

Vanderbilt International

VOL. 1, NUMBER 1, FALL 2008

A publication of the Vanderbilt International Office

VISAGE in Nicaragua



VANDERBILT
UNIVERSITY



inside

- Vanderbilt telescopes in **South Africa**
- Undergraduates study and serve in **Australia**
- Health clinics in **Mozambique**

Health clinics in Mozambique, a Peabody partnership with China's premier education university, business students teaching about micro lending in India, Vanderbilt telescopes in South Africa, undergraduate study and service in Nicaragua... These are just a few of Vanderbilt's international footprints that you'll read about in the premier issue of *Vanderbilt International*.

Inside you'll find stories of individuals from the Vanderbilt community, each representing a unique bridge between our campus and the world. Through their international experiences and perspectives, you'll discover more about Vanderbilt's ever broadening relationships outside the boundaries of the United States as well as the world's presence in our classrooms and laboratories.

The diverse global connections and activities of Vanderbilt's faculty, students, and alumni are certainly not news in the strict sense; we have been a "global university" for quite a while. International scholarly networks date back to the university's very origins, with Chancellor James Kirkland and several of his newly recruited professors all products of German doctoral programs. One of Vanderbilt's first alumni (class of 1886) was the Chinese missionary and businessman Charlie Soong, most celebrated for his five children, including the influential wives of political leaders Sun Yat-sen and Chiang Kai-shek. For just as long, many undergraduates and graduate students have traveled throughout the world for study, research, and service.

During the last decade, though, these international connections at Vanderbilt have both intensified and grown in number. For those of us directly involved, the panoply of projects and accomplishments is both exhilarating and dizzying in scope. Our aim with this publication is to provide a snapshot of these activities. If you are interested in a more systematic overview of the international programs and projects at Vanderbilt, I encourage you to visit the Vanderbilt International Office's Web site at www.vanderbilt.edu/vio.

One new initiative—the Core Partner strategy—has sent me to several top universities around the world on behalf of Vanderbilt. Over the past two years as a member of delegations including our chancellor and other university colleagues, I have witnessed how a few selective alliances with peer institutions abroad can reap great rewards for our students and faculty members. A feature story in this edition of *Vanderbilt International* provides insight on building an international research collaboration, in this instance involving physicists and astronomers at Vanderbilt and the University of Cape Town.

In this issue we also learn about VISAGE (Vanderbilt Initiative for Scholarship and Global Engagement), a truly innovative undergraduate program that combines classroom learning, service, and individual research as well as several weeks of experiential learning at a foreign site. Strong partnerships are pivotal to this program, as they are in the visionary network of clinics in Mozambique being set up by Vanderbilt's Institute of Global Health (founded on page 18). We will also meet Philip Alier '85, and Ariel Xinyue Liang '11, both members of Vanderbilt's rapidly growing cohort of international students.



I hope that you will enjoy discovering the international activities we have highlighted. We welcome your questions and suggestions for future issues; please write me at vio@vanderbilt.edu.

Joel F. Harrington
Assistant Provost for International Affairs

Vanderbilt International

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COVER: Vanderbilt student Christine Orłowski, '09,
working with children in Managua, Nicaragua.
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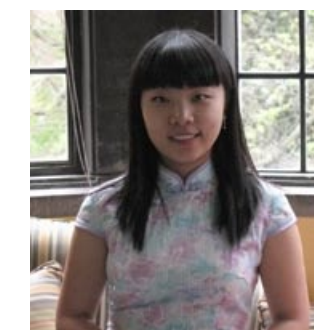
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THE VISION OF

EDITOR'S NOTE:

This is the first of a two-part series on VISAGE (Vanderbilt Initiative for Scholarship and Global Engagement). Part 1 interviews were conducted in the spring of 2008, prior to summer departure. Look for Part 2, highlighting the 2008 summer abroad, in the Spring 2009 edition of *Vanderbilt International*.

VISAGE

by ANDREW MOE

“I have 24 cupcakes here,”

Professor Gene LeBoeuf explains to the 35 students seated in front of him. “Should we divide these up by population? Or possibly Gross National Income?” LeBoeuf flashes up a slide showing the brutal truth to the students seated at assigned tables with a randomly selected continent listed.

A few young women assembled at the Asia table immediately start to discuss their share based on population, their eyes growing wider at the sight of the sweets. “I’ll give Asia eight,” the engineering professor says, deciding to split the coveted desserts by regional income levels.

“I want the icing,” a young woman chimes in, realizing she sits at the Africa table with seven other students. Africa, the poorest continent represented, only receives one cupcake.

Another young woman whispers in hushed tones, almost in disbelief, “Are you serious?” It’s clear she thinks the professor was joking. To her and others, this way of dividing the treats raises questions of fairness and equity.

“I think we should split them up alphabetically,” another student says. The class erupts in laughter, a lighter moment during an otherwise thought-provoking discussion about sustainable economic development.

And unlike real life where it takes much more than an additional trip to the bakery to solve the global inequities experienced in developing nations, the professor slyly pulls out a hidden box of cupcakes to appease the hungry students.

This scene is a part of a final series of joint-class sessions of the Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE), Vanderbilt’s unique yearlong program that involves a study abroad experience bookended by two semesters of academic exploration, civic engagement, and critical reflection.

In 2006, Professor Joel Harrington, Assistant Provost for International Affairs, charged an interdisciplinary committee of faculty, staff, and students with exploring ways in which students might be exposed to themes of global citizenship through experiential education at home and abroad. The steering committee, chaired by Marshall

Eakin, Professor of History, spent an entire academic year discussing and developing program structure, curriculum, and potential sites.

Marie Martin, Assistant Director of the Global Education Office, began assembling faculty and staff in the summer of 2007 to explore the program’s learning objectives and outcomes. Program leaders selected Managua, Nicaragua; Melbourne, Australia; and Cape Town, South Africa as the three sites for the inaugural year. Subsequently, they spent hours and months preparing for the three semesters in sessions facilitated by Allison Pingree, Director of the Center for Teaching.

In November, students were recruited and hand-selected based on their desire to make a difference globally. “The best part about VIS-



AGE is designing and developing a program that meets a real need. Our students have told us that this program is the kind of program that they’ve been looking for but have never found,” Martin explains.

Students, staff, and faculty members spent the spring semester in the classroom preparing for the experience abroad and in the early summer, participants departed for four to five weeks to work directly with the communities abroad.

“VISAGE,” Martin says, “draws on a long-established tradition of experiential- and service-learning at Vanderbilt, the birthplace of Alternative Spring Break. It also builds upon previous international service programs such as the Kampala Project, Project Pyramid, and various Human and Organizational Development field schools at Peabody.”

Upon their return to Vanderbilt this fall, students will take part in what Harrington calls the “truly unique component of the program,” namely, a semester-long seminar involving further research and discussion. Students are also encouraged to utilize their experience in the classroom and abroad to tackle real-world issues in the Nashville community by engaging in service opportunities.



VISAGE IN SOUTH AFRICA

Growing up minutes from our nation's capital, Michael Sponseller, '09, was often exposed to issues of international policy, fueling his interest in economic and sustainable development. His knowledge and concern for global affairs becomes quite clear in the VISAGE class, where Sponseller articulately discusses the concepts of economic growth and resource exploitation.

The Human and Organizational Development and Economics double major sees VISAGE as the intersection of his dual academic track. He believes that economics is fundamental to finding a solution to the problems faced by the developing world, an area of foreign policy he is learning more about in the International Leadership and Development track at Peabody.

"VISAGE will give me an in-depth, real-life look at issues of economic development and democratic leadership in a context not available in my classes here in Nashville," Sponseller says. "It expands the realm of consciousness of those involved."

VISAGE is a social need.

We should expose students to people and situations around the world.

Sponseller and 16 other students are spending a month in Cape Town, South Africa, experiencing first-hand issues of economic development, education, and social cohesion in a country still reeling from decades of legalized racial segregation. "Students are going to see co-function within the same society. They will witness extraordinary wealth and progress as well as absolute desperation," Dr. Brian Heuser explains. Heuser, a lecturer at Peabody College, leads the South Africa delegation.

While in Cape Town, students are participating in weekly lectures by local community leaders, scholars, and government officials. They are staying at the nation's oldest postsecondary institution, the University of Cape Town, also one of Vanderbilt's international partners. There, the students are working with the Student's Health and Welfare Centres Organization (SHAWCO), a long-established nonprofit that provides services and housing to township communities.

In Manenberg, a small township outside of Cape Town, students are working with children to develop English-language skills and provide unemployed women with computer literacy workshops.

Community service, Sponseller believes, is key to the VISAGE experience, for both him and those abroad. "Given the vital importance of education in fostering a functional, democratic society," Sponseller explains, "I see our service role there as not only integral to our experience with the program, but also as contributing to the well-being of these communities."



VISAGE IN AUSTRALIA

Raised on the Borneo Islands of Malaysia, mechanical engineering student Hanum Jumastapha, '09, never realized what it means to be a global citizen. Despite her parents attending graduate school in the United States, Jumastapha lived a life largely without worry or concern for international affairs.

Getting out of her comfort zone, Jumastapha explains, is exactly why she applied to be part of VISAGE. "I am used to doing math and calculations as an engineering student," she says. "I don't really think about issues pertaining to global citizenship." Jumastapha is spending four weeks in Melbourne, Australia, learning about water resource management and development in a global context. Professor Gene LeBeouf, a civil and environmental engineering faculty member in the School of Engineering, is leading Jumastapha and seven other students in their quests.

The Melbourne program focuses on the important role of adequate and renewable water resources for continual economic development. While in Australia, participants are partnering with the Australia Centre at the University of Melbourne, a Core Partner institution with Vanderbilt. Community leaders and nonprofit agency managers discuss with students ways in which societies and nations can create sustainable methods to harness energy development.

