UM student, Lindsay Denmark (right), enjoyed a leisurely elephant ride during her participation in the Winter Term, 2007 program: “Understanding India.”

Front and back cover photos by Saul Sosnowski
Collaborations at Home & Abroad
The College of Agriculture and Natural Resources (AGNR) developed a partnership in China which is the first for an American university. AGNR hopes that from these seeds will grow long-term programs that benefit both UM and Chinese universities.

UM Professor’s Mission to Bring Literacy to Rural Mongolia
Dr. Ben Bederson, Technology Director for the International Children’s Digital Library (ICDL) and Associate Professor of Computer Science at the University of Maryland, journeys to Mongolia. He and the ICDL serve others with technology, on a quest to enhance literacy.

Study Abroad Office and the Office of Multicultural Student Education Join to Encourage Minority Student Participation
Many minority students at the University of Maryland believe that traveling abroad is an unattainable goal. Two campus departments have made it their mission to dispell this myth.

also in this issue

9 OIP News  OIP welcomes new Communications Coordinator; His Excellency João de Valleria, Ambassador of Portugal, speaks at the latest Ambassadorial Lecture; Spring Confucius Conference; IGCA sets sites on new services and new website

14 Around Campus  Dr. Mote delivers commencement speech at university in Abu Dhabi; Engineers Without Borders & World Bank Lighting in Africa; University of Maryland gains more Fulbrights; Study Abroad photo essay spotlight
The College of Agriculture and Natural Resources (AGNR) has been actively developing partnerships in China, hoping that from these seeds will grow long-term programs that benefit both UM and Chinese universities.

A newly-proposed agreement reached between AGNR and a panda research center in China would be the first between that center and an American university. The Chinese facility also works with the Smithsonian National Zoo’s panda breeding program. In addition to breeding pandas, the collaboration includes researching preventative veterinary care and reintroducing pandas into the wild. UM doctoral candidate, Copper Aitken-Palmer worked at the panda center in 2007, and was joined by Dr. Mary Ann Ottinger, who is developing the AGNR program at the facility.

A 2007 agreement with China Agriculture University (CAU) considered the top agriculture university in China-allows CAU students to transfer to UM in their junior and senior years to receive a UM degree.

A larger program is beginning to develop with Northwest Agriculture & Forestry University (NWAFU), Yangling, China. NWAFU is in central China, near Xi’an’s ancient terra cotta warriors. Under the leadership of UM AGNR Dean Cheng-i Wei, an exchange of delegations recently occurred.

In September 2007, NWAFU’s President Sun Wuxue and other officials toured UM, with visits to USDA’s Agricultural Research Service in Beltsville and UM’s education and research centers throughout Maryland. The NWAFU delegation had visited other U.S. agricultural universities but was clearly impressed with AGNR’s faculty and facilities. AGNR has the advantage of having many members who speak Chinese – including Dean Wei. UM hosted three NWAFU scientists early last Fall; four more arrived between October and February (2008).

The China Scholarship Council, which is under China’s Ministry of Education, awarded generous scholarships to Liqun Shao, Yahong Yuan, and Huiling Zhou, all from Northwest Agriculture & Forestry University, to work as research scholars at AGNR.
India & the U.S. Conference Highlights Growth and Continued Cooperation

Public and private sector organizations seek to maintain and strengthen their alliances

On November 16 and 17, the Office of International Programs (OIP) sponsored the first in what will be a series of gatherings on the general theme, “India and the US: Common Challenges and Opportunities.” The event took place at the auditorium of the UM School of Architecture, Planning, and Preservation (which acted as a co-sponsor) and featured a Friday evening keynote address by Mr. Syamal Gupta, Chairman of Tata International, followed by a musical performance by local artist (and UM Ph.d) Samia Mahbub Ahmad, and a reception.

