MESSAGE FROM THE DIRECTOR:

Dear Friends:

President Loh has clearly signaled his support for internationalization efforts, so the campus now seeks ways to turn words into deeds. This issue of Maryland International showcases programs that illustrate the positive impact of global engagement on the curriculum and the research agenda.

In December, a team from UMD further expanded our global presence by establishing collaborative programs with Indian universities on such issues as food safety, the global climate change, and teaching innovation. The delegation also took the opportunity to launch new UMD efforts to recruit outstanding Indian students that feature involvement of UMD alumni living and working in India.

And because turning commitments into effective programs requires highly qualified staff, IIP is pleased to announce the appointment of Susan Dougherty as the new Director of the Office of International Services (OIS). She will focus on implementing systems to better manage and share data on the university’s international population, enhancing OIS’s ability to support the University’s phenomenal growth in numbers of international students and scholars.

New data show that the University of Maryland is now ranked #17 nationally for overall participation in study abroad, and 9th in short-term programs. Increasingly, students are choosing study-abroad destinations in Asia, Africa, the Middle East, and Latin America, which typically provide a higher degree of challenge for students and more opportunities for unique cross-cultural experiences—and in some cases allow students to apply for prestigious Gilman scholarships.

Finally, the issue highlights UMD programs noteworthy for their international synergies: UMD’s Dingman Center just held its Business Plan Competition for mixed teams of students from UMD, China, and Israel that get hands-on international entrepreneurial experience; and the Humboldt Foundation recently awarded an International Research prize to Psychology Professor Michele Gelfand, for her comparative conflict research project, which includes teams of international collaborators.

Jonathan Wilkenfeld
Associate Provost and Associate Vice President
for International Programs

COVER PHOTOS: More than 100 children in surrounding villages were given routine check-ups during a health fair in India, providing first-hand experience to UMD students in the Summer 2011 short term study abroad program on global health and development; by UMD student Kaitlyn Moberly (front cover); UMD students explore musical traditions through several world music ensembles that culminate in performances at the end of the semester, by Jeremy Kim (back cover).
Education Abroad Travels Off the Beaten Path
As part of UMD’s mission to assist students in becoming engaged global citizens, Education Abroad continues to expand the variety of programs available to non-traditional destinations in Asia, South America, Africa, and the Middle East.

Exploring Musical Traditions from Around the World
UMD students are learning hands-on about non-Western music traditions through four unique world music ensembles at UMD: the Japanese Koto Ensemble, the Korean Percussion Ensemble, Gamelan Saraswati, and the African Drum Ensemble.

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After a successful trip to China last spring with Governor Martin O’Malley, President Wallace Loh and a UMD delegation was invited to join the Governor on his second trade mission to Asia. The six-day trip to India led to nearly $60 million in business deals for the State of Maryland and was the next step in expanding the University’s global presence by strengthening ties in India—a country rich in culture, history, and opportunity, with a rising economy on track to be the third largest in the world after the United States and China.

Focused on gaining a better understanding of India’s culture and cultivating new opportunities for students, faculty, and staff, the UMD delegation— which included Vice President for Research Patrick O’Shea, Dean of the Smith School of Business G. “Anand” Anandalingam, Associate Provost for International Programs Jonathan Wilkenfeld, the Office of Technology Commercialization Executive Director Gayatri Varma, Computer Science Professor Ashok Agrawala, and Assistant Director in the Admissions Office James Massey—traveled to some of India’s leading universities and several research and commercial centers. The group also met with local and national government agencies and leaders to forge relationships between the two countries, where UMD could play a significant role in collaboration with government and business leaders.