Jumastapha cites the hands-on experience of VISAGE as a means to explore her academic and career goals, noting she's not entirely sure what she wants to do in the future. "There is a certain excitement and fascination to work with an open-ended problem," she says. "It is very unlike homework problems that we solve in the classroom for a grade."

Reflecting on the overall impact of VISAGE on the communities in which the students engage, the engineering senior has an inspiring take on international education.

"VISAGE is a social need. We should expose students to people and situations around the world," Jumastapha explains. "We need this experience to give students a push to pursue global knowledge."





VISAGE IN NICARAGUA

“VISAGE offers a perfect combination of my interest in the Hispanic culture’s history and my passion to help others,” arts and science student Annelise Freyman, ’10, explains. Acutely interested in Spanish, Freyman is traveling to Managua, Nicaragua with eight other students from Vanderbilt this summer.

Freyman is no stranger to Spanish-speaking cultures. She spent the summer of 2007 and spring break of 2008 volunteering in Costa Rica. For the break, she designed and led a service-oriented spring break trip for her peers.

Freyman and others will join Marshall Eakin, professor of history, to engage in scholarship, fellowship, and service. Students will work side-by-side with Vanderbilt alums in three neighborhoods

One of the program’s strengths is that students are able to come back and integrate their experience in their academic plans.

of Managua, Nicaragua’s capital city, helping Manna Project International, an organization started by Vanderbilt students four years ago to empower young people to serve communities abroad.

In one of the poorest countries in the Americas, students are spending four weeks helping out in a health care clinic and community centers, working with adult literacy programs, and assisting with sports programs and creative arts classes for young children. There, program leaders suggest, they will see poverty and social injustices first hand.

The service-learning orientation of VISAGE was a main draw for Freyman and others to the program. “Learning and studying coursework is a valuable asset, but applying that knowledge and actually taking action on the topics that we study offers a new level of understanding,” Freyman explains.

Certainly, Freyman will have gained priceless opportunities to apply what she learns to her Spanish major. “I think one of the program’s strengths,” Marie Martin says, “is that students are able to come back and integrate their experience in their academic plans.” Freyman cites the bilingual nature of her VISAGE site as a means to improve her fluency in Spanish, in addition to the cultural immersion she will experience. To be sure, Freyman hopes to continue similar service activities in the Nashville community. She also intends to start living more environmentally friendly, a topic she learned about during a joint session of VISAGE.

As for her future? Freyman’s not entirely sure, but she’s getting another opportunity to think things over. This fall, the Vanderbilt junior is again venturing overseas to study—this time, to Argentina.

Although uncertain about her ultimate career choice, Freyman is convinced that her summer experience will enhance her understanding and realization of social justice issues in the Central American nation. Freyman concludes, “I hope to continue spreading awareness about global issues that affect so many people. Having a global perspective serves as a real advantage in all facets of life.”



VISAGE UP CLOSE

“I have yet to have a class at Vanderbilt that has the kind of dynamic that has been created here,” Peabody College lecturer Brian Heuser enthuses. “Our cohort of students is racially diverse, ideologically diverse, diverse in world views, and diverse in their commitment to different issues.”

Indeed, VISAGE is made up of first- through third-year students from different undergraduate schools and colleges on campus, representing a myriad of backgrounds, international experiences, and majors.

The program is supported by the Vanderbilt International Office, program fees paid by student participants, and generous donations by community members. As the program expands, however, external funding will become increasingly important, Heuser says.

“The challenge now,” Heuser explains, “is to find the resources because the program is resource-dependent. This experience is transformative for students, but it’s not cheap.” On average, students pay \$2,750, in addition to tuition, for their trip abroad.

Marie Martin and other program leaders say they are fortunate to have the generosity of donors, including Vanderbilt Law School alum Ed Nichols and his wife, Janice. The Nichols donated scholarships to meritorious VISAGE students who demonstrate financial need. Program leaders hope that others will follow the Nichols’ example.

Despite the cost of the program, and the time necessary to complete the modules, students like Sponseller, Freyman, and Jumastapha all agree on the need for a program like VISAGE. “Vanderbilt’s social

Undergraduates studying abroad in 2006–2007:	573
Undergraduates studying abroad in 2007–2008:	718
Undergraduates studying abroad in fall 2008:	219
Number of Vanderbilt-approved programs:	100+
Number of countries represented:	27

New Study Abroad Programs for 2008:

Dakar (Senegal), Hebrew University of Jerusalem (Israel), Georgia Tech Lorraine (France), Stockholm University (Sweden), Stellenbosch (South Africa), Boston University Engineering (Mexico & Germany), Barcelona (Spain)

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

responsibility is to incorporate this type of program into the curriculum so that the rest of society can follow its lead,” Freyman says. Heuser agrees, noting similar paths at peer institutions. “Other schools and universities are looking at VISAGE as a model. They see the program as a leading program in global education.”

Jumastapha concludes by reflecting on her role in scholarship and engagement at home and abroad. “We all have a responsibility towards alleviating local and global inequality while avoiding actions that can harm the human race and the environment,” she says. “We are, after all, citizens of the world.”

To find out more about VISAGE and read student blogs, visit www.vanderbilt.edu/geo/visage.html Applications are due November 3, 2008.

Raising the BAR

One Man's Global Pursuit of Justice

by WHITNEY WEEKS

Born in Uganda, raised in both Uganda and Kenya, and educated in the United States and the United Kingdom, Phillip Aliker has a unique perspective on and experience with culture, place and obligation. His connection to Uganda and to East Africa runs deep. And his ability and determination to make a significant difference in the lives of people living a continent away is due, in part, he says, to time spent at Vanderbilt University.

Aliker lived in Uganda with his family until the age of nine, when, in 1971, political and civil unrest forced his family to move first to Kenya and then, after his graduation from Vanderbilt, to England. An influential man by station and by political involvement, his father had his life threatened more than once, and the lives of both family friends and relatives were lost to politically motivated murders over the subsequent two decades.

"It was an extraordinarily traumatic time as a young person, and it had a profound effect on my outlook on life," Aliker says. "It made me want to succeed. And in order to do so, I had to learn to inculcate new values and new rules and survive on my own merit."

Today, Aliker and his family live in England. He is a barrister at law, and his wife, Susannah Thorpe Aliker, is the managing director at Credit Suisse for new business for Europe, the Middle East and Africa. Together they have four daughters—Camille,

Juliette, Lucy, and Eloise—ranging in age from fourteen years to eighteen-month-old twins. By all accounts personally and professionally successful, Aliker continues to work doggedly on behalf of the citizens of East Africa through both legal and human rights work. His commitment to East Africa informs his work and civic involvements now, just as it influenced his academic and professional choices years ago.

Intent on becoming a lawyer since the age of six, he studied political science at Vanderbilt. International study was a familiar venture in the Aliker family, as Phillip's father had earned his own undergraduate degree and a degree in dentistry from Northwestern University while a Fulbright Scholar. Phillip's mother, an African-American whom his father met and fell in love with while at Northwestern, also made certain her son was familiar with colleges and universities in the United States when the time came for post-secondary study.

After earning his undergraduate degree from Vanderbilt, he briefly considered staying to pursue a graduate degree. He ultimately decided to return to England to earn his J.D. from the University of Leeds so that he would be best prepared to practice law in either Uganda or Kenya, both of whose legal systems are largely based on British law.

"I always believed I was going back to East Africa," Aliker says. "My intention was to go back to Uganda after graduating,

but the country was still pretty unsettled and so that wasn't a realistic option in terms of a legal career. Kenya was [a realistic option] because my parents were there, but the country wouldn't admit me to practice because I wasn't a Kenyan citizen."

With plans for legal work in East Africa stymied on two fronts, he began practicing law within the United Kingdom. With each passing year, the possibility of relocating to either Uganda or Kenya seemed increasingly remote. Finally, he committed to a successful practice in London and turned his attentions to making contributions to East Africa in other ways.

"That decision was one I took with a great deal of difficulty and remorse. I wanted to go back to my own society and make a contribution," he says of that time. "I think everybody has aspirations for themselves that would be actualizing. Making a contribution through the law, helping a developing, emerging society is something I wanted to achieve."

Today Aliker makes his contributions in other ways, in part because of a shrinking global community. With the world becoming, as he puts it, "a frighteningly smaller place," the interaction between people in different countries and the level of international mobility, allows him to become intimately and actively involved in the areas of legal work, commercial justice, human rights, and judicial capacity building in East Africa.

In addition to the experiences of his childhood that shaped his

Personal Expressions

By PHILLIP ALIKER

Some years ago I appeared before this very stuffy old judge—in the way that only a bewigged English judge could be—on an application of some kind. Whilst making my oral argument, I used the phrase "there are two alternatives." At this point the judge fixed me with a rather disdainful gaze—in the way that only an English Oxford-educated Judge might—and His Lordship retorted, "There could not be two alternatives."

I had appreciated the mistake as I finished the sentence, so I immediately shot back, "I am sorry, my Lord, for the redundant use of the word 'two'." The Judge shot back with the words "Not 'two' but 'alternative'." However, His Lordship, quickly appreciating that either word was superfluous in the context in which I had used it, the look of disdain rapidly metamorphosed into a look of awkward satisfaction.

At that point I had every reason to believe that I had won. To conceal His Lordship's embarrassment, the Judge declared, to the packed court and to the immense satisfaction of my client who was grinning from ear to ear, "Mr. Aliker, you are lucky that you are well educated."