Panels on Saturday, November 17, reviewed the history of U.S./India collaboration in the area of Science and Technology Education, and its future; discussed current socioeconomic conditions and trends in India and their intersections with developments in the U.S.; and offered an overview of architectural planning for a major new Indian private university, Vedanta (in Orissa state) in which the Baltimore-D.C. based firm Ayer/Saint/Gross Architects is playing a leading role.

All told, well over 150 members of the campus and regional community attended these various sessions, whose speakers represented a distinguished cross section of leading players. UM President C.D. Mote, Jr. took the opportunity of Mr. Gupta’s visit to renew their acquaintance, which began when Mr. Gupta hosted Dr. Mote and a UM delegation during a visit to India in Fall 2006. Both expressed their desire to further strengthen ties between UM (and the State of Maryland), and Tata and other Indian public and private sector institutions. The presence at the conference of Dr. P. Venkat Rangan, who delivered a plenary address on Saturday morning that set the tone for that day’s proceedings, also provided an opportunity to explore broader UM/Maryland ties to Amrita University, of which he is Vice Chancellor.

Two UM faculty groups have already visited Amrita as a direct result. Similarly, UM faculty from the A. James Clark School of Engineering have been asked to participate in the curricular planning for Vedanta University.

Planning and organization of the conference was the work of an ad hoc committee, consisting of Dr. Ashok Agrawala, (Computer Science and MIND Laboratory); Dr. Sonal Desai (Sociology); Dr. John Grayzel (Ba’hai Chair for World Peace); Dr. Kalyani Chadha (Philip Merrill College of Journalism/College Park Scholars program); Prof. Margaret McFarland (School of Architecture, Planning, and Preservation); Dr. Joseph Scholten (OIP); Dr. Prabahkar Tamboli (College of Agriculture and Natural Resources); Dr. Sangeeta Ray (Department of English); and Ms. Sivagami Subbaraman (Office of Lesbian, Gay, Bisexual, and Transgender Equity). Co-sponsors included the College of Agriculture and Natural Resources and the Center for International Business and Research (CIBER). Dr. Hemant Kanakia also offered generous support.
In June 2006, UM CS Associate Professor Ben Bederson brought the International Children’s Digital Library (ICDL) to Mongolia by installing a server in its capital that offers www.read.mn, a Mongolian version of the ICDL. In November 2007, he traveled to Mongolia with graduate student Sheri Massey to bring the ICDL to the Mongolian countryside. To understand why they would do such a strange sounding thing, we must first take a quick peek at Mongolian education and children’s books.

The Soviet Union’s support for Mongolia during the 70 years that Mongolia was a socialist country included propping up Mongolia’s children’s book publishing industry. In 1989, when Mongolia became independent, that financial support disappeared, and the children’s book publishing industry collapsed. Without new books, and given the very rural population of much of Mongolia, very little culture of reading for enjoyment developed. This hurt general literacy and the country’s aims to develop and modernize their economy. Those in rural areas had no access to children’s books unless they went to Ulaan Baatar (the capital). This disparity resulted in a growing gap in achievement between rural and urban areas.

Fast forward to 2005, when the World Bank decided to fund a project to tackle some of these issues head on. The new Rural Education And Development (READ) project sponsored a competition to spur the publishing industry to create 200 new children’s books for classroom libraries in grades 1-5. These books were published and copies were distributed to multiple teachers in every rural school in the country. In addition, a broad set of teacher training and educational testing activities was launched. ICDL was pleased that just about every publisher agreed to allow these books to also be a part of the ICDL. Working together with the World Bank, the Government of Mongolia, and ICDL, a very good balance was struck between the needs of publishers and broad access to their books, including free online access in ICDL, and respecting the copyright of the publishers.

Interestingly, the World Bank and the Mongolian Ministry of Education, Culture and Science (MECS) that is administering READ, decided that they would also include a digital component in the project. Their essential motivations were to increase technological capacity within the country and to investigate whether technology can be used to increase educational motivation and quality. Only slightly less important was the fact that, in
the future, the costs of digital content delivery are likely to become less than those of book distribution – especially if computers are already available. Increasing urban access to those books whose physical copies were distributed only to rural schools was yet another goal. So the World Bank contacted the ICDL and it became the digital component provider for the READ project.

