UNITING THE WORLD

Davis United World College Scholars
PROGRAM

2016 Annual Report

Private Philanthropy Supporting
International Understanding through Education
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Why the Davis United World College Scholars Program?

By Philip O. Geier, PhD, Executive Director

The 21st century has brought a changed and ever-changing global landscape. Greater challenges, threats, and uncertainties haunt humanity. There are no clear or easy solutions. The pace is quickening. Information is abundant and readily accessible, yet knowledge and true wisdom seem elusive. It is in this context that the Davis United World College (UWC) Scholars Program invests extensively and with confidence in the promise and future possibilities of selected scholars from around the world and their education at partner colleges and universities across the United States.

Go-founded in 2000 by philanthropist Shelby Davis and veteran international educator Phil Geier, the Davis UWC Scholars Program has grown to become the world’s largest international scholarship program for undergraduates. Its strategic objective is to advance international understanding through education. The program is built on two assumptions: one, that promising future leaders from a broad range of cultures should be afforded greater educational opportunities and serve to accelerate global networking; two, that these educational opportunities take place at leading U.S. colleges and universities, in the belief that these American schools will be more effective learning communities for all their students by becoming more internationally diverse and globally engaged.
The Davis UWC Scholars Program provides grants to selected partner U.S. colleges and universities in support of need-based scholarships for American and foreign scholars. Students eligible for this support are those who have proven themselves by successfully completing their final two years of high school at a group of international schools called United World Colleges, which teach to the International Baccalaureate diploma. The growing UWC movement now has schools located in the United States, Armenia, Bosnia and Herzegovina, Canada, China, Costa Rica, Germany, Hong Kong, India, Italy, the Netherlands, Norway, Singapore, Swaziland, and the United Kingdom. Since their founding in 1962 at the height of the Cold War, these UWC schools have provided educational opportunities to outstanding students from over 175 countries, representing all regions of the world. Students are selected in their home countries by indigenous, voluntary committees charged to find the most promising teenagers eager to pursue their education and leadership and cross-cultural skills in a global context.

Under the leadership of former UWC-USA president Phil Geier, the program now supports nearly 2,600 scholars on over 90 American campuses. Headquartered at Middlebury College, the program partners with selected U.S. schools to meet the financial needs of these promising scholars throughout their four-year undergraduate degree programs.

The program has five principal goals:

- **Provide scholarship support** for exemplary and promising students from a wide range of countries and cultures, who have absorbed the passion and mission of their UWC schools for building international understanding;
- **Build meaningful clusters** of these globally aware scholars within the undergraduate populations of selected partner colleges and universities across the U.S.;
- **Help transform** the American undergraduate experience through international diversity and intercultural exchange — as much for the large majority of traditional American students as for the scholars;
- **Leverage the value of this philanthropic initiative** — to the long-term benefit of all learners and their teachers, to contribute to strategic shifts in institutional thinking, and to bring greater resources to the effort; and
- **Contribute proactively** to the well-being of our volatile, highly interdependent world by expecting our scholars and those with whom they interact to take personal responsibility for helping shape a better world.

The Davis UWC Scholars Program is at once practical and aspirational. It reflects the huge potential of private philanthropy to promote international understanding in dynamic, expanding ways through educational institutions that share its strategic vision and are committed to bringing greater opportunities for global engagement to all their students. In essence, the program is about using philanthropic leadership to leverage additional support for transformative impact on individuals, institutions, and the wider world.
Sixteen Years of Program Growth

How This Works

1. Since 1962, thousands of young people from 175 nations have been selected by committees in their home countries to complete their last two years of high school at one of 15 United World College schools. UWC schools are in Armenia, Bosnia and Herzegovina, Canada, China, Costa Rica, Germany, Hong Kong, India, Italy, the Netherlands, Norway, Singapore, Swaziland, the United Kingdom, and the United States. The UWC movement works to build multinational, cross-cultural communication and understanding among all its students.

2. In 2000, the Davis United World College Scholars Program began providing scholarship grants to a pilot group of American colleges and universities to support UWC graduates who matriculated at these schools. These pilot schools — Colby College, College of the Atlantic, Middlebury College, Princeton University, and Wellesley College — are graduating their 13th class of Davis United World College Scholars in 2016. Based on the success of building clusters of globally minded scholars at these pilot schools, Davis philanthropy chose to greatly expand the number of campuses and scholars in the program.

3. This academic year, there are 91 U.S. colleges and universities in partnership with the Davis United World College Scholars Program. For partner schools, the program provides annual grants in support of need-based scholarships for each matriculated UWC graduate for up to four years of undergraduate study. The total number of Davis UWC Scholars attending these schools has now reached 2,540 from 152 countries. The 2016 graduating class includes 603 students from 122 nations. To date, the program has supported 6,909 scholars.

4. With their education made possible through their own merits and the help of the Davis United World College Scholars Program and its partner schools, Davis UWC Scholars will go on to play important, meaningful, often leadership roles in their communities, in their home countries, and in the world. And the partner schools will have become more globally engaged and more internationally diverse educational communities.
152 Home Countries — 2,540 Current Scholars

Numbers indicate how many scholars are from that country

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Distribution of Scholars by World Region
The Program’s Partner Colleges and Universities throughout the U.S.

