MARYLAND INTERNATIONAL
Connecting the University of Maryland & the World
FALL 2012, VOL. II
In Vietnam, the water buffalo is often one of the most valuable belongings of rural Hmong families—“Buffalo Soldier” was the grand prize winner of this year’s International Photo Contest, by UMD student Nicolas Poirette (front cover). Maryland students in Engineers Without Borders build a bridge in the village of Addis Alem, Ethiopia—“Reinforcing a Concrete Bridge Handrail” was an entry in this year’s International Photo Contest, by UMD professor David Lovell (inside cover). Inish Mor is the largest of the three Aran Islands off the western coast of Ireland—“Cliffside Chillin’” was a finalist in this year’s International Photo Contest, by UMD student Erin Donn (back cover).
Refugees Teaching Refugees Hidden in Malaysia

Colleen O’Neal, Assistant Professor at the University of Maryland, and a team of other Fulbright Alumni professors, interventionists, and students were recently awarded $25,000 to do research helping refugee teachers and students in hidden refugee schools in Malaysia.

UMD’s Future Engineers Build Bridges in Ethiopia

In early January, a team of Maryland students, a faculty mentor, and two professional engineers traveled to the small town of Addis Alem, Ethiopia to address their need for a permanent bridge that could withstand annual climate conditions.

From Maryland to Ireland: The Frederick Douglass Connection

The Frederick Douglass connection between Maryland and Ireland flows, as so much else in Irish-North American history, through County Cork and its port, Cobh. After witnessing the terrible conditions of Irish tenant farmers, Douglass transitioned from an abolitionist to an advocate of equal rights for all humans.

also in this issue

Around Campus
8 Donna Wiseman Appointed to Lead the Confucius Institute at Maryland
8 The Mid-Autumn Moon Brings Seasonal Celebrations
11 Maryland Students Win Record Number of Gilman Scholarships to Study Abroad
13 University of Maryland Faculty Recognized for International Commitment
15 UMD Maintains Top 25 Ranking for Study Abroad

Global Maryland
10 Math Mission Impossible: Study Abroad!
14 Sri Lanka Program Sees Second Straight Year of Success
In early January, a team of 11 UMD students, a faculty mentor, and two professional engineers traveled to the small town of Addis Alem, Ethiopia to address their need for a permanent bridge that could withstand annual climate conditions.

Due to an economy based largely on agriculture, Ethiopia is sensitive to natural and economic challenges, like drought and international export prices. In addition, poor water and land management practices have exacerbated environmental pressures.

While the climate is dry and temperate for a majority of the year, Addis Alem experiences an annual rainy season. As a result, a local culvert that serves as the primary means of passage from the town center to the rural hills floods while the current bridge, already unsuitable for large loads of livestock carrying goods, washes away. With the inability to access the markets and roads, rural residents must make accommodations to survive independently until the passage has been reestablished. In a place where economic growth is still highly dependent on local vendors, restricting the flow of goods and livestock in and out of the central town becomes a community-wide issue.

The pedestrian bridge project, the second completed in the community by UMD’s Engineers Without Borders (EWB) student chapter, was the culmination of 12 months of student design work and consultation with professionals. Maryland students worked alongside community members during the construction process, which involved extensive material procurement, construction of masonry foundations, temporary structures to support the structure as it cured, and reinforced concrete. "My experience with Engineers Without Borders was a defining aspect of my education at the University of Maryland. It enabled me to extend my engineering knowledge beyond the classroom to real-life applications in environments and cultures far different than my own. The projects challenged me to think critically with my teammates about how to design and achieve a project concept given a limited set of materials, equipment, time and finances that were both sustainable and met the needs expressed by the community,” explains Kathi Hendrick, Project Leader on the Ethiopia bridge project.

"The most recent pedestrian bridge project was extremely rewarding for both our chapter and the community because it was something that neither of us could have accomplished alone. There was a significant amount of collaboration and combined effort that took place in order to ensure it could be successfully built within the small time window of only three weeks.”

