Global Programs

at the University of Virginia

... taking U.Va. to the world and bringing the world to U.Va.
The University’s strategy for global education involves both taking U.Va. to the world and bringing the world to U.Va. in order to build knowledge that encompasses global perspectives and insights from multiple disciplines.
Dear Friends,

In an interdependent global society, the distinction between home and abroad has largely vanished. Our challenge at the University of Virginia, therefore, is to prepare and equip our students as global citizens who can move from one society to another effortlessly, communicate in multiple languages, and work in institutions and organizations that are international, diverse, and multicultural. No less important, our students will be able to understand diverse perspectives born of differing cultural and geographic experiences. And as global citizens, working with the Jeffersonian belief that they serve a cause larger than themselves, our students will think globally and act locally.

Faced with the challenges of globalization, most institutions and organizations—markets, corporations, governments, media, and manufacturers—have had to reinvent themselves. Universities are no different, and must rethink the entire student experience. The University, then, must continue to train the minds of our students by providing a traditional liberal arts education and the tools of lifelong learning, while broadening students’ experiences through academic exposure and firsthand living and working opportunities in diverse and multicultural international settings.

The Commission on the Future of the University has powerfully articulated the importance and centrality of global education at the University. We consider global education an integral part of a student’s everyday experience, not a discrete or isolated extracurricular activity.

To strengthen global education at U.Va., we have launched a series of strategic initiatives: First, bring the world to the Grounds. This involves creating a learning environment in which the students can experience and understand the world while still on Grounds. Second, take U.Va. to the world. This entails creating opportunities, facilities, and programs that give our students firsthand experiences of the world. And third, build knowledge combining multiple disciplinary perspectives through collaboration by our faculty members from across the University and with international scholars and institutions.

Measuring the Effects and Outcomes of Study-Abroad Programs

What makes global education at U.Va. unique is our effort to measure the effects and outcomes of our study-abroad programs. Study-abroad programs are based on an assumption that students learn about foreign societies, cultures, and languages through immersion in different societies. While there is no doubt travel generally helps to broaden our horizons and adds to our learning, there is no systematic mechanism for measuring what parts of the program work or whether the programs actually produce the outcomes we seek. U.Va. scholars have undertaken a comprehensive review of international and study-abroad programs to test some of our hypotheses. We will not only learn the best practices in global education from other universities but also find out to what extent these programs are actually achieving the desired goal of making global citizens. We are also taking a strategic view of our programs, identifying gaps, establishing programs in less traversed but strategically important areas of the world, and assessing how we might enhance students’ learning experiences.

We are also entering into partnerships with a number of academic institutions around the world where our students may cross-register and take courses approved by the University. This requires not only careful evaluation of the academic programs but also of living conditions, health and safety issues, and faculty willingness to engage with those institutions in collaborative research. Development of several joint degree programs is under way.

Fluency in Languages

The importance of students becoming proficient users of more than one language cannot be overemphasized. It is essential to becoming a global citizen. U.S. students need to learn to communicate in more than one language if they are to compete with students from countries where mastery of at least one additional language is expected. For our students to be effective global citizens we have to make sure they acquire fluency in one or more foreign languages, and this language learning will be accompanied by exposure to the culture and society of those countries as well.

Building Global Knowledge

Globalization has a profound impact on the ways in which we conduct research and build knowledge. Students in the twenty-first century must be capable of addressing the complexities of a global society. First, the major challenges of the twenty-first century—population explosion; large-scale migration; food, water, and resource scarcity; environmental degradation and global warming; terrorism; and nuclear proliferation—are mostly occurring outside the United States and Europe. Second, scholars can no longer work in isolation to understand these problems, nor can the complexities of these issues be adequately studied through the prism of a single discipline.

The best way to build knowledge is through a two-way exchange of experience and information, through collaborative research based on mutual respect. This exchange of ideas must take place among scholars and institutions from multiple countries and disciplinary perspectives. To achieve this goal we have created the University’s Center for International Studies, a trans-university Center that brings together faculty from all disciplines, departments, and schools to work together on the big questions of our day and to reach out to scholars and institutions abroad. No less important, the Center will convene our faculty to identify major research questions and challenges of the twenty-first century, formulate research proposals, and undertake fund-raising.