1. Agnes Scott College, Decatur, GA
2. Amherst College, Amherst, MA
3. Bard College, Annandale-on-Hudson, NY
4. Barnard College, New York, NY
5. Bates College, Lewiston, ME
6. Bennington College, Bennington, VT
7. Boston Conservatory, Boston, MA
8. Bowdoin College, Brunswick, ME
9. Brandeis University, Waltham, MA
10. Brown University, Providence, RI
11. Bryn Mawr College, Bryn Mawr, PA
12. Bucknell University, Lewisburg, PA
13. Carleton College, Northfield, MN
14. Claremont McKenna College, Claremont, CA
15. Clark University, Worcester, MA
16. Colby College, Waterville, ME
17. Colgate University, Hamilton, NY
18. College of the Atlantic, Bar Harbor, ME
19. Colorado College, Colorado Springs, CO
20. Columbia University, New York, NY
22. Cornell University, Ithaca, NY
23. Dartmouth College, Hanover, NH
24. Davidson College, Davidson, NC
25. Denison University, Granville, OH
26. Duke University, Durham, NC
27. Earlham College, Richmond, IN
28. Franklin & Marshall College, Lancaster, PA
29. George Washington University, Washington, DC
30. Gettysburg College, Gettysburg, PA
31. Grinnell College, Grinnell, IA
32. Harvard College, Cambridge, MA
33. Hood College, Frederick, MD
34. Johns Hopkins University, Baltimore, MD
35. Kalamazoo College, Kalamazoo, MI
36. Kenyon College, Gambier, OH
37. Lake Forest College, Lake Forest, IL
38. Lehigh University, Bethlehem, PA
39. Lewis & Clark College, Portland, OR
40. Luther College, Decorah, IA
41. Macalester College, Saint Paul, MN
42. Methodist University, Fayetteville, NC
43. Middlebury College, Middlebury, VT
44. Massачусetts Institute of Technology, Cambridge, MA
45. Mount Holyoke College, South Hadley, MA
46. New York University, New York, NY
47. Northwestern University, Evanston, IL
48. Notre Dame of Maryland University, Baltimore, MD
49. Oberlin College, Oberlin, OH
50. Occidental College, Los Angeles, CA
51. Pitzer College, Claremont, CA
52. Pomona College, Claremont, CA
53. Princeton University, Princeton, NJ
54. Randolph-Macon College, Ashland, VA
55. Reed College, Portland, OR
56. Ringling College of Art & Design, Sarasota, FL
57. Sarah Lawrence College, Bronxville, NY
58. Savannah College of Art & Design, Savannah, GA
59. School of the Art Institute of Chicago, Chicago, IL
60. Scripps College, Claremont, CA
61. Skidmore College, Saratoga Springs, NY
62. Smith College, Northampton, MA
63. St. John’s College, Annapolis, MD & Santa Fe, NM
64. St. Lawrence University, Canton, NY
65. St. Olaf College, Northfield, MN
66. Stanford University, Stanford, CA
67. Swarthmore College, Swarthmore, PA
68. The College of Idaho, Caldwell, ID
69. Trinity College, Hartford, CT
70. Tufts University, Medford, MA
71. Union College, Schenectady, NY
72. University of California, Berkeley, CA
73. University of Chicago, Chicago, IL
74. University of Florida, Gainesville, FL
75. University of Michigan, Ann Arbor, MI
76. University of North Carolina at Chapel Hill, Chapel Hill, NC
77. University of Oklahoma, Norman, OK
78. University of Pennsylvania, Philadelphia, PA
79. University of Richmond, Richmond, VA
80. University of Rochester, Rochester, NY
81. University of Virginia, Charlottesville, VA
82. Vassar College, Poughkeepsie, NY
83. Washington College, Chestertown, MD
84. Washington and Lee University, Lexington, VA
85. Wellesley College, Wellesley, MA
86. Wesleyan University, Middletown, CT
87. Westminster College, Fulton, MO
88. Wheaton College, Norton, MA
89. Whitman College, Walla Walla, WA
90. Williams College, Williamstown, MA
91. Yale University, New Haven, CT
### U.S. Colleges: Scholars by Class Year*

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<th>U.S. College</th>
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*As of 10/31/15

### Davis UWC Scholars by Class Year*

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*Class of 2016: 603 604 648 685 2,540
The University of Oklahoma Wins Davis Cup for Third Consecutive Year

The University of Oklahoma has been awarded the prestigious Davis Cup for the third consecutive year in recognition of its enrollment of United World College first-years. Said Shelby Davis of OU’s keeping the Davis Cup, “This is obviously a reflection of the university’s deep commitment to build a global community at Oklahoma.”

In late 2007, OU became one of the more than 90 Davis Program partner institutions in the U.S. A dramatic growth of the program at OU has occurred. Four Davis UWC Scholars enrolled in OU’s first class in Fall 2008; currently 165 scholars are enrolled representing more than 60 countries and all 12 UWCs where graduates have been produced.

If not for the vision and leadership of Jim and JoAnn Holden, OU alumni and longtime friends of the Davis family, none of this would have been possible. At OU’s celebration of the Davis Cup win, the Holdens were given special recognition for their contributions to Davis UWC Scholars and the many other programs and initiatives they support at the university. Surrounded by their children and grandchildren, Mrs. Holden presented the Davis Cup on behalf of co-founders Shelby Davis and Phil Geier.

The Holdens were the advocates who originally urged the University of Oklahoma to partner with the Davis UWC Program and who helped fund OU’s first class of UWC students. They have remained active supporters of OU’s Davis UWC Scholars ever since—regularly joining UWC events and activities, funding an annual bus trip for students to the National Cowboy & Western Heritage Museum in Oklahoma City, and they are frequently found in the front row of every Davis UWC Scholar-produced cultural night.
The Right Place, the Right Time, the Right Program

Philanthropist Shelby Davis Gives His Perspective

Starting with my parents and upbringing, I’ve been very lucky in life. Looking back, I think I got my business genes from my father and my humanitarian genes mostly from my mother. My father was a realist, my mother an idealist — and perhaps I became a combination of the two. I saw a poster once at a school. It said the world needs dreamers and the world needs doers, but most of all the world needs dreamers who do. That resonated with me. My parents also taught me their road map for life’s journey: I repeat it often: the first 30 years of your life, you should focus on learning, the next 30 years focus on earning, and the last 30 years or so should be focused on returning to help the world. I took two messages from this. You should focus on something at all periods of your life; and in the later years, your philanthropy should step up with age.

By 1998, I had completed 40 years in the investment management business. I had founded Davis Selected Advisers along with two partners. It was a struggle at first, but in the last 10-15 years we got lucky. We achieved a five-star ranking, and with that ranking our accounts grew rapidly, our assets mushroomed as a willing public was drawn to our funds, and the stock market boomed. Added to that, the stock market averages went up tenfold in the last 15 years of my business career, after being relatively flat in a trading range for the prior 15 years. In essence, we had a great tailwind.

So in 1998, with the “learn, earn, return” road map in mind, I was ready to step up my investment in philanthropy as the new millennium approached. Again, I got lucky: I met Phil and Amy Geier. Without them, I would not have known about the amazing group of United World College boarding schools scattered across the globe. They got me interested in UWC-USA, the only UWC in the United States, in Montezuma, New Mexico. Phil was then president, and they asked me to come to visit for one of their international nights, where students from a region of the world, like Latin and South America, would perform on stage. “Seeing is believing,” they said. It was.

continued on next page
I did further research, and soon after my visit we together designed scholarship programs — not only for students to attend this UWC, but also for all graduates of all UWCs to win scholarship help at American universities and colleges. We got lucky again. The timing was right. The new millennium was approaching, and there was a realization generally that we were moving into a global world, which would soon lead to a global workplace.

There was also a growing recognition among colleges and universities that, in this new environment, they would need to globalize the undergraduate experience. That meant bringing more international students to U.S. campuses, and sending more American students out for study abroad. We were in the right place, with the right program, at the right time to supply talented students from the United World Colleges to this market. Again, we had a tailwind. Our program grew from 43 students the first year, in 2000, to just over 2,500 today. We have already educated more than 6,000 students cumulatively — and they come over 150 countries.

The Davis UWC Scholars Program has also been a “home run” for me personally. With my never-ending trips to visit with Davis UWC Scholars, I am constantly amazed with their energy, ideas, and achievements both in and out of the classroom. They keep me more hopeful and more optimistic. In essence, they keep me young at heart even as I grow older. I think my experience with the UWC has made me “a better me.” When you are lucky, I think philanthropy can do that for you.

To sum up, I think I’ve been very lucky in life. Lucky to have the parents I had and the upbringing I had. Lucky to be in the investment management business and have a tailwind in the stock market the last 15 years. And lucky in philanthropy right from the start, because I met Phil Geier and got introduced to United World College students.

Life doesn’t get much better than that.

