Friday shopping at the Machaneh Yehudah market in Jerusalem.

Photos: (front and inside covers) by Saul Sasnowski, back cover by Joseph Scholten
European Union Commissioner Visits NFLC
National Foreign Language Center Director and E.U. Commissioner find areas of mutual interest as NFLC hosts visit.

Global Communities: Bridging a World of Differences
Global Communities Coordinator, Monica Emery, adds “newest member of OIP” to the many roles she juggles.

Confucius Institute of Maryland Co-Sponsors Fundraiser for Earthquake Victims in China
“Hand in Hand, Heart to Heart” was the theme of a major cultural event on June 8, organized by the University of Maryland’s Chinese Student and Scholar Association (CSSA), to raise money for victims of the May 12 Sichuan earthquake.

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12 Around Campus  New leadership in place for two UM colleges; John Lea-Cox recognized for work in Costa Rica; Maureen Cropper inducted as sixth Maryland woman in National Academy of Sciences; Thai government sponsors new business study program
EUROPEAN UNION COMMISSIONER VISITS NATIONAL FOREIGN LANGUAGE CENTER

National Foreign Language Center (NFLC) hosts visit after E.U. Commissioner views presentation by UM President C.D. Mote, Jr.; NFLC Director and E.U. Commissioner find areas of mutual interest

Catherine Ingold has been at NFLC since 1996, and has been its director since 2005. Her goals for the organization include developing even wider partnerships across government, academe, non-government organizations, and the private sector, as well as further enhancing NFLC’s core areas of expertise – linguistic, cultural, educational, technological and managerial.

AFTER ATTENDING A PRESENTATION LAST YEAR BY UM PRESIDENT, DR. C.D. MOTE, JR. ON THE M SQUARE RESEARCH PARK, Jan Fiegel, the European Union’s Commissioner of Education, Training, Culture and Youth, decided to visit the College Park campus. He was intrigued by the National Foreign Language Center’s practice of bringing together the academe, industry and government, and hoped to learn more about how he might be able to accomplish the same in the E.U. His visit provided an opportunity to highlight innovations being made at NFLC.

NFLC’s advances epitomize the mission it has been pursuing since its founding in the mid-1980’s: to improve the United States’ capacity to communicate in non-English languages. A decade before that, it had already been observed that efforts in the U.S. to educate its population in languages other than English were not meeting national needs. From the early 1970’s into the late 1980’s Dr. Richard Lambert, a sociologist and foreign languages expert at the University of Pennsylvania, led research efforts examining the country’s capacity in foreign language and international studies education. One result of his inquiries was the drive for a national foreign language center. Initially based at Johns Hopkins University, the NFLC was brought to UM in 2000 through an agreement between its then Director, Richard Brecht (now director of the UM Center for the Advanced Study of Language) and James F. Harris, UM Dean of Arts and Humanities.

NFLC’s ability to partner with private industry, government agencies, educational institutions, foreign governments, non-government organizations and individual scholars from around the world is
what intrigued Fiegel. NFLC has developed innovative products for clients such as the Department of Defense and Department of Education. In particular, the commissioner was interested in NFLC’s online language learning solutions, such as its “LangNet Virtual Institute.”

LangNet is a large, web-based foreign language training system. Participants are guided through language lessons that use original foreign language materials and increase in sophistication as the participant progresses through them. The product has its earliest roots in an idea promoted by two former NFLC directors, Richard Brecht and Ronald Walton. In a 1993 paper entitled “National Strategic Planning in the Less Commonly Taught Languages,” they spoke to the need for foreign language instruction in the U.S. to shift away from its preoccupation with European languages and towards less commonly taught, and “morphologically challenging,” ones such as Arabic, Chinese and some of those spoken in Africa. In the latter part of 2001, in the wake of the fall of the Berlin wall and the 9/11 attacks, national demand for expanded non-European language education finally caught up with Brecht and Walton’s proposal.

NFLC was given a federal grant to revisit the already developed LangNet project, boosting its platform from just bibliographical and training materials to include online instruction.

EU Commissioner Fiegel liked this project because of the potential it holds for helping the E.U. do the same for its language acquisition product, “Linguafolio.” NFLC and the National Council of State School Supervisors are currently taking LangNet to the next step, working in conjunction with staff at the University of Oregon to make this product interactive and database-driven. This is one of many areas of interest on which the E.U. Commissioner and the present NFLC Director, Dr. Catherine Ingold, connected for potential future collaborations.

