

Vanderbilt International

VOL. 4, NUMBER 1, FALL/WINTER 2011

A publication of the Vanderbilt International Office



VANDERBILT
UNIVERSITY



inside

- GEO Welcomes New Director
- From Leipzig to Nashville
- CLAS Faces Budget Cuts



A delegation of Chinese educators visited Vanderbilt in October to learn more about U.S. education policy through Peabody's Education Leadership Learning Exchange (ELLE) program.



Eva Harth, associate professor of chemistry and Steven Prawer, director of the Melbourne Materials Institute, University of Melbourne. Harth is collaborating with colleagues at Melbourne in the area of nanomedicine.

As we commemorated the tenth anniversary of 9/11 this fall, I was reminded why international education is so important. In getting to know other cultures—whether it is through traveling abroad, trying a new cuisine, meeting an international student, or collaborating across continents—we begin to break down the barriers that can lead to fear, distrust, and even hatred between peoples of different nationalities.

It is this connection between education and diplomacy, between knowledge and national security, that led the federal government to fund foreign language and area studies programs through Title VI of the National Defense Education Act of 1958. In this issue of *Vanderbilt International*, you can read about serious cuts facing these invaluable programs, and how Vanderbilt's own Center for Latin American Studies is rising to the challenge (page 12).

You can also read about two visiting “diplomats” that Vanderbilt has the privilege of hosting this year. Cristiana Grigore is pursuing her master's degree in international education policy and management at Peabody. She discusses her identity as a Roma, and how she is defying stereotypes about the Roma people (page 16). Our InterVU is with Rafael Piñeiro. He comes to Vanderbilt from Santiago, Chile, where he is obtaining his Ph.D. in political science at Pontificia Universidad Católica, one of our core partners (page 22). As with all of our visiting students and scholars, our hope is that they return home knowing they will always be a part of the Vanderbilt community.

Many of our international students and scholars find a home away from home at the Vanderbilt English Language Center. This year, the ELC is designing new courses that are tailor-made for a variety of disciplines; this effort is led by Director Susan Barone, who is celebrating 20 years at Vanderbilt (page 6).

The Global Education Office is leading the way in preparing our own VU student ambassadors to go abroad, and this semester they welcomed a new director, Tom Bogenschild. You can read more about Tom's vision for study abroad at Vanderbilt on page 9.

Research remains at the forefront of our international endeavors. Vanderbilt's partnership with the University of Melbourne continues to grow: this fall, the two institutions funded eight new joint research projects, paving the way for innovation across a variety of disciplines (page 20). A newer collaboration is taking off with Leipzig University between faculty who are developing complementary research projects in chemical biology (page 2).

In reading through the stories in this issue, I hope you'll see the ways in which Vanderbilt's international strategy is shaped by a desire to change and be changed through global engagement.

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Vanderbilt International

A publication of the Vanderbilt International Office
Vol. 4, No. 1, Fall/Winter 2011

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COVER: Cuba. Photo by Les Haines.

Vanderbilt International is published by the
Vanderbilt International Office at Vanderbilt University.
You may contact the editor by email at vio@vanderbilt.edu
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Nashville, TN 37240.

Opinions expressed in *Vanderbilt International* are
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with ink made from renewable resources.

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International Chemistry

SHARED REACTIONS FROM
LEIPZIG TO NASHVILLE

by CARIE FORTENBERRY

Germany is a country with a rich history and a thriving culture, a leader in scientific discoveries, and a desired destination for many, including faculty and students from Vanderbilt University (VU). The bustling metropolis of Leipzig, situated in the state of Saxony in eastern Germany, offers a unique opportunity to fully experience these aspects of German life. Leipzig is a beautiful city, the home of the famous composer Johann Sebastian Bach, and the location of the 1989–1990 Monday demonstrations—the most prominent mass protests against the East German regime. At the *Auerbachs Keller*—a restaurant once frequented by Johann Wolfgang von Goethe—visitors rub the shoe of Faust’s statue for good luck. Leipzig is also home to the *Völkerschlachtdenkmal*, Europe’s tallest monument, which commemorates Napoleon’s defeat at the Battle of the Nations.

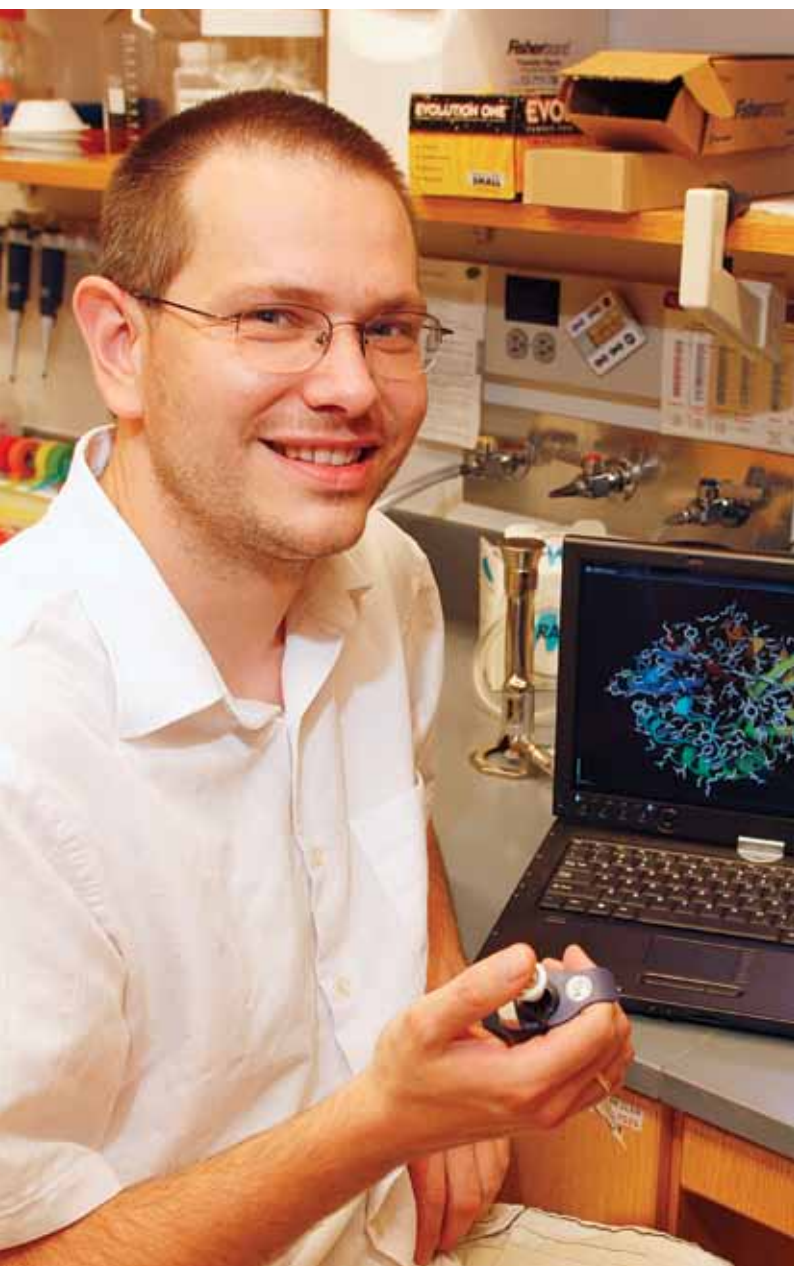
In the midst of this rich cultural history is Leipzig University (LU). Founded in 1409, LU is the second-oldest university in Germany and among the oldest in the world. Today, the university has 14 faculties and, with over 29,000 students, it is Saxony’s second-largest university. Interestingly, Vanderbilt has a connection to LU that dates to the nineteenth century: James Hampton Kirkland, the second chancellor of VU, completed his Ph.D. degree at LU in 1885.

Today LU and VU share common research interests in structural and chemical biology, chemistry, pharmacology, and biomedicine. Both institutions have invested in complementary technologies and built complementary expertise. Over the past five years, a series of faculty and student exchange visits have jump-started a number of collaborative projects that demonstrate the fertile ground for a joint program in research and education.