Getting ready for the trip took a lot of preparation (ably led by Anne Rose, the ICDL programmer and database maven). ICDL had to work with MECS to get the digital books, create their metadata for ICDL in both English and Mongolian, and “ingest” them into the ICDL. But even more challenging, ICDL had to modify its Linux-based technology to run entirely on Windows. ICDL also had to simplify its deployment. Bederson would be setting up the first three pilot schools; in doing so, he would be testing and understanding the process of installing and deploying the ICDL in an isolated and very rural setting. Afterwards, MECS would take on the responsibility of putting ICDL in a number of other rural schools – so it was important to figure out how to install things easily and keep them running reliably. Bederson brought multiple backups of the library installation, and on many different kinds of media – a laptop, external hard drives, DVDs, and thumb drives—not to mention power strips, adapters, and even an American keyboard. Of course, it is the nature of not knowing what to expect that you can’t plan for what you don’t know—and that truism came to haunt him in the days ahead.

**Ulaan Baatar**

Getting to Mongolia is relatively easy – but it takes a long time. After about 27 hours, Bederson and Massey were very happy to check in to the Bayangol Hotel in Ulaan Baatar for two nights at the beginning and end of the trip. About half of the country’s population of 2.5 million lives in “U.B.” The Bayangol is the height of living for Mongolia – complete with fast internet connections in each room. It has hot showers, reliable electricity, a range of food during breakfast, and flush toilets—none of which the ICDL team saw much of during their rural travels.

U.B. was just a jumping off point for this trip. Traveling with Massey and Bederson were Solongo, a recent university graduate acting as translator, and Altangerel, a teacher trainer who would be learning from them and then running the workshops with future teachers after the ICDL team left. In addition, there were two drivers — one for each car.

**Driving**

The road trip started in luxury. The first school was about 250 km from UB, most of which was on a “dirt” road. Actually, dirt would have been nice—it was, in fact, dirt caked with embedded, sharp rocks. It wouldn’t have bothered Bederson, but for the fact that they did not go 15 minutes without seeing a car on the side of the road changing a tire. Given that they often went 5 minutes or more without seeing a car, Bederson calculated that the odds were against them. Their car only had one spare tire—but at least they had a spare car.

It was on the road to the second school – another 250 km or so – that Bederson came to appreciate the value of roads. He would see tracks on the side of the road that looked so smooth and interesting: winding, joining each other, and weaving, like the braided rivers Bederson had seen in Alaska. He kept wishing that they could just drive on them—they seemed so quiet and peaceful, without the rocks.

The team got its chance when it came upon several large truck loads of dirt blocking the road. The two cars pulled off and started driving on those “dreamy” paths. For a long time. Apparently, the “road” was being rehabilitated, as it was full of piles of dirt for about an hour’s driving. So, weave, wind and join they did. And bump. It felt like they were driving bumper cars—no bumping into each other of course, but crazy turning this way and that to find the smoothest track—of which there were none, it turns out. The smoothness had been a deceit; instead, it was up and down, left and right. Only by great fortune did

continued on next page
Bederson avoid getting sick. Driving day after day through the Mongolian countryside also brought hours of silence to ponder the meaning of roads.

As a well-seasoned traveler, Bederson was not surprised to find access only to very limited diet, personal cleaning options and “restrooms”. Vegetarians or people allergic to wheat would find it exceedingly difficult to travel in rural Mongolia. Except for “milk tea” and fermented horse mare milk, the only things available for breakfast, lunch and dinner, were variations of meat and wheat.

ICDL
From its inception, ICDL was created with a wide range of users in mind—not just American children. Not being those other users, themselves, project members found it hard to know if they were redesigning ICDL appropriately for the people being served by this trip. Time will tell more fully, but at first take, the team was very pleased with the design and features of ICDL, and its learnability and applicability in rural educational settings.

