The North Carolina Arboretum, main entrance is ahead on right.

Mount Pisgah, Blue Ridge Parkway, North Carolina (30 miles from UNCA)

<http://www.hikewnc.info/besthikes/blue-ridge-parkway-section-5/mount-pisgah>

Mount Pisgah is a mountain in the Appalachian Mountain Range and part of the Blue Ridge Mountains of North Carolina, United States. The mountain's height is 5,721 feet (1,744 m) and it sits approximately 15 miles (24 kilometers) southwest of Asheville near the crossing of the boundaries of Buncombe, Haywood, Henderson and Transylvania counties. The mountain is easily accessible via a hiking trail from Blue Ridge Parkway. The trail leading to the summit of Mt. Pisgah starts at milepost 407 of the Blue Ridge Parkway on the west side of the road at an overlook labeled "Mt. Pisgah Parking". The trail is 1.6 miles long and is of moderate difficulty (sections near the summit can be rather steep). There is a small observation deck near the TV tower at the summit. The view is spectacular.

- Difficulty: Moderate
- Total Length (round trip): 3 miles
- Trail Tread Condition: Moderately Rough
- Climb: Climbs Moderately
- Lowest Elevation: 4980 ft
- Highest Elevation: 5730 ft
- Total Elevation Gain: 750 ft
- Trails/Roads Used: Mount Pisgah
- Hike Configuration: Out-and-back
- Starting point: Mount Pisgah Parking Area, Blue Ridge Parkway milepost 407.6

To Get There: From Asheville, take the Blue Ridge Parkway south to the Mount Pisgah Parking Area, on the left, at milepost 407.6. Park at the second parking area; the first is for the Buck Springs trail.

<http://www.nps.gov/blri/planyourvisit/maps.htm>

<http://www.nps.gov/blri/index.htm>

<http://www.exploreasheville.com/>

Du Pont State Park, Brevard, North Carolina (40 miles from UNCA)

<http://www.ncwaterfalls.com/dupont1.htm>

From Asheville, NC and other cities via I 40

Take I 40 to exit 46A for I 26 East towards Hendersonville. Take I 26 east to Exit 40. Turn right off Exit 40 onto NC 280. Take NC 280 south 16 miles to US 64. Turn left onto US 64 and go 3.7 miles to the stop light. Turn right onto Crab Creek Rd and go 4.3 miles to DuPont Road. Turn right onto DuPont Rd and go 4.2 miles. Note that DuPont Rd becomes Staton Road.

There is no admission fee.

Looking Glass Falls, Blue Ridge Parkway, North Carolina (40 miles from UNCA)

Looking Glass Falls, located near Asheville, is one of the most popular waterfalls in North Carolina, and perhaps the easiest to view. The name "Looking Glass" comes from Looking Glass Rock, where water freezes on its sides in the winter and then glistens in the sunlight like a mirror or looking glass. Looking Glass Creek, which flows past the rock, is also named for the impressive natural structure.

Its easy accessibility makes Looking Glass Falls a popular spot for travelers along U.S. 276, Forest Heritage Scenic Byway, near Brevard in the Pisgah National Forest. Enjoy nice views from the parking area along the road. Or take a short walk for a closer look. The waterfall is 60 feet tall.

Steps lead down to the falls for a close-up view. You can venture onto the rocks in the stream below the falls, and even do some wading and swim underneath the falling water. The photo at top was taken at the base of the falls. For photographs, the sun comes up over the waterfall in the morning. So afternoon lighting is best.

To get to Looking Glass Falls, either take U.S. 276 North from Brevard about six miles. Or take U.S. 276 South from the Blue Ridge Parkway for about 10 miles. There is no admission fee.

Some Information about Presentation

Presentation Format Specifications

Written by David Delene, November 15, 2006

(https://learn.aero.und.edu/Upload/915/91530/Measurement_Systems_Presentation_Specifications.doc)

Audience

- Know your audience.
- Your audience is made up of scientists with an undergraduate educational level.