Following an earlier visit to Maryland’s campus by a delegation of vice chancellors (university presidents) from India, UMD leaders met with university officials in Hyderabad, Mumbai, New Delhi, and Agra to continue discussions on expanding educational exchange. President Loh signed agreements with the Indian Institute of Technology - Bombay, one of India’s top three STEM higher education institutions, for the exchange of faculty and students, and the Indian Institute for Tropical Meteorology in Pune for future collaborations on global climate and weather predicting technologies and applications, with possible partnership with the U.S. National Oceanic and Atmospheric Administration. During a meeting at the University of Delhi, India’s top-ranked public comprehensive university, Vice Chancellor Dinesh Singh elaborated on a new program to teach innovation by forming multi-disciplinary teams of students tasked with creating solutions to real-world issues, such as poverty in India. The University of Delhi is...
also developing a “meta-university,” a global network of institutions with students and faculty working on specific innovation projects, and is currently working with UMD to share courses online in the near future.

The delegation also met with officials from the Indian Agricultural and Processed Food Products Export Development Authority (APEDA), the Food Safety and Standards Authority of India (FSSAI), the Waters Corporation, and the U.S. Department of Agriculture and the Food and Drug Administration (FDA) to discuss building on the International Food Safety Training Laboratory (IFSTL), which was recently established at UMD in partnership with the FDA and Waters Corporation (See the Fall 2011, Vol. 2, issue of Maryland International for details). Under discussion is an agreement to use the Maryland facility as a model for new food safety training laboratories across Asia, and particularly in India, China, and Australia—all key exporters of food products to the U.S. and elsewhere in the world. The Maryland delegation also toured The Energy and Resources Institute (TERI), India’s premier think tank on energy research and related policy issues, to share ideas on energy research, with Maryland’s recent winning entry
in the 2011 Solar Decathlon, WaterShed, leading to talks on joint research projects on sustainable housing. In Mumbai, the UMD group, along with Governor O’Malley’s delegation, met with the Tata Group, India’s largest industrial house with 93 companies spanning nearly all sectors. The Tata officials expressed interest in working with the University in collaborative research and development projects such as a mobile phone-based crop-advisory service to help rural farmers in India have better access to information through their cell phones and an adult literacy program to address the estimated 200 million adults in India who are illiterate.

Aside from new collaborations, President Loh put effort into strengthening existing academic ties as well. UMD renewed a cooperative agreement with the Dayalbagh Educational Institute in Agra, which has a longstanding education and research relationship with UMD’s College of Computer, Mathematics, and Natural Sciences and the A. James Clark School of Engineering. And, working from an existing relationship between the Indian School of Business and UMD’s Smith School of Business—particularly in the area of health information, community development, and entrepreneurship—a joint proposal was submitted to the Obama-Singh 21st Century Knowledge Initiative to work on the use of technology in rural health.

The overall discussions with officials from government, academia, and industry focused on UMD’s role in helping to educate and train the Indian population. From adult literacy and food safety to reforming the country’s higher education system, the UMD team pledged to develop partnerships in the future. “Governor O’Malley describes Maryland as the ‘gateway to doing business in the U.S.’ and I am proud to call the University of Maryland the gateway to our state,” President Loh stated. “The University has established significant faculty, research, and student ties with India, and we want to leverage and greatly expand these connections to help our state create new economic ties with India and to transform UMD into a more globally connected university.”

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— President Wallace Loh

Dayalbagh Educational Institute (DEI) in Agra where Patrick O’Shea signed an MOU between DEI and UMD. Photo courtesy of DEI
IP is pleased to welcome Susan Dougherty, who has just been appointed Director of the Office of International Services (OIS)—an office that provides services supporting international students, scholars, faculty, and visitors at the University of Maryland. To reflect an institutional culture that sustains President Loh’s vision of a globally networked university, Dougherty emphasizes the importance of working collaboratively with other campus offices to support their international programming, academic research collaborations, and academic exchanges. “As a team, OIS will review the university’s strategic plan and develop goals to support the strategic vision and enhance our services to the university,” Dougherty notes. She further explains that she is confident that OIS staff will continue to respond positively to change and to evaluate processes that improve the experience of international students and faculty. “I have no doubt that together we will find solutions that will accommodate new needs as they arrive,” she adds.