As I sat down in the ancient oak pew at the bar, I tipped my horse hair wig backwards to feel the full force of the judicial eye of approval on my face, and I thought, "Thank the Lord for Vanderbilt English 101."

Needless to say, I did win. It is curious how one remembers the little things.



"I always believed I was going back to East Africa," says Phillip Aliker, BA '85. Although now living in England as a barrister at law, Aliker relishes in the prospect of being a judge in Uganda. "If the opportunity ever arose to assume a judicial appointment, I'd grab it with both hands."

personal commitment to the region, inevitably his years at Vanderbilt play a significant part too. Though he had traveled extensively—both internationally and within the United States—before attending the university, Aliker says while it is one thing to travel, there is a significant difference when one resides and immerses one's self in a foreign culture and tries to become settled.

“One of the most valuable forms of education anyone can have is living in another country,” he says. “The obvious benefit is that you learn about another culture, another people. But more importantly, it challenges you about the things you believe and the things you do. I think that when you've been challenged in this way

once, you're much more open to experiences everywhere. It whets your appetite for travel, and as you travel, you become aware of the problems, perceptions, and beliefs of other people.”

These days, he travels regularly to all parts of the African continent, and regularly welcomes guests from East Africa to London. Additionally, with a fairly recent emphasis on alternative dispute resolution in Uganda, mediation provides the framework for a new approach to the resolution of commercial cases in a way that can benefit very much from Aliker's legal expertise without requiring his permanent residency.

Beyond travel and personal relationships with all manner of East African government and civic representatives, Aliker is active in a number of programs and organizations that train and mentor young African lawyers and address important social issues and economic issues within Africa.

Through his work with International Lawyers for Africa, which provides experience and training in international law to top Afri-



KLAAS LINGBEK-VAN KRANEN

One of the most valuable forms of education anyone can have is living in another country. The obvious benefit is that you learn about another culture, another people. But more importantly, it challenges you about the things you believe and the things you do.

responsible for Aliker's family departing from their home. He remembers distinctly the abduction and murder of the Chief Justice from the High Court of Uganda by Amin's soldiers. Hearing of that murder made him realize “the rule of law in Uganda was dead.” Aliker is determined that it should remain resurrected and consolidated for all time.

In addition to his other work with and for the countries of East Africa, Aliker would ultimately like to work within the judiciary of Uganda. A slightly complicated prospect due to his residency in the United Kingdom, a judgeship is something he considers with a long view.

“I'm desperate to make a contribution to the law in Uganda, and I would consider it remiss of me not to make my interest quite clear. There isn't any money in it, but I care, and I want to make a contribution. I've left the matters with the authorities by making them aware that if the opportunity ever arose to assume a judicial appointment, I'd grab it with both hands.”

can lawyers, he regularly works with Ugandan attorneys completing three-month internships in London. He also works closely with the International Law Project as it conducts advocacy training in East Africa, and the Commercial Bar Association, which forms close partnerships between commercial law firms and East African governments. He is heavily involved with The Royal African Society and its work with British Parliament dealing with poverty reduction in Africa.

Despite all of these efforts, he is still ultimately interested in direct legal work in Uganda. The undiminished urge to do more stems, in no small part, from his memories of a country ruled by dictator Idi Amin, the man directly



Spoken WORDS

People Are Talking about the English Language Center Turning 30

by CAROLYN MILLER

In 1978, six Peabody graduate students enrolled in the new Center for Orientation Programs in English—otherwise known as COPE—as the first recorded class of Vanderbilt's English as a Second Language (ESL) program. Housed within then-independent George Peabody College for Teachers, the full-time study program was designed to provide graduate students, student spouses and family, and special groups with quality English instruction. Originally located in the basement of the Peabody Home Economics Building, the first COPE facilities consisted of one small classroom, an audio language lab, and a closet-sized, two-desk staff office.

From this humble beginning, the ESL program at Vanderbilt—now called the English Language Center (ELC)—grew gradually, peaking at 146 in the mid- to late-1990s and now housed in its own building on 18th Avenue South. Throughout the past 30 years of growth and development, there has been one constant figure—Lee Martin.

“At the start, the staff was me,” says Lee Martin, now Assistant Director of the English Language Center. “We hired one more teacher when we had 18 Brazilian students arrive.”

As the original COPE coordinator in 1978, Martin has a unique perspective on the program's history. Coming from more than five years' experience in teaching ESL

in the private sector, Martin was instrumental in the program's initiation. “As COPE coordinator, I was privileged to be in a position to formulate the program right from its inception,” says Martin.

According to Martin, the development of ESL at Vanderbilt may have been a reaction to ongoing developments throughout Nashville in the late 1970s. “At that time, Chancellor Alexander Heard and Nashville Mayor Richard Fulton were overseeing various aspects of a rapidly diversifying city and expanding university. The '70s and '80s saw a significant increase in Nashville's international community, and Vanderbilt played a major role,” says Martin.

As a teacher's college, Peabody seemed the natural setting for an English language instruction program, but one short year later, Peabody officially merged with Vanderbilt University and jurisdiction of the program was transferred to Vanderbilt's Office of International Services. “The merge with Vanderbilt presented an unforeseen opportunity for the COPE program, since Vanderbilt had a larger international community and provided a much more expansive need,” says Martin. COPE's reputation quickly attracted diverse students from all over the world as well as the greater Nashville community.

Throughout three decades, the ELC's mission has not changed greatly, according to Sue Barone, Director of the ELC. “Despite years of restructuring and defining programs, supporting the internationalization efforts of the university and focusing on the specific language needs of international students, scholars, faculty, and staff have



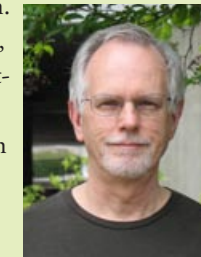
remained its constant mission,” Barone says. According to Fadh Al-Qurishah, a student from Saudi Arabia studying at the ELC, the program has made a significant impact on his English skills as well as his knowledge about cultures around the world.

“One of the most crucial experiences was that I learned about the diversity of cultures with the ELC community. Additionally, we shared the language experience with staff, faculty, and students from various countries. It is really an amazing place to participate,” says Al-Qurishah.

Martin believes the ELC inherently provides more than just language training.

“Internationals have to learn to interact in a culture, including the academic culture, that may be quite different from what they have previously known. ELC courses not only help students improve their English-language skills, they also facilitate their transition into academic study in the U.S.,” says Martin. For Al-Qurishah, this transition will take place this August, as a full-time undergraduate student at Vanderbilt.

Today, English language instruction in a higher education system is a necessary tool for students who wish to succeed at an English-speaking university. And according to Martin, “the future of internationalization at Vanderbilt promises to ensure the English Language Center's expansion, once again, in order to meet the academic community's needs for the next 30 years.”



Lee Martin

For more information on the ELC, visit www.vanderbilt.edu/ELC

Core Partner Strategy Opens Doors for Research Collaboration Across Earth and Sky

New Horizons

by WHITNEY WEEKS

Tapped because of his involvement with the undergraduate and graduate Materials Science programs and his work in the field of nanoscience, Assistant Professor of Physics James H. Dickerson found himself in Cape Town, South Africa in March 2007 as part of a delegation of fellow Vanderbilt faculty and administrators visiting the University of Cape Town (UCT).

Dickerson, a faculty member in the Department of Physics and Astronomy, returned from the trip excited about the potential for international collaboration with two members of the UCT faculty he'd just met. Creating opportunities for international partnerships was the mission of his trip, but no one could have imagined that a twenty-five minute presentation would develop into a series of joint experiments that would ultimately lead to a recent patent application and ongoing research collaborations.

The delegation, which included several members of the physics and astronomy department, former Vanderbilt Chancellor Gordon Gee, and Joel Harrington, Assistant Provost for International Affairs, had a two-fold mission. Rather than call each other partners in name only, Vanderbilt and UCT agreed to become genuine "core partners," throwing wide open the doors for possible collaborations in multiple colleges, departments, and research groups at both insti-

tutions. The other purpose of the visit was a three-day workshop that involved astronomers and physicists from both institutions discussing each other's research and exploring specific avenues for collaboration and exchange.

The idea for Vanderbilt's Core Partner strategy came to fruition a mere two years ago. The Vanderbilt International Office (VIO), guided by the recommendation of the Advisory Council for International Affairs, decided to implement the Core Partner strategy as a way to move away from the "more is better" model of international partnerships used by many of Vanderbilt's Level I research university peers. Instead of employing a broad and too often superficial definition of 'partner,' VIO developed this strategy to spur new international research collaborations, and, at the same time, deliberately and methodically form university-wide relationships with select universities in specific regions across the globe.

Already this new approach to international collaborations is increasing the ease with which collaborative agreements are entered into and is simultaneously, and equally importantly, creating a previously unknown depth of relationship between Vanderbilt and its core partner institutions. This new level of relationship brings with it benefits such as increasing the likelihood of even more university-

to-university collaborations and exchanges, and also raises awareness about the prominence of Vanderbilt within the core partner's surrounding community and geographic region.

Dickerson's experience with meeting, discussing, and eventually collaborating with two UCT colleagues is an excellent example of how the Core Partner strategy brings people together to see how connections can be made. During Dickerson's presentation on that initial trip to UCT, he spoke about research trajectories at Vanderbilt and mentioned his own work on the nanoscience of rare earth materials. That immediately resonated with David Thomas Britton and Margit Harting, both professors in the Department of Physics at UCT.

"In post-symposium briefings, we found we had a very nice cross-over of research interests," says Dickerson. "We decided to continue talking and do very preliminary types of exploration about possible collaborative efforts between our respective research groups."