Bederson was also pleased—but not surprised—to see the level of teachers’ engagement and enthusiasm for trying new ways to teach students. Despite their enthusiasm, however, it seemed too much to ask these teachers to involve students before giving the teachers themselves time to process, internalize, and develop their own understanding of the ICDL and how they want to apply it. Consequently, Bederson is looking forward to following up in the months to come to see how the teachers’ attitudes towards the ICDL change over time, and especially to see how children use it.

Seeing the ICDL in this setting, future possibilities that Bederson’s team has been thinking about now become more important. For some time they have been preparing to offer translated books, clearly a fantastic additional resource for Mongolians. Learning English is also extremely important; when ICDL can explicitly support English acquisition alongside more traditional reading activities, its value will significantly increase.

It is hard to think about this project without thinking about the incongruity of using advanced and expensive technology in places where much more basic needs are being only marginally met. Bederson feels that it is important to raise this question whenever technology is used in any application—educational or otherwise, in the developing world or elsewhere. Technology is not for every place and every thing. But technology does have amazing potential to support people in doing things that are just not possible in any other way.

So, is it time to deploy ICDL widely throughout the rural developing world? YES, Bederson thinks. Many places have computers but no content and they need the ICDL. For those without computers, it may not yet be cost effective to buy them just for the ICDL. But computers are being deployed for other reasons, and initiatives like the One Laptop Per Child project are making them very inexpensive. Bederson is unequivocal in his belief that now is the time to start experimenting and learning about what ICDL requires to function effectively, and teaching about how to make the ICDL work now.

Bederson feels honored to have been able play a part in this exploration, and looks forward to continuing in this process in Mongolia and elsewhere. But the ICDL needs your help—visit their website to see what you can do to volunteer.

*To learn more about the ICDL, visit [http://www.childrenslibrary.org/](http://www.childrenslibrary.org/).*

Photos: Top – The ICDL team in U.B. getting ready to start the road trip; Middle – Teacher training workshop; Bottom – ICDL team posing with gifts after a workshop.
Office of International Programs Welcomes New Communications Coordinator

In December 2007, Associate Provost of International Affairs, Saúl Sosnowski, named Christopher Irwin as the new Communications Coordinator for the Office of International Programs (OIP).

Prior to his coming to OIP, Irwin served as the Public Relations/Marketing Coordinator for the University of Maryland’s University Career Center where he was responsible for the overall communications effort of the department. There, he guided the complete lifecycle of the Center’s publications, including photography and layout, as well as the logistical coordination with various printers on and off-campus. In addition, he coordinated public relations efforts that resulted in the University Career Center being featured in print media such as The Washington Post, The Baltimore Sun and US News & World Report as well as broadcast outlets including BET News and French2 television. His marketing efforts were marked by several successful campaigns, one of which facilitated an “Apprentice”-like internship competition, the “Passport Program”, and the “Interview Makeover” program—a take-off of the popular “Ambush Makeover” television program—in which lucky student contestants were treated to professional wardrobe makeovers valued up to $600.

Considering his new role and direction, Irwin says, “This is an exciting time for the Office of International Programs and the entire campus. Collaborations continue to be developed with organizations here and abroad that offer our students some very interesting opportunities. I am excited to be a part of the effort of sharing them.”

A graduate of Washington University in St. Louis, Mr. Irwin earned his B.F.A. in fine art and, after many years serving as an admissions counselor in the University of Maryland System, went on to receive a master’s in education. Irwin is currently working to complete the final requirements for his master’s in instructional systems design (distance education) at the University of Maryland, Baltimore County. He will work with each of OIP’s constituent departments to develop effective communications in many forms.

“As a part of his work with developing communications, Irwin will also serve as editor for Maryland International. He welcomes comments and suggestions at cirwin1@umd.edu.”