Timing of presentations

- Your presentation should be 15 minutes in length with additional 5 minutes for questions and answers.
- The moderator will monitor the presentation time carefully and will stop you at 20 minutes.

Slide Composition

- Don't use background that makes your text difficult to read.
- Limit each slide to one main idea.
- Use several simple slides rather than one complicated one.
- Use duplicate slides if you need to refer to the same slide at several points during your talk. Repeat information on two slides instead of flipping between slides.
- Plan your slides for good visual pace.

Slide Organization

- Title slide of talk should be a maximum of 2 lines and contain information such as the speaker's name, organizational credits, date and location of presentation.
- Body slides should use the same type-face & color scheme.
- One or 2 summary slides should be used to sum up your central message of the presentation.
- Finish slides (1 or 2 slides) can be a "thank you for your attention" or "staff acknowledgments" or a pretty sunset.
- You can include additional slides after your finish slides that address question that you anticipate.

Number of Slides

- A rule of thumb is the number of minutes minus 10% and then round down.
- For example, 20 minutes minus 10% = $20 - 2 = 18$ slides.
- Give more time for data, less time for text. Between one to two minutes per slide.

Text Slides

- Making bullet statements of central message or summary points.
- Stating objectives, hypotheses or test predictions.
- Outlining highlights or research protocol.
- Summarizing methods of data collection.
- Citing seminal works or quotes.

Text Tips

- Do not use abbreviation unless absolutely necessary to fit on the slide. Don't assume the audience will know what the abbreviation represents.
- Use bullet statements or an outline.
- Use 5 lines with 5 words per line. No more the 6 or 7 lines per slide.
- Avoid red type.
- Choose an easy-to-read font.
- Use a font as large as possible and still have things fit on the slide.
- Avoid all caps. It is harder to read
- Use 1.5 line spacing
- Check ALL spelling!

Tables

- Good for showing specific data values.
- Don't show a table of tiny words and numbers.
- Condense the data to what is relevant.
- Use no more than 4 columns and 3 lines in a table.
- Simplify column headings.

Digital Pictures

- Pictures can be used to make a point.
- They are good to include in the Method section.
- Pictures break up the monotony of text and figures.
- Use as "eye candy" for finish slides.
- Should only use high quality pictures with good contrast.
- Lighter pictures are more successful than darker pictures.

Illustrations

- Copies from textbooks or blueprints are usually illegible.
- Make a thick-line tracing of essentials. For example, re-create a simpler version of the original.

Graphs

- Effective graphs will clarify your findings at a glance.
- Poor graphs will leave your audience confused.
- Limit the amount of information in each graph.
- Decide what type of graph is best for the type of data presented.

Types of Graphs

- **Flow Charts:** Summarize how several variables interact. Good in the methods section.
- **Schematic Diagrams:** Good for showing pieces of equipment.
- **Bar Graphs:** Compare 2 or 3 subjects for 2 or 3 variables. Stacked bar-graphs are good for expressing proportions of a whole.
- **Line Graphs:** Display change over time. Three lines of data is the limit for one graph. Use bright colors with strong contrast and impact.
- **Pie Charts:** Present proportions of the whole. Using two together allow comparison similar to stacked bar graphs. Better for more than 2 series than stacked bar graphs. Should present no more than 2 per slide.

Preparation Questions

- What is my topic?
- What day and time am I speaking?
- Where and in what room am I speaking?
- Who is my Session chair?
- How and when will I load my presentation onto my session chair's computer?
- What are the size and layout of the presentation room?
- How long will I have to talk?
- How much time for questions?
- Will there be other talks on similar or related subjects?

Define your Central Message

- The best presentations make just one point, loudly and clearly.
- Do your best to develop a summary of your work that you can state in 25 words or less, using plain English.