During that first visit, the three professors only had a few hours in which they could discuss their shared research interests, but even in that brief time, they exchanged enough information to suspect a natural collaboration existed between their two research groups. Dickerson later returned to South Africa to follow up with these initial discussions, and both Britton and Harting have since visited Vanderbilt, resulting in a new international collaboration on novel metal-nanoparticle composites, including joint manuscript submissions and a patent application.



"This relationship of having [University of Cape Town] as a core partner...[eases] the exchange of ideas, graduate students, undergraduate students, senior faculty, and senior staff between the universities."

—Dr. James H. Dickerson, Assistant Professor of Physics

There are a lot of good universities out there, but it doesn't make sense to be too broad. Once we took into account the geographic regions, we wanted to look for universities comparable to Vanderbilt in their breadth of academic coverage as well as the quality of their offerings.

"As is well known in much of the natural sciences, collaborations can develop with faculty and scientists anywhere. For us, it was very fortuitous that things my research group can do—materials we can develop—are materials that the group in UCT was really seeking out," says Dickerson. "Because of that match, this relationship of having UCT as a Core Partner is even more greatly facilitated by the possibility of making more easy the exchange of ideas, graduate students, undergraduate students, senior faculty, senior staff between the universities by decreasing the level of existing bureaucracy."



make sense to be too broad,” says Ron Schrimpf, Advisory Council member, Professor of Electrical Engineering, and Director of the Institute for Space and Defense Electronics. “We looked for geographical diversity, and in particular we wanted to cover some of the regions where there is a lot of development happening. Once we took into account the geographic regions, we wanted to look for universities comparable to Vanderbilt in their breadth of academic coverage as well as the quality of their offerings.”

In all, three criteria must be met in order for an institution to be considered for a core partnership. It must demonstrate research prominence in areas similar to Vanderbilt. It must possess disciplinary breadth by housing at least six counterparts to Vanderbilt’s ten colleges and schools. And it must be strategically located in terms of geopolitics, economics and accessibility. In addition to meeting the

If these are going to be meaningful institutional relationships, they will take time. We’ve made great strides. Following where the collaborations lead will truly yield what we’re looking for. We’re definitely on the right path.

three criteria, a core partnership cannot be entered into unless there is a strong willingness by senior leadership at both institutions to commit the necessary resources to the success of the endeavor. From the beginning, it was agreed that pomp and circumstance without a real commitment of resources and talent would be unacceptable.

And then there’s the “V” factor. In every instance, before an invitation for becoming a core partner was extended, myriad people at Vanderbilt vetted the universities under consideration. Conversations and recommendations from the university’s deans and faculty were instrumental in creating the final list of potential partners, and in every instance of a core partnership being formed, multiple Vanderbilt collaborations and partnerships already existed.

Five core partnerships have been entered into since 2006—Fudan University (China), University of Melbourne (Australia), University of Cape Town (South Africa), Pontifical Catholic University of Chile (Chile), and University of São Paulo (Brazil). Already, all are well on their way.

Time and again, Vanderbilt faculty offer up examples of how because of a particular core partnership, they are made aware of unique collaborative opportunities. After Vanderbilt’s core partnership was announced with the University of Cape Town, Robert Scherrer, chair of Vanderbilt’s Department of Physics and Astronomy, was immediately contacted by a UCT physics professor.

“He e-mailed and said we should try to get something going,



Keivan Stassun’s collaboration with UCT to construct a robotic telescope has led to research by a Vanderbilt graduate student in South Africa last spring. A UCT graduate student will come to Vanderbilt this fall to help analyze the telescope’s data.

I knew his name from journals, but hadn’t met him before,” says Scherrer. “The core partnership provides a framework to work with particular universities that might not have existed before and spurs new collaborations—and those are always a good thing.”

Keivan Stassun, Associate Professor in the Department of Physics and Astronomy, and his UCT partners are working together on a telescope project being used to search for planets around other stars like the sun, a project whose beginning predates the core partnership announcement.

As part of Stassun’s current collaboration, a small robotic telescope was constructed in South Africa to collect data. The information gathered is physically sent to Vanderbilt for processing and analysis. Future phases of collaboration are expected to involve stu-

dent and faculty exchanges as well as the publishing of co-authored papers. Already a Vanderbilt graduate student has spent the spring semester doing research with a South African astronomer, and plans are underway for Vanderbilt to host a UCT graduate student this summer to assist in the process of analyzing the telescope’s data.

The collaborations of Dickerson and Stassun are but two examples of a range of partnering that is currently taking place between Vanderbilt’s colleges and schools and their peer entities at core partners around the world. There are five additional collaborations between UCT and Vanderbilt in various stages of development or implementation. At the University of Melbourne, Vanderbilt’s first core partner, the number of collaborations is a very encouraging twenty plus. Even greater numbers are anticipated in the coming years.

“If these are going to be meaningful institutional relationships, they will take time,” says Harrington. “We’ve made great strides in two years, but long relationships are not built overnight with a single agreement. A large number of individuals going back and forth over a period of years and following where the collaborations lead will truly yield what we’re looking for. We’re definitely on the right path.”

While that path certainly involves encouraging collaborations with core partners, VIO staff and Advisory Council for International Affairs members have been adamant that the intent of this new strategy is one that should broaden research opportunities, rather than limit them in any way. “We don’t want to constrain any of the researchers on campus,” says Schrimpf. “If there is a natural reason to collaborate with someone not on the list, they are free to do and actually encouraged to do so.”

The potential for university seed funding, a decrease in bureaucracy, and an increase in the ease of sharing of students, faculty, and materials alike makes core partners more and more appealing to Vanderbilt faculty and researchers. As the depth of relationship increases with each core partner, all individuals at collaborating institutions—regardless of research area or faculty versus administrative function—benefit.

“It goes beyond a graduate student visiting with a core partner institution for a week or two,” Dickerson says of his own experience with a core partner institution. “It allows us to have relationships develop with ease between the whole universities that otherwise would exist between single departments. Collaborations can seem like they’re happening just down the hallway when you aren’t having to deal with the hurdles that would otherwise exist working with an international institution by yourself.”

With every successful collaboration, another strengthening tie between Vanderbilt and some of the finest institutions in the world is made. These carefully identified universities are not mere partners on official-looking paper, but they are truly changing the way the international community understands and appreciates Vanderbilt.

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

VIO GRANTS PROGRAM

Getting Collaborations Started

The Vanderbilt International Office (VIO) Grants Program provides funding to a variety of international research partnerships and exchanges. With grants given in the \$4,000 to \$15,000 range, the program offers seed money that supports international collaborations in their earliest stages.

As of its one-year anniversary in March 2008, the program is already seeing success. In its very first round of awards last year, VIO received just nine applications. The program has received more than 50 applications in the months since and hopes to see those numbers continue to rise.

“This is something we are really proud of, as it demonstrates that international collaboration is on the rise at Vanderbilt,” says Melissa Smith, administrator of the program.



Melissa Smith

Two levels of grants are awarded. Category A grants of up to \$4,000 support exploratory meetings. Category B grants award up to \$15,000 to support up to one semester of work. The latter grants require matching funds from a dean or other internal source. Typically, recipients are also supported at some level by the international institution with which they are partnering.

“We hear from faculty time and again that it is a challenge to find funding to initiate new international collaborations. The VIO Grants Program meets that need, providing the seed funding necessary to get the ball rolling,” says Smith. “The hope is that these funds help the collaborators lay the groundwork to successfully apply for larger grants to sustain their research.”

As with all Vanderbilt International Office programs and initiatives, the ultimate goal of the grants program is to encourage international collaborations and exchanges and promote Vanderbilt to the international academic community. While projects with any peer institution are eligible for the grants, VIO hopes more and more collaborations will involve those institutions with which Vanderbilt shares a core partnership.

With each passing round of grants awarded, applications indicate that faculty are increasingly aware of—and interested in—the potential for well-matched work with these core partners.

For more information, visit www.vanderbilt.edu/vio and select ‘funding.’



HEALING ZAMBÉZIA

**Thinking Outside the Clinic
To Make A World of Difference**

by ANDREW MOE

Imagine a place where one physician is responsible for the care and well being of nearly 200,000 people. Where the countryside consists mostly of small villages or towns, food and money are scarce, and life expectancy does not reach 45 years of age. Where one out of five people are HIV-positive in a region of more than 4 million.

Welcome to Zambézia, the second most populous province in Mozambique, where over 50 Vanderbilt healthcare professionals are stationed. As part of the Institute for Global Health (IGH) at Vanderbilt, faculty, staff, and students are supporting the Ministry of Health clinics in the provision of HIV care and treatment in rural districts of Zambézia.

The province, approximately the size of Tennessee in area, is in one of the world's poorest nations, according to the 2005 Human Development Index. Additionally, Mozambique has one of the worst doctor-to-patient and nurse-to-patient ratios, and only one city has a population of over 100,000, creating steep obstacles in providing patient care and treatment to a largely rural area.

The Vanderbilt Institute for Global Health, a three-year old, multidisciplinary “center-without-walls,” currently supports twelve government primary care clinics in the province and intends to grow its support to 24 sites covering more than 1.2 million of the provincial population. Dr. Sten Vermund, Amos Christie Professor of Global Health and Professor of Pediatrics, leads the institute to address health issues that transcend national boundaries.

With prevention and treatment, we can restore the health of breadwinners and parents to families, block HIV from passing from mother to infant, and address the needs of orphans and abandoned children.

“It is essential that the U.S. attend to the global HIV crisis,” Vermund explains. “In Africa, statistics of human devastation are reminiscent of those from fourteenth-century Europe when the bubonic plague is thought to have killed one in four persons.”