To respond to the challenges posed by the university’s remarkable increase in the numbers of international students and scholars, Dougherty will guide the OIS implementation of a new data tracking tool, called SUNAPSIS. This comprehensive immigration management system will help OIS oversee immigration and visa processing. Specifically, this system provides e-forms to facilitate immigration requests, e-mail services to enhance communication, feedback and recordkeeping, and online reporting and graphing to readily permit the sharing of data on the university’s international population. Dougherty, with prior experience handling SUNAPSIS as a “user” lead at Johns Hopkins University, will guide OIS through the process of establishing this new system to facilitate the interactions of all parties being sponsored by the University of Maryland for employment or an academic experience.

With more than 20 years of experience in the field of international education, Dougherty’s first interest in internation-
“International exchanges—whether they are academic, work experiences, or short-term visits to another country—change a person’s perspective on their own culture and the host culture, expand the individual’s world view, and help to develop new skills to use in an increasingly pluralistic world.”

Dougherty is deeply committed to helping international students and scholars accomplish not only their educational and professional objectives, but also their social ones. To this end, OIS will strive to create a “third place,” or anchor, for the international community at the university. Dougherty hopes to create a comfortable and welcoming environment for new and not-so-new international visitors to campus within OIS—thus, fostering creative and productive experiences for visitors and students, leaving them with positive memories of their time at the University of Maryland and strong bonds to the institution.

“Aside from the opportunity to work with incredible colleagues and students throughout the university, I am thrilled to be back at Maryland because the university does an excellent job integrating international students and scholars into its culture. UMD is poised to become one of the nation’s first choices for international students and scholars,” she says. With Dougherty at the helm, Associate Provost for International Programs Jonathan Wilkenfeld anticipates that OIS will be well positioned to meet the increasing demands of a globally networked university. “The University of Maryland is host to about 3,500 international visitors each year—faculty, researchers, undergraduate and graduate students. The Office of International Services is our visitors’ first point of contact, and I am delighted that someone with Sue’s experience and commitment will be giving such a positive first impression.”

UMD Recruitment Efforts in India

“A breakthrough event for the University of Maryland”—that’s how members of President Wallace Loh’s delegation described their recent visit to India. During their time abroad, the UMD delegation met with Indian representatives from government, industry, and academia. Meetings conducted with leaders in the field of academia, as well as with UMD alumni living in India, proved to be especially fruitful. In general, the issue of how UMD might play a role in helping educate and train major portions of the Indian population was the central focus of discussions.

The UMD delegation split its time during the six-day trip among three major cities: Hyderabad, Mumbai, and New Delhi. At each location, the delegation held alumni events and networking receptions for principals and guidance counselors representing the most prestigious local high schools, including international schools that may one day serve as feeder schools to UMD. While the purpose of these receptions was to foster their developing relationships with the University through the initiation of recruitment efforts, the main goal of meeting with former Maryland students was to identify ways for them to support their alma mater through involvement with in-country recruitment efforts as well. The trip also provided an opportunity for the delegation to give a presentation on UMD to an audience at an EducationUSA Center in Mumbai, which serves as a local resource for students seeking information about requirements for study in the United States at the undergraduate and graduate levels.

“This trip enabled us to extend our reach beyond traditional geographic boundaries. It was exciting to meet with prospective students and share opportunities available to them at the University of Maryland, and to talk with alumni, who were especially interested in hearing from us,” says James Massey, Assistant Director in the Admissions Office. Building upon the special relationships fostered in India, UMD plans to develop partnering arrangements in the areas of adult literacy and higher education reform to help meet the country’s societal objectives.

By Tiara Darnell, IIIP
A sia, South America, Africa, and the Middle East—increasingly students are choosing these locations for their study abroad experience. Although other parts of the world remain popular destinations, these areas of dynamic change and diverse cultures are offering students new opportunities to learn and explore the world around them. As part of UMD’s mission to encourage students to become engaged global citizens, Education Abroad continues to expand the number and variety of locations available. “Education Abroad provides an array of program options for students seeking international educational experiences, including those in non-traditional locations,” says Michael Ulrich, Director of Education Abroad. “Typically these programs provide a higher degree of challenge for study abroad students seeking significant opportunities to negotiate cross-cultural situations, interact respectfully with the host culture, and understand how cultural beliefs influence behaviors and practices at the individual, organizational, and societal levels.”

