

Vanderbilt International

VOL. 1, NUMBER 2, SPRING/SUMMER 2009

A publication of the Vanderbilt International Office



VANDERBILT
UNIVERSITY



inside

- Making music from **France** to **Uganda**
- Accelerating particles in **Switzerland**
- Learning life lessons in **Nicaragua**



Vanderbilt International Magazine



International Video Conference



Vietnamese National University Delegation



DANIEL DUROIS

What does it mean to be a global citizen? During the European Enlightenment of the eighteenth century, “citizen of the world” was a label used to distinguish the benighted advocate of universal reason from the uneducated and parochially minded mass of the population. Variations on this elitist theme appeared throughout the next two hundred years. At the dawn of the twenty-first century, however, the multi-faceted interweaving of our world’s peoples, economies, and cultures has finally demolished such adversarial thinking—we are all global citizens. When we work together across national borders, our world’s economic and environmental health can thrive; when we build walls—real or conceptual—we invite misunderstanding, mistrust, and ultimately violent conflict. To be a global citizen in 2009 is simply to recognize the profound interdependence that binds us together in increasingly profound and potentially enriching ways.

Since their medieval origins, universities have always provided gathering points for students and teachers from diverse cultural backgrounds, vibrant international marketplaces of ideas. In that sense, they spawned the first global citizens. Today, at Vanderbilt, that marketplace is busier than ever, with students and scholars coming here from all corners of the globe to learn and conduct research and to contribute to the larger society. Just as often, however, our faculty members and students are travelling throughout the world in fulfillment of that same quest of knowledge and service. In other words, we as an institution have not only embraced global citizenship in theory but are leading the way in practice.

This issue of Vanderbilt International shares some outstanding examples of that campus-wide commitment to global citizenship in action. Our first story, on the award-winning Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE), shows how learning and research can be seamlessly interwoven with community service. Over the course of a calendar year, undergraduates continually learn, do, and generate ever better questions in the process of serving people in Nashville and their designated foreign site. Global citizenship, they tell us, takes place wherever you are but it also requires the educational resources that only a great university can provide in order to grow in understanding of problems and solutions. The work of Professor Cynthia Paschal and her undergraduate engineering students reflects the same success in combining learning with the experience of global citizenship. Meanwhile, Blair students in France, and Maymester students in locations as diverse as Shanghai, Montreal, London, and Greece learn through action and interaction what global citizenship might mean for them and their careers.

Our university’s core partnership engagement with the University of Melbourne provides another example of how the exchange of people and ideas can benefit us all—even on occasions when discussion participants are thousands of miles apart. Other colleagues in Law and Peabody have succeeded in bringing professional leaders from around the world to Vanderbilt to spend longer periods with us before taking their accumulated learning and friendships back with them to their homes, further strengthening Vanderbilt’s global network of alumni and friends. As Assistant Dean Xiu Cravens says in her interview, “Engaging with our peers internationally is no longer an option or simply enriching. It is an essential element of how we conduct academic work.”

The necessity of global citizenship, as well as its benefits for all concerned, are beliefs that Vanderbilt’s faculty, staff, and students have enthusiastically embraced without reservation. I hope that you will be as inspired by the examples described in this issue as I have. As always, please share with us your reactions as well as suggestions for other stories.

Joel F. Harrington

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Vanderbilt International

A publication of the Vanderbilt International Office
Vol. 1, No. 2, Spring/Summer 2009

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COVER: Photo taken by Melissa Eggert, '09,
while studying abroad in Siena, Italy.

The Vanderbilt International Office at Vanderbilt University
publishes **Vanderbilt International**. You may contact the
editor by e-mail at vio@vanderbilt.edu or by U.S. mail at VU
Station B #350096, Nashville, TN 37235-0096.

Editorial offices are located at 201 Alumni Hall,
2201 West End Ave., Nashville, TN 37240.

Opinions expressed in Vanderbilt International are
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THE VISION OF



EDITOR'S NOTE:

This is the second of a two-part series on VISAGE (Vanderbilt Initiative for Scholarship and Global Engagement). Read Part 1 in the Fall 2008 edition of Vanderbilt International, available at www.vanderbilt.edu/vio

VISAGE

Experiential and Service Learning Around the World

And citizens of the world, they are. After a spring semester of study and summer trip abroad exploring sustainable development and water resource management, economic impact on education, and social and community justice, the students of VISAGE (Vanderbilt Initiative for Scholarship and Global Engagement) have returned to campus for a semester of research and scholarship.

“VISAGE has provided Vanderbilt undergraduate students a platform to engage in research on campus and abroad with our world-class faculty,” Joel Harrington, Assistant Provost for International Affairs, explains. “That’s a relatively uncommon opportunity among the country’s top universities.”

Students from each of the three programs—Cape Town, Managua, and Melbourne—have undertaken vastly different research projects, including South African youth movements and their impact on social change, poetry tied to the Nicaraguan Revolution, and the effects of public-private water resource ventures on sustainable water management policy in Australia.

“Upon return to campus, our students are equipped not only with a strong academic foundation but one of global experience,” says Shelley McFarlan, site director for VISAGE Melbourne. “This experience allows them to develop challenging research questions to explore further with faculty guidance as a result of their own interests and discoveries from the previous two semesters.”

Assistant Provost Harrington points to the unique relationship between the student and professor that fuels this scholarship engagement, both inside and outside of the classroom. “The dialogue that results from this exchange along with carefully guided reflection by faculty members furthers students’ understanding of these complex global issues.”





VISAGE IN MELBOURNE

Civil engineering senior Jessie Newton, '09, is searching for the perfect graduate program in environmental building practice, wishing to eventually work as an engineering consultant in the design of sustainable buildings. But before she departs from Vanderbilt, Newton engages as a member of VISAGE in research on the United Nation's Millennium Development Goals relating to environmental sustainability.

"I hope to prove how clean water is the key to solving the world's most plaguing problems, such as poverty, lack of education, and health," Newton explains. "By recognizing this connection, we can take a new approach on these problems and hopefully find greater access in solving them."

On the other side of the world, Newton and others not only explored the natural beauty of Australia this summer, but, more importantly, engaged with government, nonprofit, and academic leaders on the effects of the country's sustainable resource policies.

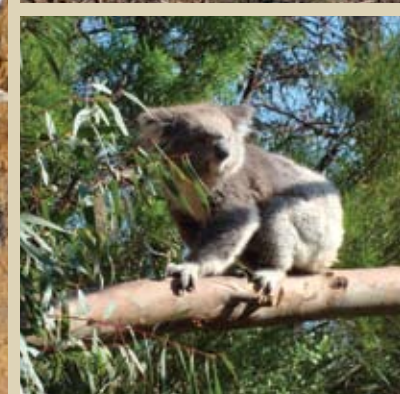
Australians recognize that sustainable water resource management and development is an acute problem for the land mass and its citizens. The continent is the world's driest, yet despite this, Australia has one of the highest per capita water consumption rates on the planet. Since 2003, Australia has experienced a long and severe drought in many parts of the country that is the worst on record.

The summer session taught me far more, and left me with a greater feeling of understanding than I could have ever gotten in a classroom.

Students heard various viewpoints on water desalination, climate change, and personal responsibility for sustainable measures. By visiting rural, coastal communities throughout the state of Victoria, students were able to witness firsthand how governmental decisions to provide water for larger metropolitan areas by way of desalination impact the fragile coastline of Australia and its inhabitants.

Back home, students collaborated with Vanderbilt faculty and staff to develop workable research questions focused on an issue of interest to them. Some projects are based locally, such as how public-private joint ventures benefit both consumers and the environment.

Newton's research project, however, looks at the large issue of clean water as explored in the UN Millennium Campaign. While the question of how to provide clean water and sanitation is daunting, Newton gets her inspiration from Eleanor Roosevelt, a delegate to the United Nations and early champion of the organization. "Be the change you want to see in the world," Newton says, quoting Roosevelt. "I would challenge everyone to follow her words," she says.





VISAGE IN MANAGUA

Sociology junior Sam Chaffin, '10, knew he wanted to go abroad during his time at Vanderbilt but never realized VISAGE would serve as the path to do so.

"I was still looking for a way to go abroad when my adviser recommended the VISAGE program to me," Chaffin says. "Since the focus was social justice issues, and one of the sites was in Latin America, it seemed like a perfect fit for me."

While in Managua, Nicaragua, Chaffin melded a traditional study abroad opportunity with a service-learning, curricular-focused experience and was able to leave a mark on those he met in the tiny Central American nation.

"We did leave a positive impact on the communities we worked in, less for the fact that we built or left anything physical and more for the friendships we formed with people and the example we tried to set for little kids."

During the fall semester, Chaffin and other VISAGE students explored various dimensions of community development, social justice, and group cohesion. For Chaffin, Nicaragua serves as a backdrop for studying and researching social cohesion in the real world.

"I am looking at Nicaraguan society as it progressed up to the revolution in 1979," he explains. "I was struck by the 'every man for himself' mentality that some Nicaraguans were forced to adopt for day-to-day survival."

Other research projects that students undertook include poetry and the revolution, political participation and voting in the last thirty years, and examining learning dimensions of Hispanic children. Faculty director and Professor of History Marshall Eakin advises and challenges the students in the VISAGE Nicaragua program.

"The VISAGE program provides students with an exceptional opportunity to study vital issues for a country, then spend time in that country engaged in service work and research, and finally, to return to delve deeply in a focused way with those vital issues," Eakin explains. "The diversity of research topics of VISAGE students reflects the broad range of options in the program, and the extraordinary resources available to them to carry out their research in collaboration with faculty at Vanderbilt."

For Chaffin, the pairing of service-learning with study abroad helped spur his research and scholarship on the topic. "My visits to La Chureca, the city dump where hundreds of people worked everyday collecting trash to recycle for almost nothing will always stay with me," Chaffin says.

For a student from America, it offers a sobering perspective on how the world really is.



VISAGE WINS NATIONAL AWARDS

The Institute of International Education (IIE) selected the VISAGE program as one of the winners of the eighth annual IIE Andrew Heiskell Awards for Innovation in International Education. The awards were established to promote and honor the most outstanding initiatives being conducted in international higher education. VISAGE received an honorable mention in the Study Abroad category which recognizes innovative programs and services which make study abroad more accessible to a broader student population.

"By recognizing excellence and innovation, the institute hopes to promote a comprehensive range of efforts to make campuses more international," explains IIE President Dr. Allan E. Goodman. "The programs recognized by IIE with this year's Heiskell Awards represent the best practices in internationalization. We hope these programs will encourage and inspire other colleges and universities to better prepare their students to be active global citizens."

Joel Harrington, Assistant Provost for International Affairs, accepted the award on behalf of Vanderbilt at a ceremony at the United Nations on March 19.

VISAGE also received a Bronze Excellence Award from NASPA—Student Affairs Administrators in Higher Education. NASPA awards recognize the contributions of members who are transforming higher education through outstanding programs, innovative services, and effective administration.



VISAGE IN SOUTH AFRICA

Will Johnson, '11, always wanted to travel to the continent of Africa. VISAGE provided him with that opportunity, in a country where two oceans converge.

“Looking down, from a few hundred feet high, the Pacific waves crashing violently against the rocks, the Indian waters perfectly tranquil,” Johnson, a math and economics sophomore, remembers. “Cape Point was the most beautiful place I have ever seen and will probably ever see.”

The oceans provide a serene metaphor for South Africa, a country ripped apart by apartheid, which was dismantled only 14 years ago.