There are striking similarities in the development of research and education at both universities, including a strong focus in chemical biology. Specific interests include the fundamentals of membrane protein structure and their interactions with small molecules, a key research area for the development of therapeutics. The current collaboration combines cutting-edge specializations in disciplines and technologies to design research projects of high complexity and impact that neither of the two research groups could complete on their own. At the same time, a fertile arena for trainees has been created by the orthogonal approaches to scientific discovery, the interdisciplinary nature of the research, complementary technologies, and cultural experiences.

Vanderbilt’s association with LU started with Jens Meiler, associate professor of chemistry and pharmacology, who graduated from Leipzig with a master’s degree in chemistry in 1998. Meiler’s research on computational structural and chemical biology came to the attention of Annette Beck-Sickinger, a well-established LU scientist in the field of G-Protein Coupled Receptors (GPCRs) with peptide ligands.

The fledgling collaboration officially took off in 2009 when Beck-Sickinger took a three-month sabbatical, co-sponsored by the Vanderbilt International Office (VIO) and the Department of Chemistry, at the Vanderbilt Institute for Chemical Biology (VICB) to study neuropeptide Y (NPY) GPCRs. During Beck-Sickinger’s tenure at Vanderbilt, additional collaborations were initiated between LU scientists and Vsevolod Gurevich, professor, Department of Pharmacology; Heidi Hamm, the Earl W. Sutherland, Jr. Professor, Department of Pharmacology; Chuck Sanders, professor,



Far left: 2010 Leipzig summer students with Dr. Beck-Sickinger; Middle left: *Nikolaikirche* (St. Nicholas Church); Left: Jens Meiler

Department of Biochemistry; Larry Marnett, professor of biochemistry and chemistry and the Mary Geddes Stahlman Professor of Cancer Research; and Terry Lybrand, professor, Departments of Chemistry and Pharmacology, and the Center for Structural Biology.

Out of these collaborations emerged a larger vision for a long-term, sustainable collaboration between VU and LU. In June 2010, a team of VU faculty members travelled to Leipzig to explore the prospective opportunities. The first official VU/LU scientific symposium kicked off with research presentations by the visiting faculty: Meiler spoke on advances in cheminformatics, Gurevich discussed arrestin function, while Dave Weaver, research associate professor, Department of Pharmacology and director of VICB's High Throughput Screening Facility, presented the technological abilities of the screening center and chemical synthesis core. Mike Stone, chair, Department of Chemistry, Hassane Mchaourab, professor, Departments of Molecular Physiology and Biophysics, Physics, and Chemistry, and professors Sanders and Lybrand also presented their research.

“Having the opportunity to work in a research lab is a rare occurrence for undergraduates. The knowledge we gained this summer about German culture and our research is invaluable and will remain with us forever.”

Students from both institutions also joined the ranks of the rapidly growing collaboration. Through the German Academic Exchange Service (DAAD) Research Internships in Science and Engineering (RISE) program and funds from VIO, VICB, and the College of Arts and Science, four Vanderbilt undergraduate students spent the summer of 2010 at LU. Deanna Joe ('11) and Dan Viox ('11) studied the neuropeptide Y receptor with Beck-Sickinger, while Ross Barajas ('11) worked in Dr. Daniel Huster's laboratory investigating the calcium free form of the Guanylate Cyclase-Activating Protein via NMR techniques. Aaron Coonley ('12) worked on two projects which focused on the revitalization of urban river spaces. In addition to their full-time research, the students attended lectures and traveled the beautiful European countryside. “The experiences we individually and collectively had were amazing,” said Joe.

“Having the opportunity to work in a research lab is a rare occurrence for undergraduates. The knowledge we gained this summer about German culture and our research is invaluable and will remain with us forever.”



Statue of Gottfried Wilhelm Leibniz in front of Leipzig University's Seminar Building



Dr. Meiler with Leipzig visitors in 2010





Leipzig City Center



Völkerschlachtdenkmal

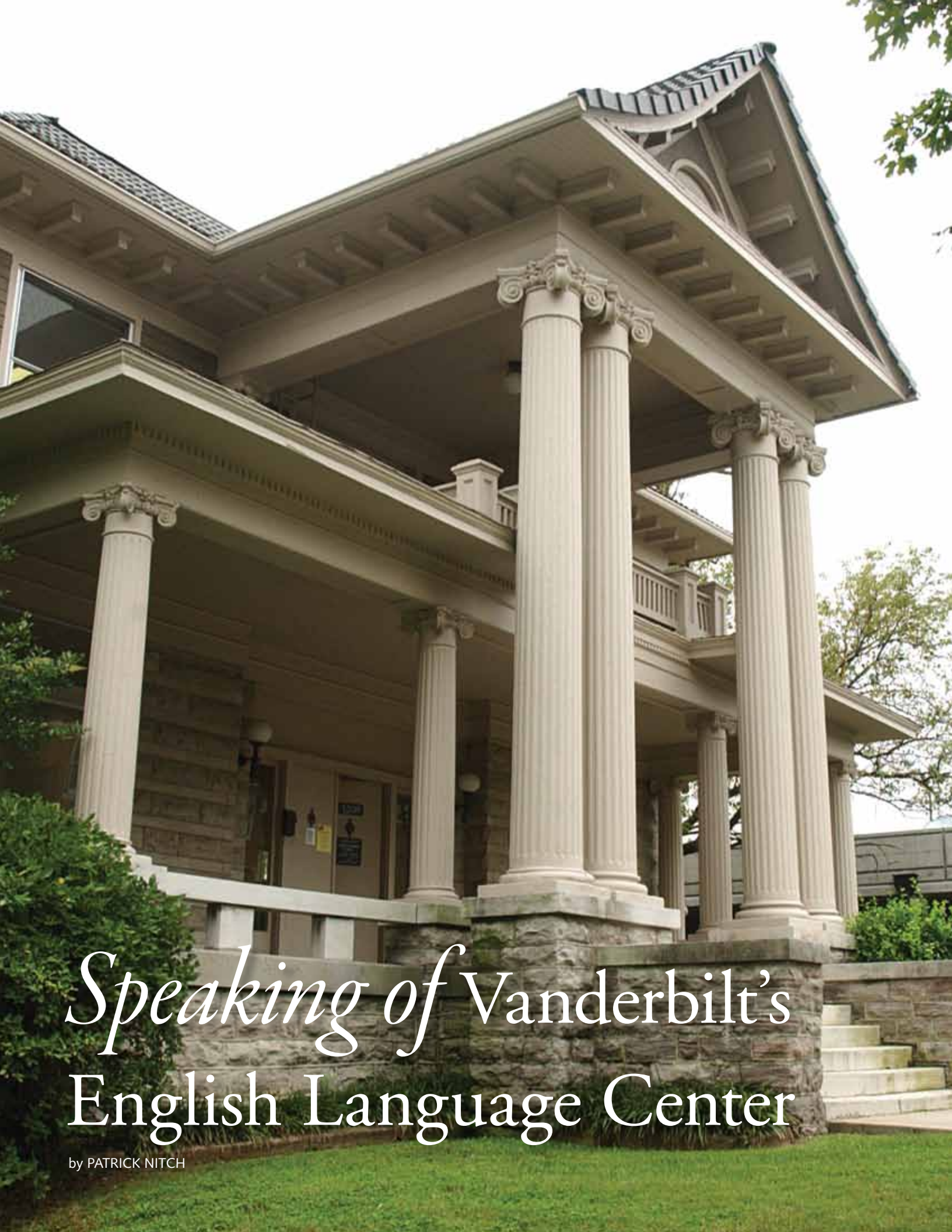
The DAAD-RISE program also enabled four Leipzig students to come to Vanderbilt. Henrike Indrischek and Sabina Kanton spent five weeks conducting research in the biochemistry department with Mchaourab and Sanders. Two master's students, Anette Schreiber and Stefanie Nagel, spent three months at Vanderbilt; Nagel researched arrestin function with Gurevich, while Schreiber spent her time modeling a GPCR in Meiler's lab.