For this reason and many others, Vanderbilt is helping to prevent HIV prevalence in Zambézia, as well as care for and treat those already infected. Through an \$8 million grant provided in 2008 by the President’s Emergency Plan for AIDS Relief (PEPFAR), Vanderbilt is playing a crucial role in a region devastated by AIDS.

“With prevention and treatment, we can restore the health of breadwinners and parents to families, block HIV from passing from mother to infant, and address the needs of orphans and abandoned children,” Vermund says.



Sten Vermund

In Zambézia today, a host of medical practitioners from Vanderbilt, including nurses, physician’s assistants, medical students, and community educators live and work in the country’s most rural villages where clean water and electricity are unavailable in many health clinics and mobile phone access has been a mere thought for years.

Besides providing preventative care and treatment, medical professionals are working on ways to sustain their efforts long after they leave. Vanderbilt staff use a holistic approach, developing a model for rural healthcare and treatment that integrates health services, social services, and human resource constraints. They are training and mentoring Mozambican health workers, building laboratory and medical records infrastructure, and ensuring clean water and electricity are accessible.

Dr. Troy Moon, a pediatric infectious disease specialist, lives in Quelimane, the provincial capital. There he directs medical operations for the Friends in Global Health, LLC, an organization affiliated with Vanderbilt that partners with developing

CLOSER EXAMINATION: INSTITUTE FOR GLOBAL HEALTH (IGH)

- Founded in 2005, the Institute for Global Health aims to provide service and capacity building, training of Vanderbilt and in-country health professionals, and pragmatic research of public health importance in resource-limited settings of the developing world.
- Three years following the launch of this initiative, the Institute for Global Health is involved in projects and partnerships with more than two dozen nations around the globe.
- IGH faculty specializations encompass infectious and chronic diseases, women and children’s health, epidemiology, nutrition, mental health, and behavioral science and technology.
- More than half of the IGH core faculty and staff are living full-time in one of the three nations where the largest extramurally funded work is supported: India, China, and Mozambique.
- A relationship between IGH and the Vanderbilt International Office has facilitated collaborative approaches to global development between VUMC and faculty from diverse areas of the university, including Blair School of Music, Peabody College of Education and Human Development, Owen Graduate School of Management, the Divinity School, the Center for the Americas, and the Cal Turner Center for Leadership in the Professions.
- Faculty members at IGH serve as mentors for students choosing international research projects within the Emphasis and Medical Scholars Programs, and AIDS International Training and Research Program.
- Together with the American Association of Medical Colleges, IGH is the National Support Center for the Fogarty International Clinical Research Scholars (ICRS) and International Clinical Research Scholars Fellows (ICRF) Programs, and provides support to over 100 research fellows and scholars worldwide.
- A new certificate program in global health is available to medical and public health students; it provides a strong background and understanding of the issues in the field for those interested in pursuing careers in global health.
- IGH is compiling a database of organizations and individuals throughout Middle Tennessee engaged in global health initiatives that will serve as a resource for local organizations seeking partnerships or to pool resources and knowledge with others.



LWALA DIARY

A First-Year Medical Student's Journey of Discovery

In only her first year of medical school, Vanderbilt student Johanna Riesel never imagined being mistaken for a full-fledged practicing doctor.



However, Riesel found herself in the middle of Lwala, Kenya, surrounded by villagers who were looking to her for answers. But after seven weeks, Riesel discovered that she was able to help more than she thought through education and preventative medicine.

Riesel's experience in Lwala was part of Vanderbilt University School of Medicine's Emphasis Program, which provides students with the opportunity to acquire specialized knowledge and experience by working in one of nine focus areas, including international and global health.

Lwala, a rural community of 1,500 located in western Kenya, is home to the Lwala Community Clinic, a project developed by Vanderbilt medical student brothers, Milton and Frederick Ochieng. Chosen as a site location for the Emphasis Program, the project aims to provide a viable, year-round clinic to meet the basic health needs of the community and to educate families about general primary health care and child nutrition.

After careful research, Riesel decided to study Soil-Transmitted Helminth (STH) infections, or common intestinal worms, affecting the Lwala community and approximately two billion people worldwide. Hookworm, one STH infection, is contracted through the soles of the feet, whereas roundworm and whipworm are transmitted through oral intake of contaminated feces. For example, Riesel said, when children use the latrines and do not adequately wash their hands before eating, they can become infected. If untreated, STH infections can stunt physical and mental growth, reduce a child's ability to learn and concentrate, and pose significant long-term health concerns. Riesel noted, however, the real concern is for the society's productivity.

"If children can't go to school because they are so sick, or if they go to school but cannot



learn and perform well because they are too tired or energy-deficient, then how do they grow to be productive members of society? In a developing country like Kenya," Riesel said, "this is an alarming concern."

As part of the study, Riesel and other students lived in the community, worked at the clinic, and tested school children for STH infections through stool samples. She found



most children had some form of infection. At the end of the seven-week period, Riesel dewormed 600 children.

The deworming pills are fairly inexpensive; medical professionals can treat 1,000 children for \$50 (US). However, Riesel noted that intestinal worm infections will continue until water sources and sanitation can improve. Since Lwala relies on water from wells, rain, and a local river, Riesel says it is very difficult to maintain healthy living conditions in the community.

In addition to working with the local children, Riesel also helped in the Lwala Community Clinic, a center that sees an average of 80 patients each day. During the summer of 2007, the clinic only had one nurse on staff, forcing Riesel to address some ethical questions of patient care.

"Since we are white, most people [in the village] assume we are doctors already. Sadly, we are far from it," Riesel wrote in her blog while in Kenya. Many people expected her to treat them, yet as a first-year medical student, she found she had fairly limited knowledge of Lwala's health care needs. What is promising, Riesel explains, is that the community in Lwala was actually quite proactive in their own health. "I am showing hundreds of children and their parents that their health is a priority to us and to the clinic."

Around 30 mothers attended a forum Riesel hosted on how parents can help prevent STH infections. "They had a thirst for education and wanted to know what they could do. These people are so invested in their children's health and community well-being." At the end of the presentation, Riesel said, the mothers not only wanted to hear about STH, but how to prevent malaria and HIV as well.

Since Riesel's visit, the Lwala Community Clinic has hired two additional nurses, a clinical officer, and a pharmacist to meet the community's needs. And as for the deworming efforts, Riesel says that the clinic completed its third deworming campaign in the schools since she left.

"I think I will forever look at our own education in a very different light," Riesel reflects. Education, Riesel notes, would help the Lwala community teach and train its own members how to detect infections. While at the clinic, she noticed many people wanted to help but lacked adequate training to do so.

"As much as we complain about having to study, our opportunities and level of education are not to be beat, nor taken for granted." Now in her third year at Vanderbilt's School of Medicine, she says the experience taught her to incorporate international health in her future career. "I want to be involved in teaching abroad for part of my life so these kinds of efforts can be initiated and sustained to improve education and performance in international health clinics."



countries, foundations, and institutions to develop a comprehensive, sustainable model for rural health care.

"We look forward to the day when our services are no longer needed," Moon says. In the midst of providing care and treatment, staff members initiate the clinic improvements and training needed to transition responsibility to the Mozambicans themselves, in the context of much improved infrastructures.

Additionally, IGH is developing a partnership to address long-term concerns of sustainability with the Owen Graduate School of Management, the Center for Latin American Studies, and the School of Business Administration at the University of São Paulo in Brazil—one of Vanderbilt's Core Partner institutions. The goal of this partnership is to address social and economic development in key areas identified as barriers to rural healthcare in Mozambique, such as agricultural production, nutrition, and transportation.

We look forward to the day when our services are no longer needed.

"Through new partnerships, we will expand the reach of our HIV programs to include such activities as micro-loans, nutritional support, improvements in farm practices, and improving overall primary health care," IGH Deputy Director Dr. Alfredo Vergara says. After living in Mozambique for six years, Vergara founded Mozambique's first office for the U.S. Centers for Disease Control and Prevention. Another partnership Vergara notes is with the Real Medicine Foundation in California. The organization arranged the donation of a mobile clinic that will be used to reach rural villages until a permanent clinic can be established.

Moon concludes that, in many ways, Global Health and its partners are helping Zambézia achieve what it could not do alone. "I think the Vanderbilt community can be proud of what its faculty, staff, and students are doing here in rural Africa. We welcome our alumni and friends to get involved with this work."

For more information on the Institute for Global Health, visit www.mc.vanderbilt.edu/medschool/globalhealth

For more information about Johanna's experience in Lwala, visit her blog at lwalasummer.blogspot.com

African Dance Company, Cie Heddy Maalem.



crossing cultures

by CAROLYN MILLER

As Nashville's longest running, international performance series, Great Performances is entering a new chapter of arts-presenting in the community. As the city's population continues to diversify and Vanderbilt's student body becomes increasingly more international, Vanderbilt's Great Performances aims to meet the needs of Middle Tennessee's artistic and cultural scene with a selection of performances and events from around the world.

"We're living in a global community, so the programs and artists we bring in for Great Performances should be a reflection of the larger society," says Great Performances Director and Curator Bridgette Kohnhorst.

Sponsored by the student-based Vanderbilt Programming Board and the greater Nashville community, Great Performances operates as a lead presenting organization for the greater Tennessee region. Since its debut in 1974, the mission of Great Performances has been

to spark and sustain a passion for the arts through diverse arts disciplines, interaction with artists, and a core educational environment.

Modeled in the vein of a strong liberal arts institution, Great Performances strives to do more than just entertain. According to Kohnhorst, Great Performances has enormous potential to impact the "student experience," reflected in last year's 52% increase in student attendance. "It has become a bigger business, one related to learning and pedagogy—educating through the performing arts."