The Maryland EWB team is now...
**Build Bridges in Ethiopia**

Embarking on a new project in Addis Alem. The team plans to come up with a solution, with help from the community, to reduce the amount of rainwater that enters the marketplace watershed, provide increased cover through innovative stall designs, and treat any runoff that would ordinarily go directly into a local river. Last June, Maryland students traveled to Ethiopia to assess the feasibility of this project, and they are currently working on design alternatives with their professional mentors that they hope to implement next year. “The Ethiopia program shows clearly the progression of the partnership between our student chapter and the local community. Each project is technically more challenging than the last, reflecting continued growth in the capabilities of the local craftsmen and laborers, as well as the students traveling to the community,” says UMD Faculty Mentor David Lovell. “This is a critical element of sustainable development and engineering education: fostering and building human capacity that can then take off and flourish on its own.”

*Adapted from materials from UMD’s Engineers Without Borders*

**PHOTOS BELOW, LEFT TO RIGHT:** Maryland student Yasmin Kadry interacts with young community members near the EWB bridge construction site. Vendors sell vegetables and other wares at the community marketplace in Addis Alem. Maryland student Jeff Hilbrand and professional mentor Brian Tetrick collect a soil sample during the assessment of the marketplace improvement project. Concrete cures in the deck and handrail forms on the pedestrian bridge project. Photos courtesy of Engineers Without Borders.

“My experience with Engineers Without Borders was a defining aspect of my education at the University of Maryland. It enabled me to extend my engineering knowledge beyond the classroom to real-life applications in environments and cultures far different than my own.” — Kathi Hendrick, EWB Project Leader
If you were to ask members of the College Park community to identify ties between Maryland and Ireland, many would probably mention current Governor Martin O’Malley, who is famously proud of his ancestry and even fronts a Celtic rock band, “O’Malley’s March.” Not so many, probably, would mention Maryland’s most famous historical figure—Frederick Douglass.

Governor O’Malley is hardly the only Marylander with strong ties to Ireland—just ask Stephen Brighton, Associate Professor of Anthropology at UMD. An expert on the Irish diaspora, Brighton’s current research includes an excavation at Texas, Maryland (just north of Baltimore). There, immigrants from Ireland’s western counties, fleeing the Great Hunger of the mid 1840s, established a community of quarrymen and stonemasons who helped build the Washington Monument, among other landmarks. But, as Brighton notes, they were not the first Irish in Maryland, nor is Governor O’Malley the first prominent Irish politician in the state. That honor goes back to the beginnings of the Maryland Colony and the Carroll family. Moreover, Baltimore manor, from which the Calvert family of England derived their Barony and the name for Maryland’s premiere city, is located in Ireland’s County Longford.

The Frederick Douglass connection between Maryland and Ireland is more circuitous. It flows, as so much else in Irish-North American history, through County Cork and its port, Cobh. When Douglass, while still enslaved, was moved from Wye Plantation—a site for a UMD Anthropology Department excavation—on Maryland’s Eastern Shore to the port of Baltimore, Irish sailors at the latter were among those who encouraged his flight to freedom. That flight did not end in Massachusetts, however, especially after the publication of his autobiography brought Douglass to public prominence. Fugitive Slave Laws meant that he was in constant danger, even among friends and supporters. And so at their urgings, in 1845 he departed for England and disembarked at Cobh in County Cork.

One of the world’s largest natural anchorages, Cobh harbor is also the westernmost major port in Europe. It therefore served as the eastern terminus of the transatlantic route heading to North America—and Maryland. Most of the Famine refugees of the 19th century embarked at Cobh, following a route well established by then after nearly two centuries of crossings. But Cobh harbor was, by extension, also the first port of call for those crossing from North America to Europe. And once Douglass set foot on solid ground in Cobh, he stayed put—in Cork and Ireland—for a year.

It was a life-altering experience. Witnessing the terrible conditions of Irish tenant farmers, before and at the onset of the Potato Blight, hastened Douglass’ transition from an abolitionist to an advocate of equal rights for all humans. Upon his return to America, he became an ardent supporter of women’s suffrage, Native Americans, and immigrants. He also remained vocal on behalf of Irish Emancipation, and the people of Cork and Ireland have not forgotten.