Working with faculty director Brian Heuser, a Senior Lecturer for international comparative education issues at Peabody College, Johnson is now examining the relationship between unemployment and wages in South Africa.

“I saw the country’s disturbingly poor quality of education,” Johnson reflects on his experience this past summer. “It drove home the realization that relatively high wages, when combined with an utter dearth of skills, is a recipe for unemployment.”

The Vanderbilt sophomore worked with community groups and other students in Mannenberg, a township outside of Cape Town. Without the spring semester of coursework on the country’s economic and educational issues, Johnson says he would not have the historical context necessary to understand the country’s idiosyncratic conceptions of race and identity.

“[The spring semester] allowed me to step into South Africa knowing what questions I should be asking.” And during *Difficult Dialogues*, a panel discussion featuring academic leader Dr. Mamphela Ramphele and Nobel Peace Prize laureate Desmond Tutu, VISAGE students did just that.

“You are already global citizens,” Ramphele, University of Cape Town’s first black vice chancellor, told the students. “And our future depends on the important work you will do in your lives to build systems of tolerance, integrity, and accountability.”

Writing to Vanderbilt administrators after listening to the dialogue, Heuser further explains their remarks. “Tutu said he believes that ‘students are the source of all of the new and best ideas in the world’ and that the kind of change he now envisions for South Africa is the one he has found ‘in the imaginings of students,’” Heuser writes. “As you can imagine, half of them had tears in their eyes when he finished.”

For Johnson, the forum represented the epitome of what VISAGE leaders envisioned for the program. “Being in the presence of such great moral leaders was an awe-inspiring experience,” Johnson blogs this summer. “To have had the opportunity to be an audience for individuals who were so influential in the anti-apartheid movement as well as the transition into the new South Africa was an unanticipated highlight of our educational careers.”

“Put simply,” Heuser writes, “this evening’s event was the greatest affirmation of VISAGE we could have possibly received.”



I saw the country’s disturbingly poor quality of education. It drove home the realization that relatively high wages, when combined with an utter dearth of skills, is a recipe for unemployment.

For more information about study abroad opportunities, visit www.vanderbilt.edu/geo

WILL JOHNSON IN HIS OWN WORDS:

"It was my first night in Cape Town, only a couple hours after I arrived, when I sat in a South African restaurant, Momma Africa, with my twenty Vanderbilt friends, eating wonderful African food, with the sounds of Cape Town's famous nightlife reverberating faintly through the walls, that I truly knew I was in for an amazing time.

But there was a suspicion growing inside of me, that only intensified when I first saw Mannenberg (the community we'd be working in), that I simply was not going to be able to make an impact. I was, after all, just some random American who happened to take a course that neatly summarized an entire country in one semester.

But that suspicion melted away after my first day with Michelle, my learner in the computer program. For those three hours I basically

taught her computers from the ground up, and I was shocked by how much concrete progress we were making. That rapid pace never slowed down, and after the week of computer training, it was obvious we Vanderbilt students were making a legitimate difference in these women's lives.

For every hour I put into serving Mannenberg, the community leaders probably had put in ten hours setting up the capacity for me to help in the first place. The level of dedication of these people, who were willing to give what precious little they had to their fellow citizens in need, was extremely humbling. The social infrastructure there was unlike anything I had seen in the United States."



The level of dedication of these people, who were willing to give what precious little they had to their fellow citizens in need, was extremely humbling.

To find out more about VISAGE and read student blogs, visit www.vanderbilt.edu/geo/visage.html

Having Their

Say

Voices of the Past Impact
Learning Today

by ANN MARIE DEER OWENS



VFOA Panama team member Kari C. Brown

Dr. Ifeoma Kiddoe Nwankwo credits her Jamaican grandparents with nurturing her keen interest in uncovering the neglected histories of past generations, especially those of African and Caribbean descent, and preserving their stories. The Associate Professor of English is the principal investigator and founding director of Voices from Our America (VFOA), a project to advance cross-cultural and cross-generational understanding among the peoples of the United States, the Caribbean, and Latin America.

“I developed a deep respect for my elders while growing up with my grandparents in Jamaica,” Nwankwo explains. “My grandfather was a railway station master beginning in the 1940s. He got to meet people from all over the world, including Panama, India, Portugal, China, and, of course, England. He made a point of learning at least a few words in the language of each person with whom he came into contact, inspiring my love of languages and cultures.”

The VFOA project was initially inspired by a trip to Panama in 1998, when a few community elders shared their memories of their lives, loves, and lessons with Nwankwo. “I was absolutely rapt,” Nwankwo explained. “I knew that day that I would have to come back to Panama and find a way to pay homage to those elders by making sure others understood just how important these histories are.”

Since 2007 more than 100 interviews have been recorded, two-thirds of which focused on individuals over the age of 65.

“Voices from Our America is one of the promising initiatives at Vanderbilt for transforming how humanities research is integrated into undergraduate and graduate education,” said Jay Clayton, Chair of the English Department. “It highlights the relevance of field work to a literary discipline and demonstrates the value of a cultural approach to public issues today.”

The project is focusing first on Panamanians of West Indian descent—the heirs of British West Indians who came to Panama to work for United Fruit Company or build the Panama Railroad or Panama Canal. The workers were given true and false promises about the opportunities that awaited them in Panama, particularly in the early 1900s. Workers in the Canal Zone, which was considered United States territory, suffered under Jim Crow segregation laws.

The project lends insight into the impact of that history of contact with U.S. culture, exposure to Caribbean cultural heritage, and the particular demands of Panamanian society on lives and identities. It is interdisciplinary in both vision and analytical approach.

“We use a standardized questionnaire, an approach that differentiates the project from traditional oral history,” Nwankwo said. “However, the language of the questionnaire recalls ethnography,



VFOA Panama team members Forte and Hidal interview R. Desuze

and the depth of the answers and insight into processes of self-fashioning that the questionnaire works to elicit is much more in line with what one would expect from an autobiography.”

The aim is to capture a range of individual viewpoints and experiences, rather than to gather a perfectly representative sample of the population. The result is a new and unique set of primary sources that can make for more informed and balanced scholarly and policy approaches to engaging the community.

Questions range from memorable childhood experiences to deeper ones about how individuals express and enact their culture and history. Nwankwo recorded the first 35 conversations on video.

Associate Provost for Undergraduate Education Lucius Outlaw Jr. spent three days in Panama taking photographs of the project. Exhibitions of Outlaw’s photos with accompanying quotations and other material are planned for Panama and the Vanderbilt community as a prelude to more scholarly research and analysis. Outlaw was drawn to the project by its rationale and focus: enriching discursive communities by bringing voices that are seldom heard or appreciated to the foreground while enriching the existing voices that are already heard. “I jumped at the opportunity to explore the thought and commitments, the lives, of



I grew up with my grandparents, so I have always had a profound appreciation for the wisdom that the older generation has to pass down.

– Dr. Ifeoma Kiddoe Nwankwo
Founding Director of Voices from Our America

folks I've not experienced before," explained Outlaw. He noted that Nwankwo has provided a window on a group of people in the Americas who have received relatively little attention in the past. "Being witness to the expressiveness of the folks interviewed during my visit, and being allowed to capture some of that expressiveness photographically was a highlight," he explained.

The Voices from Our America project also has an active learning component. Information collected from the interviews is being packaged into forms that are the basis of collaborations with local organizations, community education events, and curriculum development workshops for teachers. "We also plan to disseminate the information through scholarly articles, a book of interviews, and a digital library," Nwankwo said.

The project's team members include Panama project manager Nyasha Warren, a Harvard alumna who specializes in curriculum and community education; Veronica Forte, a university-level English as a second language professor; and KCB Consulting, a community outreach and development firm. Among the project's local partners is the Society of Friends of the West Indian Museum of Panama.

Destiny Birdsong, a Vanderbilt third-year doctoral student in English, serves as the project's research coordinator. She said the interviews span several generations, ranging from a man in his 90s who started working as the canal company's office messenger when he was 14 to West Indian Panamanians who grew up in the Canal Zone during the 1950s.



Voices from Our America is one of the promising initiatives at Vanderbilt for transforming how humanities research is integrated into undergraduate and graduate education.

– Dr. Jay Clayton
Chair of the English Department

Voices from Our America furthers the work of higher education institutions by linking research, K-12 curriculum development, and community education. One of the most recent outcomes was a play performed by students in Professor Veronica Forte's class at the University of Panama. The play was based on an interview of an elder called Lileane Lindo Jones and was part of a daylong oral history fair inspired by the VFOA project.

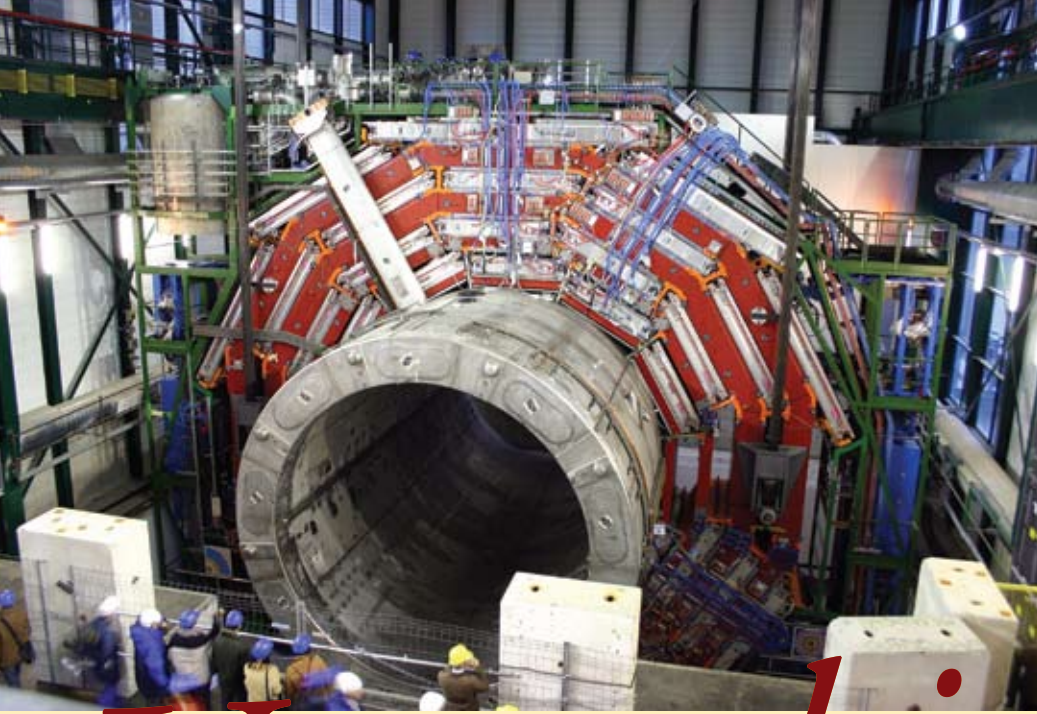
The second core part of Voices from Our America is called African American Worldviews. It focuses on indigenous U.S.-African American relationships with the world, particularly with the peoples of

Latin America and the Caribbean.

"I'm trying to highlight the reality that the identity of this community has always been shaped to some degree in relation to 'foreign' communities, whether within or beyond our borders," Nwankwo said. "Sometimes these relationships have been productive, and sometimes these relationships have been less than productive, but it is absolutely crucial to understanding the history of the African American community that we are attentive to these historical and contemporary relations."