Great Performances also sees itself as an incubator of new work—educating young artists and audiences, raising cultural awareness in the community, and (in a long-range plan) offering more residencies on campus. But just like all disciplines, performance and performance styles are continuing to change and emulate the reality of a rapidly internationalizing society.

"Vanderbilt must continue to take the risk of bringing new artists, both national and international, and to not be intimidated by

the growing demands of a more diverse audience," says Kohnhorst.

Last season brought the most international groups and events to date—most recently the all-male troupe Black Grace Dance, and a predominantly Pacific Island and Maori dance company renowned for its unique ability to fuse traditional and contemporary dance forms. Other international performances included Australia's leading company, BalletLab, who performed "Origami," based on the

We're living in a global community, so the programs and artists we bring in for Great Performances should be a reflection of the larger society.

ancient Japanese paper-folding art. The Chinese New Year festivities included a performance of internationally renowned pipa (a lute-like Chinese instrument) virtuoso, Wu-Man and the Chinese Shawm Band, a family group from northern China rooted in the musical legacy of Chinese gypsy peasants.

Many of these international groups are discovered at conferences or international exposure festivals, where presenting administrators are able to attend and meet with artists and agents from around the

Center for Latin American Studies (CLAS) co-sponsored the visit of Tiempo Libre, a Miami-based band known for their performances of timba—a mix of Latin jazz and rhythms based on the musical traditions of their native Cuba. The support of CLAS allowed for additional activities and appearances, including a Cuban reception in Ingram Hall and a pre-concert discussion.

"This strategy of heavy collaboration is due to the way the arts market functions and is an effort to engage and contextualize research for students and adult learners," says Kohnhorst.

In addition to academic collaborations, Kohnhorst would like to host more artist residencies. This year, Great Performances, along with the Vanderbilt Dance Program, hosted the first dance residency, bringing the Mexican-American modern dance company Limón Dance Company to campus for a three-week stay. The final main stage event featured seven Vanderbilt dance students who auditioned for parts. Kohnhorst believes this type of engagement on campus is a unique and integral part of Great Performances, and is essential for integrating arts into the curriculum.

Kohnhorst hopes the 2008–2009 lineup rivals the diversity of last year's performances. "Even though groups may not be traveling from overseas, next year's season will highlight the fact that North America is now 'home' to authentic international forms of performance art."

Great Performances Previews New Season of Surprises from the World Stage

world. Kohnhorst traveled to Holland and Israel last October and December, and to Montreal in April, to learn more about upcoming artists and to represent Vanderbilt in the presenting arts field. As Kohnhorst explains, the match is a two-way street for both parties. While Vanderbilt gets to bring in high-quality artists, governments of foreign countries also see their culture cross boundaries.

"These days culture is a commodity. Many governments see international mobility as capital. They want to share both their heritage and contemporary influences with other parts of the world," says Kohnhorst.

According to Kohnhorst, Great Performances strives to play an increasingly vital role in integrating the performing arts within other disciplines. Housed within the Dean of Students office, Great Performances has an academic underscore and strives to build interdisciplinary relationships with academic units on campus. Visiting dance ensembles often coordinate with the Vanderbilt Dance Program to provide master classes for students and faculty. The

A sampling of upcoming Great Performances includes:

9/19 Grupo Fantasma

A ten-piece, Latin funk orchestra from Austin, Texas rapidly ascending after their June album release, *Sonditos Gold*. (Additional support from CLAS)

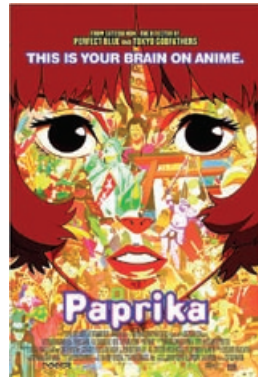
10/8 U.S. Premiere of Cie Heddy Maalem

A North African dance company, based in Toulouse, France, performing Stravinsky's "Le Sacre Du Printemps" (Rite of Spring) under the artistic direction of Heddy Maalem.

1/29 Tango Fire

Argentinean dancers and musicians from Buenos Aires. (Additional support from CLAS)

For more information, visit www.vanderbilt.edu/greatperformances



GLOBAL PERSPECTIVE

Crossing Boundaries Through Film

International Lens, a free weekly film series with a global perspective, debuted in January 2008 at Vanderbilt's Sarratt Cinema. Coordinated by International Student and Scholar Services (ISSS) and the Office of Arts & Creative Engagement, the goal of International Lens is to harness Vanderbilt's collective disciplines and promote cross-cultural understanding through film.

"Film provokes and serves as a catalyst to stimulate dialogue and continued conversations," ISSS Director Sherif Barsoum says.

"We believe that through the lens of the filmmaker, cinema becomes a universal medium that transcends geographic, religious, and political boundaries."

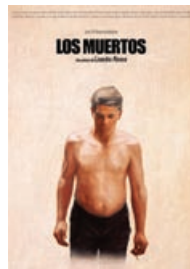
According to Barsoum, this new initiative involves the collaborative effort of various departments and centers in the presentation of 27 foreign films. Departments who sponsor a film screening of their choosing often coordinate programs, lectures, and symposia to accompany the films.

Each weekly screening shines the spotlight on a different department or program. Films have included the classic 1943 French film, "Le Corbeau" (presented by the French & Italian Department); the 1984 Academy Award-winning German film, "Das Leben der Anderen" (presented by the Germanic and Slavic Languages

Department); and the powerful 2007 documentary, "Hijos de la Guerra" (presented by the Center for Latin American Studies).

Barsoum hopes that International Lens will continue to spark student interest in study abroad and foreign language opportunities. "Traveling to different countries while sitting in Sarratt Cinema undoubtedly enlightened, educated, and enriched many students this past semester," Barsoum says. "This film series

will go a long way in supporting Vanderbilt students in their world exploration and understanding."



PASSPORT TO VANDERBILT

Undergraduate Admissions Travels the World for New Students

BY ANDREW MOE

Vanderbilt's undergraduate admissions strategy is expanding its scope, placing particular emphasis on academically gifted students in expanding markets. Not only have admissions standards risen significantly this past year for domestic students, international applicants are keeping pace and adding a unique intellectual benefit to the Class of 2012, according to Dr. Douglas L. Christiansen, Associate Provost for Enrollment and Dean of Admissions.

"Part of diversity is the diversity of thoughts, experiences, and backgrounds," he explains. "International students provide domestic students with unique, global perspectives." Christiansen says that Vanderbilt recently admitted the most academically talented, diverse, and international class the school has ever seen.

"We are looking for the best and brightest students who are prepared to add to our academic community as we build and admit the very best class in Vanderbilt's history," he says. Christiansen further explains that Vanderbilt strives for a diversified pool of candidates, regardless of national origin.

Exposure to different cultures is just one of the many benefits students from other countries offer the university, according to Christiansen. "We are building our community as intellectually engaged learners from various global backgrounds."

Joel Harrington, Assistant Provost for International Affairs, adds, "Enrolling inter-



national students enhances student diversity and virtually every aspect of campus life—it's a win for everybody." Currently, three percent of Vanderbilt's undergraduate student body is international. Admissions officials hope to increase that number to eight percent in the next five years.

"The international admissions office isn't one person anymore. It's part of the culture," says Mike Drish, Senior Assistant Director of Enrollment Management and an international admissions counselor. "It's no longer a secondary goal. It's part of our mission." Seven Vanderbilt officials have collectively traveled abroad 25 weeks in the past year to recruit internationally.

According to Christiansen, Vanderbilt has identified three strategic global markets for recruiting internationally, based on data, growth, and potential talent pool. The markets include Asia, the Middle East, and Latin America. Yet, Vanderbilt still travels to and targets other worldwide destinations.

"We are opening markets that have been closed to Vanderbilt for years," Drish says. In the past year, Vanderbilt received 66 percent more international applications. Forty percent of all international admissions offers went to students from Asia, a region growing at a faster rate than other areas.

Christiansen often hears concerns that international applicants may not be prepared for a degree at Vanderbilt. "Admissions spaces are only offered to qualified applicants. It is a highly competitive process, and applicants abroad are not only 'academic superstars,' but they are highly involved in their schools and communities."

One Korean student, for example, completed a secondary, American curriculum in the evenings after a full day of his home country's class schedule. Additionally, the student was the soccer team captain, tutored foreign workers, and was debate team president. "And he was a skilled magician in his spare time," Drish adds.

"We are visiting some of the most rigorous [high] schools in the world and meeting with the brightest enrolled at those schools," Drish says. "These students have impressive SAT scores, AP test scores, academic course loads, and extracurricular activities."

According to Christiansen, international applicants are no different than U.S. students in many ways. Parents of international students are just as involved in the process as American parents. "No matter where they call home, students are still often undecided about their majors, they worry about being admitted, and they want to fit in, like all Vanderbilt students."



Doug Christiansen

For more information about the International Lens series, visit www.vanderbilt.edu/internationalens

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

InterVU

with ARIEL XINYUE LIANG, '11

Every year, Vanderbilt accepts a number of talented, bright, and motivated students from all over the world. This spring, *Vanderbilt International* sat down with Ariel Xinyue Liang, a Vanderbilt junior, who grew up in China, to talk about her experiences in the U.S. and on campus.

VI: Tell us a little bit about yourself.

Ariel: I was born and raised in the city of Nanjing, the capital of China for ten dynasties and also one of the most developed and industrialized cities in the nation. My parents are both first generation college graduates in China after the Cultural Revolution. They are both computer software engineers and are working for Nanjing Research Institute of Electronic Engineering.

My parents have a great balance between their career and family, and devote most of their non-working time for me. Like many other Chinese parents, they have high expectations for me and hope I can excel as well as my peers. Yet they are very open-minded and provide me as much as they can to enable me to develop my interests and talents, and to live a happy life.

