

WORLD MINDED

A PUBLICATION OF THE REVES CENTER FOR INTERNATIONAL STUDIES AT WILLIAM & MARY

VOL. 7, NO. 1, FALL 2014



Inspiring Leaders:

Celebrating the first Young African Leaders Initiative Fellowship at William & Mary

ALSO:

AidData in Africa: Summer Fellows program

National experts gather to discuss international education



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ON THE COVER

Washington Fellows from across Africa enjoy an evening of celebrations to commemorate their fellowship. Her Excellency Dr. Tebelelo Mazile Seretse, ambassador of Botswana to the United States, center, delivered the keynote address. *Photo by Drew Precious, The Presidential Precinct.*

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Letter from the Director

Twenty-five years ago, not long after the founding of the Reves Center, the revolutions of 1989 brought communist dictatorships to an end throughout East-Central Europe. It was a heady time filled with optimism about the future of democracy and freedom—a time that Francis Fukuyama even saw as portending the “end of history” itself. Unfortunately, instead of a global celebration of these democratic revolutions, 2014 has witnessed a turbulent return to geopolitical tensions of a sort not seen since the days of the Cold War. The annexation of Crimea by Russia and the subsequent conflict between the Ukrainian government and Russian-backed separatists in Eastern Ukraine, the sharpening of territorial disputes over islands claimed by multiple nations in East and Southeast Asia, renewed fighting between Israel and Hamas, another year of intractable civil war in Syria, and now the rise of the terrifying Islamic State movement that has seemingly erased the old border between Syria and Iraq—all of these together have threatened to upend the post-Cold War order as we have known it for a quarter century.

In such unpredictable and troubled times, the mission of the Reves Center to promote international teaching, learning, research, and community engagement becomes even more important. Indeed, reading about the exciting achievements of William & Mary students, faculty, and alumni in forging new international partnerships and in building global understanding reminds us of the many positive aspects of globalization since the fall of the Berlin Wall. The Young African Leaders Initiative (YALI), which brought twenty-five remarkably talented, committed, and entrepreneurial men and women from all over the African continent to join us this summer at the six sites of the Presidential Precinct—William & Mary, the University of Virginia, Thomas Jefferson’s Monticello, James Madison’s Montpelier, James Monroe’s Highland, and William Short’s Morven—inspired everyone who had the pleasure of participating in it. The AidData program continues to provide amazing opportunities for William & Mary students to contribute to improving foreign aid transparency and effectiveness in countries throughout the developing world. Over this past summer, William & Mary students have been working to support microfinance in Bangladesh, learning about higher education administration at the top research universities in Italy, studying abroad in Germany and China, singing choral music in the Baltic States, and collaborating in research on high-energy physics at the top laboratory in Europe. And this fall, W&M welcomed nearly 700 new international students to campus—the largest such cohort in the long history of our university.

Reading these stories, the vital role of the Reves Center and of William & Mary in developing the next generation of specialists on global affairs becomes abundantly clear. As Emery Reves argued, and as the Reves Center’s anniversary conference on the Internationalization of U.S. Education confirmed: in an ever-more interconnected and sometimes frightening world, support for truly global education must be among our very highest priorities.



Stephen E. Hanson

A handwritten signature in black ink that reads "Stephen E. Hanson". The signature is fluid and cursive, with a long horizontal line extending to the right.

Stephen E. Hanson
Vice Provost for International Affairs
Director, Reves Center for International Studies



ALUMNUS PROFILE

NAME:

Rick Gates '94

W&M MAJOR:

Government

CURRENT EMPLOYMENT:

Partner, DMP International

HOMETOWN:

All Over (Military Family)

Why did you decide to attend William & Mary?

Without question W&M's overall reputation first drew me to the campus. Like so many, it did not take much after that to seek out every moment possible at the college, and benefit from its rich traditions and history in putting education first. W&M has always encouraged and challenged students to think critically, and to dig deeply for answers. I had no idea at that time how important those skills were, the impact it would have, and where my education would take me. Now, as the world continues to present unique and often difficult challenges, the foundation of critical academic skills W&M provides is incomparable, and I am thankful that students past, present and future have and will continue to benefit from the strong academic environment that W&M provides to every student.

What was your career path after leaving W&M?

People often comment to me that I actually pursued a career path in the area of my major at college and that was unusual. Growing up in a military family and having lived overseas exposed me early on to different cultures, languages, and global experiences. I hoped that one day I would have an opportunity to serve by doing something internationally focused. And I did. But I had no idea how it would ultimately take shape. My academic background in government, and my passion for international affairs ultimately led me to my career today - international politics and public policy with some other experiences along the way.

How did your education at W&M prepare you for your current career?

W&M gave me a foundation to think critically and question everything. I think the college prepares you for more than a career, but provides important life lessons that can carry you into any field with confidence, purpose and a passion to engage the world. Whether locally based or internationally located I see W&M students having an incredible impact on the world by giving to others of their talents and experiences.

What do you find most fulfilling about working in an international career?

New borders, people, cultures, languages and figuring out how other countries work - each experience is challenging and rewarding. The opportunity to give back from what I have been given is an extraordinary and impactful feeling. I think a global education is constantly evolving and learning is a never-ending process.

Why do you think it is important for W&M students to have an international experience during their time at the university?

The world continues to become smaller in the sense that historical barriers that prevented countries and communities from once engaging are now impacting each other in ways previous generations never thought imaginable. A global education is essential for students today, even if the exposure is initial. In my experience, students in other countries, have a vast understanding of other cultures and languages. These experiences provide certain advantages as those students are well equipped to lead and engage in a diversity of careers and issues around the globe.

What is your advice for students who are interested in an international career?

Engage the world. Pursue global education and do so with passion. Although you may end up in a strange land, with interesting foods, and a longing for "being back home" you will be glad that you did it. Talk to others who support and participate in global education, particularly those at the Reves Center and other departments at W&M. We are incredibly fortunate to have such a vast and diverse alumni base that have given so much service to global education. You will be rewarded in ways that will impact you throughout your life, and in many cases, you will marvel at where you are and what you are doing, often looking back and wondering how all of this happened.

AidData summer fellows work across the globe

by Ellie Kaufman, AidData

Justin DeShazor worked with Transparency International - Uganda to incorporate geocoded data into their Action for Transparency program, which has developed a smart phone app and trained citizens to monitor public expenditures. (Photo courtesy of Justin DeShazor).

“For me, it’s all about capacity building when we go in. What I want to do is show the staff how to take (AidData) data and turn it into something themselves, not have outsiders do it,” AidData senior research assistant Justin DeShazor ’15 said.

DeShazor did just that this summer while working with Transparency International – Uganda as an AidData summer fellow. He worked within the organization, teaching staff how to use geospatial information software and geocoded data. He aimed to make it easier for them to find and use aid information in their work

One of 21 AidData summer fellows, DeShazor and the group worked in five countries to teach others how to build geocoded data management, visualization and analysis into their work. They worked with in-country host organizations including think tanks, advocacy groups, non-profits and universities.

Students worked on projects ranging from developing a GIS course to add to a master’s program curriculum at Kathmandu University to evaluating geocoded project records and their implementation realities on the ground at UNICEF – Uganda. The projects and organizations included a wide range of responsibilities, but the goal remained the same. Students, the ones previously collecting the aid information, taught others how to use that data in developing countries.