To maintain the forward momentum of the collaboration, eight Leipzig researchers and two members of the university's administration came to VU for a three-day symposium in November 2010. A second scientific symposium in May 2011 brought a new group of VU researchers to Leipzig to catalyze fresh research collaborations. The collaboration has seen its first two joint publications, between Drs. Hey-Hawkins of LU and Marnett of VU in the *Journal of Bioorganic Medicinal Chemistry* and between Drs. Beck-Sickinger and Gurevich in the *Journal of Biological Chemistry*.

Currently, there are more than 20 collaborative research projects underway or planned embracing the fields of structural and chemical biology, chemistry, pharmacology, and biomedicine. Graduate students from both universities are now actively working on joint international projects as part of their dissertation research. Short research stays in LU laboratories allow these students to gain hands-on experience with techniques they will then implement in their VU labs. Based on the tremendous successes the collaboration has seen to date, plans are underway to formalize future VU-LU partnerships. Meiler says, "Similar research foci and complementary expertise make Vanderbilt and Leipzig universities optimal partners in natural science research and education."

The current focus is to ensure that existing projects lead to joint publications and to explore the potential for a joint Ph.D. program. Faculty and student exchange will continue at all levels. Strong interest has been expressed in establishing collaboration in new areas, including anthropology and mathematics. To support these efforts, a proposal has been submitted to the National Science Foundation. Over the next three years the goal is to lay the groundwork for a major international center in research and education. This center would enhance the international profile of both Vanderbilt and Leipzig Universities, as this would represent the only initiative co-funded by federal agencies in Germany and the U.S.

To read more about the Vanderbilt-Leipzig partnership, visit www.uni-leipzig.de/~vanderbilt/wordpress



Speaking of Vanderbilt's
English Language Center

by PATRICK NITCH

To the Vanderbilt international community, 1208 18th Avenue South is more than a building that houses the Vanderbilt University English Language Center (ELC). 1208 is hope, it is family, and it is home.

While we all benefit from an international campus, we often ignore the struggle and sacrifice of our international friends. On my first day working at the ELC, I stood in front of a classroom of international students and panicked. How could I connect with a group of students I knew nothing about? As I started to listen to their stories, however, I realized that 1208 is the cornerstone of intercultural learning at Vanderbilt; so many of the contributions international students, scholars, faculty, and staff make to create a global living-learning community at Vanderbilt originate from 1208. I am honored by their willingness to welcome me into their lives.

Since 1978, the ELC has been supporting the international community in building the most fundamental academic skill set—the ability to communicate effectively in a dynamic, English-speaking, university classroom setting. As a novice to the field of international education, I am struck by the rapid growth of the field in the past few decades. According to the Institute of International Education's Open Doors Report, international student enrollment has increased from 263,938 in 1978–79 to 690,923 in 2009–10. The 2011–12 academic year welcomes 297 new international students and scholars to Vanderbilt's campus, for a total international student and scholar enrollment of 1,307.

In many ways, the 2011–12 academic year is a transition year for the ELC as it expands its programming to meet the demands of a growing international population on campus. The ELC expansion reflects Vanderbilt University's ongoing support for international activity and its commitment to ensure that there are sufficient resources



for international students and scholars to thrive in the Vanderbilt community. “The provost’s office wants Vanderbilt to be a truly international university, and we are making investments in many areas to enhance its global impact and visibility. Our support for the English Language Center recognizes its invaluable role in helping our international students, faculty, and staff become fully integrated into the life of the university,” says Tim McNamara, vice provost for faculty and international affairs.

More students will be served by the ELC’s expanded course offerings in the popular multidisciplinary English for Academics and Professionals (EAP) program, which is open to students and scholars from all university schools and departments. In addition to EAP courses, the ELC will be offering academic workshops next spring that target specific learning objectives. The ELC has also expanded its discipline-specific programs in the professional schools on campus. This expansion includes working with Owen Graduate School of Management in offering Managerial Writing, a credit-bearing course for MBA students, and with the Vanderbilt Law School in supporting

LL.M. students. The ELC is also working with Peabody College to offer a program for its international graduate students, and the M.Ed. program in Teaching English as a Foreign Language has added specific ELC academic writing courses to its program curriculum.

The ELC also offers Introduction to Teaching English as a Foreign Language, a semester-long class for undergraduate students either returning from study abroad experiences or preparing for their overseas experience through the Office of Active Citizenship and Service. Additionally, the ELC plays an advisory role for programs and groups of students developing community outreach programs.

All over campus, communication is integral to developing sound academic and professional programs in a top-tier university setting, and the ELC is committed to supporting this vital role. So, next time you stroll along 18th Avenue South, feel free to stop in and meet some of your international neighbors!

Patrick Nitch is an Education Specialist at the ELC.

A Few Words with Linda Roth and Susan Barone

The ELC's ability to adapt to the changing needs of its international students and scholars is due in large part to the experience of two long-term ELC employees, Linda Roth and Susan Barone. This year, Roth, a language teaching specialist, and Barone, ELC director, reached their respective 15- and 20-year anniversaries as Vanderbilt employees. As a new ELC employee, I asked them about their recipes for success.

PN: How have you advanced professionally and how has Vanderbilt supported you in progressing in the field?



LR: I've become a better teacher and learned more than I taught through participation in national and international conferences, taking workshops on campus, talking to colleagues, and reading. Vanderbilt has supported these activities, welcomed me at its libraries, centers, and schools, provided the technology I needed, and had a steady supply of curious, smart international students to challenge me. Honestly, even though it's not an "official" answer, working within Vanderbilt's arboretum has been a continual source of calm and pleasure. If the campus had been high rises in a concrete jungle, I wouldn't have lasted 15 years.

SB: When I first started at the ELC, I was offered wonderful opportunities to try what was uncharted territory in the day—discipline-specific language instruction. I was intrigued by the model and methodologies and have been honored to be a part of developing this area of second language acquisition within our profession.

PN: How has your view of English language teaching changed since you first started?

LR: Now I don't feel like I need to 'pour' English skills into students so much as facilitate their own pouring out of what they are capable of. I have to give them tools, but they will use the tools to create whatever they are motivated to create. I've also learned that digging Bermuda grass out of the garden is a very good context in which to solve educational problems and do lesson planning!



SB: As a novice, I did not realize the extent to which context plays such a critical role in what we do here at ELC. Understanding the specific context of a discipline is critical to creating a meaningful language curriculum.

PN: How do you continue to challenge yourself in such a familiar field?

LR: Since each student is an individual with new needs, this presents a new challenge each time we get new students. I guess always having something new to learn, having some new problem to solve, and trying out some new technology or activity is what keeps me challenged.

SB: The field is quite vast with a wide range of applications. I constantly learn from students, colleagues, and current research.

PN: What have been some of your most memorable moments?

LR: I'll never forget when VU sent me to India for three weeks with a carefully worked out, Internet-based curriculum for nurses, but when I arrived in Kerala, no computers had been installed and only intermittent Internet connection was available. Having to reinvent the curriculum practically overnight, by myself, in a totally foreign environment is something I'll never forget.

SB: Some of my most memorable moments have been when I was teaching full time and would take students on service-learning projects (although that term wasn't used then). Some of those students became my lifelong friends.

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

Global Education Office Welcomes New Director

by DEANNA MATHEUSZIK

Study abroad can transform a student's life. What students experience abroad—both in and outside the classroom—can lead to a much-loved new hobby, a curiosity about other cultures, a deeper appreciation of one's home country, and an expanded worldview. Study abroad students also make new friends, grow as individuals, and may learn another language. For some, it shapes their choice of career: they might become a counter-terrorism expert, a 3M financial analyst in Tokyo, or a lawyer travelling the world to talk about the rule of law.