Crystal Globes Symbolize Program’s Intent

At all partner schools, arriving first-year scholars are presented with crystal globes symbolizing the Davis UWC Scholars Program. Here are comments about those globes by scholars at Colby College.

“The globe decorates my desk and makes me feel like I have achieved something.”
Josh Mohanty

“The globe makes me feel like I am still a part of the UWC movement!”
Ananavi Patodia

“To me, the globe is valuable because it always reminds me of once being a UWC student for four years in college and, further in the future, to keep the UWC mission and values up and to live worthily with the privilege that I have received.”
Linh Nguyen

“I definitely feel the globe and the ceremony was a very good thing to keep the UWC community close together. I felt very happy when I received the globe because I felt like receiving a trophy for going through the hardships and personal development at UWC.”
Tatsuya Yokota

“The globe reminds me of all my wonderful experiences at UWC, meeting people from all around the world and getting exposed to multiple cultures/traditions. It also motivates me to share the values I was exposed to in UWC with my community at Colby.”
Passang Tenzin Passang

“I think the globe is an amazing object, a reminder of the best two years of my life. It is very nice to know that a part of UWC will follow me in my college years, too.”
Era Saraci
In 15 short years, the Davis UWC Scholars program has helped transform global education in the United States. Part of this impact can be described quantitatively; most of it cannot. We know the generosity, dedication, and vision of Shelby Davis, Dr. Phil Geier, and others have touched the lives of 6,198 scholars from 148 countries and 91 U.S. colleges and universities. There’s no other way to describe those numbers than as simply astounding. But statistics fail to illustrate the actual impact on individual students and their families, the Davis UWC Scholars Program colleges and universities, and higher education in the United States as a whole.

My own history has afforded special insight into some of the transformations the program has made possible. As a student of the College of the Atlantic in the 1980s and 90s before the advent of the Davis Program, and now as president of COA 15 years into the program, I’ve been lucky to witness things firsthand. Along with Colby, Wellesley, Princeton, and Middlebury, College of the Atlantic was fortunate to have been chosen as one of the original five schools of the Davis Program. That fortune is the most significant inflection point in our 44-year history.

I arrived at College of the Atlantic inspired to change the world — wet behind the ears, but scrappy. We were a school of just 220 students. A fire had burned the center of campus to the ground (a transformation of a different kind), and students, staff, and faculty alike felt a responsibility to rebuild the institution.

Filled with purpose, my four years at COA — from 1988 to 1992 — were some of the best years of my life. We were adventurous, successful students; we all sought a nontraditional college experience; we were largely from the mid-Atlantic states and New England; we were almost entirely white; we all spoke English as a first language. More difficult to define but every bit as real, we also approached the world wearing similar lenses and generally hoped and dreamed of a new world that looked pretty much the same to all of us. As students, we were homogenous, and that made it easy to feel welcomed, safe, and somewhat tribal.

I returned to the College of the Atlantic as president in July of 2011, 19 years after graduation. During my first year back at COA as president I must have been asked a hundred times, “So, Darron, how has the college changed since you were running around here as a student?”
The answers to that question are clear. The commitment to human ecology and to a more just, sustainable world is as strong as ever. There are more buildings and more resources. The student population has grown by 50 percent. But those changes are superficial compared to the evolution that has occurred among the student body. Over the past 15 years, we have matriculated 208 Davis Scholars from 70 countries. Our current student body of 350 students hails from 40 U.S. states and 40 countries, and one of every six COA students is a Davis Scholar. I tease Shelby about this number whenever I see him. “We may never be able to win the Davis Cup for the highest number of Davis recruits,” I say, “but you might think about creating a special award for the school with the highest percentage of Davis Scholars on a given campus.” But, again, it’s not in the numbers where we find the real story.

The real story of our transformation is found first in the classroom — or, in our case, in the woods, on the ocean, in the businesses, courtrooms, theaters, laboratories, studios, and other sites where our students practice human ecology. In these places, the presence of Davis Scholars has radically changed the conversation. We’re not interested in the niceties of political correctness where diversity is concerned, but in the evolving dialogue that simply could not have taken place without the cultural and perspectival heterogeneity brought by the Davis Scholars.

Importantly, the evolution in the classroom was not about the Davis Scholars lifting others out of an intellectual or cultural morass. All boats were lifted, but it has been through true dialog among all students and between students and faculty. Because COA students work in tandem with faculty to design their own course of study, the radical change in dialogue we saw in the classroom required a response. Students — Davis and non-Davis scholars alike — demanded curricular offerings that better reflected the profound change being felt in the classrooms. We responded wholeheartedly to that calling and added more language immersion, comparative literature, and area studies, more time spent in the field working collaboratively, more project-based approaches to learning, more transdisciplinarity, more activism. As a result, our learning environment now better reflects the complexity and diversity of our world, and better reflects the college’s original mission to understand and serve humanity and the planet. The Davis Program has inspired COA to make the critical transition from a school with clutches of domestic students here and international students there to a truly globalized institution.

What’s more, in a school as small as ours, cultural heterogeneity is felt both inside and outside of the classroom. Yes, we benefit from students who really know the ins and outs of naan bread or who can mash up a New England contra dance with a little merengue or bon odori. More profoundly, though, the materialism and secularism that so pervade most New England college campuses have been challenged. Most significantly, in a campus environment where decisions are made collectively,
where, in most cases, students have the same voice as faculty, staff, and administrators, and where college governance is central to the learning experience, our newfound cultural heterogeneity has completely revitalized what is commonly referred to as “the cocurricular.”

Importantly, the heterogeneity and globalization aren’t confined to the COA campus. When the college was founded in the late 1960s, we sought to seed the world with human ecological thinkers and doers, but also to intellectually and economically revitalize our immediate community on Mount Desert Island (MDI). The presence of Davis Scholars and the emerging global dialogue have also helped us fulfill that later, more local goal. Davis students are paired with families throughout the community, they serve as volunteers throughout the local school system, and some remain in the community as educators, artists, and entrepreneurs. MDI is a more interesting, more complete, and — I would argue — better place because of the Davis Program.

With nearly 20 percent of the COA student body composed of Davis Scholars, a global perspective requires all of us in the COA community — faculty, students, staff, trustees, donors, alumni, and friends — and the local MDI community to become more comfortable working in and among a beautiful plurality.

Has there ever been a more important time to do so?

Late in the evening on Friday, November 13, 2015, I prepared and sent a sympathetic email to the COA community following the Paris bombings. The unfortunate reality is that I could send such an email just about every day. On November 12, I could have asked that we pull together for the victims of a bombing in Beirut. Almost every day since the 2009 Boko Haram uprising, Nigeria has been plagued with some form of violence. Racial unrest continues to tear apart our cities. Consumerism and our reliance on fossil fuels threaten the ecological integrity of the planet.

Looking forward to the next 15 years of the Davis Program, with these massive problems touching more people more of the time, I think it’s entirely appropriate to ask, “What can we do to leverage global education and do a better job with the wicked problems of the world?”

The responsibility falls on us, the 91 colleges committed to the Davis model. We must build upon the generosity of Shelby Davis and find ways to maximize responses throughout our campuses. In short, and using Shelby’s words, we need to increase our own “skin in the game.”