Although the NFLC holds promise for E.U. efforts to enhance their own language instruction, Dr. Ingold acknowledges that the United States lags behind Europe in overall language education. “Many European and Asian nations start foreign language instruction in the fourth grade, and the truth is that the United States just doesn’t have the ability to do this on a wide scale right now;” she says. “As a nation, we lack many of the basics needed to teach critical foreign languages to younger students, and that hurts us across the board—in national security, business, government and daily life.”

NFLC hopes its “STARTALK Program” is the answer to this problem. STARTALK is an effort to increase U.S. training in foreign languages that have been identified as critical: Arabic, Chinese, Hindi, Persian and Urdu. The endeavor started in the summer of 2007 with 34 programs in 21 states teaching Chinese and Arabic to teenagers and teachers. It will increase two-fold during the summer of 2008, to include 11 more states, and students in grades as low as Kindergarten. Programs are facilitated by a variety of institutions, from elementary schools...
to universities.

By teaching critical foreign languages at a much younger age, and with consistent follow-up instruction, it is believed that the U.S. can increase students’ mastery of the languages.

Dr. Ingold also believes that, in addition to increased early foreign language exposure, the U.S. can do more to harvest the talents of “heritage” speakers—immigrants and their descendents who speak these critical dialects at home but have learned English in school. She cites a recent bill signed into law by Maryland Governor Martin O’Malley for the creation of the “Task Force on the Preservation of Heritage Language Skills.” The group’s mission will be to inventory existing heritage resources and recommend steps for their better use. Heritage speakers, according to Dr. Ingold, have already been a valuable resource as teachers for the STARTALK Program. “To my knowledge, the new task force represents the first concerted effort linking academic, corporate, government and community sectors to harvest our wealth of heritage speakers,” she says.

As evidenced by the Governor’s task force, which includes representatives from the state legislature and administration, University System of Maryland, business and ethnic communities, partnerships between these entities have great potential for the future. Having already caught the attention of international clients and collaborators, the NFLC hopes that it will also engage the imagination of citizens in the U.S., inspiring them to join in educational language exchange that will carry the country forward as it seeks to maintain a place at the global table.

Dr. Catherine Ingold has many stories that highlight the relationship between language and culture. She believes in moving language education away from the traditional model—which has been to teach phonetics and grammar apart from the context in which the language is used. According to Dr. Ingold, crucial aspects of culture have been omitted in foreign language education for too long, aspects which can assist non-native speakers to better frame their speech.

Her own background gives her great insight into this issue. While studying French at Hollins College (now Hollins University) in Roanoke, VA, she participated in what she calls “a well-designed study abroad program learning the do’s and don’ts of French culture.” Obviously hooked on languages by this experience, she went on to receive an M.A. in Romance Languages and a Ph.D. in French from the University of Virginia.

Her subsequent career in academic administration included two opportunities to use languages other than English on the job: 13 years at Gallaudet University, learning and using American sign language while serving as department chair, dean and provost; and four years as president of the American University in Paris.
The Study Abroad Office, which hosts nearly 100 exchange students each year, recently hosted international visitors of a different kind – nearly 50 educators from UM’s partner exchange schools. Representing Japan, Germany, Britain, and more, the partners were treated to breakfast and a campus tour, complete with a visit to dorm rooms of OIP’s Global Communities Living and Learning Program, and a photo op with the McKeldin Library Testudo. The visitors enjoyed meeting OIP unit staff, and also learning more about the campus as a whole.

“The national conference for international educators, NAFSA, is held in Washington, D.C. every tenth year and since it was here this year, we seized this wonderful opportunity to meet our international exchange partners face to face. All in all it was a very fruitful meeting,” Pernille Levine, Exchange Coordinator in the Study Abroad Office, says. “Hopefully, the visit and tour will be useful to our partners when they advise their students and help them make informed decisions on their study abroad options.”

Once they nominate a student to come to UM, or a College Park student is nominated to go abroad, the students swap places for a semester or year. One to four students are selected for each exchange, and they take all their courses with local students and live in dorms with them. This allows for a culturally immersive and independent experience.