Tom Bogenschild, the new director of Vanderbilt University's Global Education Office (GEO), is a case in point. As an exchange student in England during high school, he became fascinated by rugby, a sport he played for thirteen years and which he continues to watch whenever possible—whether that means attending a World Cup match in France four years ago or watching the Australia vs. U.S.A. World Cup match online, as he planned to do the evening of our interview.

Having been “bitten by the international bug” in high school, Bogenschild had a second study abroad experience as a college junior, this time in Guatemala—in fact, he drove over 2,000 miles from Los Angeles to Guatemala City in his Volkswagen bus! Bogenschild would go on to earn a master's degree in cultural anthropology from the University of Chicago and a Ph.D. in Latin American studies from the University of California at Berkeley. After teaching at the Naval Postgraduate School and Princeton University, Bogenschild began a decade-long stint at the University of Notre Dame as director of International and Off-Campus Programs. In 2006, he left Notre Dame to become the director of the Office of International Programs and Studies at the University of New Mexico.

Bogenschild joined the Vanderbilt community in mid-August 2011. As director of GEO, he is responsible for supervising the university's 100+ study abroad options in 31 countries on five continents.



Programs vary in length; shorter sessions are available during the Maymester and summer semesters while longer programs cover the fall or spring semester sessions or last a full calendar or academic year.

Vanderbilt's study abroad program differs from other universities, according to Bogenschild, in that it operates only a few proprietary programs, such as Vanderbilt-in-France. Instead, many of its programs are led by individual faculty members—for example, Maymester abroad courses—or are contracted through third-party providers such as the Council on International Education Exchange or the Institute for Study Abroad-Butler University. While the advantage of using third-party providers is that it minimizes the number of administrative staff needed, Bogenschild believes that it



Study Abroad Fair

An important component of Bogenschild's vision for Vanderbilt's study abroad programs, therefore, is to promote more engagement between the Global Education Office and faculty members.

reduces the level of faculty investment and participation in study abroad programs. Another trade-off is that Vanderbilt monitors but does not control what happens in these programs, both in terms of the academic options available and the enrichment activities offered outside the classroom. And when key stakeholders like faculty are unfamiliar with or have questions about the quality of third-party programs, they may be less likely to encourage their students to study abroad.

An important component of Bogenschild's vision for Vanderbilt's study abroad programs, therefore, is to promote more engagement between the Global Education Office and faculty members. As a first step, he plans to meet with all directors of undergraduate studies before the end of the year to get their opinions about study abroad. He also hopes to begin a dialogue about how Vanderbilt might offer more creative international education experiences than the more traditional programs. One possibility Bogenschild envisions is to offer a range of experiential, field-based study abroad options. The Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE) program currently offers a small number of community-based service learning projects; students who participate in VISAGE take a preparatory course during the spring semester, spend a month abroad during the summer doing fieldwork with a local community organization, and have the option of completing a

capstone project or research paper in the fall semester. "Research is a critically important new frontier," Bogenschild notes, and incorporating it into the study abroad experience would position Vanderbilt graduates at the cutting edge of the job market. Likewise, international internships are another growth area that would give Vanderbilt students a competitive advantage.

Furthermore, students are increasingly interested in going to less traditional study abroad destinations. At Notre Dame, for example, Bogenschild developed a study abroad program for Kampala, Uganda. Last year, Bogenschild and a group of University of New Mexico students and faculty travelled to Kazakhstan for a seminar on regional security for Central Asia. The students loved it, Bogenschild says. Not only did they come away with a greater understanding of the conflicted and lingering post-Soviet Union legacy in Central Asia and its impact on regional and global politics, but also a fascination with the Kazak culture, particularly

its cuisine. Although oil has created a consumer society in Kazakhstan's major cities, the cuisine is still strongly influenced by the country's nomadic past. "Horse is the meat that is most frequently eaten, and curdled camel's milk and horse milk is drunk at many meals," Bogenschild remembers with great enthusiasm.

As important as faculty are to successful international education programs, Bogenschild is keenly aware that one of the strongest influences on a student's decision to study abroad is discussion with peers who are in or have completed a program abroad. Fostering those discussions is another priority for Bogenschild. One change he has already begun to implement is the on-campus profile of the peer advisors—students who have recently returned from study abroad—that GEO hires each semester. In the past, peer advisors worked at a desk in the GEO office. Not all students, however, know that GEO exists, so to reach this audience peer advisors will periodically have information tables at places across campus where students frequently congregate, such as the Rand Wall or the Commons. They will also have booths at special events; in September, for example, they co-sponsored a tailgate with International Student & Scholar Services at the Vanderbilt-Ole Miss football game.

Bogenschild also plans to reach out to existing student organizations, particularly ones that represent minority groups, as minorities are traditionally underrepresented in study abroad programs. During



Guatemalan children with Vanderbilt University School of Medicine alum Brent Savoie, founder of Primeros Pasos, the NGO partner for VISAGE Guatemala

the 2008–2009 academic year, according to the Institute for International Education’s Open Doors Report, 80.5% of American study abroad students were Caucasian.

In reaching out to all students, Bogenschild wants to stress the professional advantages of participating in a study abroad program: the link between international expertise, foreign language acquisition, and a well-paying job after graduation, whether the study abroad location is in established or emerging markets.

Bogenschild sees Vanderbilt alumni who studied abroad as another important constituency. He hopes to create networks of study abroad alumni in cities around the world that could act as an important resource for Vanderbilt undergraduate and graduate students who are either studying or conducting research abroad. These networks could help prepare students before their travels, or serve as a valuable contact on the ground when they arrive.

Once he has settled into his responsibilities at GEO, Bogenschild hopes he will have the opportunity to teach one or two courses a year. He has taught introductory courses in anthropology and

Latin American Studies, as well as classes on religion and politics in Latin America. One course he would like to develop is titled “Latin America in the World.” The inspiration for this course grew out of his experiences in running study abroad programs. He notes that although he was familiar with Mexico and Guatemala from his undergraduate and graduate school days, it was his travels throughout Latin America during his years as director of study abroad programs that really opened his eyes to the full political, economic, and cultural complexities of the region. That experience was subsequently enriched by travel in Europe, particularly in Spain, which led to a greater intellectual engagement with Spanish heritage and the impact of Latin America on the material culture of Europe.

As for the Australia-U.S.A. match Bogenschild was looking forward to watching? Australia won, 67–5. No doubt he would say that the experience is the thing.



CENTER FOR
LATIN AMERICAN STUDIES
RISE TO THE CHALLENGE

BY MELISSA SMITH

MARÍA MAGDALENA CAMPOS-PONS
CUBAN, B. 1959
THE ONE THAT CARRIES THE FIRE (DETAIL), 2010-11
MIXED MEDIA ON PAPER
72" X 96"
COURTESY OF THE ARTIST AND BERNICE
STEINBAUM GALLERY, MIAMI

Just last fall, *Vanderbilt International* reported on the Center for Latin American Studies' designation as a Comprehensive National Resource Center, accompanied by a \$2 million grant from the Department of Education. Within months of receiving this honor, CLAS was told that funding for the new award would be cut by over 40%, meaning that the center would have to scale back programs and contributions to various activities on campus, and rely more heavily on other means of support, both internal and external. In a time of increasing uncertainty about the future of funding for these and other programs, it is important to remember that the center serves as an invaluable resource for members of the Vanderbilt community and beyond.

Each year, CLAS selects a theme around which to focus some of its activities. In honor the United Nations' International Year of Afrodescendants, CLAS programming in 2011–12 is focused on Afro-Latin America. This fall, Cuban artist Maria Magdalena Campos-Pons joined the Vanderbilt community as a visiting resource professor. Campos-Pons is arguably one of the most significant post-revolutionary artists to emerge from Cuba. In a true display of community support, Magda's visit was jointly-sponsored by CLAS, the Department of Art, the Department of Art History, the Vanderbilt Fine Arts Gallery, the Program in African American and Diaspora Studies, the Atlantic World Seminar, the Curb Center for Art, Enterprise and Public Policy, the Frist Center for the Visual Arts, Neil Leonard, and the College of Arts and Science.