For Nwankwo, the stories gathered in the VFOA project are treasures that teach us about history while also giving us guidance on how we might live our lives. "I grew up with my grandparents, so I have always had a profound appreciation for the wisdom that the older generation has to pass down," she explains. "Their worldviews are the basis of my vision and my understanding of my purpose here, and, by extension, of Voices from Our America."

This article was originally published in the Vanderbilt View.



PAUL SHELDON

Once you are onsite, you can meet someone from anywhere, from every single place around the world. In the cafeteria, it's like there is every language all around you.

– Andres Florez
Physics graduate student

A section of the Compact Muon Solenoid detector being lowered underground.

Unearthing

UNIVERSAL MYSTERIES

A Collision of Particles Leads to a Meeting of the Minds

BY ALLIE MORRIS

The Vanderbilt Physics Department joined the ranks of hundreds of international researchers experimenting with the Large Hadron Collider (LHC), the largest particle accelerator in the world, in hopes of solving some of physics' most illusive mysteries.

The main role of the Vanderbilt teams in the LHC experiments has been to write and adapt computer codes in order to provide an analysis of particle collisions that occur within the LHC. The LHC collisions occur when two beams, traveling at speeds scarcely lower than the speed of light, are circulated in opposing directions around the 27-km ring that is lined with superconducting magnets. When the two beams collide at high energies, "stuff comes out and we take that and work backwards to figure out what happened at the point of collision. We want to see what happened, maybe some new particle being created," explained Eduardo Luigi, a Vanderbilt doctoral student of Physics. Although much of this computer coding can be completed domestically, a number of faculty and graduate students frequently travel

to CERN, the Geneva-based European Organization for Nuclear Research, one of the world's largest centers for scientific research, to represent Vanderbilt and work alongside thousands of international scientists also drawn to the LHC experiments.

"It's a very special place," said Paul Sheldon, Professor of Physics and Astronomy, who works at CERN a few times a year for one-week periods.

Sheldon explained that unlike similar labs where the dominant country is the United States, CERN has no associated country. "What's great is that everybody speaks a common language, which is physics," Sheldon said. "There is always some-

thing to talk about and it's easy to strike up conversations and meet people. Everyone is brought together for a common goal."

Science is the uniting force at CERN, where researchers are hoping to answer some of physics' most fundamental questions. "There are a few things we know. There is dark matter and it is present, but we don't have any idea what it is. At LHC, we hope to create it," said Sheldon. "We may produce miniature black holes that will evaporate away. These [black holes] can't be produced unless there are extra dimensions in space."

Contrary to the popular doomsday theory that predicts the collisions within the LHC will create a massive black hole, subsequently engulfing half the world, the Vanderbilt Physics Department asserts that there is not enough energy in these LHC collisions to create such a scenario. In fact, their most perplexing query about this theory is, "if created, why would it only swallow half the Earth?" Only further research by Vanderbilt researchers and others may be able to answer this question, perhaps 3,000 miles away in Geneva.

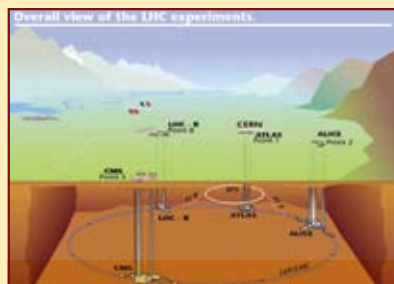


Illustration shows the experiments that are located underground.



CONTINENTAL

Universities Share Individual Strengths Through Core Partnerships

by WHITNEY WEEKS

At two universities halfway across the globe from each other, research and learning occurs around the exact same problems and issues. Topics such as the quality of education, the curing of cancer, and the understanding of human behaviors know no geographical boundaries. Hardly a coincidence, a synchronization of scholarly effort is the result of an important and strategic partnership. Vanderbilt University and the University of Melbourne boast more than 20 collaborations, including the Free Radical Chemistry Collaboration, a student exchange between the universities' schools of business, and programs involving both electrical and civil engineering faculty and students. Seven different Vanderbilt colleges and schools and dozens of faculty, staff, and students at both institutions are working together on a regular basis.

The core partner strategy, first implemented in 2006 by the Vanderbilt International Office, makes broad and deep relationships possible at a select handful of universities across the globe. Supported by the highest level of university administrators at Vanderbilt and at partner institutions, the core partnership with

the University of Melbourne has been particularly successful. This partnership has brought to fruition dozens of collaborations—from an MBA student exchange to an international water resource project—while at the same time raising the international profile of Vanderbilt throughout the South Pacific region.

According to Richard McCarty, Provost and Vice Chancellor for Academic Affairs, “I am delighted that Vanderbilt has developed a close partnership with the University of Melbourne, a leading international research university. Several research collaborations and exchanges have already developed and more will surely follow as we continue to build a long-term and mutually beneficial relationship. The chancellor and I look forward to continuing discussion with our Melbourne colleagues in identifying new and exciting ways for this partnership to grow.”

Like all of Vanderbilt's core partners, the University of Melbourne was approached because of the close alignment between the two universities in both the nature of its colleges and schools and its offered areas of study. In addition to strong undergraduate

programs in music, engineering, and education among others, the University of Melbourne boasts award-winning graduate and professional schools in management, law, science, and medicine.

“The University of Melbourne has been delighted by the progress towards establishing an enduring strategic alliance with Vanderbilt University,” says Professor Frank P. Larkins, outgoing Deputy Vice Chancellor of Global Relations at the University of Melbourne. “Our purpose has been to strengthen the international engagement with Vanderbilt for the mutual benefit of staff, students, and our respective external communities. Several areas embracing both the science and social science disciplines have been identified where there is a mutuality of interests,” Larkins explains. “Our goal is to build upon these strengths and to identify new areas for collaborative research projects, staff, and student exchanges, and the sharing of ideas for curricula and technological developments.”

In addition to increasing collaborative research opportunities, a goal with all Vanderbilt core partnerships is the forging of long-standing connections at every level of university life. This desire is true for Vanderbilt, as well as for the University of Melbourne.

“An important outcome to which we aspire is to graduate more globally aware students with a sense of commitment to improving the understanding between culturally different nations,” says Larkins. “Through joint research and teaching activities, there is the

opportunity to enrich the quality of the educational experience for all concerned.”

In all, twenty-three collaborative projects between Vanderbilt and the University of Melbourne are in various stages of development and implementation. Some projects involve an exchange of information. Others involve an exchange of individuals. Still other projects bring faculty and students together to work on a specific research project of mutual interest. A few proposed projects benefit both institutions and also focus on a third institutional collaborator.

Currently, Vanderbilt has entered into core partnerships with five foreign universities, including the University of Melbourne, Fudan University in China, University of São Paulo in Brazil, University of Cape Town in South Africa, and the Pontifical Catholic University of Chile in Santiago. Collaborations of every type are taking place, involving faculty and students from every college and school at Vanderbilt. Regardless of the number or type of projects, the core partner strategy remains the same—to allow meaningful, significant partnerships to grow between Vanderbilt’s faculty, staff, students, and their peers at similar international institutions. With every successful collaboration, Vanderbilt’s international profile continues to rise, making potential students, faculty, and staff from around the world aware of the vibrant intellectual and research community that proudly calls Nashville, Tennessee, home.

COLLABORATION



City and University of Melbourne



Graduate Centre, University of Melbourne



Alan Gilbert Building, University of Melbourne

Currently, Vanderbilt has entered into core partnerships with five foreign universities, including the University of Melbourne. Collaborations of every type are taking place, involving faculty and students from every college and school at Vanderbilt. Regardless of the number or type of projects, the core partner strategy remains the same—to allow meaningful, significant partnerships to grow between Vanderbilt’s faculty, staff, students, and their peers at similar international institutions.

Joint Colorectal Cancer Program

More than ever before, advances in cancer research and treatment are emerging from team-based approaches to science. Based on a long-term friendship and common research interests, Vanderbilt's Robert J. Coffey Jr., the John B. Wallace Professor of Medicine, Professor of Cell and Developmental Biology, and Ingram Professor of Cancer Research, and Antony Burgess, Professor of Surgery at the University of Melbourne and Director of the Melbourne Branch of Tumor Biology at the Ludwig Institute of Cancer Research, have spearheaded a partnership in colorectal cancer between the two universities. Colorectal cancer, a cancer of the colon or rectum, is a common form of the disease in both men and women. Both Coffey and Burgess share a deeply embedded commitment to understanding the molecular basis of this disease with a particular interest in signaling through the epidermal growth factor (EGF) receptor. Monoclonal antibody blockade of the EGF receptor was recently approved by the Food and Drug Administration as a promising new therapy in treating patients with advanced colorectal cancer.

Both groups also share an interest in identifying a gene expression signature from an individual's colon cancer that can accurately predict which patients are going to do well and which are going to do poorly. Accurately predicting longer-term outcomes would allow physicians to create very personalized plans of treatment by knowing which patients to treat more aggressively and which patients may not require additional treatment after surgery.

Having worked together for a number of years, when the core partnership was announced between Vanderbilt and the University of Melbourne, it "seemed like a natural fit that we might try to develop a more formal relationship," says Coffey. He also directs Vanderbilt's GI Special Program of Research Excellence and Mouse Models of Human Cancers Consortium; both of these large multi-investigator National Cancer Institute-funded grants focus on colorectal cancer. The Australian government recently launched a national program targeting colorectal cancer.

A year ago, a grant funded by the Vanderbilt International Office allowed for the creation of a colorectal cancer-federated database that is shared between the two universities. Though working on the same issue—a predictive genetic signature for colon cancer—the two researchers have taken very different approaches. Their shared database will allow for the comparison of information and the testing of the other's "poor prognosis" gene signatures based on data already gathered by both universities.

The ultimate goal of this project is a refined signature that works broadly and might also be used to predict prognosis in other types of cancers besides colorectal. Playing an important role in this effort is Dr. Dan Beauchamp, chair of Vanderbilt's Department of Surgery, whose lab is credited with actually identifying the "poor prognosis" signature that is being tested.



This is just the first step in this international partnership. We've discussed the possibilities of identifying complimentary expertise that resides in both institutions so that we could begin to develop innovative strategies to approach important biological problems. There is expertise in engineering, as well as in cell and molecular biology, at both universities. We hope to identify clinically relevant problems and tackle them simultaneously at both places, trying to solve them through real time flows of information.

—Dr. Robert J. Coffey Jr., Professor of Medicine

Education Support Structures

Paul Cobb wants to unlock the secret of improving the quality of middle school math education on a large-scale basis. The Peabody Chair of Teaching and Learning focuses his research on the question of how to take what works well on a small scale in particular classrooms and ensure that the same things will work just as well for teachers and their students when implemented within a large district, across a state or even nationwide.

In looking for answers, Cobb and his Vanderbilt colleague Thomas Smith, an Associate Professor of Public Policy and Education, are working with four large, urban school districts to provide a high quality level of instruction for all students.

"We seek to add value to the districts' reform efforts by providing them with detailed, actionable feedback on how their improvement efforts can be adjusted to make them more effective. In addition, we are testing a series of conjectures about school and district support structures that might enhance the impact of research-based curricula and high-quality teacher professional development on teachers' classroom practices," he says.