My high school, Nanjing Jinling High School, is one of the oldest and most famous high schools in the nation. It has a great reputation for academics and sends many students to the top Chinese colleges such as Peking University and Tsinghua University. I was admitted to the honor class which focused on advanced study in math and science and aims to get students into those top colleges in China.

VI: So what made you decide to come to the United States for college?

Ariel: In my second year in high school, I was selected as one of eight students in my province to participate in the American Field Service (AFS) intercultural exchange program and went to the U.S. as a high school exchange student. I stayed in Des Moines, Iowa for ten months, went to a public high school, and lived with an American family.

During that year, I encountered a lot of culture shock and went through many challenges. That experience not only improved my English and understanding of American culture and society, but also opened my eyes and mind and allowed me to understand myself much better. Thereafter, it became more and more clear to me that I



wanted to live a life with an international perspective. When I came back to China after my exchange year, I was motivated to jump out of the math- and science-concentrated and exam-oriented education system and go to America to pursue higher education.

Another great influence from my parents is their international perspective. My dad has traveled to America and Europe many times, and my mom has lived abroad in different countries for about four years. Their experience opened my eyes and made me curious about the outside world.

VI: What was it like to apply to Vanderbilt?

Ariel: Unlike some foreign language schools or international high schools, only five out of 800 students in my class applied to an American college. We didn't have any advisers or alumni we could consult with for college choices and the whole application process. I depended almost entirely on Internet resources and tried to handle the big work load of my high school at the same time. I feel very lucky that I finally got into Vanderbilt!

VI: How did your Chinese education prepare you for college in the United States?

Ariel: Since I was very young, I learned to paint, play violin and piano, sing and dance. I learned them just for fun, without the pressure to get certificates or awards. If I am interested in something, my family will always support me in it. However, because of the heated competition for entering the top middle schools, high schools, and colleges in China, I spent my weekends and holidays since fourth grade in private schools for advanced study in Chinese, English, math, and science. My parents expected me to make academics my priority, and they devoted a great amount of money and time to send me to those schools.

VI: What has the semester been like for you? Has it been challenging?

Ariel: This semester is pretty challenging, because I have to do a lot of reading, research, papers, presentations, debate, and speech. However, I love the classes that I am taking, and I feel excited every day for the amount of new things I have learned inside and outside of the classroom.

Especially, I like the things I learned about China in my classes. In my international politics class, I did a research paper about the soft power in China and debated whether the U.S. should have a hard-line policy towards China's economics. I am amazed at how much I have learned about my own country during this semester.

VI: What differences do you see between the educational systems in America and China?

Ariel: It seems like the American system educates people to become leaders not followers. It also encourages people to develop as individuals and gives them a lot of freedom and flexibility to live their own lives.

However, in China, because of our huge population and limited resources, our futures are basically dependent on our academic performance, especially in math and science. Our scores in the college entrance examinations determine what kind of college we can go to, what kind of major we can have, and after declaring that major, it is really hard to change as well.

VI: So what do you like doing at Vanderbilt besides academics? What do you like most about Vanderbilt?

Ariel: I am actively involved in a number of organizations on campus, including the University Concert Choir, Vanderbilt

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Chinese Undergraduate Association, and Asian American Student Association. I am also a member of the International Awareness Committee, Amnesty International, and the Vanderbilt University Chinese Student and Scholar Association.

Most of all, though, I love the friends I made here! Before I came to Vanderbilt, I had worried that I would not be able to make friends that easily because of our culture and language differences. When I was in Iowa for my exchange student experience, I was struggling to make friends in high school.

But this time at Vanderbilt, things were much better. I can easily relate to my American peers. Last time in America, I really wanted to fit in and tried to be Americanized. But this time, I am proud to keep my own cultural identity and help people learn about China.

I am very happy that I have kept an open mind and met so many smart and talented people so far. I am amazed at how similar our core values are even though we were born and grew up in the places so far away from each other. The friends I have made here are so supportive and give me a feeling of family. They are the best part of Vanderbilt for me so far.

VI: Do you know yet what you want to study at Vanderbilt? What about after college?

Ariel: I always had a dream to become a diplomat. Unfortunately, I cannot get into the diplomatic college in China, because I am three inches shorter than the required height. However, I still want to do something related to international affairs and intercultural communications, and become a cultural or public diplomat. I aim to master at least four languages in my life, and I want to travel and live in different countries to improve the mutual understanding between people in different nations.

I haven't decided my major yet, because I want to fully embrace the opportunity and freedom I have here to explore as many areas as possible, so that I can find out my true passion. Right now, I am considering public policy, international study, language, or anything related to cross-cultural or interpersonal communication as a potential major.

VI: One last thing. What's something about you that our readers might find interesting?

Ariel: My Chinese name, Xinyue, means "joy from the heart."



By LILY CHEN, '10,
and CAROLYN MILLER

While many nations often tout the economic benefits of “globalization,” more than three billion people still live on two dollars a day. And while the issues of poverty are unquestionably complex, scholars and organizations seem to agree that combating poverty requires taking action on many fronts.

Project Pyramid, a student-founded initiative at Vanderbilt, is one of a few programs of its kind in the country that demonstrates how students from multiple disciplines can come together in the pursuit of answering a complex problem. With their recent visit to Bangladesh, Project Pyramid continues to evolve as students from all over the Vanderbilt community are gaining new experiences and knowledge in the area of poverty alleviation.

“We’re connecting with everyone in the Vanderbilt community, including the various schools as well as going beyond the community to reach students from all over the world,” says second-year Owen student Asif Shah Mohammed.

Project Pyramid’s latest project took 28 Vanderbilt graduate students and faculty to Bangladesh to create sustainable models to eliminate poverty, specifically focusing on micro-financing. There, students were able to interview micro-finance loan borrowers, visit textile facilities, and have meetings with heads of various health care and education organizations.

Inspired by the ideas of Nobel Peace Prize winner and Vanderbilt graduate Muhammed Yunus, Project Pyramid, now two years old, uses three pillars—education,

collaboration, and action—to work towards financially sustainable methods for poverty alleviation by focusing on stimulating economic growth “from the bottom up.” With the involvement of students from business, education, law, and economics, the program has even developed a Certificate in Global Poverty Alleviation Studies for any Vanderbilt master’s degree candidate who fulfills the multi-school coursework requirements.

“Our goal is to continue to drive the interdisciplinary collaboration at Vanderbilt and build the curriculum so that we become a center for excellence for poverty alleviation,” says Mohammed.

According to Bart Victor, Cal Turner Professor of Moral Leadership, the interdisciplinary nature of Project Pyramid’s curriculum brings breadth and depth to addressing

issues of poverty. “In the classrooms, we have students with cross disciplines. We have an international student body, international classroom material, and international speakers,” says Victor. “The courses cover anything from what conditions create and sustain poverty to how production processes and access to innovation, information, and technology can be used to respond to poverty.”

In addition, Victor says more courses are planned, including a course in social entrepreneurship, education courses at Peabody, poverty alleviation classes in the Divinity School, as well as a course in the Vanderbilt Law School.

Project Pyramid hopes to make an institutional impact through various academic initiatives such as the inaugural case studies competition held in the fall of 2007. Hosted by Vanderbilt University and the Net Impact Conference, students looked at cases describing real-life poverty situations and created solutions from a business perspective.

“The competition invited students from all over the world, over 200 students from over 30 countries including Canada, France, Sweden, Singapore,” Mohammed says. “The top ten finalists came to Vanderbilt to compete. The competition was able to take people beyond the Vanderbilt community and connect with students from all over the world.”

Second-year Owen student Ryan Igleheart says Project Pyramid will work more closely with Vanderbilt’s chapter of Engineers Without Borders next year, and this past spring Project Pyramid started collaborating with Vanderbilt’s Graduate Program in Economic Development in the Department of Economics.

“We have also developed a number of relationships from the international trips we have taken and are going to be embarking on some international projects next year. In terms of collaboration, we are bringing together an ever increasing group of people and organizations that have common goals,” says Igleheart.

The Bangladesh trip was a follow-up to the first Project Pyramid trip in March 2007, where students traveled to Hydera-

bad, India to gain exposure to models such as micro-lending, and to learn about the different types of poverty alleviation. Gaining first-hand experience on the trips has helped to broaden students’ perspectives on the social, economic, educational, and political aspects of poverty. At the same time, the experience has provided a mechanism for personal and professional reflection.

For second-year Owen student Mike Shuster, the experiences have confirmed his

“Project Pyramid helped me and challenged me to come up with solutions that have an impact in the lives of many people.”

support of micro-financing as a tool to battle poverty. Micro-financing, he describes, is basically extending small loans to those outside a normal banking system to fund new enterprises. “There’s a disadvantage to just giving time and money through charity work; there’s no long term improvement. By practicing micro-financing, there would be a sustainable way to alleviate poverty. Taking a long term view, this would make a difference by allowing these people to be more independent,” says Shuster.

Shuster said the group had the opportunity to sit in on group meetings, listen to how the borrowers’ businesses were doing, and what they liked or disliked about the micro-financing process. “One woman who was in the water buffalo business bought a cement mixer which she rented out for home improvement projects in the village. She had great entrepreneurial skills, and it was very interesting to see her stand up and talk about what she did with her loan,” Shuster says.

“The trip had a profound effect on me,” Mohammed said. “When I was first involved with Project Pyramid, it was brand

new, and I was fortunate enough to be able to impart my vision. I really enjoyed helping to build this organization, working on new initiatives, and learning from interacting with peers and working with everyone.” Mohammed, who is planning on going into health care management consulting, says Project Pyramid helped him understand where his passions really lie.