While in residence, Campos-Pons guest lectured in art and history of art classes, and collaborated with Vanderbilt senior art majors on a new campus art project. The project, *Imole Blue*, invited members of the Vanderbilt community to plant thousands of blue hyacinth bulbs mapping out the Cuban hometown of the artist. Campos-Pons also participated in a public panel on the topic of race in Cuba, sharing a powerful film she made exploring her own identity, exile, and displacement as an Afro-Cuban artist living in the U.S. In addition, her art was displayed at the Frist Center for the Visual Arts and the Vanderbilt Fine Arts Gallery.

Beyond the visiting professorship, CLAS is engaged in supporting a variety of activities on campus. Vanderbilt undergraduates have the opportunity to major or minor in Latin American studies, and graduate programs are offered jointly with the law school and the business school. Five graduate fellowships are awarded annually through the Foreign Language and Area Studies program, funded through the U.S. Department of Education. Vanderbilt faculty from across disciplines have research strengths in the Maya area of southern Mexico and Guatemala, and the university is home to the oldest Brazilian studies institute in the United States. Additional strengths include Andean studies, Latin American languages and literature, the study of democracy building and economic development, and African populations in Latin America and the Caribbean.



Antanas Mockus, former mayor of Bogotá, Colombia



Students plant hyacinth bulbs for the *Imole Blue* project.



Jane Landers, Gertrude Conaway Vanderbilt Professor of History and interim director, CLAS

CLAS also serves as a resource for departments and schools whose programs relate to Latin America. Affiliated faculty work with students in Owen's Americas MBA program, a new degree that offers executives the opportunity to earn their MBA with residential immersions in Canada, Mexico, and Brazil. Recently, the center has collaborated with Mike Newton, professor of the practice of law at Vanderbilt, as he works on a project concerning Peruvian penal system reform. Professor Jane Landers, interim director of CLAS, hopes to see more partnerships like these form on campus in the future.

Off campus, CLAS reaches out to communities in the Nashville area and across the Southeast, hosting or co-hosting events targeting businesses, nonprofits and the general public. The center conducted four K-12 teacher workshops this fall on issues related to the art of Maria Magdalena Campos-Pons, race relations in Latin America, and strategies for elementary foreign language acquisition. The center also works with businesses to host workshops on the social, political, and economic context of doing business in Latin America, most recently focusing on Brazil and Mexico. Through collaborations with Vanderbilt Children's Hospital and the Institute for Global Health, CLAS faculty and students are engaged in health care outreach in Latin America and right here in Nashville. The center serves as a resource to nearby universities, most recently co-sponsoring a conference with Middle Tennessee State University on corruption. CLAS faculty teach courses at Fisk University, and affiliated faculty from other nearby universities have access to the Vanderbilt library and other resources.

The combination of faculty expertise and outreach on and off campus is what earned CLAS the designation as a Comprehensive National Resource Center. Christina West, assistant vice chancellor for federal relations, describes the consequences of continued cuts to the funding: "These programs fulfill a unique purpose of educating and preparing students to participate in the global environment. Cuts of



Vanderbilt engineering students take a break from service projects in Guatemala to learn about the country's coffee industry.

"These programs fulfill a unique purpose of educating and preparing students to participate in the global environment. Cuts of this magnitude will stunt a vital resource to our national security and our competitive edge."

this magnitude will stunt a vital resource to our national security and our competitive edge. Although the current fiscal environment is challenging, we are continually communicating that message to federal policymakers." While West and others in the federal relations office work to persuade Congress to vote for continued funding, Landers hopes to find support during these challenging times from alumni and other supporters of the center's mission. She remains optimistic: "Our center is 64 years old. It was a center before the cuts and will continue to be. We will find creative ways to make things happen."

To read more about the Center for Latin American Studies, and to access a full calendar of events, visit www.vanderbilt.edu/clas



Vanderbilt Introduces TravelVU Program

In an effort to provide faculty, staff, and students with a higher level of service, improved efficiency, traveler safety, and cost effective travel options, Vanderbilt announced the new TravelVU Program in October. TravelVU is a comprehensive initiative that encompasses all aspects of the travel planning, booking, reporting, and reimbursement processes.

The foundation of this program is based upon three facets specifically tailored for the Vanderbilt traveler:

- New Relationship with FROSCH Travel
- New TravelVU website
- New Online Travel Authorization, Expense Reporting and Reimbursement Tool (Coming 2012)

Vanderbilt's newly recommended travel agency, FROSCH, will provide global travel expertise and feature discounted travel fares with no associated booking fees for business travel. FROSCH also offers a convenient online booking tool similar to those used by commercial travel websites.

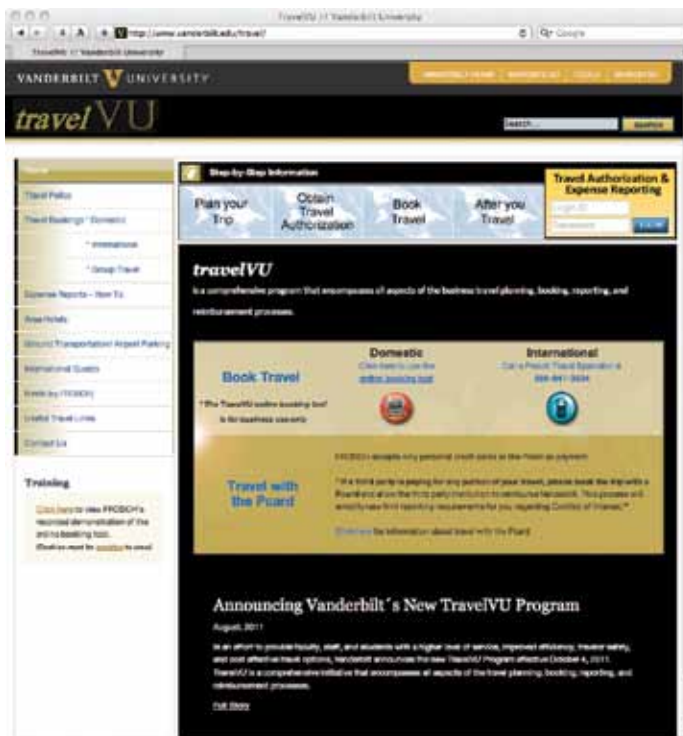
The new TravelVU website will focus on guiding travelers through the travel process with information on international and domestic travel planning, traveler checklists, as well as links to the online booking tool, the travel authorization and expense reporting tool, and numerous other travel-related sites.

In 2012, Vanderbilt will unveil a new travel authorization and expense-reporting tool. This Web-based application will enable travelers to submit and track travel authorization and expense report requests using electronic workflow for routing and approvals. Travelers will also have the option of receiving expense reimbursement via direct deposit.

The TravelVU program offers these benefits each time you travel:

- Vanderbilt dedicated agents or online booking tool for reserving flights, hotel accommodations, car rentals, and more. (The online tool, for business use only, provides convenient booking options similar to those used by commercial travel websites.)
- Online, electronic submission of travel authorization and expense reimbursement requests with visibility into status and approval processes.
- 24/7 traveler assistance for those travelers utilizing FROSCH Travel.
- Helpful travel planning guidelines to walk travelers through the travel process, access the electronic travel tool, and links to other travel resources.

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



BETWEEN TWO WORLDS

by KARA FURLONG





Cristiana Grigore

Cristiana Grigore is outgoing and energetic. She is passionate and proud. She is a rebel and a reformer. She also is Roma.

The last label is one she has long resisted but now embraces. Roma are the largest ethnic minority in Grigore's native Romania and in much of Europe. They are persecuted, marginalized, and often live in poverty. Sometimes referred to as gypsies, they are known for their colorful clothing, nomadic lifestyle, and dark skin and hair. They are sometimes reviled as thieves and considered intellectually inferior.

Although some idealize the Roma for their bohemian lifestyle—they are known as travelers who freely live outside the system, for example—recent movements have sought to drive them out of France and Italy.