Studying abroad off the beaten path teaches students to have an open-mind and respect the differences amongst various cultures and histories. Often the assumptions that students have about a location are the biggest challenge for them to overcome. “I think it’s sometimes hard to go somewhere without preconceived notions based on the media or how other countries are portrayed in the United States,” says Psychology student Cara Morro, who spent a semester in Santiago, Chile. Sean Bartlett, an Engineering student who studied in Accra, Ghana, realized that many of the stories he had heard were exaggerated as well. “Before I went to Ghana, I had probably the same perception as anyone has about Africa. But, you find people live an everyday life like anyone else in the world.” Bartlett and Morro, like many students, learned while studying abroad that what students see or hear beforehand is frequently very different from what they actually experience.

Even with all the challenges, the benefits of studying in non-traditional locations are numerous. Surprisingly, it can be easier for students to immerse themselves deeply into the culture and often acclimate to their surroundings in a short period of time, even though a larger divide exists between cultures. “I knew I would benefit from living and studying somewhere entirely opposite from my own way of life in America,” reflects Family Science major Maya Robinson, who spent a semester studying in Bangkok, Thailand. Despite cultural differences, it only took a few weeks before Robinson “felt like a local Thai student.” Similarly, Madelyn Roth, who studied this past fall in Cape Town, South Africa, noted how deeply her experience differed from that of her friends studying in Europe. Roth felt she had a much easier time making friends with locals and learning about various festivals and attractions throughout the city. She said she found herself wanting to stay in the city as much as possible.

In addition, by overcoming the challenges of navigating a non-Western culture, many students find that the strength and independence they gain has lasting effects. UMD Marketing major Alexia Smith spent a semester in Shanghai, China. Returning from a trip to the famous Stone Forest, Smith and her friends tried without success to hail a cab back to the main city, so they eventually located a map, hopped on the public bus, and calmly found their way to their accommodations. Experiences like this one, Smith says, have made her into a great problem-solver. “When studying abroad nothing ever seems to go as
planned, so it is important to be creative and think quickly.” Through learning more about Chinese culture and overcoming various cultural and linguistic challenges, Smith has found a deep love for the country and wishes to go back soon. Nkemka Anyiwo has had similar reflections on her experience studying abroad in India. Some realities of the country, such as the sharp juxtaposition of poverty and wealth, were difficult to take in: “You could see a beautiful hotel and then tons of people begging on the street nearby.” Nonetheless, connecting with and learning about India, Anyiwo says, opened her heart and mind to new cultures and experiences. “It inspired me to want to continue to travel and learn about others.”

Studying abroad is an experience bound with reciprocity—a chance to see one’s home and community in light of a new one. “I learned a lot about my own culture and learned that assumptions that govern my everyday life are in fact subjective,” reflects Bartlett. Through their time abroad facing the challenge of adjusting to a culture far removed from their own, UMD students not only learn to distinguish themselves as individuals, but also gain the confidence to challenge themselves, engage others from different cultures and communities, and open their mind to learn from, as well as reflect on, their own life experiences. “I felt that I gained a great sense of independence and truly learned about myself and the kind of person I want to be in the future,” concludes Robinson. “My experience confirmed that my decision to go somewhere off the beaten path was the best decision I’ve ever made in my life.”

By Jeremy Gombin-Sperling, Education Abroad

Photos from left to right: Thailand provided Maya Robinson the opportunity to have a range of new experiences, like riding an elephant, which she never imagined she would have during her college career. Weekly, Madelyn Roth wandered around Long Street in Cape Town’s city center and admired its plethora of funky boutiques, music stores, cute cafés, and people-watching opportunities. On a typical day while studying in Ghana, Sean Bartlett could be seen on his way from the International Students Hostel to his African dance and guitar classes. While abroad, Alexia Smith was fitted for a Qipao, a traditional Chinese dress that originated in Shanghai in the 1920’s. Taking some time off from her studies, Nkemka Anyiwo made sure to visit the sites, like the Taj Mahal, in India.