“Collaborations continue to be developed with organizations here and abroad that offer our students some very interesting opportunities. I am excited to be a part of the effort of sharing them.”

Among them is an exploration of the ways the Internet is used to deliver information and services to communities in and outside the UM campus. When asked about the significance of the Internet and its use, he remarked, “The Internet holds vast, untapped potential for so many efforts, and there are definite possibilities for its use at OIP.”

Christopher Irwin has worked on several successful marketing campaigns on the UM campus during his six-year tenure.
Study Abroad & Office of Multicultural Student Education Join to Promote Minority Student Participation in Study Abroad

Last year, more than 1,400 students studied abroad. Some explored Asian culture in China, others discovered Jewish history in Italy, and some even completed service learning projects in Cameroon. Hundreds of other UM students believe – for a variety of reasons – that studying abroad is not possible for them.

To dispel these beliefs, the Study Abroad Office is working with colleagues around campus to incorporate study abroad into undergraduates’ four year plans. For instance, the Study Abroad Office and the Office of Multi-Ethnic Student Education (OMSE) have partnered to promote the benefits of study abroad to a group of students traditionally underrepresented in international education.

“Some of our most financially needy students may not know that additional support is available to them should they study abroad.”

Michael Ulrich, Associate Director of International Education Services

“Sometimes, diverse students don’t participate in study abroad, not because of a lack of desire, but because they may not have been advised to maintain a strong GPA, [or may not know about] the process to achieve financial backing,” explains Dr. Christopher Lester, director of OMSE. “We are working alongside the Study Abroad Office to encourage students to think of studying abroad as a feasible option – and to eliminate these perceived barriers.”

OMSE and Study Abroad have actively promoted the benefits of international experiences at presentations, outreach events and panel discussions. In addition, OMSE has also incorporated study abroad into their Roadmap to Academic Success program. “We sit down with students to discuss their aspirations, and then concretely map out ways to achieve such success,” Dr. Lester says. “Apart from adding academic goals to their checklist, we infuse study abroad too, to get students thinking of the possibilities from the start.”

By planning ahead, students are better able to earn the required GPA, or save the necessary funds. Additionally, Study Abroad publications like, “How Can I Afford?” demonstrate that a semester abroad does not have to be much more costly than a semester in College Park. Finally, the Study Abroad Office offers a number of need-based scholarships for students of diverse backgrounds. To learn more, visit the “Finances” section of the Study Abroad website.

“Some of our most financially needy students may not know that additional support is available to them should they study abroad,” states Michael Ulrich, Associate Director of International Education Services. He says, “Some students may actually save money by spending a semester or year off campus. Certainly the value added to their education by including an international component will pay dividends far exceeding actual costs once these students compete for graduate and professional school admissions and when they enter the job market. This doesn’t even factor in the benefits to a student’s personal growth, which most returning students view as priceless.”

In the past, African-American students have represented a relatively small percentage of the total number of students studying abroad.

Please visit www.umd.edu/studyabroad to learn more about available programs and discover ways to fund study abroad opportunities.
His Excellency João de Vallera, Ambassador of Portugal, Featured at the Latest Ambassadorial Lecture Series

THE AMBASSADOR SPEAKS ON PORTUGAL’S TRANSITION TO DEMOCRACY AND THE IMPORTANT RELATIONSHIP BETWEEN THE U.S. AND THE EUROPEAN UNION

His Excellency João de Vallera, Ambassador of Portugal to the United States, presented the latest Ambassadorial lecture at the University of Maryland, on December 4, 2007. While noting the steadily developing relationship between Portugal and the U.S. since Portugal’s transition to democracy in the 70s and 80s, including a recent spate of Portuguese investment in the U.S., de Vallera focused his remarks on the transatlantic relationship between the EU and the U.S., talking in particular about the importance of the EU Presidency.