“I really wanted to take my work with AidData to the next level and represent the organization in a different way than I have as a geocoder,” AidData research assistant

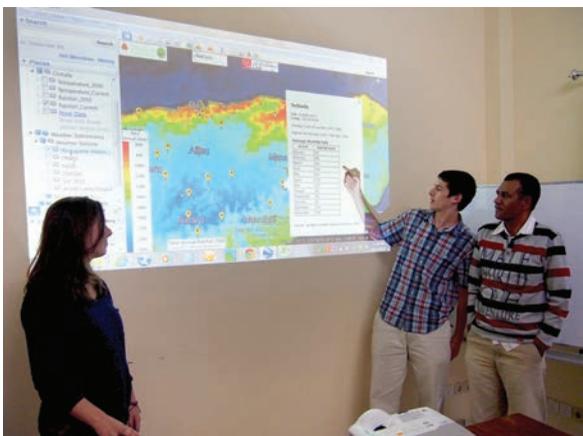
Rebecca Schectman ’16 said. “I’m interested in putting the data we develop to use on the ground.”

Fellows spent three months working in Mexico, Senegal, Timor-Leste, Nepal and Uganda, with 12 host organizations. Eight of these fellows are current students or recent graduates from William & Mary.

Clay Harris ’14 and Darice Xue ’16 spent the summer at Mexico City’s Instituto Mora, working with faculty to incorporate detailed aid information for research, evaluation and analysis processes. Peter Colwell ’15 worked at Kathmandu University in Nepal to develop a GIS course in the Master’s of Development Studies program. Sam Brecker ’15 and Lauren Harrison ’14 worked with Seeds of Life, an organization that works to produce data, analysis, and tools to assist the Timor-Leste Ministry of Agriculture.

Rob Marty ’14, Schectman and DeShazor worked in Uganda. Marty spent time with the Economic Policy Research Center, teaching staff how to use geocoded data to produce policy relevant research while Schectman worked at UNICEF – Uganda.

These students helped their host organizations approach development challenges and goals with subnational aid information.



▲ *Sam Brecker and Lauren Harrison worked in Dili, Timor-Leste with Seeds of Life to assist the Timor-Leste Ministry of Agriculture. She and Sam helped their counterparts develop a tool that will enable local politicians, organizations and citizens access geocoded aid data in offline environments. (Photos courtesy of Sam Brecker and Lauren Harrison)*



▲ Katie LeCornu '16 walks on the grounds of Lalbagh Fort in Dhaka, Bangladesh.

“Summer is a time to step out of your comfort zone and take a chance, right? It’s about learning something new, and finding yourself.”

Banking on Bangladesh:

An international internship in microfinance

During my semester in the William & Mary in Washington program, Economics Professor Berhanu Abegaz recruited W&M alumni and friends of the College to talk about their professional work. Through this, I was exposed to people from the World Bank, local think tanks, many embassies and government administration offices. An alum who works for Accion, a financial services non-profit organization, talked about microfinance—providing access to financial services to the poorest of the poor. The idea grabbed me, and I was smitten. I wrote my final paper for the program on the Grameen Bank in Bangladesh, which was started by the 2006 Nobel Peace Prize Laureate Muhammad Yunus, an early pioneer of the modern microfinance movement.

As my semester in Washington ended, I needed to figure out plans for the summer. I was sure that I wanted to intern abroad, and on a whim, I went to the Grameen Bank website and learned about their internship program at their headquarters in Dhaka, Bangladesh. I didn’t know the Bengali language and there was no established housing, but the more I looked at other programs, the more I thought about the microfinance program in Bangladesh and how it could work out.

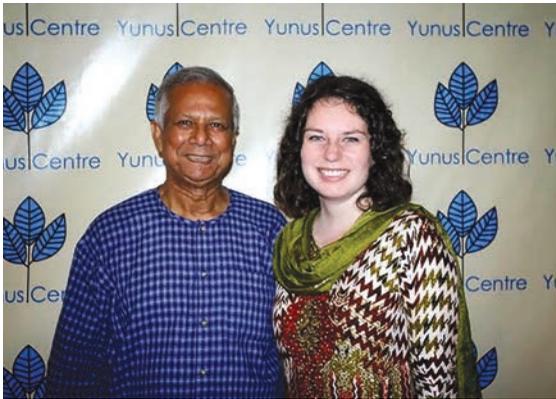
I was tempted to just stay in Williamsburg another summer to work on campus. In addition to getting paid, I would get to hang out with my friends in my comfort zone. But something seemed off—it felt like taking the easy way out. Summer is a time to step out of your comfort zone and take a chance, right? It’s about learning something new, and finding yourself. It’s about preparing yourself for

the rest of your life, which will be filled with setbacks and successes, fears and victories, leaps and falls. So I went to Bangladesh.

One of the best parts about being a W&M student is that the university encourages its students to go above and beyond what is expected by providing career support, internship opportunities and funding to pursue our goals. I was fortunate enough to receive a scholarship from the Reves Center to do this international internship, and it enabled me to have a once-in-a-lifetime experience. Thanks to the Reves Center, I saw a beautiful country, was inspired by changemakers and learned first-hand about microfinance.

From the start of the internship I was immersed in learning about the structure of the Grameen Bank and all the services they offer for the poor, such as savings, pensions and insurance plans. Also, the microfinance program lends primarily to women, who are required to save much more in the high income months so that they can have something to fall back on during typhoon emergencies or low income periods. This requirement is what makes the loan repayments so successful, along with the fact that bank workers come directly to the homes of the women to collect repayment installments.

After learning about the bank’s services, the interns spent a week in a rural village near Narshingdi, a fertile area where life was simple and people used boats to get around. We stayed in one of the thousands of branch offices of the Grameen Bank, which showed me a glimpse of rural life in Bangladesh. My fellow interns and I spent every morning going to center meetings—a weekly meeting where all the women borrowers come together to give the bank worker their repayment installment on their loan. We used a translator to ask the women about



▲ Katie LeCornu '16 meets Muhammad Yunus, 2006 Nobel Peace Laureate and founder of the Grameen Bank.

▲ Grameen Bank loan recipients listen during a weekly center meeting. (left) A view of Dhaka from Katie's office.

▲ A view of Dhaka from Katie's office.

their businesses, how they got involved with Grameen Bank, and the challenges that they still face. Most of the women had tailoring services, raised livestock, managed vegetable stalls, or owned CNGs (the Bangladesh version of a taxi). Some of the women had been taking loans for over 20 years. Each time the loan gets bigger so they can keep reinvesting in expanding their business and building a home. We also met with unique borrowers who took out non-traditional loans, such as a loan for getting a college degree.

Being immersed in the village for a week, I gained a much better understanding of the social structures and bank policies that make the Grameen Bank so successful. I realized how important it is that the bank comes right to the doorstep of the village houses, because the women hardly have to take a break from their work to do business. The bank officer is constantly aware of the issues that come up in the village, and the women grow close bonds to support each other.

During my internship I realized that although the Grameen Bank is doing much good, some of their methods could still improve. From the outside, the banking system looks flawless:

it loans to disadvantaged women and helps them get out of poverty. However, after visiting the village and talking to the women, I started to piece together some holes in the system. For example, the bank says it gives 97% of the loans to women, and while this is technically true, many of the women said that they gave their loan money to their husbands or sons to run a business. I felt the women were not directly benefiting from the loan to advance their own skills or businesses. When I met with Muhammad Yunus, the founder of the Grameen Bank, his answer was that the women are still empowered, because the men are required to go through their wives or mothers to get the money. The bank also noted that the women go to the weekly center meetings where they receive community support from their fellow borrowers. Although retaining some control of the money is a positive advancement for women, it would be even better to see more women growing their own businesses or advancing their own skills.