The University provides a superior global education experience. By creating educational partnerships, both on Grounds and abroad, our students receive the best possible opportunity to become global citizens. At the same time, we provide a welcoming environment to our international students, thereby creating a rich, multicultural atmosphere in which to learn.

Our faculty, alumni, and friends are committed to continuing this important work, and we are grateful for your support.

Warm regards,

Gowher Rizvi
Vice Provost for International Programs
“Peace and friendship with all mankind is our wisest policy and I wish that we may be permitted to pursue it.”

—THOMAS JEFFERSON
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HE CENTER FOR INTERNATIONAL STUDIES (CIS) promotes a University-wide focus for global education, research, and scholarship at U.Va. The CIS links research universities, institutes, and scholars across geographical and disciplinary boundaries. The Center offers grants and fellowships to foster new curriculum and bring scholars to Grounds. It hosts symposia and seminars on current global topics and events, engaging students and faculty. The Center is distinguished from others of its kind by its focus on U.Va.’s capacity to tackle the social, economic, and political challenges of the twenty-first century.

The CIS opened its doors in the fall of 2009, when it inaugurated its University- and community-wide interdisciplinary seminar series. The series featured 17 topics ranging from human rights in the Muslim world to safe drinking water in Africa and immigration. Speakers included U.Va. professors and visiting scholars, including the United Nations Special Reporter on Violence Against Women, Rashida Manjoo.

In the spring of 2010, the Center hosted a three-day conference about health systems in China, France, and the United States, which featured twenty-two top experts from the featured countries. It also co-sponsored teach-ins and a talk with the Central Virginia Chapter of the Fulbright Association.

The Center administers grant programs and one fellowship program. Thirteen grants were awarded for curriculum development initiatives. The Center also offered new courses, including Korean Culture and Society; Rewriting of Caribbean History in Words, Images and Music; and Generation Green: Germany and the Environment.

The Center awarded ten grants for faculty to host visiting international scholars from places including Provence, France; Hamburg, Germany; and Cambridge, United Kingdom. In addition, the Center hosted several visiting fellows. Last spring the CIS welcomed Marcella Ascione, programming director of the Center for Administrative Innovation in the Mediterranean, of Naples, Italy; and Bangladesh’s former Prime Minister Fakhruddin Ahmed. Other visitors included Rehman Sobhan, chair of the board of Grameen Bank; and Rouaq Jahan, a professor of international affairs and a specialist in women’s studies from Columbia University.

The Center is creating a digital archive of its activities, including audio and video records of seminars and conferences, which will be a resource for the U.Va. community. It has also convened faculty members to identify major research questions and challenges, and it has formed two interdisciplinary research groups, comprising faculty from U.Va.’s College and Graduate School of Arts & Sciences, and its schools of Law, Commerce, Medicine, Education, as well as faculty members from other universities. One research group is focused on immigration, borders, and diaspora studies, and the other on human rights studies. 📚
International Studies Office

The International Studies Office (ISO) is a University-wide resource that supports U.Va.’s international mission by developing and coordinating programs, activities, and services designed to create and enhance a globally aware, culturally diverse education and research environment. The ISO manages the International Student and Scholars Program, Education Abroad, and the International Center. The success of ISO programs and services helps ensure the University is a destination of choice for international scholars and students, as well as for American students who seek an undergraduate or graduate education guided by international perspectives.

International Students and Scholars Program
The contributions of the international community are considerable and help the University maintain its position as a global research university. Nearly 2,500 of our students were non-U.S. citizens in 2009–10; the University sponsored the student visas for seventeen hundred of these individuals. The top sending countries for undergraduate students were China, South Korea, India, Turkey, and Thailand. For graduate students, China, India, South Korea, Poland, and Taiwan were the top sending countries.

Just over 9 percent of undergraduates and 17 percent of graduate students were citizens of other countries in 2009–10. Nearly 10 percent of School of Architecture students, 9.2 percent of undergraduate engineering students, and 8.8 percent of undergraduates in the College were international students. International students composed 41.9 percent of graduate students in the School of Architecture and 25.8 percent of students in the Darden School of Business, and 24.6 percent of the graduate student population in the School of Engineering and Applied Science.