In 2007, Portugal held the rotating Presidency of the European Union for the third time since the inception of the new European Economic Community. During its three month tenure, the member state holding the Presidency influences the direction of EU policy, according to de Vallera, and serves as the driving force in the legislative and political decision-making process. The President chairs high-level political assemblies aimed at initiating, furthering, or completing particular agendas such as economic reform, enlargement of European integration, or restructuring of EU institutions.

During the recent Portuguese tenure, for example, the EU states signed the Treaty of Lisbon. “The Treaty [Lisbon] means to make Europe act stronger locally and internationally. A stronger Europe for a better world!” said Ambassador de Vallera. The treaty will reinforce democracy in the EU, and increase its capacity to promote the interests of its citizens on a day-to-day basis in the face of ongoing economic challenges and global integration. In fact, the Lisbon treaty will also promote intergovernmental attempts to find strategies to respond to the challenges facing Europe in the 21st century. “Globalization, climate change, the need for sustainable energy sources and new security threats are just a few challenges for Europe and the world,” said Ambassador de Vallera.

Ambassador de Vallera became ambassador of Portugal to the U.S. on January 19, 2007. Prior to this posting, Ambassador de Vallera was Portugal’s Ambassador to Germany and Ireland. He has had many diplomatic postings all over Europe since joining Portugal’s Diplomatic Service in 1974, including Director General of European Affairs, Delegate to the Convention on the Future of Europe, and Permanent Representative and Deputy Permanent Representative.

“Globalization, climate change, the need for sustainable energy and new security threats are just a few challenges for Europe and the world.”

His excellency, João de Vallera

Dr. C.D. Mote presents a gift to His excellency, João de Vallera, after the ambassador’s remarks.
What Is the Relevance of Confucianism in Today’s Society?

In late January 2008, the Confucius Institute at the University of Maryland (CIM) sponsored a conference on “The Contemporary Significance of Confucianism: Implications for Harmonious Society, Sustainable Development, and World Peace.” The Library of Congress in Washington, D.C., hosted the first day of the two-day symposium, with the second day taking place at College Park. CIM director Dr. Chuan Sheng Liu and his staff teamed up with Chief of the LOC’s Asian Division, Dr. Hwa-wei Lee, for a collaborative effort. The Asian Division also prepared a special exhibit on “Confucianism in Books” for the occasion.

Highlights of the event included world-renowned scholar Dr. Tu Weiming of Harvard University, who gave two inaugural presentations for a newly established Dr. Chun-tu Hsueh Distinguished Scholar Lecture Series at the UM. Tu’s first topic over the two-day affair addressed our search for a global, “dialogical” civilization, by which societies seek ways to communicate about important humanitarian issues. Tu’s second lecture dealt with new Confucianism “re-examined,” in which he described the morality and humanity of Confucius as expressed in various modern societies today.

The second keynoter of the conference, Dr. Ruth Hayhoe of Toronto University, shared the distinct contributions of key 20th century Chinese teachers to today’s educational outlook and methods. Her second talk highlighted East-West dialogues, in various university settings, about knowledge and higher education.

Participants in the conference included scholars from mainland China, Hong Kong, the U.S., England, and Canada. Dr. Christopher Hancock, Director of the Centre for the Study of Christianity in China, from Oxford, England, gave a remarkable and thought-provoking talk about hope, viewed through Christian versus Confucian lenses. Among other notable contributors were: Dr. Hongyu Wang, Oklahoma State University; Dr. Kwok Keung Lau, Chinese University of Hong Kong; and Dr. Yongju Fu, Director of the Qufu Confucius Research Institute in the PRC.

UM faculty involved in the symposium included Dr. Margaret Pearson (GVPT), who assembled a panel dealing with contemporary trends in Chinese politics. Dr. Jing Lin, Associate Director of the CIM, and a faculty member of the College of Education, put together a panel on “Confucianism, Education, and Human Rights,” featuring the University of Maryland’s Dr. Rebecca Oxford, who gave a presentation on “East Meets West: Great Thinkers Influencing Education in Literacy and Languages.”