Meeting with Muhammad Yunus was a rare opportunity for interns because he spends most of his time traveling to give lectures and speeches, the proceeds of which he donates to support Grameen Bank activities. When we met with him, he was interested in where we were from and how we were enjoying the country. We got to ask him a few questions before he had to leave for another commitment. Overall, he was polite and welcoming. It's easy to see why he is so well liked.

I also met with Tapan Debnath, head of Grameen Trust, which is an organization that expands Grameen-like offices outside of Bangladesh. There's a Grameen USA that has done wonderful things in New York, and come to find out, they have a branch in my hometown of Austin, Texas. The

information about the Grameen Trust was interesting, especially because the head of the organization was incredibly articulate and insightful. I asked Debnath how he sees Bangladesh in 20 years, and he said Dhaka will be the largest metropolitan area in the world at the rate it's growing now. He says that there are Grameen Bank borrowers who are currently billionaires, and they don't even know it, because the ancestral lands that they own will soon be bought for development. Driving through the countryside, I often saw rice paddies with huge billboards in the middle. A Bengali friend said that companies have already started buying up the land around Dhaka now so that they can develop it in 20 years when the population is five times the size it is today. Essentially, the city of Dhaka is about to explode in population, and I'm glad to have witnessed Dhaka right before it booms even bigger.

Reflecting on my experience in Bangladesh, I realized that the people I met were the best part of the trip. It was amazing to find people who have the same type of goals as me and whom I can look to as role models. I was surrounded by innovative thinkers who are looking to make change happen. They've started their own non-profits, created networks of young changemakers, and have established social entrepreneurship programs in their schools. Their mindset is global, and they are always looking to empower. They have given me inspiration, challenged my beliefs, and taught me about their diverse cultures. I feel like I now have a network of people to exchange ideas with and to encourage me to serve the world. I'm returning to the States inspired, exhausted, and with an even bigger itch to see the world. This is an experience that I will carry with me for the rest of my life!

Veni, vidi, didici:

Pamela Eddy leads W&M grad students on a transformational journey through Italy

by Erin Zagursky, University Relations

Graduate students from William & Mary's School of Education recently had a chance to learn about the Italian higher-education system in the best place possible for such a study: Italy.

Led by Professor Pamela Eddy, the group of education and counseling students spent two weeks in the country at the end of May, meeting with administrators, collaborating with Italian students and conducting independent research—all in an effort to build their intercultural competency.

"An international experience or culture immersion does not happen by reading a fascinating narrative or seeing even the most real-to-life photographs," said Tiffany Pugh, a doctoral student in higher education administration. "But the opportunity to experience a culture first-hand, in-country, can broaden your worldview and challenge your assumptions, if you are willing to be open to it."

Transformational learning

The trip began at the Catholic University of the Sacred Heart in Milan where the Center for Higher Education Internationalization—the only higher education research center in the country—is located. The center is led by Director Hans de Wit, who is co-editor of the *Journal of Studies in International Education* and recently published the well-received *Trends, Issues and Challenges in Internationalisation of Higher Education*.

The W&M students met with the center's administrators, including Gianluca Samsa (head manager outbound international programs) and Lea Senn (head manager inbound international programs), and learned about Italy's efforts to both send students abroad and support students from abroad studying in the country. Later, the W&M students heard from a panel of European students who had participated in the European Union's Erasmus exchange program. Fiona Hunter (CHEI research associate), addressed student questions on the influence of culture on education and helped interpret how the Italian context differs from that in America. Hearing from the administrators and students helped the W&M students to see that there are other ways to approach their respective disciplines, said Eddy.

"What we know about learning is that the most transformational learning occurs when there's dissonance, and there's an element of dissonance that occurs when you're going into a different cultural environment," she said, adding that students often try to make sense out of what they are learning based on what they know.



▲ Students from the William & Mary School of Education take a group photo at the Colosseum in Rome, Italy. Photos by Pamela Eddy.

"You're in a new country, and they're talking about a new higher ed system, for instance, and you think, well, of course, it's set up like the Carnegie Classification. . . . Well, it doesn't work anything like that, so you have to set aside some of what you think you know and have a different kind of open mind," she said.

From Milan, the W&M group traveled to the University of Padua, one of Italy's top-ranked research universities. There, the W&M students attended lectures and developed three case studies—both in English and Italian—with Padua students. Several W&M students also conducted research. Doctoral student Amy Williams, for instance, interviewed the Italian university students about substance use and consequences.

"Not only was I able to conduct a research study during the trip, but I also learned a lot about the differences between American and Italian conceptualizations of addiction, treatment, and post-treatment opportunities," she said.

At the end of the week in Padua, W&M students presented their research as part of a one-day conference about the future of counseling in Italy. Originally, the students were going to present their work in a short research symposium, but the University of Padua turned the opportunity into a national event about the future of counseling, with about 150 people in attendance and William & Mary Education Dean Spencer Niles as the keynote speaker.

Although she doesn't specialize in counseling, Eddy, too, was asked to speak at the conference about the idea of leading change.

"It really made me think about what we look at as permeable borders between our areas of study and discipline because often we think we're in our little silo, and we really need to be reaching out," she said. Likewise, students found applications to their own areas of research interests—often in unexpected ways.

Surprises over gelato

Although Eddy made sure that her students had plenty of learning opportunities during the trip, she knew that some of the most significant moments for the students would happen spontaneously and during casual outings, such as the group's tour through Rome or the cooking class they participated in.

"It's always the surprises on the trips like this that are the real gems," she said. "You always tell students, just be flexible, be open and you're going to be surprised."

Pugh found that to be true, noting that several of her "biggest takeaways" from the trip "materialized over a meal or gelato, on a commute, or in the last few minutes of the day as I [wound] down."

Those interactions provided Pugh with a greater understanding of how culture impacts a person's life.

"It is important to be able to work with diverse people," said Pugh, who currently works in the system office for Virginia's Community Colleges. "I want to be aware of how culture influences individual behaviors and group dynamics so that I can be effective in working with people who come from cultures different than my own. Through this international experience, I was able to see the connection between culture and behaviors and dynamics in real, tangible ways."

Williams, whose trip to Italy was only the second time she's ever been in an airplane, said that it's important for graduate students to have opportunities like this, especially counseling students like her.

"Counseling students in particular need to develop abilities and skills related to flexibility, tolerance for ambiguity, and openness to new experiences and the perspectives, customs, and cultures of others," she said. "I believe that study abroad is an experiential undertaking that provides authentic opportunities for growth, reflection, and professional development in all of these areas."

Building connections

This was the third year in a row that Eddy has seen just how much studying abroad can impact graduate students like Williams and Pugh. Since 2012, Eddy and her colleague Jim Barber have led graduate students from the School of Education on international trips each summer as part of a global studies course. The first group traveled to Ireland; last year, it was China. Next year's destination is South Africa.

In addition to benefitting students, these trips benefit William & Mary, said Eddy. Students develop lifelong relationships with



▲ *Debi Butler (left), a Ph.D. student in Higher Education at W&M, and Giulia Artico, a Master's Student in Counseling at the University of Padua.*

▲ *Tiffany Pugh (left), a Ph.D. student in higher education, and Summer Naugle and Will Taylor, both Master's students in higher education, visit the Trevi Fountain in Rome.*

those they shared time with on the trip and by association, develop strong ties to the university through the experience, and William & Mary develops important international ties with educational leaders and institutions abroad. For instance, one of the results of the most recent trip to Italy is the development of a memorandum of understanding between the University of Padua and William & Mary, which will likely provide opportunities for students and faculty at the College for years to come.