Given the larger history, when the State of Maryland Sister City/Sister State committee began to consider where to seek its next international partner, it was no surprise that a county in Ireland was at the top of the list. The committee’s decision to approach County Cork raised a few eyebrows; after all, the O’Malley’s hail from County Galway. But committee member Patrick O’Shea, who is UMD Vice President for Research and Professor of Electrical and Computer Engineering, argued successfully for Cork. He had the backing of UMD Distinguished Professor of History
Ira Berlin—a pre-eminent Frederick Douglass scholar, whose work has included collaborations with colleagues (and lecturing) at University College Cork (UCC). This Frederick Douglass connection was celebrated during a recent visit to Cork by a Maryland Sister State delegation, which breakfasted with the Lord Mayor of Cork in the same hotel dining room where Douglass held his farewell gathering before departing Ireland. There they witnessed the unveiling of a plaque to commemorate that event and its legacy. The delegation also visited UCC, Cork-based businesses, and local research establishments—thereby opening the next chapter in this enduring transatlantic story.

_By Joe Scholten, IIP_
Donna Wiseman Appointed to Lead the Confucius Institute at Maryland

Much like Thanksgiving is observed in the western world, the Mid-Autumn or Moon festival in late September is celebrated with festive family reunions, a wonderful variety of food, appreciation for the changing seasons and successful harvest, and good cheer. On September 28, the Confucius Institute at Maryland (CIM) celebrated the Moon Festival while also commemorating the 2,563rd birthday of Confucius, a day recognized as Teacher’s Day throughout Asia. As

Donna L. Wiseman, Dean of the College of Education, has been appointed the new Director of the Confucius Institute at Maryland (CIM), bringing with her leadership in advancing international initiatives for the College of Education. As Dean of the College, she increased the international focus of the College by establishing an Office of International Initiatives to help support the College of Education’s priorities related to international education. She also established the Center for Chinese Language Teacher Certification and Development (CCLTCD), designed to set national and international standards of excellence for Chinese language teacher preparation, certification, and professional development.

In her new appointment, Wiseman plans to link these two units involved with China and teaching. CIM is one of the oldest Confucius Institutes and the first one in the United States; CCLTCD is one of only two Chinese language teacher-training programs in the United States. The objectives of the two organizations are connected, and they are committed to similar goals in teacher education: teacher training, conducting and using research, and teaching through cultural activities and events. Potential initiatives involving both groups include designing flexible China-based curricula that will lead to a teaching certificate and offering scholarships for high school students who are interested in learning Chinese and studying in China. “Teaching a foreign language, and a second language such as Chinese, is so important as our citizenry must be able to communicate and exchange ideas in today’s world as we go forward into the future,” explains Wiseman.

Involvement in international affairs is nothing new for Wiseman. Before she was dean, she was the Associate Dean for Academic Programs responsible, among other things, for international activities. She served on the University International Advisory Committee and was a member of the initial planning committee of the Maryland China Initiative (MCI) at UMD, the only university-based comprehensive training institute exclusively for international affairs.

UMD students, along with faculty and staff, stopped by the Confucius Institute to celebrate the Moon Festival. Photo courtesy of James Cui.

The Mid-Autumn
Confucius Institute at Maryland

Chinese professionals in the United States. Wiseman is also on the Board of Directors of the International Council on Education for Teaching (ICET), an international association of policy and decision-makers in education, government, and business dedicated to global development through education.

By Rebecca McGinnis, CIM

"Teaching a foreign language, and a second language such as Chinese, is so important as our citizenry must be able to communicate and exchange ideas in today’s world as we go forward into the future."

— Donna L. Wiseman

Moon Brings Seasonal Celebrations

part of the celebration, CIM hosted an open house featuring a stunning exhibition by a local Chinese painter Master Yu Wenlu from the Shandong Artists’ Association in Shandong Province, the birthplace of Confucius.

This occasion also marked the 8th anniversary of CIM, established in 2004 with a sister university relationship with Nankai University in Tianjin, China. Donna Wiseman, the Dean of UMD’s College of Education and the new Director of CIM, noted in her remarks that the number eight is extra lucky in Asian cultures because its sound, ba, is similar to that of the word for “prosper,” or fa, indicating that there is great hope for growth and prosperity in CIM and those with whom we are connected in China.

During the festival, CIM recognized a person directly related to Confucius, one of the greatest teachers of all time. Wiseman introduced Madame Anita K’ung Tong, also known as K’ung Ling-ho, as the 76th generation descendant of Confucius.