This fall, the Institute of International Education released Open Doors 2011, a comprehensive information resource 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.

Once again, the University of Maryland has sent a record number of students abroad (1,958 in 2011) and rose in the national rankings, climbing from the 21st to the 17th spot for overall participation in study abroad. UMD’s #9 ranking for participation in short-term study abroad is also a significant increase from the #17 ranking last year and reflects the commitment of many faculty members who develop and lead programs to embed intercultural experiences into the curriculum.

UMD’s strong performance overall is clear evidence of President Wallace Loh’s support, the University’s efforts to internationalize the curriculum, and institutional enthusiasm for study abroad, revealing strong collaborative efforts with colleagues in academic, advising, and administrative units. To read the report in its entirety, go to: www.iie.org/en/Research-and-Publications/Open-Doors.
Few may have heard of a Balinese gamelan, a musical ensemble from Indonesia, or played a djembe, an African drum, but at the University of Maryland, students have the opportunity for hands-on exploration of non-Western music traditions through four unique world music ensembles in the Musicology and Ethnomusicology Division of the School of Music. Each semester, the Japanese Koto, Korean Percussion, Gamelan Saraswati, and African Drumming groups welcome UMD students from all majors and without any previous musical training to join their ensembles.

By exploring musical traditions that vastly differ from Western music, UMD students learn more than a new instrument; they build a connection to and develop an understanding of the cultures that influence the music they study. In the African Drum Ensemble, students learn about the significance of music and rhythms in the Manding cultures of West Africa, and they discover the symbolism and values of the music in its historical, ceremonial, and social context in societies and cultures of African people. The cyclical and repetitive music of the UMD Gamelan Saraswati reflects the meditative religious rituals that gamelan music typically accompanies. Japanese koto music introduces Japanese aesthetics, specifically, ma or space. UMD student Jennie Terman, who participated in the Koto Ensemble last fall, defines ma as silence. “In koto music, the rests are as important as the sound.”

Korean percussion students strive for ho-heup, or the synergy the musician achieves between breathing and body motion, to produce a common sound between four different drums. “We are in harmony with all things. In the case of the drummer, it’s with the body, the instruments, and the other members of the ensemble. This concept of harmony is important in Asian culture,” explains Sebastian Wang, Director of the Korean Percussion Ensemble.

With no experience required to join, many students in these groups come from majors outside the performing arts and have little to no musical training. Since the music is not written in Western notation, everyone, even a music-major, is a beginner. For instance, koto music is notated in Japanese characters. “No matter how much musical background we have, no one knows how to read koto notation,” says Terman. Gamelan, African drumming, and Korean percussion are taught aurally, with students repeating musical patterns until they can...
play it correctly with consistency. May May Chiang, an ethnomusicology graduate student who participated in Gamelan Saraswati, explains that “Students with musical backgrounds are so accustomed to Western musical ideas, sometimes it’s hard for them to let go”—a problem the novices do not share.

At the end of the semester, the weekly rehearsals culminate in public performances at the Clarice Smith Performing Arts Center, where students are often joined by outside professional artists. In the past, members of the Washington Toho Koto Society, a koto ensemble based in Washington, D.C., have accompanied the UMD Koto Ensemble; and Farafina Kan, a professional West African percussion orchestra, has added to the energy of the UMD African Drum ensemble. As gamelan music often accompanies dance, the UMD Gamelan Saraswati enhances their performances with traditional East Asian dancers. And after the curtains close, the students find that their experience in a world ensemble endures beyond the stage. Chiang believes that many students gain a respect for non-Western music and cultures. “These ensembles definitely contribute to the diversity of cultural experience of the students; being able to play and touch the instruments usually sparks the students’ interest in other musical cultures that may otherwise be ignored.”

By Cara Fleck, School of Music
As the culmination of a three-credit course on global learning experiences—led by Asher Epstein, Managing Director of UMD’s Dingman Center for Entrepreneurship, and J. Robert Baum, Associate Professor of entrepreneurship—25 Maryland students traveled to China to compete against their Chinese peers for $10,000 in cash prizes in the 7th annual China Business Plan Competition. Since 2006, over $200,000 has been awarded to promising entrepreneurs in this competition co-hosted by the Dingman Center and Peking University’s Guanghua School of Management.