On a practical level, I see at least three ways to begin doing just that.

First, we must find ways to collaborate more strategically across the 91 member institutions. The whole, in this case, could be much greater than the sum of its parts. The diversity of institutions among the group is staggering, but we are united by our wholehearted commitment to a globalized approach to education. We have not taken full advantage of this shared perspective.

Second, and more specifically, we must work together to reverse the pernicious trend toward using postgraduate income as a means for evaluating the efficacy of secondary-school education. Do we want our students to be able to repay debt, earn a living wage, and enjoy the individual and familial security higher education can bring? Of course we do. But placing undue emphasis on income as a metric of success undervalues the importance of careers in the arts, education, the environment, and — broadly speaking — those jobs, institutions, and individuals dedicated to serving humanity. Such dedication can certainly come from business, medicine, law, and other higher-income careers, but adherence to a simplistic and shallow measurement of educational success such as income threatens to undercut the institutions and individuals dedicated to making a difference in the world.

Third, we need to recognize, understand, and serve the global world right in our own backyards. International studies and “study abroad” programs are not likely to disappear anytime soon. But we’re more likely to be effective if we recognize the global nature of where we live and work, and increase applied learning opportunities in our most immediate environments. For us, that’s here in Maine.

Many Somali families have made Central Maine their new home. Migrant labor from Mexico arrives to harvest blueberries and potatoes. Salvadoran drug gangs search to control the trade in glass eels destined for Asian restaurants and markets. Our brave new world is nothing if not complex, and the colleges and universities of the Davis Program are perfectly positioned to recognize, learn among, and serve with an eye toward improving this complexity.

It’s easy to be a pessimist in today’s world, and equally as easy to stick your head in the sand. But signs of hope and change are abundant, even in some of the most unusual places.

Anyone that’s spent time in the Maine autumn has likely heard of the Common Ground Fair. It’s an annual celebration dedicated to simple living, sustainable food production, craft, and community. This year I returned again to the fair and fell in love all over again. I was awed by and learned from the food, the stonemasonry, the post-and-beam workshop, and the apple diversity. But what made my heart really grow larger was seeing three Somali women and their children, dressed in stunning, flowing diracs. These participants embodied the change that we are seeing in our world, and the globalization we hope to bring to higher education and to our society as a whole.

Seeing an evolving Common Ground Fair, knowing there are 91 of the country’s best colleges committed to global education, and reflecting on the astounding generosity of people like Shelby Moore Gallion Davis — how can you not be excited to see what we might be able to make out of it all?
The Davis UWC Scholars Program combines the transformational philanthropy of the Davis family with donations from many others to our partner colleges and universities. Given this financial partnership, we are pleased to recognize their generous support for today’s scholars and tomorrow’s leaders. Each partner school was invited to submit the names of those they would like listed in this report along with the Davises. This effort at donor recognition only scratches the surface of the many who give to their alma maters in support of the financial aid awarded to our scholars. We are grateful to those who are contributing to their schools in this way and look forward to the continuing growth of this honor roll in the years ahead.

This recognition is arranged by partner school with the information they provided. It captures the growing number of philanthropists captivated by the value of supporting our scholars and tomorrow’s leaders. Each partner school was invited to submit the names of those they would like listed in this report along with the Davises. This effort at donor recognition only scratches the surface of the many who give to their alma maters in support of the financial aid awarded to our scholars. We are grateful to those who are contributing to their schools in this way and look forward to the continuing growth of this honor roll in the years ahead.

The Davis UWC Scholars Program is “giving back,” a trait we strive to see manifested over time in UWC Scholars and share naming opportunities with the Davises each year. At the heart of the Davis family with donations from many others to our partner colleges and universities. Given this financial partnership, we are pleased to recognize their generous support for today’s scholars and tomorrow’s leaders. Each partner school was invited to submit the names of those they would like listed in this report along with the Davises. This effort at donor recognition only scratches the surface of the many who give to their alma maters in support of the financial aid awarded to our scholars. We are grateful to those who are contributing to their schools in this way and look forward to the continuing growth of this honor roll in the years ahead.

Amherst College
  Ables Family Scholarship Fund
  Arthur Koenig Scholarship Fund

Brown University
  Archimede Brown Annual Fund Scholarship
  Ibn Battuta Brown Annual Fund Scholarship
  The Abbasiyah Bayat Brown International Organization (BRIO) Endowed Scholarship
  Michelle Bernard ’93 and Mustafa Zadi ’90 Endowed Scholarship
  Brown International Organization (BRIO) Scholarship
  Anne Pierce Brown Scholarship
  James J. Burke Jr. Presidential Scholarship
  International Student Fund Class of 1914 Scholarship
  Class of 1990 Scholarship
  Myky ’13 and Michael P’13 Coleman International Brown Annual Fund Scholarship
  Thomas Crosby Jr. Scholarship
  Jan P. Davis ’83 and Charles M. Davis ’82 Brown Annual Fund Scholarship
  France and Andre Desmarais PRC Student Scholarship
  Oliver du Pont 1992 BRYAC Scholarship
  Berendt Family Endowed Financial Aid Fund
  Sidney E. Frank Endowed Scholarship Fund
  Mark R. Franklin ’79 Scholarship Fund
  Leonilda Gervasi 1922 Scholarship
  Haarmann Family Scholarship
  Walter Hansen Memorial Scholarship
  Mason C. and Prescott W. Hill Scholarship
  Hang Kong Scholarship
  International Brown Annual Fund Scholarship
  Leaders Group Scholarship
  International Brown Annual Fund Scholarship
  Jokowo Family International Scholarship
  Karl Kahane Brown Annual Fund Scholarship
  Sally Martin Katz ’13 Financial Aid Fund
  Kedar Family Financial Aid Fund
  Mara E. Kern Scholarship Fund
  Madam Lee Woo Shui Fund Scholarship
  Henry and Sally Leung Scholarship
  Jacqueline and Jerome Leung Scholarship
  Pacifica Ycza Chancellor’s Scholarship
  Sanjay Pasco International Brown Annual Fund Scholarship
  Lisa Raia 1984 Student Research Fund
  UTRA
  Andrea V. Rosenthal ’88 Internship Fund
  Salame Family Endowed Scholarship
  Salame Goldman Sachs International Brown Annual Fund Scholarship
  Eleanor Haley Schwartz 1929 Scholarship Fund
  President Ruth J. Simmons Brown Annual Fund Scholarship
  Sandee Thim Simhauser ’84 P’18 and Peter Simhauser P’18 Brown Annual Fund Scholarship
  Matthew I. Sirwot ’67 and Meredith A. Elson ’91 Brown Annual Fund Scholarship
  Starak Family Foundation Brown Annual Fund Scholarship
  Sunrise Scholarship
  Tin-Ka-Ping Scholarship of the Tin Ka Ping Education Fund
  Travers Family International Scholarship Fund
  Zahulczewicz Family Brown Annual Fund Scholarship
  College of the Atlantic
  Janoa Ballin ’14
  Rion Beard and Sandy Read
  Lisa Bjerke ’13 MPH ’16
  Lynn Boulder and Tim Garrity
  Molly Caldwell ’14
  Damon Collins ’82 and Karen Collins
  Sylvia Ebert
  Bill and Wendy Fouke
  Amy and Phil Geier
  Sam Hamill
  Tara Hart ’09
  Jessica McCormack ’12
  Jay McNally ’84 and Jennifer McNally
  Bridget Mullin ’91
  Ruby Nelson ’13
  Jane Nurse ’13
  Sarah Nut ’13
  Erickson Smith ’15
  Nathan Thanki ’14
  Teak Wall ’91
  Anna Wlodarczyk ’04