For the last decade and a half, Cobb has personally and professionally known David Clarke, director of the International Centre for Classroom Research (ICCR) within the University of Melbourne's Graduate School of Education. The ICCR was designed specifically "to support the generation, storage, and collaborative analysis of classroom data on an international scale," making it ideally suited for the work in which Cobb and Smith are interested. When the core partnership agreement was established between Vanderbilt and the University of Melbourne, Cobb thought the time was right to explore a collaborative project with his long-time

associate. This comparison of mathematical instructional methods between the United States and China is, Cobb explains, “a way to use Vanderbilt’s tools and interests and Clarke’s expertise.”

Cobb’s relationship with the University of Melbourne extends beyond the work he has proposed with David Clarke. In November 2008, he delivered a Dean’s Lecture on his work in the field of instructional improvement in mathematics.

In addition to their work with Melbourne, Cobb and Smith are also interested in math education in China, a country in the midst of its own education reform movement, particularly in the field of math.

“There’s lots of work in comparing [China’s] instructional methods, and in general, they are different from what happens in the U.S. classrooms. Those differences tend to favor the Chinese classrooms, and so we’re interested in studying and comparing the institutional setting of math instruction in grades 6–8 between the U.S. and China,” says Cobb.

Sometimes I think the United States is a big island, and because there is so much going on in particular research fields, we tend to look inward. I have found it very valuable to also look for interesting ideas going on outside... that aren’t necessarily current here, that are being developed without folks in the United States even being aware of them.

Global Health

One unique partnership under development by Alfredo Vergara has been designed to benefit a third institution, the Universidade Eduardo Mondlane in Mozambique, as much as or more than the sponsoring partners, Melbourne and Vanderbilt.

Vergara, Assistant Professor in the Department of Preventive Medicine and Deputy Director of Vanderbilt Institute for Global Health, is responsible for executing a multimillion-dollar federal grant funded by the U.S. President’s Emergency Plan for AIDS Relief (PEPFAR) initiative. Vergara’s grant is designed to advance the care and treatment of people with HIV/AIDS in Mozambique. Specifically, his Vanderbilt team helps the Ministry of Health in Mozambique build capacity to provide care and treatment for the country’s citizens. Rather than providing direct patient care, Vanderbilt’s focus is on the professional development of staff and the improved infrastructure of Mozambique clinics. Current challenges range

from the inadequacy of running water and electricity in the nation’s clinics to the country’s extremely rural environment in which the groundswell of patients needing treatment far outnumber health care providers.

In addition to working with the Ministry of Health, Vergara and his team also work with faculty at the Universidade Eduardo Mondlane (UEM), who are conducting original HIV/AIDS research. It is through this interaction that the idea of a partnership with the University of Melbourne began to seem important to Vergara for the sake of improving the quality of life for HIV/AIDS sufferers in Mozambique.

“I lived in Mozambique for six years and knew about the University of Melbourne and the work they do in the country,” says Vergara. “They have the broader scope to ours—training people in public health. There is a master’s level program in public health at UEM made possible with the support of University of Melbourne in areas such as curriculum development and technical input.”

When the core partnership between the two institutions was announced, it cemented in Vergara’s mind that the two UEM collaborators—Vanderbilt and University of Melbourne—could help grow the capacity of the UEM even more than their individual work. As a result, he has been in discussions with James Black, Associate Professor of Epidemiology at the University of Melbourne and staff member at the university’s Nossal Institute for Global Health, and Graham V. Browne, Professor of Medicine at the University of Melbourne and Foundation Director of Nossal Institute. While collaboration planning is in an early stage, enthusiasm is running high at all three institutions, with a joint meeting in Mozambique coming soon.

“When these kinds of collaborations happen in a developing country, someone is coming from a disadvantaged position; someone’s faculty has poor access to resources and grant money, so the collaborations are lopsided,” says Vergara.

Vergara is adamant that Vanderbilt and the University of Melbourne are equally committed to putting the needs of UEM—and their students, faculty, and researchers—first. He and his University of Melbourne collaborators believe that working together can best help UEM advance its own research and education initiatives and, most importantly, continue to grow and develop its own talent and future medical professionals for the sake of the country’s most vulnerable citizens.



We’re trying to make our parallel programs sync up so that everything we do is advancing the support of public health and applicable research in Mozambique.

—Dr. Alfredo Vergara, Assistant Professor of Preventive Medicine

For more information about Vanderbilt’s core partners, visit www.vanderbilt.edu/vio and select ‘collaborations.’

G'Day Melbourne

The task was daunting to say the least. Schedule a single meeting for more than 25 university administrators and faculty members from two institutions located thousands of miles and 15 time zones apart. An impossibility if required to happen face-to-face, technology made the next best thing possible—a videoconference featuring multiple room views and the simultaneous viewing of shared research presentations.

Without having to book a single flight, representatives from Vanderbilt University and the University of Melbourne engaged in a two-hour discussion about the institutions' core partnership as well as about several promising medical collaborations.

"We are energized by the possibilities evident from this pilot effort and are committed to making much fuller use of this technology in advancing international collaborations with colleagues at Melbourne and elsewhere," says Joel Harrington, Assistant Provost for International Affairs.

Three medical collaborations underway or in development between the two institutions in the areas of colorectal cancer, neuroscience, and global health were highlighted.

With support from the Vanderbilt International Office, Vanderbilt University Medical Center, and the University of Melbourne, Vanderbilt's Robert Coffey and his University of Melbourne collaborators Tony Burgess and Marianne Hibbert are working on the development of a shared database of colorectal cancer research. The goal is to use the shared data to create and implement new diagnostic and treatment options for colorectal cancer.

Vanderbilt's John Gore and the University of Melbourne's Gary Egan are interested in high field neuro-imaging. The purpose of their discussion was to share information on each other's areas of research and discuss ways they may work together to further their goals.

The Vanderbilt Institute for Global Health has strong clinical education programs in Mozambique. On the ground, they often work with Universidade Eduardo Mondlane (UEM) and are interested in exploring ways to build capacity of the MPH program there. The Nossal Institute of Global Health at Melbourne also works in Mozambique, providing training to students from UEM. Vanderbilt's Alfredo Vergara and the University of Melbourne's Jim Black discussed combining their efforts in Mozambique, in order to more effectively meet the needs of the region.

In addition to the researchers, the videoconference included Vanderbilt Chancellor Nicholas Zeppos and Provost Richard McCarty as well as a host of other faculty and administrators. University of Melbourne's Vice-Chancellor, Glyn Davis, and Deputy Vice-Chancellor for Global Relations Frank Larkins participated with Melbourne faculty and deans. Further video conferences between Vanderbilt and the University of Melbourne are slated for 2009 and will focus on collaborative projects in personalized medicine and health informatics and high performance computing.

Chancellor Nicholas Zeppos and Provost Richard McCarty along with other Vanderbilt administrators and researchers participated in a videoconference with their counterparts, thanks to a new video technology introduced by the University of Melbourne.



University of Melbourne

Location: Australia

Students: 34,720

Undergraduate students: 25,600

Postgraduate students: 5,951

Research Higher degree: 3,169

Ranking:

73 Academic Ranking of World Universities (Shanghai, 2008)

38 Times Higher Education Supplement (2008)

Schools

- Architecture, Building, and Planning
- Arts
- Economics and Commerce
- Education
- Engineering
- Land and Environment
- Law
- Medicine, Dentistry and Health Sciences
- Music
- School of Graduate Research
- Science
- Veterinary Science
- The Victorian College of the Arts
- Melbourne Business School

智慧

Shared Wisdom

East-West Exchanges Result in a Growing Partnership

by MELANIE MORAN

Twenty principals from China visited Music City and Vanderbilt for two weeks this past fall to learn firsthand about the American classroom and the latest in U.S. education policy.

The group was part of the Education Leadership Learning Exchange (ELLE) program, now in its third year of a three-year partnership of Vanderbilt University's Peabody College and Metropolitan Nashville Public Schools with South China Normal University.

During the two-week program, participants visited area schools, heard lectures from Peabody education experts, and shadowed local teachers.

"Educational evaluation, teacher development, and instructional planning are at the core of many of the principals' discussions. Seeing these topics through the cultural lens of each cohort yields deep and unique learning opportunities," Xiu Cravens, Assistant Dean for International Affairs at Peabody College, said. "The principals of each group have continued to capture both the successes of best practices and the ever-present challenges of educating young people of today."

The group also got a taste of Music City through a variety of cultural activities including dinner at the Country Music Hall of Fame, attending a Predators hockey game, dinner at the Adventure Science Center, a visit to the Frist Center for the Visual Arts, and a celebration with the local Chinese community.

Based on its success, the partnership has been extended for three more years.

"The new three-year agreement will focus on instructional leadership for school principals, especially in the areas of building a professional learning community and the enhancement of mathematics and science learning for K-12 students," Cravens said.

Since the partnership began in 2005, a group of Nashville school administrators and Peabody faculty have traveled twice to South China Normal University, located in the city of Guang-

zhou. Nashville-area participants are selected from the Principals' Leadership Academy of Nashville, a partnership among Vanderbilt, Metropolitan Nashville Public Schools, and the Nashville Public Education Foundation.

"ELLE is unique among international programs for school leaders in its design. It is a learning exchange built on a platform of university-to-university collaboration for education practitioners with strong support from the local public school board," said Tom Ward, an ELLE program coordinator and lecturer in the Peabody Department of Leadership, Policy, and Organizations.

"This design makes it possible for us to construct a rigorous and coherent learning agenda for the two-week program that is aligned with the standards and goals of professional development training offered by Peabody College for principals of Metro Nashville Public Schools. The program provides an international perspective for leadership development through three key elements: lectures on learning-centered leadership by Peabody faculty, visits to Nashville schools, and cultural engagements."



Visiting principals observe a Nashville Public School elementary classroom.

ENGINEERING

A BETTER WORLD

Developing New Sources of Hope for Africa and South America

by CAROLYN MILLER

As biomedical engineering seniors Ryan Theuer and Morgan Folus wandered around a giant warehouse filled with random pieces of medical equipment, they knew this was not your average course in engineering.

The two were at Project C.U.R.E., a nonprofit organization based in Nashville, Tennessee, and the largest supplier of donated and surplus medical equipment to the developing world. Theuer and Folus had gone to Project C.U.R.E.'s 54,000-square-foot warehouse, less than a mile from the Vanderbilt campus, to procure laboratory equipment for a nonprofit clinic in Guatemala, Manos de Amor, which serves approximately 200 patients per day at an extremely low cost to those in need.

Folus explained their project, "We were to get in contact with the lab manager at Manos de Amor, obtain a list of lab equipment he needed, find the equipment by asking for donations from hospitals, organizations, and companies who make the products, and safely ship them to Manos de Amor in Guatemala. The goal was to procure and ship this equipment without costing Manos de Amor any money."

Like most of the projects in Biomedical Engineering 290A: BME Service Learning and Leadership, associate professor Cynthia Paschal presented the idea to work with Manos de Amor after spending much of the past summer developing a substantial list of domestic and international service projects for her students taking BME 290A.

"Since the course was centered around service-learning projects, I spent a significant amount of time networking and organizing projects in the Nashville area during the summer. I provided the students with possible projects on the second day of class, but also allowed projects that they developed on their own."

As part of the class, students were required to write a grant proposal, develop needs assessments, outline specific metrics and goals, and address outcomes. Senior Heather Stone chose her topic, which was posed by Engineering World Health (EWH)—an organization of engineers that invents and fixes medical equipment in developing countries and utilizes their experiences to assess clinic needs—because it allowed her to use her skills in her favorite subject, instrumentation.