Grigore grew up in a small city in southern Romania aware of her Roma heritage but not speaking the Romani language and living pretty much integrated into normal Romanian life. She pursued a

degree in psychology at the University of Bucharest, then came to Vanderbilt as a Fulbright Fellow. She currently is a master's degree candidate in international education policy and management at Peabody College of education and human development.

Over the course of her journey, Grigore not only has come to embrace her identity, but also to serve as an ambassador for her people. She frequently writes—as she did last November in an op-ed for *The New York Times*—and speaks about the modern Roma experience. Last fall, CNN aired a segment on the “Plight of the Roma” in Romania in which Grigore was shown visiting her family and mentioned as a rare example of Roma children who receive a good education and the possibility for success.

“I will not deny the fact that I am Roma. I am even happy I am Roma,” Grigore said. “At the same time, I don't want to be put only in the ‘Roma’ box. People should not be reduced to their ethnicity. This simplifies their complexities as human beings.”

Her adviser, Brian Heuser, has watched Grigore's labels of herself expand.



Grigore converses with a favorite professor, Corbette Doyle, lecturer in Organizational Studies

“She has called herself an educator, a writer, and an entrepreneur. What differentiates her from others is her identification as a global citizen rather than only as Roma or Romanian,” he said.

“My job is to challenge stereotypes, educate people, and think about better educational and social policies,” Grigore said. “If that is what makes me a role model, then that’s wonderful.”

Heuser, assistant professor of the practice in international education and public policy, remarked that Grigore’s success in the world of higher education makes her a role model in a new kind of context. Before receiving the Fulbright to begin her studies here, Grigore started a nonprofit, Link Education and Practice (LEAP), to help reform the education system in her home country.

As a University of Bucharest student, Grigore participated in a brief exchange program to the United States where she saw first-hand the emphasis American universities place on service learning and other non-formal education practices as vital components of the college curriculum. She returned to Bucharest with the desire to make a difference in her country and convinced that Romanian students should have more opportunities to develop similar non-formal education skills through extracurricular activities, internships, exchanges, grassroots undertakings, and volunteer activities. Grigore embarked on four years of volunteer work herself.

Students must complete a final thesis before graduating from

the University of Bucharest, and Grigore poured all of her energy into designing and writing a thesis around the theme of civic service as a component of education.

“I took it extremely seriously,” she said. “I wanted to do something that was practical and would make a difference at the national level. I saw it as a way for me to begin my career.” Instead, Grigore, who was a top student, received a failing grade on her thesis. She believes it was because she challenged the current education system in Romania.

“I was telling them, ‘What you are doing is not enough,’ and I tried to find innovative ways to improve the system,” she said. Grigore’s thesis and her desire to better understand the Romanian educational system contributed to the founding of LEAP. (And, yes, she eventually passed and received her university degree.) Grigore spent two years after leaving the university knocking on doors and making the case for LEAP, whose goal is to promote non-formal education and its role in developing the employability of youth.

“I was involved in creating an organization from the beginning and transforming it into something meaningful and making it sustainable,” she said. “I am very proud of the team I worked with to create LEAP and the synergy among us.”

Leaving LEAP in the care of others to study education policy at

“Coming to the United States has made me a more complex person. The U.S. takes you out of your context and makes you think more about being part of a larger community. For the first time in my life I explained that I’m a gypsy, when I had always tried to get far away from those stereotypes.”

Peabody was a hard decision, but ultimately, “I have to continue my education to become more aware of what is happening at the international level,” she said. “If I’m fulfilled and educated, then I will be better able to make a difference.” Grigore also left behind developing projects on Roma issues that she had begun in collaboration with the Policy Center for Roma and Minorities in Romania.

She ran into another stumbling block because her Fulbright fellowship provided only a year of funding, preventing her from completing Peabody’s two-year graduate program in international education policy and management. Peabody offered her full tuition funding for the second year, and two private foundations—Dinu Patriciu in Romania and the European organization Roma Education Fund—covered other expenses.

“Full funding for a graduate student at Peabody is extremely rare, but the nature of Cristiana’s work is too important for her not to complete her studies, even if she does it in her own unconventional way,” Heuser said. He refers to the fact that Grigore chose to add classes at Vanderbilt’s Owen Graduate School of Management to her course schedule because of her entrepreneurial bent.

She is currently designing her Peabody master’s thesis to explore, among other things, issues of diversity in the workforce—namely, how traditionally impoverished and marginalized groups can better be included.

“Non-dominant groups bring many valuable skills into the workforce—better intuition, more attention to detail—because they have to,” she said. “They have to develop these skills and always be open to and looking for opportunities, sometimes more than dominant groups.”

Grigore believes the key to improving the dynamic between marginalized and established groups is education, even non-formal education practices.

“One solution might be a non-formal education program focused on overcoming cultural differences and discovering our common goals,” she said. Grigore will be based at Peabody while she writes her thesis, but also plans to travel, speak with professionals, and observe at the grassroots level.

“Now it is time to put all of the pieces of the puzzle together and to create something myself,” she said. “How do these things really connect, one with the other? How do they connect with my story? How do they connect in such a way that they will contribute at the international level?”

While at Vanderbilt, she has savored opportunities for interdisciplinary study. Her Owen School connection led Grigore

to participate in a Project Pyramid trip to Guatemala. She has enrolled in film studies classes, studied ballet through the Vanderbilt Dance Program, and even learned to swim.

“Coming to the United States has made me a more complex person,” she said. “The U.S. takes you out of your context and makes you think more about being part of a larger community.

“For the first time in my life I explained that I’m a gypsy, when I had always tried to get far away from those stereotypes,” she said. Grigore has learned that feeling different “is not just about being Roma. Everyone feels excluded or different sometimes.”

Her grandfather tried to prepare her for the prejudices she might face.

“My grandfather told me, ‘You never see a gypsy who is a teacher or a priest,’” she said. His words challenged her to break through those limitations, and she realized how much “you internalize what cannot be.”

Grigore’s parents gave her a great deal of freedom, love, and acceptance and encouraged her to dream big. They wanted her to stretch herself and associate with people who challenged her intellectually.

“I am the expression of my family’s dreams come true,” she said.

Grigore is proud of her heritage and the innate qualities of the Roma people, such as their ability to adapt and innovate.

“Ethnic groups and other marginalized or excluded communities have so much potential and their own gifts and talents to share with the world,” she said. “If you take away the stigmatization, what remains are skills that can be used in different ways. If you take away the prejudices, what might be revealed is a great entrepreneurial spirit.” Grigore will draw on this spirit as she forges ahead with her education and career.

“I feel that I am in between two worlds—part of the Roma community that deals with exclusion and marginalization, but also personally integrated and included in Romanian society,” she said. “At the same time, I have this wonderful opportunity to be a student at a great school such as Vanderbilt. It has given me so many tools and so much perspective on how to be a valuable and productive member of society and how to have an impact at the international level.

“I see Vanderbilt as a place where you have the flexibility and constant support to become who you want to become,” she said. “You can take a step back and train yourself for what will be next.”

Additional reporting by Jennifer Johnston



Melbourne-Vanderbilt Partnership

Collaboration of Global Proportion Approaching Fifth Year

by MELISSA SMITH

“This program offers the opportunity to create new collaborative interactions and truly solidify the Vanderbilt-Melbourne partnership. We hope that this will serve as one mechanism to allow the exchange of unique expertise and technology.”

—Susan Wentz, Associate Vice Chancellor for Research,
Vanderbilt University Medical Center

Last fall, Vanderbilt University and the University of Melbourne announced that they would commit \$500,000 in joint funding for new research collaborations between the two institutions. One year later, that commitment has funded eight teams of researchers who successfully bid for the Melbourne-Vanderbilt Partnership grants. The new grants will develop novel and mutually beneficial research that will enhance the depth and impact of research collaboration between the two institutions.