Organize your Presentation

- Use introduction, methods, results, discussion, conclusions, and significant segments.
- Consider the central message in every presentation segment.
- Indicate why anyone should care about your results.
- Use words that are simple, direct, and active.
- The primary purpose for giving the scientific talk is to inform or instruct.
- The topic should be defined within the context of the rest of the program and within your invitation to speak. (This is not applicable in this class)
- The depth and scope of the content is determined by the audience profile and the time given for you to speak.

Clarify Your Presentation

- Keep the non-technical language as straightforward and uncomplicated as possible.
- Simplify your phrases.
- Tighten your sentences.
- Never use a long word when a short one will do.
- If you can delete a word without losing meaning, delete it.
- Use equations, math, and symbols sparingly and carefully.
- Scientific talks contain many facts and data, so it is important to summarize. Summaries can be done as you progress or at the end. Visual summaries are particularly effective.

Generating Excitement and Interest

- Why would other scientists be interested?
- Think about how to generate excitement for the subject in someone without knowledge and involvement?
- How might other disciplines or other research areas within my own discipline use this information?
- Is there a research or teaching anecdotes that can add emphasis, interest or humor?

Use Your Voice

- Speak slowly, clearly, and confidently.
- Modulate your voice somewhere between a monotone and sing-song.
- Look up and make eye contact periodically.
- Work hard to eliminate nervous sounds (uh, um). Better to pause and not say anything than to say uh or um.
- Emphasize certain words to get your meaning across.

Style of Delivery

- Some recommend reading along word for word with text slides while others prefer an outline format while you provide more complete verbal accompaniment.
- Do what feels natural to you.
- **If you read:** Try to make it as natural as possible. Write the text in short, uncomplicated sentences. Avoid jargon and fancy verbiage. Read verbatim, don't change the wording. Additionally, you **MUST** walk your audience through the graphs in the Results section. Tell them the important points.
- **If you prefer note-free (ad-libbing):** This approach is often more engaging for the audience. Let the slides cue your speech. You must really know your material well. You will almost have memorized your slide order. Be careful about exceeding your time frame.

Adhere to the Time Frame

- Don't make your session moderator (instructor) take "police action"!
- To assure success in this area...practice, practice, practice.

Practice, Practice, and more Practice

- Rehearse with accessories including microphone, pointer, and screen.
- Try it out on your peers, family, pets, in the mirror, or videotape.
- Practice early to accommodate revisions.
- If the presentation is too long, cut something out instead of trying to talk faster.
- If possible, practice or test your presentation on the computer system and in the presentation room.

The Six Principles of Powerful Persuasion

By Maggie Leyes

(<http://www.advisortoday.com/resources/sixprinciplesofpersuasion.html>)

Sometimes it takes someone from outside our industry to help us better understand how we can succeed. That was the case with Robert Cialdini, Ph.D., a main-stage speaker at the Million Dollar Round Table annual meeting, which took place in New Orleans at the end of June. Cialdini, a professor of psychology at Arizona State University, gave a to-the-point presentation called “Principles of Persuasion.”

If you are having trouble getting people to say yes to your planning proposals, you don’t need to change what you are proposing, says Cialdini. Instead you need to change how you present what you have to offer.

Ask yourself

Before exploring the six steps, Cialdini wants you to think about the following four questions—the answers you give (which will be clarified in the six principles) may illuminate why you are having difficulty persuading your clients and prospects to accept the financial plan and products you have created for them.

Is it better to tell prospects and clients what they stand to gain if they go in your direction or what they stand to lose if they don’t?

If you have a product with both strengths and weaknesses, when should you present the weaknesses?

After someone has praised you, your efforts or your company, what is the most influential thing you can say after thank you?

What is the single most effective thing you can do to make yourself more effective?

Now, on to the six principles of influence that you can incorporate into any request you make with prospects or clients.

1. Principle of reciprocation. This principle is evident in every human culture, says Cialdini. The concept: “I’m obligated to give back to you what you first give to me.” People respond to this seemingly universal law that you must not take without giving in return. “You are given a moment of power after someone has thanked you, what you do with that moment is critical,” says Cialdini.