“This competition trains teams of managers and entrepreneurs to look for and capitalize on global opportunities in a setting where economic growth and competitiveness is strong,” said G. “Anand” Anandalingam, Dean of the Smith School of Business. “We are grateful to the Guanghua School of Management for partnering with us on the competition and sending students to our programs in the United States and Israel, which are the cornerstone to a top-tier international business education.”

Each year the Smith School brings students to Israel and China and students from both those locations to the United States. The Smith School also brings Israelis to China and Chinese students to Israel. “Our unique global triangle promotes economic growth by linking three institutions in separate nations defined by their economic strengths: top-tier U.S. management, which is our MBA students; partnering with high-level global innovation, which is what we’ve found in Israel; and focused on the best markets in the world, which are in China,” said Epstein.

For the final competition, a field of 21 teams was narrowed down to six, and the finalist teams were tasked with pitching a business plan for a venture that would do business in China or leverage Chinese resources in some way. eWalking, a team from Zhejiang University, won the top prize—as well as the People’s Choice Award—with a plan for an electronic cane designed to assist the visually impaired by detecting obstacles in three dimensions. The Live-a-betes team from University of Maryland took second place with a plan for a comprehensive, educational learning platform for diabetics, pre-diabetics, and caretakers. The competition also included teams from the University of International Business and Economics (UIBE), which is partnering with the Smith School to launch an Executive MBA degree program in China this spring, as well as Tianjin University and Smith’s Israeli partner school, the Technion, the Israeli Institute of Technology.

During the week-long trip to China’s capital, the UMD students, along with six Smith Executive MBA students, met with successful, local entrepreneurs, including CreditEase and Tencent, and with executives from such global companies as Pepsi, Boeing, and Danfoss to better understand the Chinese market. In addition, Dingman Center experts taught some sessions to fulfill a portion of the new Smith Experience requirement, aimed at providing MBA students with hands-on entrepreneurial experiences, a key focus for the Smith School, which is nationally and internationally known for its entrepreneurship research and programs.

By Greg Muraski, Communications, Robert H. Smith School of Business
Maryland Professor Receives Prestigious Humboldt International Research Prize

Described as one of world’s “most productive and innovative researchers in the area of comparative Cultural and Conflict Research” by the Alexander von Humboldt Foundation in Germany, UMD Professor of Psychology Michele Gelfand is among the first awardees of the new Anneliese Maier Research Award. Designed to promote the internationalization of the humanities and social sciences in Germany, this award, which includes a monetary prize of approximately $335,000, was given to seven recipients selected from a total of 90 nominees in 20 countries. Scholars are nominated for the award by their collaborating partners in German universities and research centers, and the monetary award will be used for conducting research with colleagues and specialists at German institutions.

“I’m thrilled and honored to be given this award, which will greatly facilitate further research connections between the University of Maryland and Jacobs University Bremen among other academic institutions in Germany,” says Gelfand. Working closely with Klaus Boehnke and colleagues at Jacobs University Bremen, Gelfand plans to continue developing her widely recognized work on a major source of cultural and national conflict: the difference between societies that are “tight” with strong norms and low tolerance for deviation, and those that are “loose” with weak norms and high tolerance for deviation. This past May, Gelfand and colleagues published in the journal Science a study of 33 nations that, for the first time, assessed the degree to which those countries are restrictive versus permissive and what factors have made them that way. This work drew wide attention from media and national and international leaders.

Cultural differences in tightness and looseness can also affect countries’ internal dynamics and conflict. Thus Gelfand, who is also affiliated with the University of Maryland’s National Consortium for the Study of Terrorism and Responses to Terrorism (START), will be examining issues on how tight and loose cultural differences between immigrants and their adopted country may affect radicalization.

BY LEE TUNE, UNIVERSITY COMMUNICATIONS
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