Colorado College
  Endeavor Foundation

Dartmouth College
  Charles and Judith Friedaner

Earhart College
  Nics Brooks ’91 and Polly Dawkins ’87
  Jerry ’83 and Janene Duseau ’63
  Jim ’78 and Carol Mcnry

Kenyon College
  Charles A. Frustau Fund
  Doug Fleming ’70
  Murray Cahan Scholarship
  Smith Endowed Scholarship Fund

Lake Forest University
  William G. Brown
  John C. Budig ’97
  John D. Carruthers ’78
  Geoffrey M. Curtis ’97 and Emily E. Sammon
  Nancy Donegan
  Susan Simkins Garrett ’94 and Scott Garrett
  Miles and Lorna Marsh
  Mark J. Minore ’82 and Bonita Lewis
  Monroe ’80
  Robert L. Tompkins ’59 and Nacy Petel Tompkins ’59
  William K. Walsh ’88

Lewis & Clark College
  Damon Drabek
  Edward S. Geter ’79
  The Irene W.D. Hecht Annual Scholarship Fund

Luther College
  continued on next page
The global community of United World College schools, or UWCs, includes 15 institutions on five continents. All offer the International Baccalaureate diploma, a high-quality secondary-school credential. UWC schools, colleges, and programs deliver a challenging and transformational educational experience to a diverse cross section of students, inspiring them to fulfill the UWC mission: to make education a force to unite people, nations, and cultures for peace and a sustainable future.
The UWC Schools

UWC Adriatic, founded in 1982 near Trieste, was the first UWC outside the English-speaking world. The school's buildings and residences are spread throughout the Italian-Slovene village of Duino. All students study Italian, and all participate in a social-service program with the local community.

UWC Atlantic College, the first UWC, was founded in 1962 in the 12th-century St. Donat's Castle on the south Wales coastline. The college places a strong focus on community service with a wide range of opportunities open to students.

UWC Costa Rica, near the capital San José, is UWC’s only bilingual school, teaching the IB in English and Spanish. It became a UWC in 2006, and its approach is built on peace, environment, and multiculturalism.

UWC Changshu China opened in 2015 and offers a two-year IB diploma program as well as a one-year pre-IB preparatory program. Changshu is located in Yangtze Delta, the heart of China’s industrial and technological development. The school has dedicated much of its land to a biodiversity park and conservation reserve, which is a study resource for all local schools and colleges. Mahindra also supports local schools with its educational program, Akshara, and community-service projects.

UWC Davis United World College Scholars Program

UWC Maastricht was founded in 2009 in the Netherlands through the merger of two international schools. It is the third UWC school that educates younger students, along with teaching the IB diploma.

UWC Mahindra College, founded in 1997, is in a rural area of the western Ghats near Pune. The school has dedicated much of its land to a biodiversity park and conservation reserve, which is a study resource for all local schools and colleges. Mahindra also supports local schools with its educational program, Akshara, and community-service projects.

UWC in Mostar, founded in 2006, is the first UWC with the explicit aim of contributing to the reconstruction of a postconflict society. In this case Bosnia and Herzegovina. A diversity of students from the country, the region, and abroad live, study, and volunteer together in the community, offering the host nation a working example of integrated education.

UWC Red Cross Nordic opened in 1996 on Flekkehord in western Norway. Both regional and Red Cross traditions are reflected in the school’s emphasis on Nordic studies and humanitarian and environmental concerns. Cooperation with the Red Cross creates service opportunities in areas such as first aid, life-saving, youth training, and humanitarian action.

UWC Robert Bosch College opened in 2014 in Germany. Built thanks to the generosity of the Robert Bosch Foundation, the campus is a former Cistercian monastery in Freiburg. Recognized as a "green city," it’s suited to the college’s emphasis on environmental sustainability and how technology can be used and developed to build a peaceful and sustainable future.

UWC South East Asia opened in 2011 by the Robert Bosch Foundation, the campus is a former Cistercian monastery in Freiburg. Recognized as a "green city," it’s suited to the college’s emphasis on environmental sustainability and how technology can be used and developed to build a peaceful and sustainable future.

UWC–USA was founded in 1982 on the site of historic Montezuma Castle near Las Vegas, New Mexico. Programs emphasize community engagement, wilderness experience, service, and Southwest studies. Students also study intercultural communication and mediation through the Constructive Engagement of Conflict (CEC) and global-issues programs.

Waterford Kambalaba UWC became a UWC in 1981 and educates students ages 11–18. Just outside Mbabane, the capital of Swaziland, the UWC is a pan-African institution with a global outlook. Students and staff are committed to understanding and addressing the complex challenges facing Africa and the rest of the world.

Sources of the Davis UWC Scholars

Davis United World College Scholars Program
The following pages list the members of the Davis United World College Scholars class of 2016. The listing is alphabetical and includes the scholar’s home country (or countries), the UWC school they attended, their college or university, and their major field(s) of study.
Growing up in Kenya, James Meyo (Kenya, Mahindra UWC, Bates ’14) saw a lot of sickness from infectious disease. Now he’s working toward a future that could have much less of that sort of suffering.

As an immunology research technician with the Ragon Institute, a division of MIT, Harvard, and Massachusetts General Hospital, James is part of an effort to develop an HIV vaccine. His team has developed some promising insights into how a family of protein receptors in cells, called SLAM receptors, recognize the HIV protein and help trigger the immune response.

At present, James explains, “Our bodies are not capable of recognizing the protein in a quick and efficient manner — so we’re incapable of clearing out the virus before it spreads. We basically need to make the healthy cells more effective at attacking the sick ones. If you expose healthy cells to HIV proteins, you find that the immune cells express a lot more SLAM receptors. But if the immune cells get infected with the live virus, you find that the expression of the SLAM receptors goes down. This tells us that the SLAM receptors play a role in fighting HIV.”

If the team’s work does lead to a vaccine, that would be far less costly and burdensome than fighting HIV with drugs. “That’s something we would like to get done as soon as possible,” says James. He’s also working on tuberculosis research, and hopes to help trigger the immune response.

“SLAM receptors play a role in fighting HIV.”

“If the team’s work does lead to a vaccine, that would be far less costly and burdensome than fighting HIV with drugs.”

“Growing up in Kenya, James Meyo (Kenya, Mahindra UWC, Bates ’14) saw a lot of sickness from infectious disease. Now he’s working toward a future that could have much less of that sort of suffering.”