Do you see the implications for your business? How do you respond when someone thanks you for going above and beyond the call of duty? “Don’t undermine your powerful position by saying something like, ‘Oh, it was nothing; I do that all the time,’” says Cialdini. “You deserve the leverage of the influence. If you respond [like that] you’ve smacked the rule of reciprocity right out the window.” Instead, he says you should respond with, “Of course, we were glad to help. It’s what long-term partners do for one another.” Or, “Thank you. Of course, I was glad to do it; I know you would do the same for me.”

2. Principle of scarcity. The bottom line: People want more of what they can get less of. “You have to tell them that what you have to offer is unique and rare, that they can’t get it unless they move in the direction you are showing them,” says Cialdini. So, you need to talk to clients not only about what they will gain, but what they will lose as well. “People are more motivated by the idea of losing something than gaining those same things,” he adds.

3. Principle of authority. “People want to follow legitimate experts. You need to share with them your level of expertise on the topic—they can’t know that about you until you tell them,” says Cialdini. That means you can’t be embarrassed because you think you sound boastful.

According to Cialdini, it’s not enough to be knowledgeable; you need to be truthful. You can convey honesty the way the large corporations do. Before they present the strongest argument in favor of their product or service, they mention a weakness in their position. This establishes them as both powerful and honest. Immediately after admitting a weakness is when you need to deliver your strongest argument.

4. Principle of commitment and consistency. “If you want to increase the likelihood of a yes,” says Cialdini, “you need to have them write it down. People live up to what they write down.”

5. Principle of consensus. In the end, most people are followers. “We decide what we should do by looking at what others like us do in that situation,” says Cialdini. That means you need to leverage all your testimonials—provide those that are most similar to your prospects, and use clients who refer others to you as communicators for your services.

6. Principle of liking. “We like people who like us,” says Cialdini. “We say yes to people we like.” But, this is not about getting your clients to like you; instead, you need to like them more. “People want a counselor who likes them,” he adds. “That’s where they feel safe.” And when they feel safe, they say yes, again and again.

Some Information about Interviewing

Top 10 Interview Questions

Raj Sheth, February 25, 2013

(<http://www.recruiter.com/i/top-10-interview-questions/>)

We read a lot of articles about stupid interview questions, over-the-top interview questions, crazy new interview practices and involving various social scores into the interview process. But what are some of the most common interview questions?

For those of you just starting out or wanting to get back to the basics, here (in no particular order and barring the obvious “What’s your name?”), are some of the most common interview questions:

“Tell us about yourself.”

Here you’re looking to see if the candidate can stay on task. In an interview setting, you want to hear the candidate’s professional accomplishments. If they get off track, perhaps there’s a reason for it, such as lack of career depth or sheer nerves. On the other hand, maybe they just want to tell you about their life. Keep this section short and sweet and listen.

“What do you know about our organization?”

Did they do their homework? A candidate who has done some research on your company is a serious candidate. They should know what direction your company is headed and be familiar with your brand and what your main products and services are. The way in which they can relay information about your organization is a good indicator of how they feel about your company culture and a no-nonsense way to discern who actually cares about getting the gig.

“What makes you different?”

There should be no hesitation. You have given the candidate an invitation to bullet point their strengths. Are they ready to highlight what sets them apart? If they’re not, there’s really no excuse for it. Self-starter, hard worker, and works well with others are typical answers and are to be expected, but hopefully you’ll hear something a little more with this answer. When you do, take that opportunity to dig even deeper.

“What important trends do you see in our industry?”

While some jobs are tactical in nature, in the startup and small business culture, this question is really important. Are they stumped? Then perhaps they aren’t a significant part of your industry’s community. With the huge tech boom that we’re experiencing, odds are there is a new technology significant to their position. While it’s important for them to know, it’s also important for YOU to know.