As of 2009, more than sixty partner universities add full-immersion experiences for undergraduate and graduate students who seek an undergraduate or graduate education at the University. International scholars and students, as well as for American students who seek an undergraduate or graduate education guided by international perspectives.


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Education Abroad
Education abroad can be a defining moment for students. It prepares students for the realities of the interconnected world while engaging faculty as well. It erases classroom walls, creating dynamic interactions between learners and the learning environment.

U.Va. students may choose from a portfolio of education programs with more than 350 options. U.Va. faculty develop and lead nearly fifty of these programs, including year-round flagship programs in Valencia, Spain; Lyon, France; and Lima, Peru. The flagship programs are complemented by summer and January-term programs in a variety of disciplines. Reciprocal exchange agreements with more than sixty partner universities add full-immersion experiences, while the partnership with Semester at Sea fosters a comparative global approach. Select programs of other institutions and organizations complete the portfolio.

U.Va.’s Office of Institutional Assessment and Studies conducted surveys in 2009 that reveal graduating students and alumni view education abroad as highly valuable in many areas. These include gaining a broad-based liberal education, learning languages, understanding cultures, developing political and social awareness, enhanced education and career choices and personal growth.

In 2009–2010,

- 1,484 undergraduate and 502 graduate students participated in education abroad;
- nearly 40 percent of the class of 2010 studied abroad;
- U.Va. courses were offered in twenty-eight disciplines on six continents and in 62 countries;
- the top ten destinations were Spain, the United Kingdom, France, China, Italy, Ireland, South Africa, Germany, Argentina, and Peru; and
- China, France, Guatemala, and South Africa were the top areas of participation growth.

The 2009 Open Doors report from the Institute for International Education ranked U.Va. third among public universities in undergraduate education abroad participation, ninth nationally in short-term program participation, and nineteenth in total numbers of students abroad among the top forty research universities.

Lorna Sundberg International Center
Founded in 1972, the Lorna Sundberg International Center (IC) promotes intercultural awareness and respect by providing a comfortable environment for the sharing of cultures. The heightened emphasis on social and cultural programs at the IC has increased the number of participants in IC programs. Annual events include the Mary Ellen Brown Family Picnic, offered each October; the Thanksgiving Meal March; and the Christmas lunch. Cooking classes introduced in 2008 remain popular, as do English-language programs for the dependents of University students, scholars, and faculty. Language courses taught by Center and faculty. Language courses taught by Center for American English Language and Culture faculty include Multiskills English for Speakers of Other Languages, Oral Expression in English for Speakers of Other Languages, Advanced Oral Communication, and the Pronunciation Workshop. The IC also offers book discussion groups, English conversation groups, and language consultant partnering. Overnight guests came from twenty-seven countries in 2009–10.
Center for American English Language and Culture

The Center for American English Language and Culture (CAELC) provides an array of services to help members of the University community attain the level of linguistic and cultural proficiency required for success at a research university in the United States. These services include language assessment, English as a Second Language (ESL) classes, and numerous tutoring and volunteer services. Over the 2009–10 academic year, CAELC offered thirty-six course selections, with nearly 400 enrollments. Courses included Academic Writing, Oral Academic Communications, and Classroom Communication for International Teaching Assistants. In addition to English education through coursework, CAELC provides assistance through the Volunteers with International Students, Scholars, and Staff program (VISAS). Native-speaker students pair with international students and scholars and meet one-on-one to practice conversational English. Students also help train international graduate students to be teaching assistants and provide feedback for in-service international teaching assistants. During the 2009–10 academic year, the Center had 342 volunteers serving as conversation partners and assistants in ESL classes.

International Residential College

The International Residential College (IRC) is a residence for undergraduate students who are looking for a global perspective. The IRC houses undergraduate students, including international students and exchange students, giving its residents the opportunity to meet and live with people from around the world. The IRC houses about 300 students, about 40 percent of which are international students. That number climbed to 45 percent during the 2009–10 academic year. International students hail from thirty countries, including China, India, France, Pakistan, and Singapore. The mission of IRC residents, as members of a global community, is to spread knowledge and understanding of themselves to all cultures, to better themselves through exposure and interaction with people of various backgrounds, and to translate social and cultural consciousness into positive global action. The IRC provides academic and social activities aimed at creating a close-knit community.