The Study Abroad Office, which began its first exchange in 1981 with Germany’s Kassel University, has recently added exchanges to Oslo University and Korea University, bringing the grand total to nearly 50 programs. With so many options, there is something for everyone: a number offer intensive language, some have a tuition waiver (meaning students do not pay tuition here or abroad), and many are departmentally-linked.

“Exchanges are most successful with faculty/departmental support behind them, because that ensures that there is a willingness to help the visiting students get into the courses they need. Additionally, the departments help actively recruit,” says Levine.

The English and American Studies departments sponsor one such exchange, to Sheffield University in Britain, in which ’07 alumna Lykara Charters took part. As an English major, the exchange was a perfect fit, both socially and academically.

“It was affordable, a wonderful opportunity to go to a part of England that not everyone goes to, and it was a fantastic school,” Charters says. “Sheffield also offered a number of incredible English classes for me that were perfect for my major.”

And, because of positive experiences like Charters’s, students are applying to exchanges now more than ever. Last year alone the Study Abroad Office sent 100 students abroad and received the same number in return.

Often, exchanges leave lasting impacts; some students choose to return abroad again. Charters herself has decided to head back across the pond to pursue a Masters and Ph.D. in English Literature and Language, and credits her exchange experience for sparking this plan. “Education is supposed to be universal,” she says. “There is no point in staying in one country for education, when you can experience so much overseas, and the exchange definitely showed me that.”

by Kellie Corcoran, OIP kcorcoran@umd.edu

WHERE IN THE WORLD ARE UM PARTNERSHIPS?

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Instructor, facilitator, mentor – these are just a few of the many roles Monica Emery juggles in her position as Coordinator of the University of Maryland’s Global Communities. And now, Emery and Global Communities have added another role to this list – newest member of the Office of International Programs.

“I think it is a really great union,” Emery says about OIP and Global Communities, a Living and Learning student Program devoted to world cultures, global systems and diversity. “And it’s great because we already work closely with many of OIP’s units – International Education Services because we deal with international students, OIP because we attend their Ambassadorial Lecture Series, and we hope to work more closely with international scholars so they can come into our classrooms and offer different perspectives.”

Global Communities is made up of about 100 domestic and foreign exchange students who hail from nearly 25 countries. The students live and study together in Dorchester Hall. Domestic students who complete the two-year program receive a notation on their transcript indicating their development towards global competency. Exchange students who participate for a semester or a year earn a certificate for their pursuit of global competency. All students take a 1-credit cultural colloquium per semester in addition to their regular course load. Global Communities also fosters cultural exchange both in and beyond the classroom.

“I try to facilitate different cultural events, like international movie night or a trip to colonial Williamsburg.”

Monica Emery, Coordinator
Global Communities

“I try to bring the students different reading material and conversation pieces so they can discuss and learn from each other, and not just from me or the speakers,” says Emery, who is the only full-time staff member in Global Communities. “And outside of the classroom I try to
facilitate different cultural events, like international movie night or a trip to colonial Williamsburg.”

Global Communities also helps students prepare for life and careers in an increasingly interconnected world. “We give young people the skills necessary to maneuver in an international arena,” Emery says. “They learn to see and critically examine the validity of other opinions and perspectives.”

Junior Sergiy Zubko echoes this sentiment: “Global has taught me that many of the conflicts that span today’s globe are created because of a lack of understanding between cultures,” he says. “Our Global class has kids from Europe, America, Asia, Africa—you name it—and even though we argue, we eventually come to understand each other. In the real world, that luxury is often missing.”

Prior to joining Global Communities, Emery worked at the Henry L. Stimson Center, an international peace and conflict think-tank in Washington, D.C., and was a research assistant and fellow for the United Nations Association – National Capitol Area Graduate Fellow Program, where she worked alongside a multitude of international thinkers. Additionally, she lived in Japan for five years, where she worked to establish an English language school in the tiny town of Hakuba. Eventually, her dream was realized in the form of a school that enrolled 100 students, ranging in age from toddlers to mature adults. Although the experience was difficult, Emery says that it has had lasting positive effects.

“I actually draw upon my experience in Japan a lot,” Emery says. “I tell the students that when they are challenged, to roll with the punches—don’t try to fight it and make the challenge what it is not; embrace it and let it help shape what your future will be.”