“What did you like least/most about the position you are leaving?”

This is another great feeler for how they will adapt to, or add to your company culture. This question allows you to gauge their attitude. Are they concentrating on the positive, or are they stuck on the negative? How much accountability are they taking for their job changes?

“What are your long-range goals?”

“Uhhhh”, is exactly what you don’t want to hear here. This is a great way to gauge their potential for long term retention. A candidate, who sets goals for themselves and has a plan, is a candidate who will be here for the long haul. If they express interest in moving up in the company, how do they plan to make it happen?

“Why are you leaving your current position?”

Again, note their tone. Are they remaining in the positive? Even if they departed on bad terms, are they able to put a positive twist on it? Of course you don't want a candidate who will lie to you, but you do want a candidate who is smart enough to be able to present a negative in a positive manner.

“What motivates you at work?”

This is another great way to see how they will fit into your company culture. A source of motivation says a lot about a person. Are they driven by money, success or autonomy? It is also a great indicator of where you can make compromises concerning the compensation package. (Hint: most candidates won't say money.)

“Tell us what led you to this industry.”

Did they stumble into this position, or is it a passion of theirs? You can tell a difference in the work of someone who genuinely enjoys what they do, vs someone who may be in it for a paycheck. Pay attention to their delivery. Do they sound excited about the journey they've been on, or is there a passive attitude when speaking about their path? You should also note if they are taking this opportunity to showcase some of their achievements along the way.

“Do you have any questions for us?”

A candidate who is taking this interviewing process seriously should come ready with questions. Career moves are a serious part of life and they should be handled as such. If the candidate doesn't have any questions about the position, the company or expectations, this might be a red light. It could indicate a lack of interest or commitment.

Most Common Interview Questions

Posted by Glassdoor Team • January 10th, 2013

(<http://www.glassdoor.com/blog/common-interview-questions/>)

When it comes to the interview process, research and preparation for the interview can often times determine your chances of making it to the next step. One of the best ways to get ready for a job interview is to practice your responses to any and all interview questions – even the downright weird.

To help you get started, Glassdoor sifted through tens of thousands of interview reviews to find out some of the most common interview questions candidates are getting asked in recent interviews. So, if you have a job interview lined up, practice in front of a mirror or ask a friend or family member to listen to your answers to the following questions so you'll be ready to put your best foot forward.

Most Common Interview Questions

1. What are your strengths?
2. What are your weaknesses?
3. Why are you interested in working for [insert company name here]?
4. Where do you see yourself in 5 years? 10 years?
5. Why do you want to leave your current company?
6. Why was there a gap in your employment between [insert date] and [insert date]?
7. What can you offer us that someone else can not?
8. What are three things your former manager would like you to improve on?
9. Are you willing to relocate?
10. Are you willing to travel?
11. Tell me about an accomplishment you are most proud of.
12. Tell me about a time you made a mistake.
13. What is your dream job?
14. How did you hear about this position?
15. What would you look to accomplish in the first 30 days/60 days/90 days on the job?
16. Discuss your resume.
17. Discuss your educational background.
18. Describe yourself.
19. Tell me how you handled a difficult situation.
20. Why should we hire you?
21. Why are you looking for a new job?
22. Would you work holidays/weekends?
23. How would you deal with an angry or irate customer?
24. What are your salary requirements? (Hint: if you're not sure what's a fair salary range and compensation package, research the job title and/or company on Glassdoor.)
25. Give a time when you went above and beyond the requirements for a project.
26. Who are our competitors?
27. What was your biggest failure?
28. What motivates you?
29. What's your availability?
30. Who's your mentor?