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<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>University</th>
<th>Concentration</th>
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<tbody>
<tr>
<td>Laura Breen</td>
<td>USA</td>
<td>UWC Atlantic College</td>
<td>Pomona College International Relations</td>
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<tr>
<td>Alem Bukvic</td>
<td>Bosnia-Herzegovina</td>
<td>UWC in Mostar</td>
<td>Architecture Studies</td>
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<td>Rima Ahmad Chahin</td>
<td>Lebanon</td>
<td>UWC Adriatic</td>
<td>The College of Idaho Biology (Premed) Psychology</td>
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<td>Patrick Chakauya</td>
<td>Tanzania</td>
<td>Li Po Chun UWC</td>
<td>Middlebury College Architecture</td>
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<td>Involastat S. Chami</td>
<td>Tanzania</td>
<td>UWC USA</td>
<td>Dartmouth College Economics/Women's &amp; Gender Studies</td>
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<tr>
<td>Andres Chamorro</td>
<td>Nicaragua</td>
<td>Li Po Chun UWC</td>
<td>Middlebury College Geography</td>
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<tr>
<td>Moses J. Chandiga</td>
<td>South Sudan</td>
<td>UWC</td>
<td>Methodist University Computer Science Mathematics</td>
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<td>Sakedwa Chavota</td>
<td>Zimbabwe</td>
<td>Waterford Kamhlaba</td>
<td>UWC Luther College ManagementPsychology</td>
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<td>Thomas Ying-Jeh Chen</td>
<td>Hong Kong</td>
<td>Li Po Chun UWC</td>
<td>Johns Hopkins University Environmental Engineering</td>
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<td>Hoi Ching Sonia Cheung</td>
<td>Hong Kong</td>
<td>Li Po Chun UWC</td>
<td>UWC Atlantic College Economics/Comparative Literature</td>
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<td>Sarah Cheung</td>
<td>United Kingdom</td>
<td>Li Po Chun UWC</td>
<td>Brown University Visual Arts</td>
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<td>Knowledge Chipanera</td>
<td>Zimbabwe</td>
<td>Waterford Kamhlaba</td>
<td>UWC Luther College Political Science</td>
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<td>Brian Chimeodza</td>
<td>Zimbabwe</td>
<td>Waterford Kamhlaba</td>
<td>UWC University of Oklahoma Economics</td>
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<td>Ruben Chong Lu Ming</td>
<td>Singapore</td>
<td>UWC Reid Cross Nordic</td>
<td>Colby College Anthropology</td>
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<tr>
<td>Faizley Chowdhury</td>
<td>Bangladesh</td>
<td>UWC Mahindra College</td>
<td>Warburg College Business Administration/ Economics</td>
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<tr>
<td>Abdulayye Cisse</td>
<td>Senegal</td>
<td>UWC South East Asia</td>
<td>Stanford University Economics</td>
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<tr>
<td>Andrew Colpitts</td>
<td>USA</td>
<td>UWC Atlantic College</td>
<td>Brown University Theater Arts/Comparative Literature</td>
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<tr>
<td>Antonio Coppola</td>
<td>Italy</td>
<td>Li Po Chun UWC</td>
<td>Harvard College Applied Mathematics</td>
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<td>Raza Curmiene</td>
<td>Mauritius/France</td>
<td>UWC Adriatic</td>
<td>Williams College Economics/Biology</td>
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<td>Rory Curtin</td>
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<td>The Atlantic College of the Atlantic Human Ecology</td>
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<td>Lida Ferando Curula</td>
<td>Angola</td>
<td>Waterford Kamhlaba</td>
<td>UWC The College of Idaho History</td>
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<td>Pedro Da Costa Cadalak</td>
<td>Timor-Leste</td>
<td>Li Po Chun UWC</td>
<td>Luther College Art</td>
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<td>Hoang Dang</td>
<td>Vietnam</td>
<td>UWC-USA</td>
<td>The College of Idaho Political Economy</td>
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<td>Theresia Kintani Devi</td>
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<td>UWC Maastricht</td>
<td>St. Olaf College Sociology/Anthropology/ Statistics</td>
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<td>Zibusiso Dlamini</td>
<td>Zimbabwe</td>
<td>UWC Mahindra College</td>
<td>Union College Mechanical Engineering</td>
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<tr>
<td>Dorjee Dhondup</td>
<td>India</td>
<td>UWC Maastricht</td>
<td>Luther College Computer Science</td>
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<tr>
<td>Adriana Di Graziano</td>
<td>Italy</td>
<td>UWC-USA</td>
<td>University of Florida Public Relations</td>
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Majoring in history and biology, Rebecca Koninjenberg (Germany, UWC in Mostar, Amherst College ’16) assumed she’d need to choose a career path in either science or the humanities. But when she began studying the ocean in some depth, her interests began to converge.

“Sadly, a lot of marine biology at this point is related to climate-change science — so you can’t help but learn about the larger picture of our planet,” Becky says.

As a junior, she spent six weeks on board a tall ship with Sea Semester, sailing and doing research around New Zealand as part of a 22-student crew. “There we learned about the intersectionality of issues relating to climate change, how it affects society and the environment at the same time,” she recalls. “The more I learned about how climate is involved in human conflicts, issues of migration and displacement, the more fascinated I got.”

Last summer she attended a training program in international relations and diplomacy at the School for International Training in Geneva. She got access there to the League of Nations archives, which she used to inform her senior thesis on Woodrow Wilson’s epic struggle to create the UN precursor. Becky wants to earn an advanced degree; she also hopes to work on climate change in ways that connect her to the people and communities that are directly affected.