And shaping futures is something Emery hopes Global Communities will do for her students. “Regardless of their major or career path, the students will have the skills they learn through Global Communities to help when working with people from a different country, a different socio-economic background, etc.,” Emery says. “Not only do we try to foster an understanding between cultures, but we try to build the skills necessary to understand human beings, regardless of differences.”

Pamela Hsu, a Junior anthropology major, agrees. “In being in this program, I have learned to take everything I learn about other people with increasing value and to be grateful for the fact that these strangers in a new place were willing to share and teach me things,” she says. “And I know I have changed myself as a person because of my experiences with this program.”

Read more about Global Communities and their future events at www.international.umd.edu/gc

by Kellie Corcoran, OIP
kcorcoran@umd.edu
During the summer months, UM plays host to a variety of camps and organizations – and, more recently, to a dedicated group of Taiwanese students hoping to improve their English language skills.

“Tunghai in Washington,” a partnership between the Maryland English Institute and Tunghai University in Taichung, Taiwan, brings 20 students to the University for three weeks of language acquisition and cultural lessons. Along the way, the students are offered a glimpse into American college life – they study in on-campus classrooms, dine in the Stamp Student Union, and exercise in the Campus Recreation Center to gain the full “Terp” experience.

The program, financed by Tunghai, was developed by Linda Sahin, MEI Associate Director, and is coordinated by Kim Brown, a lecturer in MEI. Now in its second year, “Tunghai in Washington” has multiple benefits for both the UM community and Tunghai University.

“This is a wonderful opportunity to increase diversity on campus, and share the teaching methods and structure of U.S. higher education with students from a region that has the potential to transform education globally,” Brown says. “Because Tunghai’s students will improve their English, and because they are good students at their own university, they have the potential to be full-time international students at UM in the future.”

Along with oversight from Sahin and Brown, MEI also hires two Maryland student mentors to accompany the group on excursions, help them adjust to a new culture, and learn conversational English. David Gilles, a Chinese major who graduated in May 2008, was one such mentor who enjoyed showcasing the sights and sounds of Washington, D.C.

“My favorite activity was when the group went to salsa dancing lessons in Adams Morgan,” Gilles explains. “Not only was it something completely different than the Taiwanese students had ever seen, but it also evidenced the fact that American culture is not the ‘one-trick pony’ of Hollywood pop-culture that many young foreigners see as our country…instead, it showed that we embrace diversity, and that America is truly a ‘melting pot’ of cultures.”

The group further explored the truth to the “melting pot” analogy through visits to D.C.’s monuments, memorials, and neighborhoods. In the end, these experiences helped with content for their final presentations, which ranged from the economy to immigration policy.

As for the future of the program? MEI and Tunghai have signed a five-year agreement to continue to offer the program in one form or another – allowing Taiwanese students to return to America for many more Maryland summers.

by Kellie Corcoran, OIP
kcorcoran@umd.edu
Confucius Institute Co-Sponsors Fundraising Event for Earthquake Victims in China

“Hand in Hand, Heart to Heart” was the theme of a major cultural event on June 8, organized and coordinated by UM’s Chinese Student and Scholar Association (CSSA). Its goal: to raise donations for victims of the devastating Sichuan earthquake that struck China on May 12. The evening’s line-up of performances was sponsored by more than 20 other CSSAs across the region, along with the Confucius Institute at the UM, and the Mulan Foundation, an organization which facilitates artistic and cultural exchanges between the U.S. and China. The area’s Hope Chinese Schools also played an integral part in the production of the entire event, adding many cultural numbers to the program.

Special guests offering remarks included the Chinese Ambassador to the U.S., H.E., Mr. Zhou Wenzhong, and UM President, C.D. Mote, Jr. A representative from the Fu Pin Benevolent Association in Beijing gave an update on the crisis in Sichuan Province, and UM Confucius Institute staff extended a grateful welcome. A minute of silence was observed to honor those who perished in the earthquake, and to remember their families as well.

Temperatures soared over 90 degrees both outdoors and inside, but the responsive audience of 3,000-plus remained attentive for over 2 hours of color and drama. The program featured an impressive variety of spectacular acts by individuals and groups. The event’s head organizer, Ms. Dan Liao, immediate past-president of the UM CSSA, remarked that over 400 performers participated in this event.