Although it was a very busy two weeks, Eddy is pleased with all that her students were able to learn and accomplish during their time in Italy.

"They were just bursting out of their skin by the time the trip ended. You could see the light bulbs coming on. They were just shining, so that makes all of the work worth it."

Two of 12 CERN undergrads came from William & Mary this year

by Joseph McClain, University Relations

William & Mary undergraduates Rachel Hyneman '15 and Will Bergan '15 spent the summer conducting research at the laboratories of CERN, the European Organization for Nuclear Research near Geneva, Switzerland.

Will Bergan '15 and Rachel Hyneman '15 were selected to participate in the summer program at CERN, site of the discovery of the Higgs boson and one of the world's leading centers of physics research. They joined a Research Experience for Undergraduates (REU) program conducted at CERN by faculty from the University of Michigan. Funded by the National Science Foundation, REU programs give U.S. college and university students the opportunity to engage in research at institutions other than their own schools.

Assistant Professor of Physics Wouter Deconinck, who conducts William & Mary's own summer REU program in physics, noted that CERN only accepts a limited number of undergraduates from nations who are not full member states of the consortium. He added that quota for the U.S. is 12.

"It is exceptional that William & Mary was successful in placing not one—but two—students into the CERN REU," Deconinck said. "It is great to see that the W&M Physics Department is being recognized as having a top undergraduate program that prepares students, through extensive pre-senior research opportunities, for these high-profile research positions."

Bergan and Hyneman aren't the first William & Mary physics students chosen for the highly selective experience. Christine McLean '12, now a graduate student at U.C. Davis, participated in the REU in summer of 2011. Deconinck noted that the Department of Physics has an excellent track record in placing students at internships and other research experiences through the National Institute of Standards and Technology (NIST), the U.S. Department of Energy (DOE) and at other universities in the U.S. and abroad. The CERN REU, though, remains near the top of the list and receives a large number of applicants.

"I had heard some of the upperclassmen talking about places they had applied in previous years," Bergan said. "Then I saw it



▲ Rachel Hyneman '15 and Will Bergan '15. Photo by Joseph McClain

on the web somewhere. So I decided to try it out. I thought my chances were not very high; I had heard that it was a difficult program to get into."

Bergan and Hyneman left for CERN on June 6. They spent eight weeks working with some of the world's foremost scientists, using the tools of high-energy physics to probe some of the world's most compelling questions. Both of the William & Mary physics majors have previous experience working at large physics labs in the U.S. Bergan completed an REU-like summer experience at the U.S. Department of Energy's Fermilab near Batavia, Ill. while Hyneman was working on an experiment at the DOE's SLAC National Accelerator Lab in California when she got the e-mail notifying her of her acceptance into the CERN REU.

"We were about to leave for our lunch break, so I check my phone and look at my emails, then I read that I had been accepted," Hyneman recalled. "I couldn't really believe it. I just lit up and smiled, and probably let out a little bit of a screech and showed my phone to someone."

Bergan, of Springfield, Va., is a runner and enjoys playing competitive bridge. Hyneman, of Gilbert, Ariz., plays bass with a number of musical ensembles at William & Mary, including the jazz combo Mary and the Williams. Both plan to go to graduate school after William & Mary and to seek out careers in high-energy physics.

Music proves inspirational during choirs' international tour

by Erin Zagursky, University Relations

The restaurant owner didn't speak much English, and the students didn't speak Lithuanian. The professor suggested a song.

"[The owner] was immediately moved to tears by the music, and I think many of us shed a few as well," said Sarah Schuessler '14. "Though we couldn't communicate well with words, the music forged a strong connection between all of us. It was really powerful and was a perfect example of the benefits of traveling with a choir."

That moment of connection was but one of many that occurred this summer as the William & Mary Choir and Botetourt Chamber Singers embarked on an international tour. Led by Directors James Armstrong and Jamie Bartlett, the 52 students traveled through Lithuania, Latvia, Estonia and Finland May 13-27, performing American music as well as a piece commissioned just for them.

The W&M choral ensembles have been touring internationally every three years since 1978. Although led by Bartlett and Armstrong, students decide where each tour will go.

This year, the students decided to tour the Baltic States and Russia. However, as the situation in Ukraine developed, the groups decided to replace the Russia portion of their tour - which was to include stops in St. Petersburg and Moscow - with Finland in order to avoid any issues with access to the country.

Bartlett and Armstrong developed a repertoire of American music for the performances, ranging from African-American spirituals to a modern piece based on a Latin poem.



▲ *The Botetourt Chamber Singers perform in the Turku Resurrection Chapel. Photo by Emily Chrisman*

The groups also learned a unique piece for the tour: a double-choir piece composed specifically for them. "Salve Regina" was commissioned for Armstrong and Bartlett, the Choir of the College of William & Mary and the Botetourt Chamber Singers by Classical Movements, Inc. as part of the Eric Daniel Helms New Music Project. Estonian composer Piret Rips-Laul wrote the piece, which instantly became a favorite among the students.

"She somehow spoke a language that they understood immediately, and they felt it was theirs," said Armstrong.

During the tour, the W&M ensembles performed most of their six concerts - including two with local choral groups - in cathedral or church settings, which provided the students with the unique opportunity to "sing pieces in spaces for which they were composed," said Bartlett.

Ethan Roday '14, who majored in linguistics and computer science, said that the groups "always relish the opportunity to share our music with those who probably wouldn't

otherwise hear it -- and vice versa."

But the tour also helped the students build and strengthen friendships, improve their musicianship and experience other cultures first-hand, said Roday, who also participated in the last tour to Italy, Greece and Turkey.

"It's deeper than surface-level tourism," said Schuessler, who also participated in both tours. "Every culture has its own music, and it is so rewarding to bring music from home to an audience abroad, as well as try our hand at some of their music."

Looking back at the tour, Bartlett and Armstrong said that it - like music itself - was transformational.

"When all of the parts are placed together - when the space is right, when the people come with love wanting only to hear and the students are free to be who they are and share who they are - then magical things happen," said Armstrong.



WORLD MINDED

25 African fellows complete first leadership initiative

Inspiring speeches from an ambassador, a former ambassador, a university president and a designated fellow highlighted a joyous ceremony commemorating the closing of the first Young African Leaders Initiative Washington Fellowship at William & Mary.

by Jim Ducibella, University Relations

Members of the Presidential Precinct—W&M, the University of Virginia, James Monroe's Ash Lawn-Highland, Thomas Jefferson's Monticello, James Madison's Montpelier and William Short's Morven—were on hand.

Since June 14, Presidential Precinct members had hosted 25 YALI fellows in a curriculum designed to create a network of young leaders, give them an opportunity to seek solutions to the challenges their countries face, learn the best practices in governance, public administration and social innovation and experience American history and culture, among other objectives. The group spent the last two weeks at W&M working with the AidData Center for Development Policy, the Institute for the Theory and Practice of International Relations and the Reves Center for International Studies.

Also in attendance at W&M's iconic Wren Chapel were representatives from AECOM, a global company with 45,000 employees that has become one of the largest providers of technical and management support services in the world. Through a partnership with the Presidential Precinct, AECOM has committed nearly \$300,000 to support the Washington Fellowship program's development and execution.