U.Va. Semester at Sea Partnership

The University of Virginia is the academic sponsor for Semester at Sea (SAS). SAS is a premier shipboard education program that celebrated its 100th voyage in the fall of 2009 and has been partnering with the University since 2006. Seventeen University faculty members and two graduate teaching assistants taught in the program in 2009–10. Sixty-one U.Va. students were among the nearly 2,000 students who joined an SAS voyage in 2009–10. Archbishop Desmond Tutu is the distinguished scholar in residence on the fall 2010 voyage.

“International students are absolutely vital to sustaining U.Va. as a first-rate university.”

— GORDON KIRTLAND, ’97
An alumnus of the College of Arts & Sciences and Darden School of Business, and the former president of the UVaClub of Singapore. Founder, UVaExpress.
Research and Grants

Universitas 21

Universitas 21 (U-21) is an international network of twenty-three leading research-intensive universities in fifteen countries. Collectively, its members enroll more than 700,000 students and have nearly 2.5 million alumni.

The University has been a member of the research network since 2001. President emeritus John T. Casteen III became chair of U-21 in 2006.

The network facilitates collaboration and cooperation among member universities and creates opportunities for them on a scale that none would be able to achieve on their own.

University professors Kristina Hill and Winston Lung are on the steering committee of a multidisciplinary research project investigating the world’s water futures. Team members are from Australia, China, Canada, and the United Kingdom. “Water Futures for Sustainable Cities” seeks to provide an independent, international forum for government, industry, and the community to address the complex issues of water sustainability. Challenges to water sustainability include climate change, decreases in rainfall, rising sea levels, more-frequent storms and flooding, and rapid increases in population and urbanization.

Grants

During the last year, the Office of the Vice Provost for International Programs (VPIP) issued several grants to further its mission of making the University a leader in global education. The Deepening Global Education grants were given to nearly all of the schools and the library to achieve this goal. The College and Graduate School of Arts & Sciences received $125,000 and the other recipients $50,000. Among the recipients is the School of Nursing (SON) for its creation of the Rural Health Research International Faculty Awards, which will provide the foundation for its ongoing planning to establish a center of rural global health study at SON and the University. The McIntire School of Commerce hosted a spring 2010 symposium, “China and the Transformation of Global Commerce in the 21st Century,” in partnership with other schools and centers and featured world-class scholars, business professionals, journalists, and government officials. The School of Architecture is launching a long-term collaborative research project to better understand the environmental and social challenges faced in the world’s megacities.

The VPIP also issued three new Education Abroad grants. One of the recipients is Karen Ryan of the College and Graduate School of Arts & Sciences, who is working to establish the University’s new study and research program in Russia for graduate students. Director of graduate studies, Professor Ryan says a partnership with a Russian academic institution will provide research support for both graduate students and faculty from many departments and several schools at the University.

Sharing Our Story

The Office of the Vice Provost for International Programs (VPIP) made great strides to communicate the activities related to international studies going on at the University during the 2009–10 academic year. During the fall, the VPIP launched a new portal page, U.Va. International, that allows users to find the latest information about admissions, activities, academics, research, and more. In addition, Vice Provost Rizvi hired the University’s first senior writer and program manager for international programs. This staff member has overseen the creation of a new international news archive, a VPIP brochure, this report, and the creation of a new U.Va. newsletter, UVA International. She has covered all VPIP events for publication in U.Va.’s online news source, UVA Today, to date having written more than twenty news and feature stories on international events at the University.

Events held by the VPIP and the Center for International Studies have also gained more visibility on U.Va.’s home page, and many symposia have been recorded and placed on iTunes U. In addition, the Multicultural Events Calendar, which is maintained by staff at the Lorna Sundberg International Center, had a record listing of events for the 2009–10 year, proving to be a good resource for the University. It listed 148 lectures; 159 special events and films; 104 information sessions, classes, and clubs; and seven exhibits.