Featured during the evening were several musical chorus numbers, including one sung by the University’s Chinese chorus, a poetic recitation by the event emcees and another by students memorialized the trauma at the epicenter of the quake, Wenchuan. Vocal soloists offered popular operatic favorites to wildly enthusiastic responses from the crowd. An orchestra of more than 30 guzheng (traditional zithers), symmetrically placed on the stadium floor, awed listeners with its precision and tonal subtleties.

A vivid and precise series of martial arts, choreographed and presented by the E-Mei Shao Lin Wushu team, featured practitioners ranging from pre-K through adult. Dances in a range of styles—and displaying an array of flashy costumes—delighted the audience. Included were a minority dance, choreographed with sweeping movement and twirling skirts and tassels; a modern dance and a graceful, synchronized number performed by an over-70s dance troupe.

An attendee remarked: “It’s heartening to see that here, half way around the globe from the disaster, Chinese young people and entire families have gathered in support of their countrymen. Traditionally, the youth always took care of their elderly. Now, everyone needs to come together in light of this great tragedy.” Others were impressed by the Chinese ambassador and UM’s president ascending the stage for the finale.

by Rebecca McGinnis, CIM rmcginni@umd.edu

A paper by doctoral student Philip Wu, Assistant Professor Yan Qu, and Dean Jennifer Preece of the University of Maryland’s College of Information Studies (iSchool), offers insight into what slows down the implementation of SMS-based early warning systems that could help communities better respond to catastrophic incidents. Entitled “Why an Emergency Alert System isn’t Adopted: The Impact of Socio-Technical Context,” the paper is set to appear in the proceedings of the September, 2008 Human-Computer Interaction Conference in Liverpool, England. It examines the “complex interactions between individual perceptions and the social context in the system it is situated.”

In the case of China, if implementation were a simple matter of the technology infiltrating the society, then citizens of that country would be among the best informed on the planet. “China has a rapidly growing group of mobile phone users and a pretty high penetration rate,” states Wu. “As of the end of 2007, there were more than 547 million active mobile phone accounts, an increase of 86 million over the end of the previous year. Also, since SMS is much cheaper than voice calls, SMS is the single most popular cell phone use for Chinese. For example, during April 2007 there were about 182.6 billion short messages sent. So, if you ask me whether SMS-based warning system will help China’s emergency response in general, my answer is absolutely ‘Yes’.”

However, while one would be hard-pressed to find an opponent to the use of this technology in China, there are factors that must be considered before implementing it. First, for natural phenomena that are sudden and very difficult to predict, such as earthquakes, there is little to no time to give an advanced warning. Other factors include timeliness of message, wireless bandwidth, and cultural differences within the population. According to Wu, the socio-technical context in which a technology is being implemented tends to be overlooked. “Whenever a new system is introduced to a community, you always have to check how the system is going to integrate with the existing system and how the target user group would adopt it. Many questions about contextual elements have to be carefully studied before deploying any technology, especially the technologies that intend to deal with emergencies and save human lives,” says Wu.

Research Paper Examines Reasons for Delayed Implementation of Emergency Information-Sharing Systems
At a time when strong leadership and vision are needed to implement the University of Maryland’s new strategic plan, Senior Vice President for Academic Affairs and Provost, Nirmam Farvardin, has placed eminent professionals at the helm of two premier academic units.

Donna Wiseman, former Interim Dean for the College of Education, has been appointed Dean for that college, and G. “Anand” Anandalingam, Senior Associate Dean and Ralph J. Tyser Professor of Management Science, has been elevated to the position of Dean of the Robert H. Smith School of Business. Both appointees bring a wealth of knowledge and experience to their new respective roles.

Wiseman holds a Ph.D. in Curriculum and Instruction from the University of Missouri-Columbia, and a MSE in the same field from Arkansas State University. Over the past decade, she has been the principal investigator or co-principal investigator for over $10 million in grants. Before managing the College of Education as interim dean for nearly a year prior to her new appointment, Wiseman held leadership positions at Northern Illinois University and Texas A&M University. In 2001, she joined UM’s College of Education as a Professor and Associate Dean for Academic Programs. At UM, Dr. Wiseman has also been a member of the Committee on Diversity and was the College of Education’s equity officer. She served for two years as Chair of the President’s Commission on Women’s Issues, and was also a member of the Vice President’s Advisory Council for Curriculum and Courses and the University International Advisory Committee.