"My project was to create an otoscope [a medical device that looks into the ear] that is powered by energy sources alternative to

typical battery-powered scopes that will wear out and become useless in clinics of the developing world where batteries are rarely available for replacement," she explained. "I was so excited to work on one [of the EWH projects] because I know the impact these projects can have. A Vanderbilt group in the past invented an infant warmer, which is used today in clinics all around the world."

For Ryan Theuer, the course provided a pathway not only to get hands-on experience, but to get experience in a completely new environment. "I feel very privileged to have been given the opportunity to learn all about the biomedical engineering field, but have had limited chances to apply this knowledge. With this course I was able to apply the knowledge that I have acquired in order to help others."

When I saw the faces of kids who were lucky to get even one meal a day, the project became much more personal. Knowing that I would be helping kids like these and their families is definitely one reason for my interest in this project.

The international component to the service projects was a planned element for the course from the beginning, said Paschal. "A couple of things prompted me to look into this course. First, service is something that is personally close to my heart. And the need abroad is so profound. We have some of the most sophisticated medical devices and resources in the world, and I feel it's our responsibility to share them," Paschal explained. "Secondly, I felt this type of course allows undergraduates a way to make a difference, and to step back from the medical system to think differently about medical needs across the world."

Morgan Folus became passionate about her service work after seeing some of Paschal's photos from a previous trip to Guatemala.

The projects in the course have the potential to make significant impacts across the globe. The result of Stone's hard work was a fully functioning otoscope powered by a hand-crank dynamo, or electrical generator.

“Physicians all over the world who could not use otoscopes because of a lack of electricity or batteries in the clinic can now diagnose strep or other common illnesses, external or middle ear infections, cysts behind the eardrum, tuberculosis, holes in the eardrum, or remove foreign bodies from the ear and nose,” she said.

The impact of her otoscope was also met with positive feedback from practicing physicians at Vanderbilt, including one doctor who remarked that her product was “better than what I’m currently using in Ecuador.”

The international aspect of the service projects brought both challenges and rewards for many of the students. “I have completed a lot of service through my lifetime, but most of it has pertained to the United States. Broadening my experience to other countries added an entirely new level to the project with language and cultural barriers. I thoroughly enjoyed learning about a new culture and found it to be a rewarding challenge to face the language barrier,” said Theuer.

In addition to the project with Manos de Amor and EWH, Paschal coordinated, with the help of Dean & Professor Emeritus Ed White, nine other projects for students who worked directly with Project C.U.R.E. Two students worked on projects at Siloam Family Medical Center, which serves a diverse immigrant population in Nashville. Three other students worked on projects with Vanderbilt’s Institute for Global Health.

For Paschal, the course offered unique possibilities for undergraduate engineering students to utilize some of the skills they have developed throughout their coursework while also giving back to the community.

For Theuer and Stone, the project resulted in rethinking how processes are developed.

“I learned many things about procurement and found that for the most part it really helps to have information and research to support such an effort. People do not want to donate to something that they know nothing about. It helps if donors learn about the culture and methods of improvement for the beneficiaries,” Theuer said.

Stone agrees, “I gained the knowledge I need to start a nonprofit organization. The information we learned about the ethics of donating used medical equipment was eye-opening and will help all students who will one day work in health care make more educated and culturally sensitive decisions about what is an acceptable donation.”

This sort of active learning is what Paschal finds so rewarding. “A goal for the course was to see how the students could use their BME degrees in the future. In listening to their presentations, I was delighted to see learning taking place while using their engineering skills. While doing service work is a wonderful task on its own, it’s even better when the students can use what they’ve learned in their time at Vanderbilt.”

Stone’s own work with the otoscope is not finished. “I need to make the handle of the otoscope smaller, so that it’s more practical for doctors to pack on trips. I would also like to optimize the cost

of producing the otoscope handle that contains the dynamo and crank while still providing sufficient light by the LED and also making sure the handle is robust enough to withstand everyday use in the overseas clinics.”

Her ultimate goal would be to test the device in person in the clinics abroad and get feedback from physicians and nurses on site.

“I’m hoping to become a nurse practitioner so I can travel with organizations that do volunteer work internationally like Doctors Without Borders. I currently work with Engineers Without Borders and travel with them and it has been the most rewarding



Engineering student Heather Stone designed a hand-cranked otoscope for clinics and physicians lacking electricity and batteries.

experience I have had with engineering,” Stone said. “I would like to work this summer with Engineering World Health’s Summer Institute and fix equipment in either South America or Africa.”

For Theuer, the final goal of his project is to arrange transport of the procured medical equipment to the clinic in Guatemala. When at least 60% of the items requested and 50% of the value of the items have been procured, tested, and transportation arranged to the clinic within one year, the project will be considered a success.

“I plan to continue working on the project until the arranged shipping occurs over spring break 2009. In the future, I would like to experience as many places and cultures as possible. There are so many people in the world and everyone is different, but unless you get out there and try to experience and learn, you will miss the majority of what the world has to offer.”

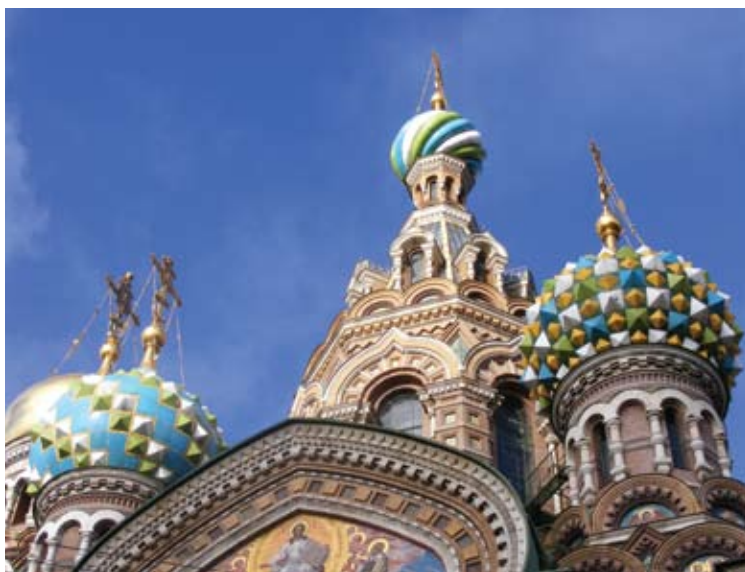
Paschal will continue teaching service-learning this spring, this time spending spring break with her class in Guatemala to help with some medical facilities and to participate in a small conference with engineering students at the Universidad del Valle in Guatemala City.



Copenhagen, Denmark as seen by Sam Larson
Study Abroad: Copenhagen, Denmark, Spring 2008



Zermatt, Switzerland as seen by Aubrey Roberts
St. Andrews University, Scotland, Spring 2008



St. Petersburg, Russia as seen by Emily Crowell
Study Abroad: St. Petersburg, Russia, Spring 2008



Jujuy, Argentina as seen by Daniel Kasbohm
Study Abroad: Buenos Aires, Argentina, Spring 2008



Siena, Italy as seen by Melissa Eggert
Study Abroad: Siena, Italy, Fall 2007



London, England as seen by Brian Rue
Study Abroad: Vanderbilt-in-Spain, Madrid, Fall 2007

Musique

MAGNIFIQUE

Vanderbilt Music Académie Strikes a Chord

by CINDY STEINE
Director of External Relations, Blair School of Music

Students in Vanderbilt's Blair School of Music found themselves musically rejuvenated after attending the inaugural out-of-country student residency program in Aix-en-Provence, France.

"Sometimes in the university setting, music gets lost in all the homework, papers, classes, and meetings, and it's easy to forget why we're really there. Within days of arriving in Aix-en-Provence, my colleagues and I were making music together in a way that I had never experienced before," said Jamie Kellndorfer, a flute performance student who graduated last May.

Vanderbilt sent one string quartet and one woodwind quartet to participate in the new Vanderbilt Music Académie, an interdisciplinary music and French cultural program offered jointly by the Blair School of Music and the Vanderbilt-in-France Center in Aix-en-Provence. The Académie occurs during the weeks of Festival International d'Art Lyrique et de Musique and its Académie Européenne de la Musique in Aix-en-Provence.

Student musicians are offered unprecedented access to the festival's artistic resources, including private lessons, chamber music coaching, and master classes with musicians of the Berliner Philharmoniker, culminating in public performances with Artistic Director and Blair Professor Thomas Verrier as part of the official Festival d'Aix program.

"The Blair School's collaboration with the Festival Aix-en-Provence marks a major step forward for the school," said Mark Wait, Dean of the Blair School. "More importantly, this development affords our students a wonderful opportunity to work closely with some of the finest musicians in the world and to hear the Berlin Philharmonic and other great ensembles. We were already proud of the Blair School's participation in international programs, but this sets a new benchmark of excellence and opportunity."



The summer of 2008 was the first year Vanderbilt students were able to participate in the Vanderbilt Music Académie in France.

For Kellndorfer, it was the first time that she was in an environment where she was surrounded by renowned musicians and public support.

“At first it was overwhelming and intimidating, but as time went on it was inspiring. We attended so many great performances and worked with such amazing musicians that we began to hold ourselves up to their standards,” said Kellndorfer. “We constantly pushed ourselves to become better musicians and collaborators and strove to achieve levels of performance of which we didn’t know we were capable.”

The program employs an “omni-ensemble approach,” based on the view that large ensembles are comprised of an array of smaller chamber groups (i.e., quartets and quintets). The hope is to offer seamless continuity among conducted and non-conducted

experiences as groupings of various combinations (drawn from the composite pool of players) simultaneously prepare repertoire. In addition to daily rehearsals of the larger, mixed-ensembles, participants are coached by Festival d’Aix artists in smaller chamber groups, which include two coachings and a public master class each week.

The goal of the program is to empower students to experience music from the inside out, nurturing the creativity and inspiration of each participant’s inner artist alongside the skill development of his/her performer shell.

FROM DRUMS TO DIGITAL



Holling Smith-Borne, director of Blair’s Wilson Music Library, traveled to rural parts of Uganda for two weeks during the summer of 2008, where musicians welcomed him and shared their music and dance.

“The recording session would start early in the morning with one ensemble, then the word would get passed on to other musicians in the community, and several ensembles would want us to record them. It was amazing how quickly the recording session became a community event,” he explains. “Most performances took place outdoors where children would gather around us to hear the music and then ‘take over’ the instruments once the adults had finished.”

The purpose of the trip was to collaborate with Centurio Balikoowa, a musician

from Uganda and chief recordist for the Digital Collection of East African Recordings, the first digital database of Vanderbilt’s Global Music Archive (GMA). Newly available, the free access digital library now consists of over 2,000 musical performances recorded by Balikoowa.

During the visit, Smith-Borne also met with faculty and administrators at Mak-

erere University as well as the Minister of Culture and the Director of the National Theatre in Uganda. The hope was to create a partnership with Makerere University that would provide training for the project, so that the staff and faculty there can make local contributions to the archive without first sending the materials to Blair.

The project was completed after a peer-review process that included other archivists, librarians, and curators from around the world. The sound recordings, which vary in length from five minutes to over an hour, can be streamed directly to a listener’s computer using the RealPlayer application.