Madame K’ung has long been a supporter of China-related programs at UMD, and her generous donations have made it possible for students to go abroad for study in China as Ling-ho Anita K’ung Tong Scholars. Notably, Madame K’ung is the first female descendant ever to be authorized for burial in the Cemetery of Confucius near his birthplace, where previously only males in the direct line of the Great Sage could be buried.

By Rebecca McGinnis, CIM
Studying abroad is an experience that many students only dream of having. As a transfer student with a double major in math and economics, I was a part of this group who supposedly could never study abroad because of strict program requirements, transfer credit limits, and financial restrictions. Thankfully, with a little research and help from the advisors at Education Abroad, I found a program that not only fit all of my academic needs, but also offered me an enriching personal experience.

Soon after stepping into Education Abroad, I was pleasantly surprised to learn that short-term programs were being offered at Maryland. The benefit of short-term programs is that they don’t interfere with the typical school year. As a math and economics major, leaving campus for an entire semester was impossible. On top of my grueling major requirements, I came to Maryland with more than 80 credits worth of transfer and AP credit, which meant that I couldn’t go on a program that returned with transfer credit. Fortunately, the winter-term programs at UMD are all faculty-led for resident credit—solving both the strict major requirements during the semester and transfer credit limitations. To sweeten the deal further, Education Abroad offered me a scholarship, providing help based on need—another resource I never considered—and made the program affordable enough for me to attend.

In addition to the educational experience, I learned more about myself than I could have imagined during my visit to the Southern Caribbean. When faced with no Internet access or phone connection to the mainland, I was forced to interact more deeply with a group of people I had just met. Instead of communicating through text messages and emails, I stayed up to the early hours of the morning talking about life and staring out into the night sky over an endless sea. When we went ashore in Dominica, we played with children who were amazed by our abundance and generosity. What I thought was a simple purchase for a memento to take back home was actually providing a week’s worth of food for a family. I was mesmerized with their intricate and completely handcrafted work. The voyage changed my outlook on life and my perspective of the world: Seeing the diversity and the variety of lifestyles that exist, even in such a small area as the Caribbean islands, opened my eyes to the possibilities and privileges that Americans have. My personal journey of facing fears and pushing personal limits was made possible with the wonderful opportunities that the study abroad experience provided me. Studying abroad isn’t an impossible dream, and students shouldn’t be discouraged from having their own fulfilling experience abroad, whether it be for educational or personal reasons, or both.

By Ashley Naumann, UMD ’13 B.S. Mathematics, Economics
A whopping 16 University of Maryland students won the prestigious Benjamin A. Gilman International Scholarship to study around the world. The Gilman Scholarship, sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State, awards up to $5,000 for study abroad to U.S. undergraduates who receive Pell Grants. Maryland’s newest Gilman Scholars will study in 12 countries on four continents during the spring 2013 semester. The program aims to diversify the kinds of students who study abroad and the countries and regions where they go by supporting undergraduates who might otherwise not participate due to financial constraints. It also fosters mutual understanding between the people of other countries to promote friendly, sympathetic, and peaceful relations.

“The University of Maryland is committed both to making international educational experiences accessible to all students regardless of financial background and to increasing the number of students who study abroad in less common destinations. The Gilman Scholarship Program plays a significant role in making this happen,” says Ross Lewin, Associate Vice President for International Affairs.

Study abroad is a life-changing experience, and the Gilman Scholarship provides the opportunity for students to study abroad. “Making study abroad affordable for all of our students is a top priority,” says Graham Hettlinger, director of Education Abroad. “This spring, 67 percent of all the University of Maryland students who applied for a Gilman award actually received one. That means that if you put careful effort into your application and worked consistently with the National Scholarships Office during the application process, you were actually more likely to receive an award than not. That’s an unprecedented rate of success. I hope this will help spread word that there is important, accessible financial aid available to UMD students who need support to study overseas.”

For Jessica Srun, a senior Environmental Studies major, studying in San Ramón, Costa Rica will give her valuable real-world experience. Coursework in conservation, human environmental impacts, and intensive Spanish will give her a solid foundation for what most excites her: “I really want to learn sustainability practices from the people there and understand real-life implications.”