Her Excellency Dr. Tebelelo Mazile Seretse, ambassador of

◀ *Her Excellency Dr. Tebelelo Mazile Seretse, ambassador of Botswana to the United States, addresses the fellows in the Wren Chapel. Photo by Stephen Salpukas.*

Botswana to the United States, told the fellows that they "the chosen few," were selected to represent many others, some of whom may have been more qualified for the program.

"Therefore, you have been given a very high and onerous task, and you must take it like leaders are supposed to. Along the way, there are going to be stumbling blocks, you are going to fall. But a leader is one who falls, learns, gets up and moves on," she said. "You must have the courage to fall, because there will be times when you don't know everything you need to know ... A leader must have the ability to listen, the tolerance to hear a point of view different from their own."

The first woman ever to stand for the Chairmanship of her party, Seretse noted the tendency of Americans to think of Africa as one country, not 54 separate nations.

"It shows our unity," she said, "but it also causes our achievements to fall by the wayside. When you achieve, you must always remember as you go up to have a hand behind you to catch somebody and make them come up, too."

"Leadership is never nice when you are alone. It becomes a party and becomes relevant when you are more than one ... You are challenged as youth, as leaders, to do your best to guide us, and to be inclusive in your regime. We should not be talking about democracy, but about participative democracy ... Culture is not static. Our time will come, and we need to take our people along."



- ▲ (from top) Participants in the Young African Leaders Initiative Washington Fellowship learn about early American life during a tour of Colonial Williamsburg. Photo by Drew Precious, The Presidential Precinct
- ▲ President Obama speaks to participants in the Young African Leaders Initiative Washington Fellowship. Photo by Drew Precious, The Presidential Precinct
- ▲ Members of the YALI fellowship give a standing ovation to Neal Piper, managing director of the Presidential Precinct, of which W&M is a member. Photo by Stephen Salpukas
- ▶ Colonial Williamsburg's famed fife and drum corps escorted the YALI Fellows into the Wren Chapel for the closing ceremony. Photo by Stephen Salpukas

Prior to the ambassador's speech, YALI fellow Rumbidzai Dube of Zimbabwe challenged her peers to have courage as they pursue the ideas they believe will make their countries better.

"We all face many challenges," she said. "Our governments are not as receptive as we'd like them to be. The environment in which we operate can be dangerous, and our lives could be at stake. But we know that nation-building takes time. Building democracies is a hard and arduous job. It needs visionaries, intellectuals, practical implementers."

But, she continued, African history is replete with many leaders who exhibited those traits, Nelson Mandela among them.

"Vision, intellect, action. That is what it takes to bring about change. That is the task we have today to go back home to make history. Remember to dream, because dreams turn into visions. Visions become plans. Plans can be turned into designs. Designs can be implemented and spring forth the change we want to see."

Robert Fritts, former U.S. ambassador to Ghana and Rwanda and second vice president and member of the board of advisors for W&M's Thomas Jefferson Program in Public Policy and the Reves Center, declared that the YALI leaders had taught Americans four important lessons these last six weeks. He used an anecdote about Americans' disdain for an African dish called fufu, frequently made from the cassava plant, as told to him by a friend. The friend relayed that Americans consider fufu primitive, yet eat "leaves," which you call salad - "and no African eats leaves."

Fritts continued.

"You've impressed Americans with your cultural diversities," he said. "You've impressed my countrymen and won our admiration for your achievements and your youth. You've made us ashamed for our low voting turnout. And you've humbled us about our eating habits."

W&M President Taylor Reveley welcomed the fellows and their supporters by reiterating the message he delivered to them six weeks earlier during the opening ceremony at the University of Virginia: leadership matters.

"For centuries, William & Mary has been a place where leaders are educated, trained, forged, encouraged," Reveley said. "Each of you is well on your way to becoming a leader in your country and, I think, a leader not just in your country but for Africa as a whole. I imagine you will emerge from this fellowship experience with friends and colleagues from many countries in Africa with whom you will stay in touch and make common cause over the years.

"I really do believe you are destined to do great good and to make a significant difference for the better in your country - and beyond."

At the end of the evening, after poems had been recited and songs sung and friendships forever cemented, Reveley invited the fellows to ring the ceremonial Wren bell - a tradition normally accorded seniors on the day they finish their last class at W&M.





10 QUESTIONS WITH DR. CHRISTINE MEYNARD, ECOLOGIST AND FORMER NATIONAL GEOGRAPHIC EXPLORER, VIMS

1. What was your childhood and education like in Chile?

I grew up in Santiago, the capital city of Chile, at a time when Pinochet was still in power (I was about 14 years old when he left power, after 17 years of dictatorship). However, thanks to the fact that my father is French, I was able to attend a French school. This meant that I was in a little bubble, where freedom, equality and fraternity (in French “liberté, égalité, fraternité”) were the cornerstones of education. Public schools in Chile are really bad, and private schools are really expensive, so having French citizenship gave me this amazing opportunity to have an excellent education for very little money in a place where it would have been impossible otherwise. The French school there gave me a very diverse education, with a lot of emphasis in the sciences but also in literature and world history. Not to forget the opportunity to speak three languages, and to meet students coming from all sorts of French-speaking countries. After I left school and went into a Chilean university I realized how much this had had a deep imprint in my mind. Most students in a Chilean classroom would not dare to talk to ask a question, would not express openly their opinions in public. There was a different attitude toward women, something that I had not experienced before, and nobody at the university could pronounce my name. Also, because of my father’s work, I traveled a lot inside Chile during my childhood, mostly in rural areas. I got to enjoy nature, and many of those amazing Chilean landscapes that I miss so

much. And I also met, through those trips, people who are very different from urban people, who have lived through poverty and can still be so very generous and wonderful. For all of that I consider myself a very lucky person, and I cannot thank enough my parents for having made the effort to give us all (and we were 7 brothers and sisters!) the best education they could provide.

2. Why did you decide to study in the U.S.?

When I finished my undergrad studies in biology in Chile, there were only a couple of universities that would provide doctoral studies in ecology there, which was my field of interest. On top of that, the field was very much dominated by males (there was not a single female faculty member at the ecology department I graduated from). And then, to make things worse, I was interested in conservation biology, which was still perceived in Chile at that moment as a negative thing, as something that light-minded people who could not do math and serious science would do (the classic joke that went around when you mentioned conservation biology was to ask, “did you say conversational biology?”). So I started looking abroad and was mostly looking for options in France, Canada and the U.S., just because these seemed to me like the most accessible ones in terms of offering fellowships and such. I applied to several programs, and UC Davis ended up been the most attractive. The graduate program was large and diverse, and the UC system has a very good reputation in Chile.

3. What was education and fellowship experience in the United States like?

The truth is, financing was pretty scary. The University of California has a policy (I guess the state of California does) of not giving non-resident waivers for foreigners. So the costs were exorbitantly high, and I had to apply to new funding at the beginning of each year because most long-term funding was geared toward U.S. citizens or residents. Every year I had to go through this stressful period of time where I actually didn’t know whether or not I would have the money for the following year to stay, knowing not only that I couldn’t afford it without a fellowship, but also that my visa would not be extended without such funding. Fortunately I got the one fellowship that covered non-resident fees for four years at the beginning of the second year of my PhD studies. But I still had to find a salary for the rest.

In terms of education, it was everything I had expected. People were generally very polite, very available to help, and I never felt discriminated within the UC system as a woman or as a Latin American. Resources were amazing. In every sense: library, computers, office space, teaching. I was really positively impressed by it all. And I also liked very much this spirit of freedom that you can find in the U.S. where PhD students are free to explore their own interests and are actually encouraged to be independent and self-driven. I learnt a lot, both professionally and personally from my studies in the U.S.