“The academic knowledge is important, and I’m really glad Amherst has given it to me,” she says. “But Amherst has also given me the knowledge to know it’s incomplete.”
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<tr>
<th>Name</th>
<th>Country</th>
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<th>Major</th>
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<tr>
<td>Amy Fisher</td>
<td>Australia</td>
<td>UWC in Mostar</td>
<td>Political Science</td>
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<tr>
<td>Jana Foxe</td>
<td>Peru</td>
<td>Pearson College UWC</td>
<td>Political Science/Asian Studies</td>
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<td>Ela Marie Francois</td>
<td>Madagascar</td>
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<td>Business Administration</td>
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<td>Ana Raquel Fuentes</td>
<td>Panama</td>
<td>UWC Costa Rica</td>
<td>The College of Idaho</td>
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<td>Geraldine Gabon</td>
<td>Haiti</td>
<td>Simon Bolívar UWC</td>
<td>Environmental &amp; Occupational Management</td>
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<td>Marilyn Garces Basantes</td>
<td>Ecuador</td>
<td>UWC Red Cross Nordic</td>
<td>Luther College</td>
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<td>Nevi George</td>
<td>India</td>
<td>Waterford Kamhlaba</td>
<td>UWC</td>
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<tr>
<td>Hakefon Gebremedhin</td>
<td>Ethiopia</td>
<td>Waterford Kamhlaba</td>
<td>UWC</td>
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<td>Henghee Goh</td>
<td>Singapore</td>
<td>National University of Singapore</td>
<td>Chemistry</td>
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<td>Irene Garbay</td>
<td>Mexico</td>
<td>Li-Ping Chien UWC</td>
<td>Ringling College of Art and Design</td>
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<tr>
<td>Neharika Goyal</td>
<td>India</td>
<td>UWC South East Asia</td>
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<td>Joao Graciano</td>
<td>Angola</td>
<td>Waterford Kamhlaba</td>
<td>UWC</td>
</tr>
<tr>
<td>Andrea Grimaldi</td>
<td>Argentina</td>
<td>UWC Maastricht</td>
<td>Macalester College</td>
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<tr>
<td>Erik Johannes</td>
<td>Norway</td>
<td>UWC Red Cross Nordic</td>
<td>Middlebury College</td>
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<td>Amtul Muslim</td>
<td>Uzbekistan</td>
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<td>Neeraj Gupta</td>
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<td>Computer Science</td>
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<td>Li Po Chun UWC</td>
<td>Colby College</td>
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<td>Mauricio Gutierrez</td>
<td>Bolivia</td>
<td>UWC Mahindra College</td>
<td>Communication Arts &amp; Design</td>
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<td>Nehi Gomoh</td>
<td>Nigeria</td>
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<td>Brown University</td>
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<td>Davis United World College Scholars Program</td>
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“Stories have been a vital part of every single culture since the beginning of humanity — this is how we make sense of the world around us,” says York City company called Future of Storytelling. As an editorial and production assistant, she helps produce the Future of Storytelling Summit, an annual gathering of influential people in media and technology. This year the organization is also organizing the FoST Fest, showcasing virtual reality, augmented reality, and immersive theater.

Weronika reports. “Right now, I’m in the space of exploring and getting inspired,” Weronika reports. “My UWC experience gave me the ability to question the stories we are surrounded by. “Technology is a tool,” she adds. “It allows us to produce more immersive and engaging stories — but it is the challenging of the cultural biases behind them that can create an actual social change.”

Finding New Frontiers for Storytelling

Sambinainai
Hermpilavana
Madagascar
UWC Red Cross Nordic
Kristiania College
Spanish/Transnational Studies

Shagun Herur
Singapore
UWC South East Asia
Dartmouth College
Government

Christina Ho
USA
UWC South East Asia
Cornell University
Hotel Administration/Information Science

Jovita Kar-Ching Ho
Hong Kong
Li Po Chun UWC
Middlebury College
Physics

Laura Hoffmann
Germany
Li Po Chun UWC
Tufts University
Computer Science/Cognitive & Brain Sciences

Elizabeth Hoyle
USA
UWC USA
Duke University
Economics/Global Health

Jane Huber
USA
UWC USA
University of Chicago
Public Policy

In A (Alice) Huh
South Korea
UWC South East Asia
Smith College
Environmental Science & Policy

Karen Hui
Hong Kong
UWC Atlantic College
Sarah Lawrence College
Creative Writing

Alif Ibrahim
Indonesia
UWC Atlantic College
Brown University
Economics & Education

Sahar Ibrahim
Canada
Pearson College UWC
Wellesley College
Archaeology

Dominique Itanza
Rwanda
UWC Red Cross Nordic
Luther College
Chemistry/Mathematics

Mirok Ivanic
Croatia
UWC in Mostar
University of Oklahoma
Electrical Engineering

Dajana Jakovina
Croatia
UWC in Mostar
Northwestern University
Economics/Business Administration

Sovannarath In
Cambodia
Li Po Chun UWC
Skidmore College
Management & Business

Kevin Irakozé
Burundi
Waterford Kamhlaba
UWC
Connecticut College
Philosophy

Danielle Iserris
USA
UWC South East Asia
Bard College
Psychology

Zerina Ismailovic
 Bosnia-Herzegovina
UWC in Mostar
Ringing College of Art and Design
Interior Design

Yusuf Ismail
South Africa
Waterford Kamhlaba
UWC
Lake Forest College
Biology

Marlon Jimenez Oviedo
Costa Rica
UWC South East Asia
Leeds & Clark College
Theater/Environmental Studies

Tanaka Jimha
Zimbabwe
Waterford Kamhlaba
UWC
Duke University
Computer Science/Economics

Danica Jakis
Serbia
UWC Adriatic
Ringing College of Art and Design
Illustration

Pierre Ricardo Jean Baptiste
Haiti
Simon Bolivar UWC
Methodist University
Environmental & Occupational Management

Fedda D. Jean Claude
Haiti
UWC Atlantic College
Methodist University
Business Administration

Nanya Jhingran
India
UWC Mahindra College
Lewis & Clark College
Psychology

Nancy Jiang
Singapore
UWC Adriatic
Yale University
History

Marlon Jimenez Oviedo
Costa Rica
UWC South East Asia
Leeds & Clark College
Theater/Environmental Studies

Meena Jose
India
UWC Mahindra College
Lake Forest College
Psychology

Vidur Joshi
India
UWC Mahindra College
Brown University
Mathematics/Computer Science

Latjana Jovanovic
Bosnia-Herzegovina
Li Po Chun UWC
St. Lawrence University
Biology

Oscar Juez Neira
Colombia
Pearson College UWC
Earlham College
Biology

Mullinho Jurev
Tajikistan
UWC Red Cross Nordic
Warburg College
International Relations

Barnwesiga Kabeto
Tanzania
Waterford Kamhlaba
UWC
Luther College
Accounting/Management

Sonia Kabra
India
Li Po Chun UWC
Earlham College
Biology/Chemistry

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UNDERGRADUATES IN ACTION

Powering the Hopes of Millions

Here’s an investment that may go a very long way: the new company Kadi Energy, created by Paul-Miki Akpablie (Ghana, Li Po Chun UWC, Colorado College ’16), won $25,000 for placing first in Colorado College’s Big Idea Competition last year. Paul-Miki’s innovation — an inexpensive, solar-powered cell-phone charger — could create new opportunities all over his home continent.

“For millions across Africa, wildly expensive energy is a part of everyday life,” Paul-Miki wrote for fusion.net in early 2015, after he brought his project to a Clinton Global Initiative University conference. In Ghana, nearly all adults have a mobile phone, but only 14 percent have access to electricity. Millions must pay vendors to charge their phones, at rates up to 400 times what Americans pay for power.

“I believe the lack of access to reliable energy fosters poverty,” says Paul-Miki, a biochemistry and math major who remembers living without power for weeks at a time in his home village. “How do you pursue an education, support a family, grow a small business, or achieve nearly any ambition without it?”