Catherine Kinlein, a junior Russian and Journalism double major, will spend the semester in Saint Petersburg, Russia taking courses in advanced Russian and international media. “I need to be there,” she states, “to practice and advance my Russian. You need an immersion environment to do that.” She’s also eager to experience Russian culture—particularly museums—firsthand.

By Leslie Brice, National Scholarships Office

SPRING 2013 GILMAN SCHOLARS
Ijeoma Agwu (United Kingdom)   Caroline Maramara (New Zealand)
Tyra Cooper (China)             Nicolas Martinez (Spain)
Lauren Epstein (Argentina)     Bernard McEntee (Japan)
Jasmine Jones (Spain)           Hannah Milhorn (Denmark)
Farhad Jumma (United Arab Emirates)   Lamar Rogers (Spain)
Danny Kim (Denmark)             Brianna Schumaker (France)
Dae Kim (Hong Kong)             Jessica Srun (Costa Rica)
Catherine Kinlein (Russia)      Kyle Vaughan (China)

LEFT TO RIGHT: Gilman Scholarship recipients at UMD—(Top row) Hanna Milhorn, Lamar Rogers, Catherine Kinlein, Caroline Maramara. (Bottom row) Kyle Vaughan, Bernard McEntee, Brianna Schumaker.
How do you keep hope alive for refugee students trapped in a country hostile toward them? One refugee teacher in Malaysia tells her students: “This is your time to study; once you are educated, then you can help your family.” Preventing refugee students from dropping out of school to help their impoverished families is tough, and it’s an especially tough challenge for refugee teachers in Malaysia who are also frustrated and stressed refugees.

Colleen O’Neal, Assistant Professor in the School Psychology Program at the University of Maryland, and a team of other Fulbright Alumni professors, interventionists, and students were recently awarded $25,000 to do research helping refugee teachers and students in Malaysia, with the goal of improving mental health and academic performance in the largely hidden refugee schools. Not only do these refugees risk police harassment, detention, deportation, and trafficking, but the 40,000 school-aged refugee children in Malaysia are prohibited from attending government schools. However, that has not stopped them from providing an education to about 30 percent of their school-aged children, often teaching their students in hidden kitchens and apartments in Kuala Lumpur. Most of the teachers are unpaid Burmese refugees who are untrained in classroom management.

Building on O’Neal’s 2011 Fulbright Scholar Award research, which found promising results for refugee teacher mental health training intervention in Malaysia, the current Fulbright alumni team will partner with the United Nations High Commission for Refugees in Malaysia, local universities, local NGOs, and refugee schools, to empower refugee teachers to improve their students’ socio-emotional and academic functioning in the refugee classrooms. The international Fulbright team will train refugee teachers to manage students’ emotions, attention, and behavior; train refugee teachers to mentor new teachers; conduct in-class consultations with refugee teachers; evaluate the program; and document the program through film and blog.

As a part of the role-plays used in the training intervention pilot, the teach-
in Malaysia

ers enjoyed letting loose and acting silly with each other. Many of them explained that they felt isolated in their hidden schools, without freedom to safely walk around their neighborhoods, so they often needed an outlet to have fun while also expressing their struggles in the classroom. This exercise provided them with a sense that they are not alone.

In January, the President and CEO of the Fulbright organization will give O’Neal the Fulbright New Leaders Group Award for her collaborative research promoting refugee learning and mental health. “This international research experience was a real awakening for me in how the political is personal,” explains O’Neal. “In this case, global politics and human rights abuses by the Burmese and Malaysian governments have driven thousands of minority Burmese into hiding, with a real impact on their refugee children—that they can learn and grow safely into valued, visible, contributing members of a society. I was incredibly inspired by the refugee teachers’ will to educate in the face of governmental persecution and alienation, and by how education NGO’s in Southeast Asia are doing the work that Burmese and Malaysian governments refuse to do—educating these minority, rejected students.”

University of Maryland Faculty Recognized for International Commitment

Coinciding with UMD’s celebration of International Education Week, the Institute for International Programs held its 21st annual International Awards Ceremony. This year, the University recognized Reinhard Radermacher, Professor of Mechanical Engineering, and Saúl Sosnowski, Professor of Latin American Literature and Culture, for their international contributions to the University. In her opening remarks, Provost Mary Ann Rankin expressed the importance of recognizing those who are committed to internationalization and have “fostered the university’s emergence as a globally-networked institution.”