Housed in the Anne Potter Wilson Music Library in Vanderbilt University’s Blair School of Music, the GMA is a multimedia archive

and resource center for traditional and popular song, music, and dance of Africa and North and South America, with particular emphasis on the African Diaspora. Founded in 2003 by Gregory Barz, Associate Professor of Musicology (Ethnomusicology), the GMA is a public facility that promotes education in African and American traditional and popular music through in-house activities and its support for external activities and events. The archive includes public rooms for the study of materials, and audio and video listening and viewing facilities.

In late July, Steven Nordstrom, music cataloger for the Wilson Music Library and metadata specialist for the archive, gave a presentation to the International Association of Music Libraries in Naples, Italy, getting the word out to librarians and archivists worldwide that this is a model for collecting and providing access to indigenous music.



To Learn More, visit www.globalmusicarchive.org

“Our focus,” said Verrier, “is on developing each of these roles, all the while strengthening the bond between them. Ultimately, we hope to deepen the connection between the musician and the music to more effectively complete the circuit from the composer to the audience.”

The experience made a lasting impression on Kellndorfer. “Our schedules were tough and we worked hard, but I think that we all left Aix as musicians, not just music students,” she said.

Vanderbilt Music Académie is one of several summer programs hosted by the Vanderbilt-in-France Center in Aix-en-Provence. Vanderbilt-in-France arranges the accommodations and coordinates meals for all students in residence. In addition to the musical activities, participants are offered experiences in French culture, organized excursions and activities to explore the natural beauty of Provence, as well as experiences that nurture their inner artists, such as French cooking lessons, wine tasting, and workshops in visual arts, drama, and dance.

“We are fortunate to immerse our Académie in the richness of Aix-en-Provence, a city like no other,” noted Verrier. “The home of Emile Zola, Paul Cezanne, and Darius Milhaud offers an invigorating and creative climate of openness and endless possibility.”

The 2008 Vanderbilt Music Académie faculty artists included: Andreas Wittman, Berlin Philharmonic; Aline Champion, Berlin Philharmonic; Walter Seyfarth, Berlin Philharmonic; Jerome Comte, Ensemble Intercontemporain; Atsushi Saka, Le Concert d’Astrée; Fergus McWilliam, Berlin Philharmonic; Michael Hasel, Berlin Philharmonic; Marion Reinhard, Berlin Philharmonic. The 2009 Académie will include such world-renowned artists as Gabor Takács-Nagy and György Kurtág.

The Académie accepts applications from pre-existing chamber ensembles (i.e., brass quintets, wind quintets, string quartets, etc.) with musicians ages 19 to 24.

MAY DAYS

Maymasters Offer a World of Options

by MARTIN RAPISARDA
Associate Dean, A&S Summer Sessions

Imagine studying the origin of ancient Greek myths and religion and being able to visit the Oracle of Apollo at Delphi and Mount Olympus. Perhaps you would like to contemplate the complexity of biological conservation firsthand at the Great Barrier Reef and the rainforests of Australia, or experience the dynamic interplay of history, culture, and religion in Egypt with the Pyramids, Sphinx, Ben Ezra Synagogue, a Coptic Christian church, and the Muhammad Ali Mosque as part of your classroom experience.

Students in Vanderbilt’s 2009 Maymasters have that rare chance to walk the walk—in real terms—while studying the “two solitudes” of French and English cultures in Montreal, witnessing the phenomenal growth of Chinese business, visiting the studios of major British artists in London, watching the transition in American administrations underway in Washington, DC, and seeing contemporary British drama on stage. Vanderbilt professors lead groups of 12–20 students to these sites which become the classrooms for their courses. This is experiential learning of the first order, where being there is an essential part of the process.

Maymasters, whether abroad, off-campus somewhere in the U.S., or on Vanderbilt’s beautiful campus, have traditionally been where new approaches to learning, new ways of uncovering an area of inquiry, or new topics that have not yet been taught on campus are brought together. Students take one three-credit course during the month of May and focus on exploring that topic in-depth, often in a small-group, seminar-style format. These courses provide credit toward a major, toward graduation, and at times toward the liberal arts graduation requirements in the College of Arts and Science. By taking part in a Maymaster, students can ensure that they are making suitable progress toward their degree, add a second major, or even get ahead, all while enjoying an exciting

For More Information, visit www.vanderbilt.edu/vma

Maymesters are a great way to introduce international study and experiences for students who may not have the opportunity during the regular semester schedule. We also see students decide to participate in longer overseas programs based on the positive experiences they had on their Maymesters.

– Dr. Dawn Turton
Executive Director, Vanderbilt International Office



Vanderbilt course. Each Maymester is a rigorous academic pursuit, a “total immersion” course on a special topic.

Students wishing to stay close to Nashville can still enroll in courses with an international focus such as Ireland on Film, Russian Economy in Transition, and Women in Spanish Cinema.

For many students, however, Maymester is often the only opportunity to study abroad, and for others, a Maymester abroad may be the icebreaker, the first chance in a short time frame to engage in a foreign-study experience.

Academic quality as well as the safety and security of our students are paramount in all Maymesters. In addition to the Vanderbilt professor who leads the course, a course assistant, either a Vanderbilt graduate student or another faculty member from Vanderbilt or the partner school, will accompany the class to ensure that everything goes as planned.

May 2009 will see the greatest number of courses and the most geographically varied roster to be offered to date. Students can experience the origins of ancient Greek religion in Classics 241 and follow that with a seven-week course Classics 242, participating in an ongoing excavation of Kenchreai, near Corinth.

Whether the goal is to major in Classical Studies or to add a minor, these courses provide significant international and academic experience on the way toward achieving six credit hours at Vanderbilt.

The hope is to add internship and service learning opportunities to follow immediately upon completion of Maymesters planned for London and China. Plans are taking shape for an expanded London program, incorporating two Maymesters with internships and service-learning opportunities in a variety of industry sectors, including non-governmental agencies. The two London-based courses are: Contemporary Theatre in London led by Professor David Muller and Artistic Escape to London, offered by Professor Mel Ziegler, head of Vanderbilt’s Art Department. Following EAS 294: Exploring China with Professor Xianmin Liu, students can also pursue internships in Beijing to gain practical business experience in China. This combination of academics and hands-on experience is a powerful boost to students’ resumes. There is a world of opportunity out there, and Vanderbilt’s Maymesters are one way to experience the journey.

Details on Maymester courses and plans are available at www.vanderbilt.edu/summersessions

InterVU

with XIU CRAVENS,

Assistant Dean for International Affairs at Peabody College

In the fall, *Vanderbilt International* asked Xiu Cravens, Peabody College's new Assistant Dean for International Affairs, a few questions about her role and international collaborations at Peabody.

VI: Can you tell our readers a little bit about yourself and where you grew up?

Xiu: I came from a family that values diversity and cross-cultural learning. My father is a linguist who taught Chinese to foreign university students. I was a linguist and literature major at Peking University, and when I left China in 1989, I thought the door between the two worlds of mine was forever closed. I am so glad that I was wrong. I benefited from excellent education programs in both China and the United States. I received my Ph.D. from Peabody College and have had some of the best mentors along the way to help me prepare for my future roles. Today, no matter what we do, it is more important than ever for us to be in dialogue globally. I feel incredibly fortunate to be a part of this dialogue.

VI: What is your main goal as the Assistant Dean for International Affairs at Peabody?

Xiu: We would like to build a platform on which knowledge in teaching, learning, and educational leadership are shared and advanced in a global context.

Specifically, I have three objectives. First, to establish and solidify research collaborations with core partnering international institutions. It is important that we build relationships that will lead to substantive academic work that are of mutual interest to both institutions and will lead to improved educational outcomes. Second, to facilitate, establish, and coordinate research interests and actions among entities or individuals within the Vanderbilt and Peabody community. There are many great projects happening as we speak and such great energies can be even more powerful when they are connected and leveraged. And third, to identify and seek suitable resources to support the internationalization efforts and to ensure that partnerships and projects are sustainable.

VI: What is your favorite part of the job?

Xiu: So much of how education takes place is contextual and deeply impacted by history, culture, and the political landscape. There are many conceptual and empirical challenges to sharing



ideas and models validly and reliably. It is no surprise that while collaborative research and teaching practices are well established in many other disciplines, very few have taken root in the field of education. We are all looking for the best common language.

My favorite part of the job is being a “linguist” that builds meaningful collaborations in the field of education: to facilitate dialogues, to deepen the understanding of communications, and to identify themes that emerge worthy of substantive actions. I am proud to take part in Peabody’s endeavor to be a future leader in this area.

VI: How is Peabody impacting the world’s education systems?

Xiu: Peabody College currently has active collaborations with university partners in countries such as China, Australia, Vietnam, Japan, Korea, Singapore, Russia, and Georgia. Dean Camilla Benbow and Assistant Provost for International Affairs Joel Harrington recently led a Peabody delegation to three major Chinese universities (Beijing Normal University, Fudan University, and Hong Kong Institute of Education) to discuss long-term collaborative oppor-

tunities in education administration, teaching and learning, and special education. We hope to establish sustainable exchanges at multiple levels: faculty research, student learning, and professional development for practitioners.

Our faculty members are engaging in many international research projects and collaborations, such as education leadership development, assessment and evaluation (the United Kingdom, China, Hong Kong), higher education policy and management (former Soviet Republics), mathematics teaching and learning (Australia), and child mental health (Vietnam).

VI: In your eyes, why is working in partnership with others important to Vanderbilt?

Xiu: Engaging with our peers internationally is no longer just an option or simply enriching. It is an essential element of how we conduct academic work. We have a responsibility to help our students get informed and be prepared to work in a multicultural world and to seek solutions to global problems. And as faculty, we must model this way of thinking ourselves. As the second-ranked College of Education in the U.S., Peabody is uniquely positioned to make a contribution on this front.

VI: How do students play an integral role in internationalization?

Xiu: Our outreach to international students focuses on academic integration. For example, we now have an International Education Brown Bag Lunch series where every other week a speaker will present research or information on an education topic with international perspectives. This has been a great venue for faculty, international students, and U.S. students interested in international issues to meet and discuss relevant issues.

VI: And finally, one last question. Where is your favorite place to travel?

Xiu: I love touring the preserved historical towns of China. Recently, I visited a small town at the outskirts of Shanghai. Only an hour away from one of the most metropolitan cities in the world, and we saw this beautiful and peaceful village of small river alleys and stone bridges. It is wonderful to see the new and old coexist so well together.

At the request of Chancellor Nicholas Zeppos and Provost Richard McCarty, and encouraged by the VU Chinese Scholars and Student Association, the Vanderbilt International Office worked closely with schools and departments over the past several months to explore viable options to participate in the reconstruction of areas impacted by the May 2008 earthquake in Sichuan, China. The quake killed at least 69,000 people and injured approximately 370,000, the deadliest quake since the Tangshan earthquake in 1976, according to Chinese sources.

In December eight faculty and staff members from Vanderbilt attended the U.S.-China Academic Conference on Public Health to discuss long-term relief efforts for the province's largest city, Du Jiang Yan. The visit builds on a decade-long partnership between the Shanghai Center for Disease Control (CDC) and the Vanderbilt Institute for Medicine and Public Health.

"The visit to this earthquake-stricken city by a team of VU experts from multiple disciplines was an important first step for us to explore the possibility of being a part of a very unique kind of collective effort," said Xiu Cravens, Assistant Dean for International Affairs at Peabody College and the university's China liaison, who led the trip. The delegation offered expert advice and gave presentations on various topics—including chronic illness management for public health, mental health, and hospital quality management—to 150 national, provincial, and local officials. While in China, members also visited local sites, such as villages that were destroyed in the earthquakes, temporary residential areas for displaced citizens, and health clinics in the region.