Dr. Saul Sosnowski, Associate Provost for International Affairs, and Dr. James Harris, Dean of the College of Arts and Humanities, added their reflections and their presence to the day at UM.

For more information about the Confucius Institute, or to be added to the CIM mailing list, please contact rmcginni@umd.edu.
Institute for Global Chinese Affairs Plans New Services and New Website

Taking advantage of the programming lull caused annually by the Chinese Spring Festival, the Institute for Global Chinese Affairs (IGCA) is redefining its programs and redesigning its publications and web site.

Beginning in 2008, IGCA training will focus on six program areas: public management; educational administration; infrastructure development; energy and environmental management; consumer product safety; and public fitness. Courses offered in these programs will focus on issues of public welfare that result from rapid urbanization, growing energy demands, technological advances, and internationalization of markets in the United States and China. The premise of the programs is not that China should learn from America, but that these two large and influential nations face common problems and will benefit from addressing them together.

To accomplish this mission, IGCA brings Chinese trainees into contact with as many different kinds of American institutions as possible. In China, most government agencies function within a rigidly vertical structure and answer only to the Beijing ministries and the authorities which represent them locally. Few Chinese institutions work within the kinds of horizontal networks that give American society its flexibility and vigor. At IGCA, Chinese leaders study ways in which governments, NGOs, corporations, educational institutions, and professional associations can interact to promote public welfare through policy formulation, implementation, and analysis. They return to the PRC with a new set of organizational models and an appreciation for the power of civil society.

As the only unit of the University of Maryland directed to conduct long-term, non-degree training programs for Chinese professionals, IGCA, in cooperation with schools and institutes throughout UM, has trained over 1,000 Chinese leaders since its founding in 1996. Its efforts have helped to introduce American best practices and establish the reputation of the University of Maryland in China.

At first glance, there might appear to be little in the American experience that can be directly applied to the challenges caused by China’s meteoric economic emergence. American best practices often require a pace of planning, oversight, and evaluation that is too deliberate for a country with double-digit growth, particularly on China’s massive scale. Yet the Chinese recognize that their enormous economic expansion has brought with it equally enormous threats to their health and well-being. Counterfeit or contaminated agricultural, pharmaceutical, and consumer products, such as those that have recently caused concerns in the United States, are just a few examples of the sorts of daily dangers that the citizens of China have faced with increasing frequency over the past two decades. They bring with them a mounting toll of lives that have been disrupted, damaged or lost. These are the kinds of problems that concern IGCA.

By focusing on regulation, data collection and analysis, risk evaluation, feedback mechanisms, and performance assessment techniques, IGCA training programs aim to improve the welfare of the Chinese people, strengthen relations between the United States and China, and promote the University of Maryland throughout the Chinese-speaking world. The support of the Office of International Programs and the UM faculty are essential to this effort.
ENGINEERS WITHOUT BORDERS & WORLD BANK LIGHTING AFRICA

In January of 2008, two UM Engineers Without Borders (EWB) teams traveled to complete projects abroad. One group, consisting of nine students and their faculty advisor, visited Dissin in Burkina Faso to install solar energy lighting for adult literacy centers, the second, still in the field, is installing a waste water treatment system for a charity school in a favela outside Maceio in Brazil.

A resulting benefit of the UM EWB chapter’s work includes a pre-proposal to the World Bank Lighting Africa competition last fall submitted by Dr. Jungho Kim, professor of Mechanical Engineering and faculty advisor of the Burkina Faso Lighting project. His pre-proposal was to assist these Burkina Faso villagers in development of simple, low cost home solar energy lighting systems that they can create with maximum use of locally available materials, both for their own use and for sale to others. Of the 400 proposals originally submitted, Dr. Kim’s was among only 54 that the World Bank invited to resubmit in an expanded form.