“It helped me and challenged me to come up with solutions that have an impact on the lives of many people.”

For other students such as Igleheart, the trip was an inspiring experience. “Nothing affects me as much as being humbled by those who have so little and yet are finding ways to rise above that and make a better life for their families and communities.”

With such high student demand, Victor says there is a possibility of adding another trip possibly to Africa or South America next year. The project also looks forward to moving ahead with other Vanderbilt programs and projects.

According to second-year Owen student Sharran Srivatsaa, Project Pyramid will also aid in the Vanderbilt University Medical School’s efforts in building the Lwala Community Clinic in rural Kenya. “The clinic gives us an appreciation of what the medical students have done, and it also shows that we can add value to existing projects. Solutions don’t just come from business students, such as ourselves, but rather collaboratively,” Srivatsaa says.

For Srivatsaa, Project Pyramid has been a rewarding educational experience.

“Everything starts with learning. And with every class, every speaker, every seminar, I was a little bit more aware, humble, and knowledgeable.” Srivatsaa has plans to work for Goldman Sachs after leaving Vanderbilt. “You’re in Project Pyramid for the rest of your life. The experience has taught me to advise people to look at different investments and has given me a sense of purpose and awareness.”

Lily Chen, a junior in the College of Arts and Science, plans to double major in communications and East Asian studies and minor in managerial studies.

SNAPSHOTS

Human Rights Advocate Opens Art Exhibition

■ Nobel Peace Prize winner Rigoberta Menchú delivered the inaugural address for the art exhibit, *Of Rage and Redemption: The Art of Oswaldo Guayasamín*, at Benton Chapel on Feb. 7. Menchu, a leading advocate for Indian rights and ethno-reconciliation across the world, presented a talk entitled "Healing Communities Torn by Racism and Violence."

Menchu's message accompanied the opening of the art exhibit by her friend,



Nobel Peace Prize recipient Rigoberta Menchú

Oswaldo Guayasamín, an Ecuadorian artist and an equally committed champion of social justice. His work, which often displays portraits of human and social inequities, is internationally recognized for his vision of people and the societies in which they live.

The talk was also part of series of special events titled, "A Place for the Humanities" in celebration of Vanderbilt University's Robert Penn Warren Center for the Humanities twentieth anniversary. *Of Rage and Redemption: The Art of Oswaldo Guayasamín*, was organized by the Center for Latin American Studies at Vanderbilt University and the Vanderbilt University Fine Arts Gallery.

For more information on Vanderbilt's Center for Latin American Studies, visit www.vanderbilt.edu/cclas. For more information on Vanderbilt University Fine Arts Gallery, visit www.vanderbilt.edu/gallery. For more information on the Robert Penn Warren Center for the Humanities, visit www.vanderbilt.edu/rpw_center

Latin American Health Symposium at Vanderbilt

■ Coinciding with World Health Day on April 8, 2008, Vanderbilt's School of Nursing and the Vanderbilt International Office hosted the first Vanderbilt Symposium on Developing Sustainable Health Collaborations in Latin America.



The School of Nursing, which signed a memorandum of understanding with the Pan-American Health Organization/ World Health Organization (PAHO/WHO) in 2007, is in the process of becoming an official collaborating center for PAHO, which would encourage joint projects relating to all areas of health and health management.

The spring symposium was designed to highlight existing Vanderbilt projects in Latin America, to outline action steps for expanding programs, and to create health collaborations and opportunities with new partners—including foreign universities, NGOs, and other organizations. A related goal is to encourage sustainability and infrastructure for the training of faculty, staff, and students who undertake health-related efforts in Latin America.

Leaders of various organizations in the Vanderbilt community presented ongoing



Alfredo Vegara, Deputy Director of the Institute for Global Health, speaks at the first Vanderbilt Symposium on Sustainable Health Collaborations in Latin America.

projects in Guatemala, including the Pediatric Services Development Project of Monroe Carell Jr. Children's Hospital, the volunteer health care organization *Primero Pasos*, as well as the health centers of Shalom Foun-

ation. Other projects in Latin America include the Vanderbilt partnership with the University of São Paulo focusing on economic infrastructure with Mozambique, and the collaborative research ethics education programs in Costa Rica, led by the Vanderbilt Center for Biomedical Ethics and Society.

For more information on the School of Nursing, visit www.nursing.vanderbilt.edu

Iraqi Justice in Action

■ Several key Iraqi judges from the Anfal genocide proceedings, including Iraqi High Tribunal president Judge Aref Abdul Raqez Al-Shaheen and Judge Mohammad Irebi Majeed Al-Khalefa, the presiding judge of Trial Chamber II, traveled to Nashville in January to give a presentation on the Anfal case to law students and other guests. The panel was organized and moderated by Vanderbilt international law expert Michael A. Newton, who on several occasions traveled to Baghdad to advise the judges and assisted in drafting the Statute of the Iraqi High Tribunal.

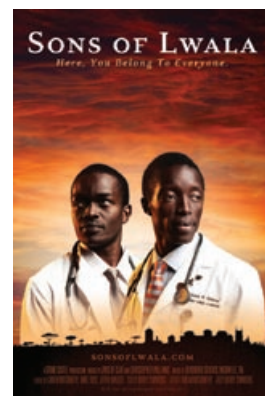
During the Anfal campaign, tens of thousands of Kurds were killed and thousands of villages were destroyed. Saddam Hussein, former president of Iraq, although a defendant in the Anfal proceeding, was convicted by the trial court in the Dujayl case and was executed prior to the conclusion of the Anfal case. Today, Nashville is home to the largest settlement of Kurds in the U.S.; panel members also visited with the Kurdish community during their visit.

Jennifer Johnson contributed to this article. For more information on the Vanderbilt University Law School, visit law.vanderbilt.edu

Sons of Lwala Documentary Premiere

■ On March 27, 2008, Vanderbilt and the Tennessee Performing Arts Center presented *Sons of Lwala*, a documentary preview and benefit hosted by former U.S. Senate Majority Leader Bill Frist of Tennessee. The event was the first public showing of a film about two Vanderbilt medical students—and brothers—who are building a health clinic for their small village of Lwala, Kenya.

Both graduates of Dartmouth College, Milton and Fred Ochieng take viewers on a journey from their homeland, a largely rural part of eastern Africa with limited access to adequate healthcare and clean water, to the United States for an education. Here, the brothers make plans to return home to



finish what their late father had started, the development of Lwala's first clinic.

Producer Barry Simmons, a former television reporter at local Nashville station WTVF, traveled to Lwala with Milton in 2005 to tell their story. *Sons of Lwala*

has received eight regional Emmy Awards and two Edward R. Murrow Awards.

For more information (including a trailer) about the *Sons of Lwala* documentary, visit www.sonsoflwala.com

Institute Draws World's Mathematicians

■ Nearly 26 international institutions attended the Annual Spring Institute on Noncommutative Geometry and Operator Algebras on May 5–14, sponsored by the Vanderbilt Department of Mathematics.

Every year Vanderbilt invites students, scholars, and speakers from around the world to the institute, which is a combination of spring school and international research conference. During the "school" portion of the meeting, several mini-courses on a variety of topics from noncommutative geometry, operator algebras, and related

areas are presented by leading experts. The conference portion comprises a number of invited research talks.

Vanderbilt Distinguished Professor of Mathematics Alain Connes serves as the director of the Spring School and presenter of a mini-course each year. According to Professor Dietmar Bisch, Chair of the Department of Mathematics and co-organizer of the Spring School, Connes is widely acknowledged as founder of non-commutative geometry, and his role in this conference continues to attract leading international researchers, graduate students and post-docs in this area.

"More than 300 Ph.D. students and postdoctoral researchers have attended the past six meetings, an astonishing number which attests to the success of the Spring School," said Bisch.

This year, approximately one-third of all participants who attended the conference were international, with guests from France, Germany, Italy, Japan, China, United Kingdom, Australia, Canada, Sweden, Denmark, Norway, and Finland. According to Bisch, the event has the ability to make a large impact on mathematics at Vanderbilt as well as the math community at large. "Bringing mathematicians with similar interests together from all over the world creates an environment that stimulates ideas and opens up new avenues of research," said Bisch.

For more information on the NCGOA conference, visit www.math.vanderbilt.edu/~ncgoa



Annual Spring Institute on Noncommutative Geometry and Operator Algebras, May 5-14, 2008

Beijing Normal University Dean at Peabody

■ Peabody College welcomed Dr. Hongqi Chu, Dean of the College of Education Administration at Beijing Normal University, as a distinguished visiting scholar in the spring of 2008.

As the top-ranked Chinese university in educational research, Beijing Normal University is a comprehensive university with more



Dr. Hongqi Chu (center), visiting scholar to Peabody in the spring of 2008, meets with Joel Harrington, Assistant Provost of International Affairs, and Xiu Chen Cravens, Peabody Assistant Dean for International Affairs.

than 100 years of history, 27 colleges, 8,500 undergraduate students, 9,100 graduate students, and about 2,200 international students. The College of Education and Administration was founded in 1981 and has been a leading force in educational policy studies and reform initiatives in China with a highly regarded record of working closely with school systems and local government entities to enhance school effectiveness. The college also operates the National Training Center for Primary School Principals and the North China Education Administrator Training Center, funded directly by the Chinese Ministry of Education.

Peabody's collaboration with Beijing Normal University started in 2005 with faculty visits and guest lectures by Professor James Guthrie, Professor Ellen Goldring, and Dr. Xiu Chen Cravens. With the support from the Vanderbilt International Office and Dean Chu, a cross-cultural study on school leadership evaluation and development is underway and will conclude in the fall of 2008.