4. What led you to research and work in various locations around the world?

I would say that lack of opportunities in my field of interest in Chile was key at the beginning. Then also when I finished my PhD I was a bit lost, as I had to leave the U.S. I came back to Chile but my husband did not find a job there. So we spent some time looking for a place where we could be together, and ended up moving to France where we both found opportunities. But of course it is also a part of the profession I chose. Being an ecologist, or more generally a researcher, requires flexibility and moving at some point from one place to another going after the right experience. In our profession, having a good degree, publications, and having contact with the world experts is certainly a requirement for success. Unfortunately this makes our personal lives a bit complicated, as it is difficult, especially at the beginning of our careers, to get the right balance between pursuing success across the world versus having a healthy relationship and personal life. In the process, you better enjoy traveling and discovering different cultures and landscapes. If you don't, you may as well abandon this profession!

5. What was one of your favorite experiences in the field?

I have many good memories of the field. I do not know if I can identify one single experience that is my favorite, but probably in more general terms, these magic moments of solitude when I was doing field work in the Chilean temperate forests where I could only hear the birds and the rain falling on the leaves of the trees, only to go out of the forest on the upper side to look at the majestic Andean mountains and see those beautiful condors flying above my head. Talking to locals while drinking mate would be another favorite experience. Rural people there have little or no education, they speak a different Spanish, almost as if it was a different language, but they have an incredible imagination and a lot of things to say.

6. Why do you feel it is important for students and professionals to have an international experience?

First, in any profession you will need some creativity, and traveling is a great way to boost creativity and curiosity. Second, people who have been lucky enough to get education and all the basic needs in life, should be aware that other people aren't that lucky. Knowing about these things through the news or movies is one thing, but living and seeing them in real life is much more enriching and eye-opening. Traveling to developing countries or even to international meetings where you may find people from other countries with different life experiences, will give you different perspectives on things. Finally, there are positives and negatives in every culture, and there are commonalities and differences in every culture. I have personally found that distinguishing commonalities and differences allows me to be more open minded about other people's opinions, religions and characters, but also know better what part of myself is essential to me and what is not.

7. What did you enjoy most about your National Geographic Explorer experience?

The whole experience was great. I had just found out that I was pregnant when I heard about the NGS approval, so I could not go to the field because of the risk of rabies associated with bats, so I missed out on the most important part of it. However, my three collaborators were great (Fred Frick from UC Santa Cruz, Paul Heady from the California Bat Research group, and Mauricio Soto-Gamboa from the Universidad Austral de Chile). Knowing that I could trust them and seeing how the whole thing developed was a very good and positive experience for me. Also, one of the most important aspects of this project was to train some of the Chilean scientists, including a couple of graduate students, on how to use the echolocation equipment. Finally, people from NGS have

been great in communicating with us and giving us different opportunities to make our work known. Of course the fact that the National Geographic was involved generated a lot of interest in Chile, which was great because that's exactly the audience we wanted to get interested (because the project was based in Chile).

8. How did you first hear about William & Mary/VIMS?

My husband was applying to a position at VIMS, so he told me about it and we did a little research online. I then found out that I had read lots of papers from different researchers from here, and that's what got us interested. And then we visited and saw all the resources available and the positive professional environment and we really liked it.

9. What led you to join William & Mary/VIMS as a research faculty member?

Balancing a career where you have to be able to move (in this case from one continent to another) with a family is difficult. So the two-body problem is a big one in science, and VIMS offered a package that was convenient to us both. Part of it was the fact that both of us will be able to continue working on what we like. But of course the other part of it is that W&M is a very good university, VIMS has a diversity of well-known faculty members, and that overall there is a very nice environment along with appropriate resources to develop our scientific careers.

10. What are you looking forward to as you join the faculty at VIMS?

I guess just being able to fit in and continue my research, getting to know the people and the area, and mostly having fun with the students and with my peers!

Reves Center welcomes International Travel and Security Manager

The Reves Center for International Studies recently created a new staff position, the International Travel and Security Manager, to better serve William & Mary in emergency communications and response related to university-sponsored international travel. Nick Vasquez was selected for the role, which also includes the responsibility of monitoring international developments and serving as the emergency contact for international students and scholars on campus.

"The Reves Center is delighted to have Nick join our team to serve in this critical position," said Stephen E. Hanson, vice provost for international affairs and director of the Reves Center for International Studies. "His extensive professional and practical experience make Nick wonderfully suited to help us better serve William & Mary's international travel and security needs."

Vasquez came to William & Mary from a career in the federal government which included positions in the Central Intelligence Agency, Department of State and Department of Homeland Security. His previous work included various overseas postings in the Middle East, the Balkans and most recently, South America.

"My role as the international travel and security manager is to be the 24-7 emergency responder for international travel that William & Mary sponsors," said Vasquez. "I also serve as the emergency management expert on campus for international students and scholars, and I work as their main point of contact to find them lodging and assist them in the event of a campus emergency, such as a hurricane."

William & Mary will be home to nearly 700 international students and 150 scholars from over 50 countries on campus this year, making this an important role for the Reves Center and the university.

Coordinating with local emergency management teams and police and fire departments in collaboration with other W&M officials is key to ensuring international students and scholars are cared for in case of an emergency, said Vasquez, who also assists with logistics coordination in emergencies.

In addition to serving the international community on campus, Vasquez is also responsible for the risk assessment, planning and response to emergencies for students, faculty and staff who go abroad on university-sponsored travel. The university has many study abroad programs, international exchanges and global research projects, helping more than 800 students go overseas each year, which Vasquez works to bring under one roof for risk management and security review.

"There are many moving pieces to consider for international travel, so I am working on how I can best collaborate with faculty and the various schools on their programs," Vasquez said. "Faculty and students are doing excellent research overseas and at times go to non-traditional locations for education and internships. Sometimes, to do that research or program requires traveling to places that pose an increased risk, so it is important to carefully assess the situation to mitigate that risk as much as possible."

An integral part of the Reves Center's mission is providing support to the William & Mary community for international travel. Creating partnerships across the university, in the local community and with overseas institutions, is vital to having a successful risk management program, Vasquez said.

"It's important to support them and to show that W&M is a safe institution, both for our international students here and our students, faculty and staff whom we send abroad," Vasquez said.

By Georganne Hassell, Reves Center for International Studies



▲ Nick Vasquez

National experts gather to discuss international education

by Georganne Hassell, Reves Center for International Studies

A diverse group of experts from academia, K-12 education, business, government and non-governmental organizations (NGOs) convened for a rare meeting April 11-14 in Williamsburg and charted a course on the national education policy directions needed to address America's global competence needs for the future.



Two hundred thirty people attended the conference, co-sponsored by William & Mary's Reves Center for International Studies and the Coalition for International Education. The conference was titled "Internationalization of U.S. Education in the 21st Century: The Future of International and Foreign Language Studies, A Research Conference on National Needs and Policy Implications," and coincided with the Reves Center's 25th anniversary. The center promotes study abroad opportunities for students, catalyzes on-campus international, world area and foreign language learning as well as teaching and research on global issues, and supports more than 800 international students and scholars.

The conference was the first comprehensive assessment of education's role in meeting the nation's global competence needs since a 2003 conference at Duke University, also sponsored by the Coalition for International Education. The Coalition for International Education is a group of 30 national educational associations that focus on improving U.S. global competence.