31. Tell me about a time when you disagreed with your boss.
32. How do you handle pressure?
33. What is the name of our CEO?
34. What are your career goals?
35. What gets you up in the morning?
36. What would your direct reports say about you?
37. What were your bosses' strengths/weaknesses?
38. If I called your boss right now and asked him what is an area that you could improve on, what would he say?
39. Are you a leader or a follower?
40. What was the last book you've read for fun?
41. What are your co-worker pet peeves?
42. What are your hobbies?
43. What is your favorite website?
44. What makes you uncomfortable?
45. What are some of your leadership experiences?
46. How would you fire someone?
47. What do you like the most and least about working in this industry?
48. Would you work 40+ hours a week?
49. What questions haven't I asked you?
50. What questions do you have for me?

Interviewees Are Getting Smarter; Make your Questions Smarter too

Kazim Ladimeji, February 8, 2013

(<http://www.recruiter.com/i/interviewees-are-getting-smarter-make-your-questions-smarter-too/>)

Job candidates are getting smarter- well not literally smarter, (we'll leave the intellectual component to the scientists), but what I mean is that they are getting more practiced at, and therefore more proficient at the art and science of interviewing. With the "job for life" gone and candidates being more transient in a climate that is increasingly favoring contingency working, job-seekers are interviewing more frequently than ever, giving them plenty of time to practice their skills. They are interviewing better and becoming better prepared for the interviewer's question. This is making it harder for recruiters to penetrate the candidate and get down to the truth about their ability.

Candidates will have become used to the typical behavioral questions that are used to the point of exhaustion in today's candidate market place, which is why I think it is important that interviewers make sure to vary the types of questions that they use in each interview in order to ensure that questions are not predictable in style, and remain a challenge for even the most well prepared candidates.

And below, I have set out 8 types of interview question below which you can use in varying amounts to make your interview style less predictable.

- **Verifying Credentials;** this is very effective police interview style of questions where you ask the interviewees to confirm facts about their credentials such as, "what grade they achieved?", or "when did they finish at Y?", or "how long did they stay at X?". The questions are not intellectually difficult, its simply corroborating facts and can expose untruths or previously obscured gaps in information. Clearly, this type of question is important where grades and credentials are key to doing the job well/safely.
- **Verifying experience;** this is similar to above in it being a direct, quick fire, fact checking kind of questioning where you can verify specific areas of experience, such as "What were you exact responsibilities in this role?" or "In which roles have you performed this task and how long did you perform it for?" Once again, these questions are useful for probing skills and experience, which are mission critical.
- **Attitude questions;** in this type of questioning you might ask them what might they do or how might they respond in a certain situation or scenario. You can use this to understand how the interviewee might respond in a range of adverse scenarios that you might face in the business to see their attitude to it – and to see how they might cope in your environment. This is very useful if the candidate is a graduate or career-changer with little experience of your business or a sector switcher who may need to adapt to the culture.
- **Curve ball questions;** these are the strange kind of curve ball questions such as, "what car best describes you and why?" or "what country are you most like" or , "if you could be a superhero what would you be like and what would you do/change"? These kinds of questions can help you to get past pre-programmed and rehearsed candidate responses to understand their motivations and capacity for creative and original thinking. This is a good question for penetrating defenses and especially useful if you are a company that values original thinking.
- **Arithmetic and Mathematical questions,** such as "What is 3,000 divided by 17" or, "how many golf balls can you fit into a Rolls Royce". Here you are not just looking to assess their mental mathematical calculation skills, or how creative they can be in devising a formula or rationale for their answer, but also how well they can think on their feet under mild pressure. Once again, if being able to think numerically on their feet and under pressure is of value, then this is a good question to ask.

- **Problem solving case studies;** this could be to answer problem solving questions such as, “How many potential customers for ‘eco’ car cleaning products are there in Europe”? Or “What is your estimated size of the global retail market for laptops?” These questions are good if you want to assess the candidate's problem solving skills and ability to come to a reasoned solution. This is vital if you value the ability for employees to work autonomously.
- **Behavioral Questions;** we of course all know about this type of questioning, e.g., “Can you describe an example of when did this successfully”, or “What methods did you adopt to complete this task” This enables you to assess likely future behavior based upon past behavior. This is great way for you to assess if the candidate can demonstrate the relevant behaviors required for the role.
- **Competency Question;** typical questions might be, “can you provide an example of your project management skills”, or “can you explain how you used creative skills to solve a problem”. Once again, this is just another varied style of questioning to help you assess the interviewee’s competencies.