Vanderbilt (VU) and Melbourne (UofM) began their partnership in 2007, taking an innovative approach to international collaboration that was committed to keeping research at the forefront of its activities. While the relationship has grown beyond research to include the exchange of graduate and undergraduate students, faculty and staff, research remains the heart and soul of the partnership. VUMC Associate Vice Chancellor for Research Susan Wentz explains, “This program offers the opportunity to create new collaborative interactions and truly solidify the Vanderbilt-Melbourne partnership. We hope that this will serve as one mechanism to allow the exchange of unique expertise and technology.”

The eight funded projects promise to do just that, with topics ranging from stem cell therapy to Cold War history. A snapshot of a few of these exciting new projects includes:

- **Daniel Gervais**, FedEx Research Professor of Law at Vanderbilt, and **Andrew Christie**, David Collison Cave Professor of Intellectual Property at Melbourne, are both experts in intellectual property law. In a truly interdisciplinary project, they will examine ways in which the patent system might be reformed in order to improve access to medicine in poor countries.



Gervais

They will combine their expertise with that of colleagues **Ellen Wright Clayton**, Craig-Weaver Professor of Pediatrics, professor of law, and director of the Center for Biomedical Ethics and Society at Vanderbilt, and **David Studdert**, professor in the Melbourne School of Population Health and School of Law, who both specialize in the intersection of law and health care. In addition to laying the groundwork for external funding, the team will host a roundtable discussion with key stakeholders from academia, government, and the NGO community as well as a public debate on the topic "Patents are Killing the Poor."

- Vanderbilt Professor of History **Thomas Schwartz** and **Barbara Keys**, senior lecturer in historical studies at Melbourne, will combine their knowledge of U.S. foreign policy to examine the period of the Cold War known as détente. Their project will examine the period from perspectives of the U.S., the U.S.S.R., Eastern Europe, and Southeast Asia, providing a truly multinational analysis of this important time in world history. Schwartz and Keys, along with **Katherine McGregor**, an expert in Southeast Asia and Indonesia during the Cold War, will also pursue collaboration on the topic of peace and human rights movements in these areas of the world during the 1960s and 1970s.



Schwartz

- **Michelle Southard-Smith**, associate professor of medicine and cell and developmental biology at Vanderbilt, and **Heather Young**, associate professor of anatomy and cell biology at Melbourne, will conduct cutting-edge research on the use of stem cells in the treatment of disorders caused by defective enteric neurons, the nerves that control movement of contents down the intestines. Young and Southard-Smith have independently been researching this topic, using different techniques. The grant will allow them to combine their efforts to further the research at both institutions, and make advances more quickly than either could on their own.



Southard-Smith

Each of these projects serves to build research capacity, further internationalization, and lay the groundwork for ongoing collaboration at Vanderbilt and Melbourne. To read more about the Melbourne-Vanderbilt partnership, visit www.vanderbilt.unimelb.edu.au.



Additional Collaborations between Vanderbilt and the University of Melbourne

"Ultrasensitive techniques for photoactive molecules"

Evan Bieske (PI), UofM, and Darryl Bornhop, VU.

"Spatial analysis of lipids, metabolites, and proteins in plants using Matrix Assisted Laser Desorption Ionisation-imaging Mass Spectrometry (MALDI-IMS) and technology transfer"

Berin Boughton (PI), Anthony Bacic, and Ute Roessner, UofM, with Richard Caprioli and Jeff Spraggins, VU.

"Multiscale and multimodal characterization of the dynamics at fluid interfaces"

Derek Chan (PI) and R. Dagastine, UofM, with Peter Cummings and Clare McCabe, VU.

"Plasmonic metamaterials controlled by a metal-insulator transition"

Richard Haglund (PI) and Jason Valentine, VU, with Jeffrey McCallum, Ann Roberts, and Sinezana Tomljenovic-Hanic, UofM.

"Membrane structure and lipid interactions of the pore-forming toxin Equinatoxin II"

Frances Separovic (PI) and Leann Tilley, UofM, with Terry Lybrand, VU.

InterVU

with RAFAEL PIÑEIRO

Rafael Piñeiro is an exchange student from Vanderbilt University's core partner institution, Pontificia Universidad Católica in Santiago, Chile. He is spending the fall 2011 semester at Vanderbilt, and plans to complete his dissertation by August 2012. Piñeiro and fellow Pontificia Universidad Católica doctoral student Fernando Rosenblatt were recipients of one of the 2011 Latin American Public Opinion Project (LAPOP) at Vanderbilt research grants. Piñeiro and Rosenblatt authored "The Missing Link: Politics and Political Interest in Unequal Societies" using LAPOP data.

VI: Tell us a little bit about yourself. Where are you from? What was it like growing up there? What is it like in Santiago, Chile, where you study?

Piñeiro: I was born and raised in Montevideo, Uruguay, where I later obtained a B.A. in political science at the Universidad de la República in 2002. I worked for five years in various jobs related to the field of political science. Thereafter, I decided to pursue a Ph.D. in political science at the Pontificia Universidad Católica de Chile. I am currently in the last year of the program, and am working on my dissertation research here at Vanderbilt.

VI: Had you been to the U.S. before? If yes, where did you visit, and what did you like about the place(s) you saw?

Piñeiro: In 1997 I visited New York for a week. I had been in Prague the week before, and arriving in New York was a shock for me. Everything seemed to be bigger and move faster than in Europe. It took me two days to get accustomed to the new environment, but after that I enjoyed the city.

VI: How is your experience at Vanderbilt different from studying at Pontificia Universidad Católica? Are there ways that it is the same?

Piñeiro: Both programs are similar in structure. Differences are mainly in the people—professors and students—that belong to each one. The Department of Political Science at Vanderbilt has more faculty and students than the Instituto de Ciencia Política de



la Universidad Católica. Although the Instituto de Ciencia Política in Chile is in a process of hiring new professors, here you can find a wider variety of interests. That variety has made my experience at Vanderbilt very enriching, because it gives me the chance to be in contact with new points of view about different topics within the discipline.

VI: Why did you decide to study political science?

Piñeiro: I was born in 1976, a time when my country was under a harsh dictatorship. During my childhood politics was everywhere. First, it was present as a fear and then, in the transition period, as a hope. I witnessed protests, repression, and the happiness of people after democracy was recovered. As a result, politics became part of my history, life, and feelings. Ever since I was sixteen years old I knew that I wanted to study political science, because I realized that politics could be the solution for many problems, and at the same time could cause great suffering.



Santiago

Montevideo

VI: Can you tell us a little bit about your research?

Piñeiro: During my years as an undergraduate student, I felt caught by the following puzzling fact: the traditional parties that built the Uruguayan democracy (Partido Colorado and Partido Nacional), which are among the oldest and most stable in the region, were at the same time huge clientelistic machines. Although I read in the specialized literature that clientelism is harmful for the policymaking process, I started to think that it might have played an important role for democratic stability. Hence, this kind of political linkage could have generated positive externalities. A few years later, during my Ph.D. program, I became familiar with the Chilean democracy (also one of the most stable democracies in the region). To my surprise, I realized that the literature about Chile also classified Chilean parties as clientelistic machines for most of the twentieth century. I decided to untangle this apparent theoretical puzzle: how two of the most stable democracies could have coexisted for almost a century with clientelistic political parties. I started researching the relationship between income distribution and democracy in the first half of the twentieth century in Latin America.

More specifically, in my dissertation I discuss the strategies that political elites use to manipulate access of poor people into the political arena. In my work I argue that patronage and clientelism can foster regime stability by deterring collective action by the poor. When parties compete for the poor people's votes using clientelism, traditional elites tend to be more secure about future income redistribution and have fewer incentives to betray the regime. Even though many scholars have employed this argument to explain the survival of authoritarian regimes, they have done so without explaining the causal mechanism. Moreover, nobody has used it to explain the actual emergence and survival of democratic regimes in unequal societies.

VI: How do you think your research might have an impact outside academic circles?