"Future collaborations among Shanghai CDC, Vanderbilt University, and the city of Du Jiang Yan on these areas, if we can make it happen, may serve as a model of international collaboration that brings together teaching and research, municipal services, and government support to build a newer and better public health system that will benefit the lives of those most in need for many years to come," said Cravens.

Delegation members, in addition to Cravens, included: Catherine Fuchs, Division Chief of Child Psychiatry; Bahr Weiss, Co-Director, Center for Psychotherapy Research and Policy at the Institute for Public Policy Studies; Carol Etherington, Assistant Professor at the Institute for Global Health; Robert Dittus, Director of the Institute for Medicine and Public Health; Wei Zheng, Director of the Vanderbilt Epidemiology Center; Howard Fuchs, Associate Professor of Medicine; and Stephen Guillot, Director of the National Center for Emergency Preparedness in the School of Nursing.



Globetrotting

Basketball Players Perfect Their Game Far From Home

by CAROLYN MILLER

“I only started playing basketball four years ago. I came from Nigeria to California to live with my uncle and started playing there. I was cut from the basketball team at my high school, actually, but that motivated me to try harder.”

Meet Ifeanyichukwu Festus Ezeli, or simply Festus, a 6-foot-11, red-shirt freshman whose talent and determination have earned him a full basketball scholarship at Vanderbilt—roughly 6,000 miles from his home in Benin City, Nigeria.

He is one of four international players on this year’s Vanderbilt men’s basketball team that are making a difference on and off the court. Along with Ezeli, A.J. Ogilvy from Australia, Jeffery Taylor from Sweden, and Steve Tchiengang from Cameroon, the Commodores boast one of the most geographically diverse college basketball teams in the country. Head coach Kevin Stallings said he relies heavily on these international players during the season.



Festus Ezeli

A.J. Ogilvy

Jeffery Taylor

Steve Tchiengang

Sophomore center A.J. Ogilvy was a unanimous selection to the Preseason All-SEC First Team by SEC coaches, and freshmen Taylor, Tchiengang, and Ezeli are already making significant contributions to the team’s success.

Vanderbilt’s increase in international players follows a national trend in college athletics. According to the NCAA, there were a record 423 players from outside the United States on the 330 NCAA Division I men’s basketball rosters in the 2006/2007 season.

“The basketball world, in general, has gotten smaller,” says Stallings. “On the pro level, international players have come

and performed well, and that has trickled down to colleges and high schools.”

According to Stallings, Vanderbilt recruiting strategy is still a matter of finding the right student-athletes for the team.

We don’t specifically seek out international players. We look for the right scholar-athlete mold, who are responsible with their academics and who fit our need on the basketball court. It just so happens that they come from all over the world.

Of the four international players, only A.J. Ogilvy was recruited outside the U.S.; a fairly common trend among international players is to come to the U.S. for the high school basketball experience. While their stories are different, all four international players chose Vanderbilt over several other high-profile basketball programs. Now here, they are quickly adjusting to the complex life of an international student-athlete.

Ezeli grew up about four hours from the Atlantic port of Lagos in Nigeria, but moved to Sacramento, CA at the age of 15. After his sophomore year in high school in Sacramento, Ezeli decided to play basketball with the Amateur Athletic Union (AAU). By 2004 he was averaging ten points, eleven rebounds and three blocks per game.

“I was recruited by a couple schools through playing AAU ball for the Sacramento Pharaohs, but decided to come to Vanderbilt because of the academics,” he says.

Vanderbilt’s combination of academics and athletics is also what attracted Sweden’s Jeffrey Taylor. Taylor, whose father played basketball professionally in Sweden, played two years in New Mexico before coming to Vanderbilt.

“I like the integrated model of athletics and academics in the U.S., which is different than Sweden where club teams exist outside of school, so there is not as much incentive to keep up with your academics.”

The combination at Vanderbilt has proven to be a good match for Taylor so far, and while he remarks that “the academics are tough here,” he adds that it’s been a really welcoming place for student-athletes.

“I really like the campus setup—it’s pretty, the people are really nice, and the whole college atmosphere, especially when we’re playing in the gym, is a lot of fun.”

A.J. Ogilvy grew up playing at the Australian Institute of Sport, a sports training institute in Canberra. As a child, he played mostly against older kids, his younger peers being more interested in the more popular national sports of rugby and cricket.

Ogilvy noted there has been something of an adjustment to the American-style of basketball. “The speed of the game is much

faster here in the U.S. and athleticism is at a much higher level.” Those that have seen him play say that Ogilvy is making the adjustment quite well.

Transitioning to the United States, however, is certainly not without its challenges. “The hardest aspect of being an international student is the distance. It’s tough to not be able to see family and friends regularly. It’s challenging getting back to Australia over breaks, but I try to keep in touch as much as possible.” Nonetheless, Ogilvy says that “the U.S. college atmosphere lives up to many of the expectations I had, mainly from movies I saw back in Australia.”

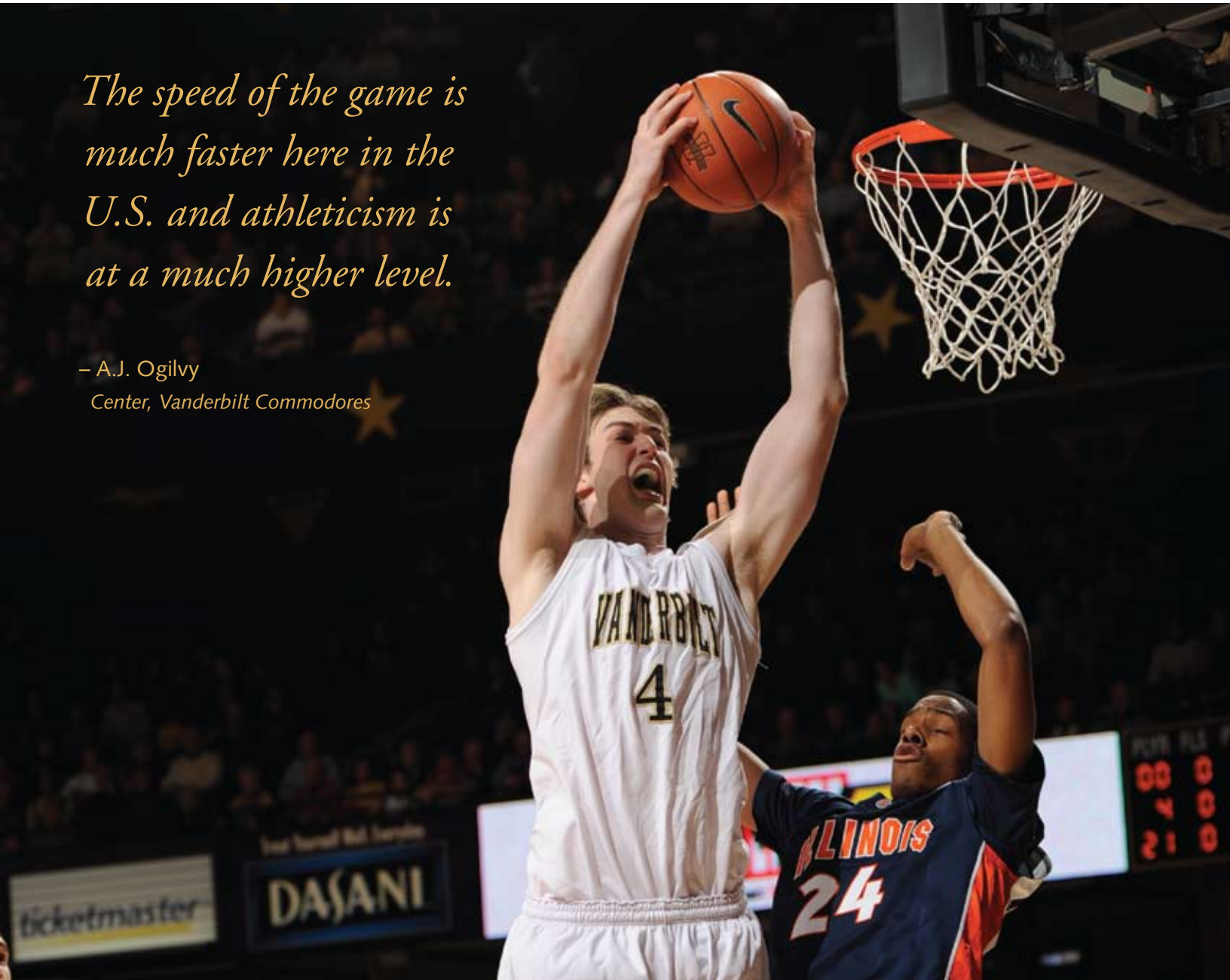
Steve Tchiengang, the 6-foot-8, 215-pound power forward got his introduction to U.S. basketball at the NBA’s Basketball Without Borders Africa in 2004. The camp brings together the top 100 young players from more than 20 African countries for basketball training from NBA players, coaches, and scouts.

Tchiengang says that while basketball is gaining some interest

The speed of the game is much faster here in the U.S. and athleticism is at a much higher level.

– A.J. Ogilvy

Center, Vanderbilt Commodores





Not only are they good basketball players, they are fine young men. As a coach, I value the fact that they provide a different perspective on life and culture as a result of their diverse backgrounds. This diversity of ideas and beliefs aids in the educational process of all the players.

However, the international influx also comes with its challenges. Strict NCAA rules pose challenges for international player eligibility. Many times players coming from overseas have experience in club programs, which sometimes blurs the line between amateurism and professionalism. This academic year, the NCAA implemented a stricter definition of amateurism and more serious penalties for schools that violate the rules.

According to the NCAA, of 50 cases in which incoming basketball athletes were found to have violated amateurism guidelines in some way, 46 of them involved foreign athletes. These questions do not often have simple answers, and the questions are being asked more often as increased numbers of international student athletes come to the United States.

Tchiengang had to sit out the first six games of the season due to a NCAA ruling regarding benefits he received when staying with his host family in Houston during high school.

Yet, while international recruits pose additional challenges, Stallings sees no end to international recruiting. “Despite the regulations and the occasional language/culture barriers, the pluses are much greater than the minuses.”

So what do these young men see in their future?

“Well, it’s too soon to tell,” said Tchiengang, “but I plan to finish my education and take advantage of the many opportunities that Vanderbilt offers me. I’m very appreciative of the chance at a great education, and I would like to help provide for and support my family after college.”

For Ezeli, he said that “the university experience, so far, has exceeded my expectations, and I’m just happy to have found a family in the basketball team and the community that supports us.”



The Vanderbilt basketball team is one of the most geographically diverse in the NCAA with players from four foreign countries.

in Cameroon, “soccer, handball, and volleyball are the only sanctioned sports in school, so it’s not as common.”

In addition, playing basketball in Cameroon differs from the typical experience in the U.S. “No one plays in a gym or in an organized way. People play outside sometimes with soccer balls and often on dirt.”

For Tchiengang, who spoke no English when he arrived in the U.S., the transition to university life has been a matter of adjusting. “I stick out a little bit, being so tall and with an accent, but I’ve made friends here. It’s easy to socialize at Vanderbilt.”

“The people at Cypress (in Houston) were very welcoming, which really helped me adjust, but Vanderbilt is bigger, different, and there are many people with different beliefs and value systems.”