"The internationalization of education language programs should start very early," Jon Huntsman, Jr., former governor of Utah, told those in attendance. Huntsman served four presidents as Ambassador to Singapore, Deputy Assistant Secretary of Commerce for Asia, U.S. Trade Ambassador and, most recently, U.S. Ambassador to China.

"This isn't about the budget," Huntsman continued. "It's about priorities."

Stephen E. Hanson, vice provost for international affairs at William & Mary and director of the Reves Center, summarized recommendations from those who attended the conference to formulate policies that would increase the United States' influence and ability to deal more effectively with international issues.

Most importantly, the participants called for a greater sense of national urgency to the internationalization of education.

"Our nation's future ability to succeed in an increasingly integrated, globalized world is directly linked to expanding internationally focused education," said Hanson.

"We need no less than a restatement of the nation's requirements for the international and foreign language education of our students in the global era," concluded Miriam A. Kazanjian, Consultant to the Coalition for International Education. "Federal, state, institutional and private sector roles must be redefined, along with a reinvention of our international education strategies. International and foreign language education should be part of the core curricula of all U.S. students."

The conference discussion outlined the need for increased bipartisanship within the federal government and engaging with



▲ (Top) Former Utah Governor Jon Huntsman, Jr. is greeted by Stephen E. Hanson, vice provost for international affairs and Reves Center director and Miriam Kazanjian, independent consultant for the Coalition for International Education.

▲ Nancy Ruther, associate director of the MacMillan Center for International and Area Studies at Yale University, asks former Rep. David Obey, D-Wisc. a question during the conference. Photos by David Hollingsworth

foundations for innovation, networking and relationship building. There's also a need to foster relationships within university and college campuses, including with the professional schools and underrepresented institutions and populations. Allowing K-12 students to experience internationally focused programs early will also be key to developing language fluency and a lifelong

interest in culture and world affairs among future generations. Promoting academic areas of study that respond to business needs for international talent would encourage businesses to invest in international education, thus furthering America's ability to better tackle international issues.

"These collective action problems are formidable," Hanson said, "but they are not insurmountable."

In addition to Huntsman, seven other keynote speakers appeared over the weekend. These individuals offered invaluable insight into the global aspects of their industry:

Thomas Fingar of Stanford, former deputy director for analysis and chairman of the National Intelligence Council

Tony Jackson, vice president for education, Asia Society

Robert O. Keohane, professor of international affairs, Woodrow Wilson School, Princeton

Helena Kolenda, vice president and program director for Asia, Henry Luce Foundation

Kurt Kuehn, chief financial officer, United Parcel Service

The Honorable David Obey, former congressman from Wisconsin and former chairman of the House Appropriations Committee

Mark Rosenberg, president of Florida International University

A complete listing of the research papers presented at the conference is available on the Reves Center's website.

"In order for the United States to remain a leader on the global stage it is critical that our young people have the cultural dexterity to thrive in a world that just grows smaller and smaller and more interconnected," William & Mary President Taylor Reveley said.



New English language programs prepare international students for success at W&M

By Georganne Hassell, Reves Center for International Studies

The Reves Center for International Studies welcomed international students to campus this summer for two new programs: the Graduate Business English & Culture Program and the International Freshman Advantage Program.

The new programs, offered by the Reves Center's Office of International Students, Scholars and Programs (ISSP), are designed to give them a head start in transitioning to life at W&M by honing the students' English language and academic skills, furthering their understanding of U.S. culture, and introducing them to campus life. International students often encounter challenges studying in a foreign language and adjusting to the different expectations of U.S. professors. Other challenges such as learning new styles of teaching in the classroom and concerns with cross-cultural communication can make the transition stressful. To address these concerns, ISSP worked to create programs that provide engaging, informative experiences for William & Mary's international students in a small-class setting.

The Graduate Business English & Culture Program, developed in cooperation with the Mason School of Business, was held from July 14 to August 8 and was directed by Leslie Bohon, an English as a Second Language (ESL) specialist. The program focused on English language, business culture, and the academic skills needed to succeed in the Mason graduate business programs.

(previous page) Students, faculty and staff in the Graduate Business English & Culture Program enjoy a visit to the Riverside Regional Medical Center July 18. Photo by Wallace Roark.

“Many of our international students struggle with language and presentation skills as well as academic and business culture,” said Bohon. “This program is designed to help them bridge these gaps. We focus not only on language skills, but also on cultural skills and U.S. classroom skills. It is a myth that international students only need stronger English. There is a culture to learn, in and out of the classroom. This is just as much an obstacle as the language can be.”

A diverse curriculum of select business topics, English language classes, communication skills and career management provided international students with a robust foundation to begin their studies. In an approach called content-integrated language learning, the Reves Center worked with the faculty and staff at the Mason School of Business to identify the key business themes that students will focus on during the first year of the MBA program and used those themes as a foundation for the program curriculum. Incorporating those themes, the program included guest lectures by Mason faculty and site visits to area businesses including the Riverside Regional Medical Center, Continental AG, Allianz Global and APCO. The site visits gave the students a valuable opportunity to practice their communication skills and hear about the theme from the perspective of an executive in the field.

“International students bring highly valued perspectives, insights, and abilities to our programs,” said Deborah Hewitt, assistant dean for MBA programs and clinical associate professor at the graduate school of business administration. “Connecting with international students has been mentioned by domestic students as one of the great take-aways from our programs. This language and cultural immersion program will enable the international students to participate more fully in academic, personal, and professional experiences while at Mason and in the global workplace.”

Students in the Graduate Business English Language & Culture Program also enjoyed excursions to local cultural sites and sporting events, a visit to the Virginia Museum of Fine Arts and a trip to Washington, DC.

Similarly, the International Freshmen Advantage Program (IFAP), which started on July 31, is designed to help new international undergraduate students adjust successfully to a new education system, enhance their English language, communication, and research skills, and introduce them to aspects of U.S. culture.



▲ *Students in the Graduate Business English & Culture Program stop for a photo on the National Mall in Washington during their experiential learning visit to the capital.*

Because student research is a hallmark of the W&M undergraduate curriculum, the program includes a research skills course. Taught by Sharon Zuber, professor of English and director of the Writing Resources Center, the course guides the students through individually selected research projects which they complete during the course of the program.

“The IFAP has transformed the Reves Center vision for student support into a reality,” said Zuber. “A result of thoughtful planning, the IFAP gives international students an opportunity to make the transition to the W&M community with confidence. It sets students up for success as they prepare for their global academic journey.”

In addition to the language, research, and academic skills taught in the program, students have an early opportunity to learn about the role of internships in their liberal arts curriculum.

“Internships, service learning, and student employment play an important role in a student’s education,” said Steve Sechrist, director of the ISSP office. “They enable the student to apply theories learned in the classroom to real life settings, develop soft skills such as interpersonal communication and time management, and identify academic and professional directions the student would like to pursue.”

Throughout the program, students visited organizations such as AidData and the National Center for State Courts to learn about local internship opportunities and visited W&M’s Washington office to learn about the College’s program there.

In their free time, the students participated in program excursions to Virginia Beach, Busch Gardens, and Jamestown and enjoyed movie and game nights.