UVa International Portal: www.virginia.edu/international

International News Archive, Newsletter and Blog: www.virginia.edu/international/news.html

Multicultural Events at the University: www.virginia.edu/international/events.html
**SCHOOL OF ARCHITECTURE**

**U.Va. in China**

The School of Architecture and the International Studies Office offer the China Architecture and Culture program in conjunction with the Beijing Institute of Asian Studies at Peking University in Beijing, China. Available to graduate and undergraduate students since 1993, scholars study Chinese architecture and learn how Chinese history can be traced through its building designs. Students spend six weeks in China, with four weeks in Beijing and the last two weeks traveling to historical sites around the country, including the Forbidden City, the Summer Palace, the Great Wall, and the Ming Tombs.

**COLLEGE AND GRADUATE SCHOOL OF ARTS & SCIENCES**

**Enhancing Outreach to East and South Asia**

In December of 2009, the College launched its Asia Institute, which unites the activities of the Tibet, East and South Asia Centers, and the Asian-Pacific-American Studies program. The Institute represents the distinctive qualities of the individual programs and geographic areas while creating a strong and programmatic relationship among the programs to extend their impact across the University as well as externally. It is inspired by Jefferson’s ideal of global knowledge and citizenship and bringing together students, scholars, and experts from government, industry, and the public. The Asia Institute positions U.Va. among the nation’s leading universities in the field by fostering a long-term relationship with the Asian world.

**CURRY SCHOOL OF EDUCATION**

**Bringing the World to the Grounds**

Carol Anne Spreen, assistant professor in the Social Foundations of Education program, has collaborated to create a January-term course taught with associate environmental sciences professor Robert Swap that is a prime model of interdisciplinary programs having an impact. Titled Ethics, Protocols, and Practices of International Research, the course has grown in popularity since its launch in 2006. Spreen and Swap teach aspiring student researchers to create international projects in a thoughtful way, creating partnerships with target communities so that work is sustained. In January of 2010 students benefited from the input of twenty international scholars visiting from Botswana, Cameroon, Kenya, Mozambique, Namibia, Rwanda, South Africa, Uganda, and Brazil.

**SCHOOL OF ENGINEERING AND APPLIED SCIENCE**

**Engineering Clean Water in Africa**

Moving clean water from a mountaintop spring in West Africa to a village six miles away requires quality engineering. University students have traveled to Wum in western Cameroon for three years to help people there build a sustainable clean-water system. Once completed, it will supply water to Wum’s 50,000 residents and help prevent waterborne diseases like dysentery and typhus. The local health department reports approximately 240 deaths in Wum annually from waterborne diseases. Andres Clarens, assistant professor of environmental and water resources engineering, said, “One of the great things about a project like this is that it provides an opportunity for students to learn, firsthand, about the nuances and challenges of international development work.”

**SCHOOL OF LAW**

**Reporting on Human Rights in Egypt**

The Law School’s Human Rights Study Project (HRSP) allowed students to travel to Egypt last winter to study the human rights situation there. They determined that Egypt still faces a host of human rights challenges, despite receiving $2 billion in aid from the United States annually. Now in its eighth year, HRSP has sent past members to Cuba, China, Sierra Leone, Syria, Lebanon, India, Uganda, and Cambodia. The results of their work are compiled into research papers that may be submitted for publication. This year’s team traveled to Egypt for three weeks in late December and January, where they studied issues ranging from the right to water to corruption.

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“**We can change the world.**”

—NOBEL PEACE PRIZE LAUREATE MUHAMMAD YUNUS, speaking to a University of Virginia audience about the magnitude of microfinance’s impact on the world.
In the summer of 2009, seventy-two students enrolled in the M.S. in Commerce program at the McIntire School of Commerce spent five weeks on three different education abroad trips, traveling to China, Europe, and Southeast Asia. As part of the program’s second annual Global Immersion Experience, students learned about the global economy and the companies operating within it. During their respective trips, students studied at the Denmark Institute for Study Abroad, the National University of Singapore, Peking University’s Guanghua School of Management, Hong Kong University of Science and Technology, and ESADE in Barcelona, a leading Spanish business school.