For Coach Stallings, this sharing of cultures and beliefs is invaluable to his international team.

INTERNATIONAL LAW

*A Mastery of Legal Issues
Attracts the World's Best
and Brightest*

by AISHA MCWEAY

“Access, access, access,” says Fulbright scholar and LL.M. student Sheena Shukkur, when asked the biggest differences between the classrooms of her home institution, University of Kerala, and Vanderbilt. “Here, students get to gain real legal experience through clinical legal education, and I would like to see that implemented in India.”

Vanderbilt Law School's LL.M. (Master of Laws, an internationally recognized postgraduate law degree) program attracts some of the best and brightest minds from all over the world, including Shukkur and fellow Fulbright scholar Rafael Ernesto Romero Moreno. Students and faculty point to notable characteristics of the program, such as its small size and thesis-track option, as elements that advance Vanderbilt's reputation, at home and abroad.

“What truly sets Vanderbilt apart from other leading American law schools is the premium we place on faculty supervision and accessibility,” Vanderbilt Law School Dean Edward Rubin says. “And, because of its small size and selectivity, our LL.M. program offers a wealth of advantages.”

Many of the program's matriculants already have successful careers in their home countries before coming to Vanderbilt. The school's LL.M. Class of 2009 has 30 students from 16 nations, and members of the class include Fulbright Scholars, law professors, a public prosecutor, government ministry professionals, and attorneys affiliated with private firms and corporations, as well as a member of the NATO forces in Kosovo, a member of the Norwegian national show jumping team, and a member of the German Military National Field Hockey Team.



ANDREW JOCE

Cynthia Coleman, Associate Director of Law School Admissions and International Services, who has been personally involved with each LL.M. candidate from the programs inception says, “It has been rewarding to watch the LL.M. program grow from our first class of 5 students in 2001 to our current group of 30 students. It is even more rewarding to see how much these international students appreciate their experiences at Vanderbilt and life in Nashville.”

Fulbright scholars Shukkur and Moreno point to the international reputation of Vanderbilt Law as a prominent factor in the final decision to call Music City “home.” As head of the department of law at the University of Kerala in India, Shukkur said she was mostly attracted to the diversity of the legal coursework as well as the student body. “Here, the students in my seminar class are very interested in my experience and how it applies to the topic of discussion,” says Shukkur.

Similarly, Moreno's home institution in Nicaragua has an eye towards diversity in analyzing other, possibly better, legal systems around the globe. Both have plans to return to their home countries to serve as professors and deem the LL.M. an important tool in bringing a more diverse curriculum and understanding to their future students.

Of course, their decision to attend Van-

derbilt has been met with challenges that many domestic students already are familiar with and understand. Unlike a majority of law students, Shukkur and Moreno were not previously exposed to the on-the-spot learning process known, and often dreaded, by law students as the Socratic method.

“Beyond the Socratic method, analyzing the application of the law on a case-by-case basis instead of the theory of law is definitely different,” says Moreno. Indeed, both Moreno and Shukkur acknowledged the remarkable difference of a legal education where the resources and infrastructure are so well established.

One of the most positive aspects, the thesis-track option of the LL.M. program allows both Shukkur and Moreno to enroll in a diverse course schedule while focusing on a particular area in which they would like to develop or expand expertise. The program's limited enrollment allows for greater opportunity to develop mentoring relationships with professors as well as the ability to interact with other LL.M. students.

“The international law students were most welcoming to me and the size of the program allows for us to get together socially, which makes things easier,” says Moreno. “I do enjoy the fact that people smile here when they walk by you, maybe you can count that as the biggest difference.”

For more information on the LL.M. program, visit law.vanderbilt.edu/prospective-students/llm-program-/index.aspx

Tennessee Conference for International Leadership (TN-CIL)

■ The Tennessee Conference for International Leadership was held from October 10–12, 2008, at Hillmont Camp in White Bluff, Tennessee. The annual conference brings together international undergraduate and returning, study-abroad student leaders from campuses throughout Ten-



Tennessee Conference of International Leadership participants represented several of the state's universities and colleges.

nessee. This year, Vanderbilt University, University of Tennessee at Knoxville, University of Tennessee at Chattanooga, Rhodes College, Maryville College, University of Memphis, Carson-Newman College, Pellissippi State Technical College, and Roane State Community College sent delegations for a weekend of cross-cultural engagement. Students heard from speakers, participated in leadership building sessions, engaged in social activities, improved cross-cultural communication skills, and volunteered at the Germantown Oktoberfest Street Festival in East Nashville. Many students cited the keynote presentation from Vanderbilt's Owen School of Management's Project Pyramid leader Ryan Igleheart as a highlight of the conference. This year's conference proved to be a success with approximately 40 students in attendance, and these students returned to their home colleges or universities equipped with skills to further engage and lead their peers in international discourse.

Sarah Schlachter contributed to this article. For more information on the Tennessee Conference for International Leadership (TN-CIL), visit www.vanderbilt.edu/iss/TNCIL.html

Japan Honors Dr. James Auer, Director of the Center for U.S.-Japan Studies and Cooperation at Vanderbilt University

■ On November 3, 2008, the government of Japan officially announced that Dr. James E. Auer was to be honored with a prestigious decoration, the Order of the Rising Sun, Gold Rays with Neck Ribbon, in recognition of his outstanding contributions to the mutual understanding and friendship between Japan and the United States. The decoration is conferred by His Majesty the Emperor of Japan. The Order of the Rising Sun was established in 1875 as the first national decoration awarded by the Japanese government. The decoration is bestowed upon individuals who have made significant contributions to positive relations between Japan and other countries. Auer is recognized primarily for his abiding dedication to the promotion of strong relations between Japan and the United States.

Auer established the Center for U.S.-Japan Studies and Cooperation at the Vanderbilt Institute for Public Policy Studies (VIPPS) in 1988. From the time of its inception, the center has facilitated public discussion of issues of mutual interest to Japan and the U.S. and has played a central role in multiple forms of cooperation between the two countries.

In response to this prestigious honor, Auer said, "I am deeply honored to receive the Order of the Rising Sun, Gold Rays



Dr. James Auer and family

with Neck Ribbon, from the Emperor of Japan. Mr. Ed Nelson, member of the Vanderbilt Board of Trust, was the strongest advocate of a U.S.-Japan Center at Vanderbilt University and Dr. Cliff Russell, director of the Vanderbilt Institute for Public Policy Studies (VIPPS), stepped forward to invite the establishment of the Center for U.S.-Japan Studies and Cooperation at VIPPS. They, the more than 100 Japanese research fellows who have studied at VIPPS and my assistant, Mrs. Michiko Petersen, are the reasons the center has flourished and that I have received this high honor from the government of Japan."

For more information on the Consulate-General of Japan in Nashville, visit www.nashville.us.emb-japan.go.jp

Diwali

■ In November, the International Student and Scholar Services Office, Global Education Office, and Vanderbilt International Office sponsored International Education Week (IEW), a time set aside each year to celebrate the benefits of international



Diwali performance by Vanderbilt students

education and exchange worldwide. IEW, a joint initiative by the U.S. Departments of State and Education, hosted numerous activities at Vanderbilt, such as cultural films, a world bazaar at The Commons, and forums by faculty, staff, and students. The most important aspect of the week, however, showcases student initiatives and programming, such as the annual Diwali celebration.

Diwali, commonly known as the "Festival of Lights," is a major holiday for many religions practiced by South Asian peoples, including Hinduism, Sikhism, Buddhism, and Jainism. During the five-day festivities of Diwali, which occur annually in October or November, lamps, or "diyas," are lighted to symbolize the victory of good over evil within an individual. Diwali has now come to be considered a national festival of India and is celebrated globally with great festivity, such as dancing, fireworks, and music, and is celebrated every year with a large cultural show on Vanderbilt's campus as well.

On Saturday, November 15, Masala-SACE at Vanderbilt presented Diwali 2008, entitled "Vanderbilt Desi," at Langford Auditorium. The show consisted of several colorful dances that represented the various states and traditions of South Asia as well as Spoken Word, a fashion show of traditional South Asian attire, and singing, all performed by Vanderbilt students. The show was preceded by a catered, Indian dinner buffet on Library Lawn. Diwali represented a taste of the dances, rhythms, fashion, and food in a vivid showcase of South Asian culture.

Sheena Walia contributed to this article. For more information on Diwali, visit www.vanderbilt.edu/leadership/diwali.html. To learn more about International Education Week, visit www.iew.state.gov

Vanderbilt International Office Hosts University Delegations

■ Delegation visits from universities worldwide to the Vanderbilt campus opens doors for numerous opportunities for collaboration and accelerates the pace at which those collaborations can take shape. Most

recently, professors from Pontificia Universidad Católica visited with members of the political science department to explore graduate and student exchange possibilities for VU students to live and study in Santiago, Chile, as well as the possibility of editorial collaboration with the *Journal of Politics*. The ability to speak face-to-face with colleagues that normally live and work thousands of miles away allows decisions to be made and action taken that would normally be several months in the making. Visitors from the University of Melbourne sought to gain a deeper understanding of current projects between the two universities and gain an understanding of the structure of VU.



Assistant Provost for International Affairs, Joel Harrington, and delegation from Vietnam National University

In recent months, Vanderbilt International Office (VIO) hosted visitors and delegations from numerous other universities, including Humboldt University (Germany), Vietnam National University, Queens University Belfast (Ireland), University of Warwick (England), and Utrecht University (the Netherlands). Leaders from these universities visited administrators and faculty across schools to discuss research linkages, student exchange opportunities, and best practices.

Iraqi Education Initiative

■ In January 2009, at the invitation of Iraqi Prime Minister Nuri al-Maliki, some 250 American colleges and universities were asked to participate in student recruitment fairs in Baghdad and the city of Sulaymaniyah to encourage Iraqi students to apply for admission to overseas institutions. Part of the new Iraqi education reform system



Professor Katherine Carroll meets with several Iraqi students and their families.

includes providing 10,000 Iraqi undergraduate and graduate students with scholarships over the next five years to enroll in institutions abroad.

Vanderbilt was one of the 24 American institutions that accepted the invitation and was able to be a part of this exciting education initiative. Katherine Carroll, Professor of Political Science, graciously acted as the Vanderbilt admissions representative at the event where some 300 prospective Iraqi students attended. Carroll is a member of the human-terrain team of the U.S. Army and has been on leave from Vanderbilt for almost a year while stationed in Iraq.

Carroll answered questions from prospective students and provided them with printed materials about Vanderbilt. Carroll remarked on the eagerness of the Iraqi students she spoke with, "The students I met feel like they've fallen way behind and are dying to learn and to be part of the world." Carroll knows firsthand all the hard work that the U.S. Army has done to improve the lives of Iraqis and once the army leaves she feels that, "someone needs to step up to the plate next, and I think American universities should lead the way."

Vanderbilt has a strong commitment to diversifying its student body which includes increased global recruitment efforts and admitting the top academically talented and engaged international students. Therefore, Vanderbilt continues to participate in opportunities such as the one in Iraq to reach potential students all over the globe.

For more information on Vanderbilt Admissions, visit www.vanderbilt.edu/admissions

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Vanderbilt International A publication of the Vanderbilt International Office



Gustavo de Peña, '09, captured this moment during the annual celebration of San Benedito in Apericida, Brazil, part of his study abroad experience during the spring of 2008. Other student photos, including our cover photo and GEO Photo Contest winners, are featured throughout this issue of **Vanderbilt International**.