“Elevating the effectiveness of our schools compared to those in other nations, calls for the vision and leadership that Donna Wiseman will bring as the new Dean of our College of Education,” said University President C. D. Mote, Jr. “Issues from science and mathematics education to closing the ‘achievement gap’ are great challenges for the College, our university and the State.”

Challenge is also on the mind of the new Dean of the R. H. Smith School of Business, G. “Anand” Anandalingam. With Johns Hopkins’ Carey Business School having recently separated from the Hopkins School of Education, and boasting 15,000 alumni and a recent $50 million bequest, competition among business schools in the mid-Atlantic region has become more serious.

Yet, Anandalingam is inheriting a program that completed a major physical expansion, increased Ph.D. students’ stipends to equal...
the highest awards nationwide, solicited endowments to build scholarship funds and attract and retain the best faculty, and branched out to begin partnership programs in the Far East. It also boasts an MBA program ranked 37th by the Financial Times review of such programs worldwide.

Anandalingam’s goal is further advancement: “We have some ventures in China, but we can do more,” he states, “start some efforts in India ... maybe even Africa”. “We also need to take a bigger role in Washington, D.C. It fits in with our global efforts; there are lots of organizations in the D.C. area looking for intellectual and programming leadership.”

One of Anandalingam’s first major efforts will be to look at new academic initiatives. “The biggest thing is going to be issues of sustainability and global entrepreneurship,” he said. “We need to get our students thinking along those lines.”

It is Anandalingam’s experience with global partnerships, along with his teaching excellence, that led Farvardin to appoint him to this position. Anandalingam joined the Smith School in 2001 and, before taking over as Senior Associate Dean, served as Chair of Smith’s Decision, Operations and Information Technologies department. Anandalingam earned his Ph.D. (1981) and S.M. (1977) in Operations Research, with a minor in Economics, from Harvard University, and holds a B.A./M.A. in Electrical Sciences from Cambridge University, England. Prior to joining the Smith School, he held academic and leadership positions at the University of Pennsylvania and its Wharton School of Business for nearly 15 years. He also served on the faculty at the University of Virginia.

Gil Souza, an Associate Professor at the Smith School, has worked with Anandalingam since his arrival and says that the new Dean will draw on his experiences at the University of Pennsylvania and University of Virginia’s business schools. Those schools have ranked first and second respectively on BusinessWeek’s list for the last three years.

“We have some ventures in China, but we can do more,” he states, “start some efforts in India ... maybe even Africa”. “We also need to take a bigger role in Washington, D.C. It fits in with our global efforts; there’s lots of organizations in the D.C. area looking for intellectual and programming leadership.”

G. “Anand” Anandalingam
Dean, R.H. Smith School of Business

The University of Maryland Strategic Plan is a comprehensive, action-oriented road map for building on existing momentum and catapulting the institution to the ranks of the very best.
"International students just enrich our existence", claims Dr. John Lea-Cox, Associate Professor in the Department of Plant Science and Landscape Architecture. This sentiment reflects his appreciation for the connection that he made with Costa Rican graduate student, Félix Arguedas, after Dr. Lea-Cox led the effort to establish the memorandum of understanding that brought Arguedas to UM. Building on a previous arrangement, this new initiative provides for faculty-to-faculty and student-to-student exchanges at the departmental levels, allowing undergraduate students, graduate students and faculty to move between the University of Costa Rica and UM.

Dr. Lea-Cox worked closely with International Education Services (IES) and the Maryland English Institute (MEI) to attract Arguedas and other Costa Rican graduate students to College Park. He believes that IES greatly facilitated the program, helping him to work through what he characterizes as "arcane legal processes." MEI helped the students as well. Félix Arguedas, who had only started speaking English through interactions with Dr. Lea-Cox, is now presenting at international conferences because of what Dr. Lea-Cox describes as the dedication of MEI staff.

Recently, Dr. Lea-Cox received the award for outstanding International Extension from Epsilon Sigma Phi National Extension Fraternity. It is given to one Extension worker in each of four regions of the United States. In addition to his work in Costa Rica, the award acknowledges Dr. Lea-Cox's work in Thailand, Spain, and other countries.