Piñeiro: I think that it can help to see the problem of the quality of democracies in underdeveloped countries as a matter of material conditions and not as a problem of the will of their people. I am convinced that there is a trade-off between stability and equality in societies with high distributive conflict. Therefore, when promoting

democracy, developed countries need to be aware that low quality democracies that have a history of stability can improve the chances of these countries to have a good democracy in the future.

VI: How do you like living in Nashville? What kinds of things have you done here?

Piñeiro: Nashville is a beautiful city. It's not as big as other U.S. cities, but not too small either. That makes this city a livable place, especially when you are in a Ph.D. program. I have not had the opportunity to explore much of the city, but I did attend Live on the Green and have been to a few local restaurants.

VI: What advice would you give other students from PUC about studying and living in Nashville?

Piñeiro: Nashville and its people are very friendly. It's easy to make new friends and design a routine that allows you to study while at the same time enjoy other activities, like sports and cultural events.

VI: What would you tell students who are thinking about studying at Pontificia Universidad Católica?

Piñeiro: I had a great time studying in Santiago at the Universidad Católica. They have a refreshing academic environment, and they are committed to improving it every day. I think that the Pontificia Universidad Católica is a good option for students considering study abroad, and who want to get in touch with the way that people think and feel in South America.

We're Moving!

■ To make way for renovations planned to historic Alumni Hall, the Vanderbilt International Office will be moving to the Student Life Center December 20th. Our new address will be 310 25th Avenue South, Suite 110, Nashville, TN 37240. Come by and say hello!

Alumni Hall functioned as the university's original student union for nearly 50 years. It was dedicated to the 44 Vanderbilt alumni, former students, and faculty who died in World War I. Their names are carved in the limestone above the Memorial Room's fireplace mantels. As the premier campus social center, generations of students held tea dances in the Memorial Room, played pool in the basement, and conducted club meetings in the parlors. When Sarratt Student Center opened in 1974, Alumni Hall became home to a variety of administrative offices. The renovation project will be the first for the 86-year-old Vanderbilt landmark.



Renovations will create flexible spaces to support a wide range of activities—such as tutoring, catered dining, meetings, studying, and socializing—while maintaining the integrity of the building's historic architecture. Construction is scheduled to begin immediately following May 2012 Commencement and conclude in July 2013. Expanded terraces, a new classroom, music lounge, exercise room, writing center, faculty office suite, and café are planned for the Collegiate Gothic-style building originally completed in 1925.

Reporting contributed by Princine Lewis



Medical School Graduate Participates in Clinton Global Initiative Annual Meeting

■ Milton Ochieng' (M.D.'08) participated in two sessions at the seventh annual meeting of the Clinton Global Initiative (CGI), held 20–22 September 2011 in New York. Four years ago, Ochieng' and his brother Fred (M.D.'10)—with support in part from Vanderbilt University Medical School faculty and students—founded the Lwala Community Alliance (LCA) to serve the medical needs of their rural hometown of Lwala, Kenya. The clinic had been a dream of their father, who died three weeks before the ground-breaking ceremony.

The Ochiengs were first invited to attend the CGI annual meeting in 2009. Former President Clinton created CGI as a forum where community-based organizations, national and international NGOs, company executives, philanthropists, and government officials can come together to share ideas on how to address problems in three core areas: ameliorating poverty, improving the environment, and expanding access to health care and education. In fostering this dialogue, CGI's goal is to create strategic partnerships that provide resources to expand or replicate effective initiatives.

In the plenary session, "The World at 7 Billion: A Member Conversation with President Clinton," Ochieng' was one of three CGI members to present a report on their progress since becoming part of the CGI community. LCA's health care clinic has tripled in size since 2007, and is now the Lwala Community Hospital, a sub-district level hospital. "We've served over 75,000

patients in rural western Kenya," Ochieng' reported, "and whereas six years ago when my parents died of AIDS—they had no access to antiretrovirals—we now have over 850 patients on antiretrovirals." The hospital opened a maternity ward in April 2011, leading to a 300% increase in deliveries. The LCA has also expanded complementary services such as public health outreach, clean water and sanitation, and offers micro-financing to local residents, which provides school uniforms for girls in sixth through eighth grades, and runs a sewing cooperative. "You've made your father proud," President Clinton remarked at the conclusion of Ochieng's report.

Ochieng' also spoke on a panel entitled "Reproducing Success: Game-changing Interventions in Women's Health" on the final day of the conference.



Vanderbilt Welcomes New Fulbrighters

■ In August, Vanderbilt hosted 49 Fulbright Foreign Student Scholarship recipients for a three-day orientation to help prepare them for studying and living in the United States. The participants, who will be spending the 2011–2012 academic year in master's and doctoral programs across the country, represented thirty-five countries—from Chile to New Zealand and Russia to Madagascar—as well as the West Bank. This is the third year Vanderbilt organized and hosted a Fulbright Gateway Orientation.

The orientation included presentations on the Fulbright program by staff from the U.S. Department of State and the Institute of International Education. Additional sessions were led by Vanderbilt faculty and staff: Christopher Loss, assistant professor of public policy and higher education, gave a lecture on understanding U.S. academic culture; Tom Schwartz, professor of history, spoke about U.S. politics and people; Dayle Savage, assistant professor of the practice in leadership and organizational studies, and Megan Roberts, graduate student in the leadership, policy and organizations department, led a workshop on leadership and communication; and Monicah Muhomba and Allison Bradshaw from the Vanderbilt Psychological and Counseling Center discussed how to adjust to U.S. culture and avoid culture shock. Fulbright students also toured the First Amendment Center with executive director Gene Polcinski, and met with both U.S. graduate students and current Fulbright students at Vanderbilt.

To introduce the participants to Nashville and Southern culture, the group attended a concert at the Grand Ole Opry, competed in a scavenger hunt downtown, and wrapped up the orientation with a trip to the Wildhorse Saloon.

Biomedical Graduate Students Bring International Perspective

■ Vanderbilt's incoming class of biomedical graduate students includes the first participants in the new Vanderbilt International Scholar Program (VISP).

Designed to recruit outstanding international students into Vanderbilt's biomedical research programs and support them throughout their studies, VISP scholars were chosen out of a competitive pool of non-U.S. citizen applicants.

The Interdisciplinary Graduate Program (IGP) enrolled seven VISP students, and the Chemical and Physical Biology Admissions (CPBA) program enrolled one.

"This international focus has allowed us to recruit the best and brightest, regardless of the cost. We're excited about the new perspectives these international students will bring and welcome the diversity," said James Patton, Ph.D., IGP director.

Edited from the original by Leslie Hall

Vanderbilt-Educated Economist Named Somali Prime Minister

■ On 23 June 2011, Dr. Abdiweli Mahamed Ali was appointed prime minister of Somalia by President Sharif Sheik Ahmed, a selection confirmed by parliament on 28 June by a vote of 337-2 with two abstentions. Dr. Ali, who earned a master's degree in economics from Vanderbilt ('88), is a respected economist specializing in public finance and international trade. He previously served as Somalia's deputy prime minister and minister of planning and international cooperation. Prior to returning to Somalia, he was associate professor of economics at Niagara University, adjunct professor at Northern Virginia Community College, and a teach-



ing fellow at the John F. Kennedy School of Government at Harvard University.

Inaugural Symposium on the African Diaspora

■ Issues in Critical Investigation (ICI): The African Diaspora held its first symposium September 29–October 1, 2011. This year's topic was "Defining the African Diaspora"



and explored the problem of the African Diaspora as a social, historical, political, and discursive issue, focusing specifically on the representation of the diaspora in the arts. Panelists

included Alice Randall, novelist and writer-in-residence for the African American and Diaspora Studies program; Hortense Spillers, ICI director and the Gertrude Conaway Vanderbilt Professor of English; Lucius Outlaw Jr., professor of philosophy; and scholars from University of California-Berkeley, the University of Pittsburgh, Duke University, the University of Notre Dame, New York University, Rice University, and the University of Waterloo, Canada.



Second annual ceremony welcoming incoming Biomedical graduate students and presenting them with a white lab coat

VANDERBILT UNIVERSITY

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