Researchers at the University are leading the largest-ever worldwide effort to investigate how malnutrition and intestinal infections lead to serious, lifelong physical and mental problems in children living in developing countries. The five-year study is being funded by a $30 million grant from the Bill and Melinda Gates Foundation made to the Foundation for the National Institutes of Health. Nearly one-third of all children in developing countries and more than 1 billion people worldwide suffer from malnutrition. Richard L. Guerrant, M.D., director of U.Va.’s Center for Global Health, is the lead researcher for the study, which will be conducted in collaboration with a number of partners, including universities in the United States and institutions in the developing world. U.Va. is leading efforts in Brazil, South Africa, Bangladesh, and Tanzania.

The Jefferson Public Citizens Program (JPC) assists students in leading research and service team projects. One group recently went to Honduras. Working in collaboration with the group Students Helping Honduras and the Universidad Tecnologica de Honduras, this JPC group set up self-sufficient Internet kiosks in three small villages. The goal of the project was that the kiosks would allow community members to access healthcare information, markets for selling goods, and increased communication opportunities.
The Office of Undergraduate Admission has seen tremendous growth in international applications over the last several years: applications are up more than 62 percent over the last three years. The University is enrolling close to 6 percent international students in the incoming class for fall 2010. This represents the largest percentage increase and the largest raw number of new international students in the history of the University.

Our students are increasingly competitive academically. The SAT average for our incoming international first-year students rose 28 points in 2009 over those entering in 2008. The average rank in class improved significantly as well. In addition, the University is enrolling more international Echols and Rodman scholars than ever before. There are thirty-three Echols Scholars in the 2010 incoming class; last year there were seventeen. This year there are seven Rodman Scholars, while last year there were three.

The biggest change in international admission has been the rapid rise of applicants and enrollees from China. The University has seen more than a doubling of applications in three years. This year fifty-five students applied from one high school in China, a number higher than nearly any school in the United States, with the exception of a few schools in Fairfax County, Virginia. In 2008 the University enrolled forty-three first-year students from China. In 2009, that number grew to fifty-two. In fall 2010, we will have sixty-seven. In last year’s entering class, the average grade point average for the students after the first semester was 3.7.

Staff from the Office of Undergraduate Admission have traveled regularly to Asia and Europe. This past fall staff visited Central America; subsequently, applications and enrolled student numbers increased significantly. The University continues to try to enroll students who believe in returning home to become leaders in their countries.

Alumni and Parent Outreach

The Office of Engagement was created in 2005, an outgrowth of the University of Virginia’s Alumni Relations Task Force, with the mission to foster lifelong connections with alumni, parents, families, and friends that will strengthen their relationship with the University. In its first year, the Office of Engagement supported 200 events, which took place primarily in the United States. In the 2009–10 academic year the Office of Engagement produced more than 1,100 events around the world.

Based on the recommendation from the Commission on the Future of the University to take U.Va. to the world, as well as feedback from our 12,000 alumni, parents, and friends who live outside the U.S., the Office of Engagement began a concerted effort to build its international engagement outreach two years ago and hired the University’s first international engagement officer. In 2007–08 UVaClubs held eleven events outside the United States. The University’s footprint outside the U.S. has grown exponentially, and this year international UVaClubs and the Office of Engagement will have hosted more than a hundred events in nineteen countries, including China, Panama, and the United Kingdom, on all seven continents.

The Office of Engagement begins its work this year with new student outreach. Our alumni are active in promoting U.Va. to potential students, making congratulatory calls to newly accepted students, and coordinating student send-off events for those who have chosen to attend the University. In some locations, more than a hundred people will come out to celebrate this milestone.

The Office of Engagement continues the welcome for international students through UVaExpress, which is free, coordinated transportation from Dulles International Airport, located outside Washington, D.C., to the University. Once on Grounds, the students and their families are also invited to attend the International Welcome Dinner, sponsored by UVaFamilies, another Office of Engagement program. The inaugural dinner in 2009 was attended by more than 400 students and family members, who were welcomed by Gowher Rizvi, vice provost for international programs; and Parke Muth, dean of international admission.

The goals of the Office of Engagement are that international students will develop a lifelong relationship with the University that will last long after they leave Charlottesville and will continue to use the UVaClub network as a vehicle to stay connected with the University.
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