As I have said, in order to have the most probing and effective interview in a climate where candidates are becoming more resistant to your probing, make sure you used a varied set of questions to reduce predictability and create a more challenging interview for the candidate – hopefully leading to a more effective and probing interview.

Applying for Faculty Jobs

(<http://www.grad.illinois.edu/careerservices/applyingforfacultyjobs>)

Where to Look for Jobs

Tenure-track positions

- Most institutions engage in national searches for tenure-track positions.
- Faculty hiring follows the academic calendar, with most postings announced in the fall or early spring for positions to begin for the next fall term.
- The timing for academic job postings varies by discipline, but most job searches will be concluded by the mid to late spring.
- Job postings are usually advertised through disciplinary societies such as the American Chemical Society (ACS), Modern Language Association (MLA), or College Music Society (CMS). Talk with faculty in your department to learn where to look within your field.
- Other places to look for tenure-track positions include:
 - Higher Ed Jobs, www.higheredjobs.com
 - Chronicle of Higher Education, chronicle.com/jobs
 - Academic 360, www.academic360.com
 - Academic Careers Online, www.academiccareers.com
 - Higher Education Recruitment Consortium, www.hercjobs.org

Part-time and visiting positions

- All institutions have the need for part-time and/or short-term faculty
- Short-term, "visiting" positions of 1-3 years usually are advertised, and these positions may follow the same search and hiring practices as a tenure-track position.
- The search process for other contingent faculty is often conducted without a formal search and may take place only a few weeks or days before the position is to begin.
- If you want to be considered for adjunct positions at a specific institution (because perhaps you have geographical constraints), contact the department and send your CV and a letter explaining your interest in teaching at that institution.

Postdocs

- Many postdoc positions in academe are never advertised. Be sure to talk with your adviser and other faculty, connect with others at conferences, and network broadly.
- Some postdoc positions are advertised on institution websites, as well as through organizations like:
 - The National Postdoc Association, www.nationalpostdoc.org
 - Science Careers, sciencecareers.sciencemag.org/funding

Application Materials

So you've found a job advertisement that you want to apply for. What's next?

Most announcements will request a minimum of a curriculum vitae, a cover letter, and contact information for three references. You may be asked to submit these electronically via an institutional human resources application tool. In addition, other materials such as letters of recommendation and teaching and research statements may also be requested. Be sure to send EVERYTHING that is requested in the job advertisement by the deadline indicated.

Read the job posting carefully, paying careful attention to everything mentioned, including:

- **Institutional Focus.** Is this college or university focused on research or teaching? Is it a graduate or undergraduate institution? Does the ad emphasize specific elements of teaching (i.e., writing-intensive, educational technologies, etc.) or research?
- **Specialization.** What type of scholar is the institution looking for? Do you reasonably fit their requirements? Does the position title match your qualifications?
- **Degree requirements.** Do you meet the minimum educational requirements for the position? If the position requires a PhD "in hand," and you are still finishing your dissertation, can you reasonably be done by their deadline?
- **Application materials & deadlines.** Does the announcement indicate the date that review by the search committee will begin? What specific materials are requested for application?

For more suggestions about developing your materials, view the virtual workshop on "Fundamentals of Great Applications" at

http://www.grad.illinois.edu/video?destinationID=DxiGYoEn5EmN1K4GpCvWxQ&contentID=cX53Zaf_D0KcLjBU pBnyew.



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駐亞特蘭大台北經濟文化辦事處辦事處簡介

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Serving the equivalent function of a consulate general, TECO offers consular services and is dedicated to promoting cooperation and mutual understanding between Taiwan and the Southeast United States in economic, cultural and other areas.

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