After the January trip to Burkina Faso, Dr. Kim is sharpening the full proposal to the needs and capabilities of the villagers. The two Smith MBA students who traveled with the EWB team conducted a market analysis in anticipation of a project requirement for a business plan. They will develop this plan with the guidance of Melissa Carrier of the Smith School’s Dingman Social Entrepreneurship program. Proposals are initially submitted in written form; but, Dr. Kim will travel to Accra, Ghana, to present his proposal in early May.

The benefits of EWB’s work are diverse. At their core is the demonstration to UM’s students of the relationship between engineering and poverty reduction and the role of business in its sustainability. EWB’s activities also underscore for students the University of Maryland’s connection to one of the world’s key organizations in international development and its ongoing tradition of international citizenship.

UNIVERSITY OF MARYLAND GAINS MORE FULBRIGHTS

Academic year 2007-2008 has seen further additions to the roster of UM students, faculty, and administrators who have received awards from various Fulbright Programs. Student awardees include undergraduate Jafer Ahmad (Jordan, Law); graduate Chris Herbst (Denmark, Public Policy); and graduate Juliet Wiersema (Peru, Art History and Archaeology). Graduate student Christopher Stevens (Philosophy) was designated an alternate by his host country, Finland. Faculty Fulbrighters are Dr. Christian Davenport (GVPT), whose grant to the International Peace Research Institute in Oslo, Norway will allow him to study Conflict Escalation and the Origins of Civil War; Dr. Ruth DeFries, (GEOG) for the project, “Is Tourism a ’Win-Win’ for Local Livelihoods and Forest Ecosystems in the Central Highlands of India?”, at the Institute of Economic Growth, New Delhi, India; and Dr. Edy Kaufman (GVPT), for lecturing and research at the Central University of Venezuela in Caracas, Venezuela on Conflict Transformation and Resolution in Latin America. Christopher B. Kempton, Associate Director for Career Services and Alumni Relations at the UM School of Public Policy, is the latest UM administrator to participate in the U.S.-Germany International Education Administrators Program (which also has separate programs for Japan and Korea).

Students interested in applying for a Fulbright should contact Prof. Jonathan Auerbach (Dept. of English), who is the UM campus representative for most student Fulbright programs. Prof. Auerbach has posted a convenient set of guidelines at http://www.scholarships.umd.edu/fulbrightguide.html. Those interested in Fulbright programs for scholars or administrators may consult the summary on the UM OIP website (http://www.international.umd.edu/oip/5470), or contact Joseph B. Scholten, UM campus representative for scholar/administrator Fulbright programs.
On January 5, 2008 President C. D. Mote was the featured lecturer at the 17th Leaders in Engineering Seminar at the Petroleum Institute of Abu Dhabi, and also was the commencement speaker at the Petroleum Industry Commencement Ceremony.

In his remarks, President Mote discussed how industry, university and government have collaborated in the development of society for the past century and how this triangular partnership coexists on a global scale.

Dr. Mote also talked about productive academic and research collaborations between the PI and the University of Maryland’s A. James Clark School of Engineering, which has partnered with the Institute since 2006. “Our partnership reflects much of what today’s graduates will see in their wider world: international collaboration, continuous education, and global citizenship,” says President Mote. Continuing education programs between both institutions have resulted in building laboratories, conducting experiments, and publishing research papers in the field of energy sciences and engineering.

Marisa Tam (pictured on the left) recorded her travels throughout Italy in a photo essay, as a part of the Italian Language and Culture course she took during the winter term. She traveled throughout the country making stops in several notable locations including Milan, Rome, Genoa, Pisa, and Venice. During the visit, she was able to learn about great Italian works of art; immerse herself in the country’s rich history; and enjoy delicious foods, such as the well-known pesto and olive oil from Genoa.

In the written portion of her essay, Marisa speaks of how the experience in Italy helped her discover the independence and self-assertiveness that she never knew she possessed. “I highly recommend this program to anyone who is seeking a gateway to personal growth and self-discovery.”, she says.