W&M is home to nearly 700 international students and 150 international scholars from 55 countries. Creating a positive environment and a smooth transition to life in the U.S. is a key component of the Reves Center’s mission. To fulfill this task, the ISSP office provides services from visa processing and immigration advising to orientation, information sessions and extracurricular activities. W&M’s ESL initiative aims to provide high-quality instruction in English language skills and cultural awareness for international students, scholars, and professionals to meet their educational, business, and professional goals.

announcements

MACK '15 AWARDED GATES SCHOLARSHIP

by Georganne Hassell, *Reves Center for International Studies*

Terrence Mack '15, a double major in German studies and international relations, has been awarded the Gates Scholarship for study abroad, generously donated by Chancellor Robert M. Gates '65 and his wife, Rebecca. Mack studied abroad this summer in Potsdam, Germany, with William & Mary's faculty-led program there.

For Mack, a Hampton (Va.) High School graduate, choosing to major in German studies became an obvious choice when he realized he was seeking out YouTube videos in German and studying the language on his own. Mack also credits William & Mary professors Bruce Campbell and Robert Leventhal, both of the Modern Language and Literatures Department, for helping him develop his interest in German and international relations. Mack's goal is to become a professional interpreter, and he says studying abroad has been a huge boost to continuing his language development.

"I had to dramatically increase my understanding and my use of context clues in order to get around and be able to live amongst German people," Mack said. "The environment and culture made my speaking, reading and writing skills dramatically increase because I didn't use English as a crutch to fall back on."

Mack plans to pursue a master's degree in education so he can teach high-school students German, and he also plans to continue working as a Teaching Assistant during his senior year. He hopes to help other students, especially other people from traditionally underrepresented groups, have the confidence to pursue their passion.

Chancellor Gates congratulated Mack on his selection.

"I admire his aspiration to become a high school foreign language teacher, especially because the United States lags so badly behind other developed countries in this area," Gates said. "I am proud to have someone of Terrence's commitment and character receive a Gates Scholarship."

Finding the right balance between his studies and holding several jobs wasn't always easy, though, Mack notes. He struggled at first to find his place at William & Mary when his initial plan to go in the business school didn't work out. Mack's college experience, however, is defined by perseverance: finding a new avenue to succeed when failure looms large.

"Where is your place at this school with all of these smart,



▲ Terrence Mack '15

intelligent students from all around the world?" Mack remembered asking himself.

He found the answer in German studies.

"It took me a while but I'm glad I finally figured it out," he said.

Mack has already developed a strong set of language skills during his career at W&M, and he serves as a Teaching Assistant in the German language program. Studying abroad in Germany not only solidified his skills in German, but it also gave him an opportunity to experience a new culture and learn more about himself.

"The culture showed me a lot about myself," he said. "It showed me I should be more environmentally conscious and aware because everyone else around me was. Experiencing Germany has made me desire to see the world even more so. I want to see a world beyond the one that I know and have lived in now."

Mack hopes that other W&M students will enjoy a similar global education experience.

"It is important for students to study abroad and see new perspectives so that they can see a world beyond themselves," he said. "It is a golden opportunity that should be shared by everyone."



CONFUCIUS INSTITUTE CELEBRATES 10TH ANNIVERSARY GLOBALLY

The William & Mary Confucius Institute (WMCI) celebrates a decade of Hanban—the Confucius Institute Headquarters—bringing Chinese language and culture to the United States with special events during the fall 2014 semester.

WMCI hosted a celebration of Chinese language and culture on September 26, featuring a language experience class and a pipa solo concert. Other exhibition and performances this fall included a Chinese calligraphy exhibition in Swem Library, a fashion show of ethnic Chinese costumes, and a martial arts performance by four Chinese kung fu masters. The Chinese House and the WMCI also collaborated on various cultural activities including a Chinese Message Wall and evening cooking traditional Chinese dumplings.

Anniversary events will continue throughout the semester, with a WMCI open house and a performance of the Dragon Dance at W&M's homecoming parade on October 17. WMCI will also celebrate on October 18 with a concert of yue-kiln celadon porcelain music, which is popularly known as ou music (ou refers to kitchenware such as cups, bowls, etc.). Ou music is played on regular musical instruments and utensils made from ceramic clay, using the yue-kiln ou bowl as one of the main musical instruments. It has become a dynastic treasure since

the Tang Dynasty in the eighth century. WMCI's final events for the fall semester are Chinese Karaoke Competition and a China Night, scheduled for November 7 and 14, respectively.

WMCI is a collaborative educational and service partnership between the College, Beijing Normal University (BNU), and the Office of Chinese Language Council International (Hanban). It aims to promote the study of Chinese language and culture, support the teaching of Chinese at both the host institution (W&M) and in local communities, and facilitate U.S.-China cultural exchanges on various levels. The collaboration is based on the shared values and visions with regard to international education and cultural understanding. By sharing resources and through collaborative efforts, WMCI strives to make the learning of Chinese language and culture available to anyone who is interested in the subject, to promote multiculturalism in both the campus and the local communities, and to help construct, in a global context, a friendly and harmonious platform for international dialogues and exchanges. The WMCI was established in 2011 and dedicated in 2012, joining a network of over 300 Confucius Institutes worldwide, and it is the second Confucius Institute at a public university in the Commonwealth of Virginia.

► UPCOMING STUDY ABROAD DEADLINES

APPLICATION AND REGISTRATION DEADLINES

September 5, 2014

- » Spring 2015 National University of Singapore Tuition Exchange and Assisted Enrollment Program
- » Spring 2015 Keio University Tuition Exchange Program

October 1, 2014

- » Spring 2015 Sponsored Semester Programs (except Oxford)
- » Spring 2015 Tuition Exchange and Assisted Enrollment Programs (except Nottingham, NUS, Keio, and McGill)

*November 14, 2014**

- » Global Education Office registration of all Spring 2015 Non-W&M Programs

February 2, 2015

- » Summer 2015 W&M Faculty Led Programs
- » Academic Year 2015-2016 Kanazawa Exchange Program A
- » Academic Year 2015-2016 and Spring 2016 Hertford College, Oxford Sponsored Semester Program

March 16, 2015

- » Fall 2015 and Academic Year 2015-2016 Tuition Exchange and Assisted Enrollment Programs (Excludes Kanazawa Program A)
- » Fall 2015 and Academic Year 2015-2016 Sponsored Semester Programs (Excludes Hertford College, Oxford)
- » All terms: Fall 2015, Academic Year 2015-2016 and Spring 2016, University of Nottingham Tuition Exchange and Assisted Enrollment programs

*April 15, 2015**

- » Global Education Office registration of all Summer 2015, Fall 2015 and Academic Year 2015-2016 Non-W&M Programs

SCHOLARSHIP DEADLINES

October 1, 2014

- » Spring 2015 Reves Semester Scholarships
- » Spring 2015 Exeter Scholarship

November 14, 2014

- » Spring 2015 Critchfield Scholarship
- » Spring 2015 Robert M. and Rebecca W. Gates Scholarship
- » Spring 2015 Zachary James Vaughan Memorial Scholarship

February 2, 2015

- » Reves Summer Scholarships

February 16, 2015

- » Summer 2015 Critchfield Scholarship
- » Summer 2015 Robert M. and Rebecca W. Gates Scholarship

April 15, 2015

- » Fall 2015 Critchfield Scholarship
- » Fall 2015 Robert M. and Rebecca W. Gates Scholarship
- » Fall 2015 Sullivan Scholarship
- » Fall 2015 Zachary James Vaughan Memorial Scholarship

FALL 2014

SPRING 2015

**PLEASE VISIT
WWW.WM.EDU/
STUDYABROAD FOR
MORE INFORMATION**

**third-party provider applications should be submitted directly to the third-party provider by their deadlines*



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