Radermacher received this year’s Distinguished International Service Award for his contributions to the development of international programs at UMD. For two decades, Radermacher has spearheaded an international student exchange program, which has brought more than 600 foreign engineering interns to Maryland. “The students may come as strangers but they leave as friends,” said Radermacher. He also developed jointly with colleagues an international version of a mechanical engineering course that was taught in Korea, Hong Kong, and China and is set to become a regularly scheduled class where Maryland students team with peers in other countries to study and design energy conversion systems.

Sosnowski was given the Landmark Award for his long-term achievement in support of international life at UMD. For 11 years, Sosnowski led the University’s international efforts as the Associate Provost for International Affairs, and he has more than a decade of work centered on issues of civil education, democracy, conflict management and cultural politics with a focus on Latin America. “Crossing borders and being international is in my DNA,” said Sosnowski during his acceptance speech, and many in attendance at the ceremony would certainly agree that both awardees represent UMD’s commitment to internationalization.
Sri Lanka Program Sees Second Straight Year of Success

As part of an annual summer internship program, six graduate students from the University of Maryland’s Robert H. Smith School of Business and School of Public Policy traveled to Sri Lanka to apply principles they learned in the classroom to real-world situations in a developing country. Specifically, these students focused on improving competitiveness and economic revitalization for three clients—the Jesuit Academy of Trincomalee; Aqua ‘N Green, an aquaculture business; and VEGA’s BIZ+, a job creation grant delivery platform in Colombo.

After a month of preliminary research, the students traveled abroad to visit their clients firsthand and conduct on-ground research. They conducted interviews, examined supply chain mechanisms, and analyzed the efficacy of business processes and procedures. Broken into teams, they then delivered recommendations to the clients before returning to campus to complete more formal presentations and reports.

“This project was a very important complement to my academic education at the University of Maryland. It provided me with a level of regional understanding that I can apply to other areas going forward. Similarly, the firsthand experience of working in the field offered a variety of skills that I truly believe I would not have been able to experience with such depth in any other capacity,” says one participant in the program.

In the case of the Jesuit Academy, the team focused primarily on digital marketing strategies as it related to attracting new students. By introducing processes and training on social media tools such as Facebook, Twitter, and YouTube, as well as search engine optimization and user-friendliness advice on their main website, the Academy should be better positioned for customer retention going forward. “Since the conclusion of the civil war, internet use has skyrocketed,” says Genevieve O’Reilley, MPP ’13. “One of the first things we looked at was...
Straight Year of Success

For the second year in a row, the University of Maryland has ranked in the top 25 in the 2012 Open Doors Report with a record 1,975 students going abroad in 2010-2011, and climbed up to the 15th spot for overall participation in study abroad. The Open Doors Report is a comprehensive information resource, by the Institute of International Education, on international students and scholars studying or teaching at higher education institutions in the United States, and U.S. students studying abroad for academic credit at their home colleges or universities. To see a complete listing of university rankings, go to: http://www.iie.org/Research-and-Publications/Open-Doors/Data.

“The firsthand experience of working in the field offered a variety of skills that I truly believe I would not have been able to experience with such depth in any other capacity.”

UMD student Andres Feijoo discusses an English composition with a student at the Jesuit Academy of Trincomalee.

The program was delivered by the Center for Social Value Creation, Center for International Business Education and Research (CIBER), the School of Public Policy, the Volunteers for Economic Growth Alliance (VEGA) program of the U.S. Agency for International Development (USAID), and the International Executive Service Corps (IESC).

Adapted from materials by
the Robert H. Smith School of Business

UMD Maintains Top 25 Ranking for Study Abroad

For the second year in a row, the University of Maryland has ranked in the top 25 in the 2012 Open Doors Report with a record 1,975 students going abroad in 2010-2011, and climbed up to the 15th spot for overall participation in study abroad. The Open Doors Report is a comprehensive information resource, by the Institute of International Education, on international students and scholars studying or teaching at higher education institutions in the United States, and U.S. students studying abroad for academic credit at their home colleges or universities. To see a complete listing of university rankings, go to: http://www.iie.org/Research-and-Publications/Open-Doors/Data.
To submit story ideas and photos, please contact the editor, Vivian Hayward, at vhayward@umd.edu or 301-405-4312.