"Faculty members from AGNR have won this award seven of the past eight years which is a tribute to the value that UM and AGNR place on international work"--states Dale Johnson, AGNR Farm Management Specialist. He adds: "It is also a result of the great work of the Office of International Programs in Agriculture and Natural Resources directed by Ray Miller."

Over the years, Dr. Maureen Cropper’s work has influenced high-level organizations such as the U.S. Environmental Protection Agency, the U.S. Office of Management and Budget and the World Bank. Her recent election to the National Academy of Sciences (NAS)--the sixth Maryland woman to receive this honor--is a welcome confirmation of her scholarship, hard work and dedication.

"Professor Cropper is an exceptional scholar and teacher/mentor who has been an advisor to national and international agencies," says Edward Montgomery, Dean of the College of Behavioral and Social Sciences. "Her research has focused on valuing environmental health effects, the factors affecting deforestation in developing countries, the impact of land use patterns on travel behavior and on the tradeoffs implicit in environmental regulations."

Cropper has helped develop methods for assessing the value of health benefits associated with reductions in air and water pollution, and has applied these methods in a policy setting, in the U.S. and abroad. Her research has also advanced methods for inferring the value of environmental amenities, such as clean air, from property value data. She has also examined factors influencing the pace of deforestation in developing countries.

In 1993, Cropper joined the World Bank as a lead economist. While at the Bank she continued to work on environmental health and health valuation issues, conducting field research on malaria control in Ethiopia, on the health effects of air pollution in India and Taiwan and examining the impact of economic development on road traffic injuries. She has also served on committees of the NAS’s National Research Council and Institute of Medicine.

In addition to this recent honor, Cropper’s contributions to the field have also been recognized by the Association of Environmental and Resource Economists. Named as one of its first fellows, she also served as one of its past presidents. One of 72 new members and 18 foreign associates elected to NAS, Cropper joins 35 other University of Maryland faculty members who have been elected to the three National Academies: the NAS, the National Academy of Engineering and the Institute of Medicine. Election to the NAS is considered one of the highest honors that can be accorded a U.S. scientist or engineer.

The National Academy of Sciences is a private organization of scientists and engineers dedicated to the furtherance of science and its use for the general welfare. It was established in 1863 by a congressional act of incorporation signed by Abraham Lincoln that calls on the Academy to act as an official adviser to the federal government, upon request, in any matter of science or technology.
Thai Government Sponsors New University of Maryland Thai American Business Study Program

“This agreement builds on more than a decade of university partnerships with Thailand, an increasingly important economic and cultural force in Southeast Asia and friend of the University of Maryland.” – UM President C.D. Mote, Jr.

The University of Maryland’s Robert H. Smith School of Business recently announces the launch of the Thai American Business Study Program, sponsored by the Royal Thai Embassy and the Foreign Ministry of Thailand. The Smith program is Thailand’s first partnership with an American business school and awards a three-year, $100,000-per-year grant to create a student club and a course on U.S.-Thailand/Southeast Asia business interaction, sponsor student and faculty exchanges, and support student study trips to Thailand. The program also includes plans for Smith to collaborate with the Thai government and universities to explore initiatives that expand business education in Southeast Asia, including numerous guest speakers and professional conferences.

“The university thanks the Royal Thai Embassy for providing our business students with an authentic exposure to Thai culture and business practices,” said University President C.D. Mote, Jr. “The Smith School is very excited that its students and faculty will have more opportunities to work and study in Thailand. This agreement builds on more than a decade of university partnerships with Thailand, an increasingly important economic and cultural force in Southeast Asia and friend of the University of Maryland.”

Thai Ambassador Krit Garnjana-Goonchorn joined Mote, Smith School Senior Associate Dean G. Anandalingam, and Smith Associate Dean for Undergraduate Programs Patricia Cleveland to kick off the program at the Smith School. The event included a reception and a Thai classical dancing performance.

The United States continues to be a global center

Above: Thai Ambassador Krit Garnjana-Goonchorn (left) and UM President C.D. Mote, Jr. (right)

for business and business studies while Thailand has been emerging as a hub for business and business studies in Southeast Asia. The program capitalizes on these strengths and creates a student and faculty exchange program between Maryland and top Thai universities.

by Carrie Handwerker, R.H. Smith School of Business