To solve that problem he invented the Ray 20, a portable power board that costs $25-30 and can store the solar energy it gathers for up to six months. With support from the college, Paul-Miki has presented the Ray 20 at the Harvard Business School and Northwestern University; and the company he started in 2014, Kadi Energy, donated 60 chargers to the earthquake-relief work in Nepal last year. “Sub-Saharan Africa is ripe for investment,” Paul-Miki wrote in fusion.net. “Introducing long-lasting batteries to rural areas of Ghana proves that solutions to energy crises … are ready to be discovered. And these impactful discoveries are sometimes made by everyday college students like me.”
<table>
<thead>
<tr>
<th>Name</th>
<th>Country/Region</th>
<th>University/College</th>
<th>Major/Concentration</th>
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Phalgun Narla
USA
UWC Atlantic College
Macalester College
Anthropology

Simpahwe Nkengwa
Swaziland
Waterford K HMbala
UWC
The College of Idaho
Business Administration

Shambavi Natarajan
India
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Westminster College
Physics/Mathematical Sciences

Novova Ngguyenwa
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Lewis & Clark College
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Harvard College
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University of Richmond
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Lewis & Clark College
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Haiti
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Luther College
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Congo
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University of Florida
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Estonia
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Macalester College
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Lesotho
Waterford Kamhlaba
UWC
University of Oklahoma
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UWC Maastricht
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Singapore
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Williams College
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India
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Whitman College
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Malawi
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UWC
Brandeis University
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Marylita Carmesi Poma Pacheco
Peru
UWC South East Asia
Randolph-Macon College
Communication Studies/Studio Film Studies

Harrison Pikidering
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UWC South East Asia
Vassar College
Media Studies

Anna Pierobon
Italy
UWC South East Asia
Brown University
Political Science

Samuel Pierre
Haiti
UWC Costa Rica
Hood College
Biochemistry

Margarette Pierre-Louis
Haiti
Simon Bolivar UWC
The College of Idaho
Environmental Studies & Anthropology/Sociology

Sergio Pita Lopez
Spain
UWC Atlantic College
Westminster College
Economics/Mathematical Sciences

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Harvard College
Social Studies

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Harvard College
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Peru
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Randolph-Macon College
Communication Studies/Studio Film Studies
Widening the Pathways to Tech Success

Ebenezer “EJ” Sefah Jr. (Ghana, UWC-USA, MIT ’15) works at Oracle on the Data Visualization Team. He also mentors up-and-coming tech professionals who are people of color, as a volunteer for CODE2040 — a nonprofit that works to expand the pathways to success for underrepresented minorities in what it calls “America’s innovation economy.”

“It’s really hard for people of color to get the opportunities or train themselves as software developers,” EJ explains. “I try to help them build the confidence they need, and look out for side projects they can work on.”

“A second issue, once you get into the industry,” he adds, “is how to conduct yourself and handle certain situations, including those to do with race.” If a mentor’s boss says something he or she doesn’t totally understand, or seems unusually careful, EJ tries to help them make sense of it, to understand better what someone may be thinking.

At MIT, EJ was a leader in the Nu Delta fraternity and the African Students Association. He was chosen to be a CODE2040 fellow in 2013. This led to an internship with Juntos, Inc., a Silicon Valley start-up that aimed to help low-income earners in Central America save more of their money. “I didn’t realize how much I could build for myself until I did CODE2040,” EJ recalls. “I remember how it felt to realize that I could go beyond school, build my own skill set. I want others to feel like that — to feel the empowerment that I felt.”
A Path toward a Healthier Homeland

For Kumba Seddu (Sierra Leone, UWC of South East Asia, Colby ’17), the deadly 2014-15 Ebola crisis in her homeland may have pointed her toward a pathway for making a difference.

“Initially, I wanted to be a physician,” Kumba says. “But the outbreak showed a lot about the public health system in my country — so now I’m interested in both medicine and public health. I want to gain the particular skills to go back and help, so that if the next outbreak happens in the future, we will be better prepared.”

A biology major with a concentration in neuroscience, Kumba worked for her “Jan Plan” course last year at the Jackson Laboratory in Bar Harbor, Maine, near Colby’s campus. There she worked to better understand the basis of the gene mutation that causes Parkinson’s disease.

“Understanding the genetic basis of the disease can help doctors diagnose it before symptoms start to show,” Kumba says. “So it can really help patients, and their families. To better understand genetic sequencing, and the mutations it can cause, has become a passion of mine.” She has continued to pursue her passion with course work and an independent study.

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Kumba was president this year of Colby’s African Society Club. During the Ebola crisis, she and other club members organized a benefit dinner, whose proceeds they sent to both an international NGO, Partners in Health, and a grassroots organization in Sierra Leone, Power Women 232. “I will be going back home after I finish my studies,” she promises. “Thank you for believing in me,” Kumba wrote in a message to the Davises. “I hope one day I will be able to help another person achieve their educational goal.”
Reporting from a Nation in Turmoil

Zaheena Rasheed (Makikies, Mahindra UWC, Middlebury ’11.5) is a working journalist in one of the world’s most dangerous places to be a working journalist.

Her nation has been struggling through political crisis and government repression. After decades of authoritarian rule, in 2008 the Maldives’ first democratic election of a president raised many hopes — including Zaheena’s, who at that time won the first civil-rights case in the country’s history, after she’d been fired from a gap-year government job for attending a political protest.

But in 2012, President Mohamed Nasheed resigned in what many called a coup. He has since been imprisoned on terrorism charges. As editor of The Maldives’ Independent, Zaheena faces threats of violence and deportation. “My colleague, Ahmed Rilwan, was ‘disappeared’ in August 2015,” she writes, “and our office was attacked. Gangsters left a machete in our door.”

Yet she sticks to her work. Last December, for example, she posted articles at maldivesindependent.com that accused the government of a police blunder during a protest and raised many hopes — including Zaheena’s, who at that time won the first civil-rights case in the country’s history. Zaheena Rasheed wrote recently: “You know how people say it’s OK even if you only make a difference in one person’s life? I really believe that. If I can create that difference, as the people who funded my education did for me — if I can do that for someone else, if I can open their eyes to the world the way my eyes have been opened, I will be very, very happy.”

Zaheena Rasheed

Nguyen Le
Vietnam
UWC Red Cross Nordic
Brown University
Engineering/International Relations

Young Sang Lee
South Korea
UWC South East Asia
Northwestern University
Economics

Zi Xian Sheryl Lim
Singapore
UWC-USA
Cornell University
Economics

Juan Ma
China
UWC Red Cross Nordic
Wusthavius College
Mathematical Sciences

Derya Mastianaitis
Belarus
UWC-USA
The College of Idaho
International Political Economy

Pumla Mawanganyi
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UWC Maastricht
St. Olaf College
An-African Identites through the Lenses of Media & Development

Kendra McIntosh
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UWC Atlantic College
Harvard College
Visual & Environmental Studies

Sarah Melton
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UWC Red Cross Nordic
Brown University
Independent Concentration

Stefanie Merchant
USA
UWC South East Asia
Pomona College
International Relations/French

Lucia Michelazza Ceroni
Argentina
UWC Red Cross Nordic
University of Michigan
Nursing

Lee Moonan
USA
Li Po Chun UWC
Pomona College
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Lesotho
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University of Florida
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Lake Forest College
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Kathrine Norsk
Denmark
UWC Red Cross Nordic
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Nepal
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Brown University
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Sebastian Sangl
Austria
UWC-USA
Princeton University
Economics

Diego Sanchez Chico
Spain
UWC Costa Rica
Ringling College of Art and Design
Film

Yufan Shao
China
UWC Mahindra College
University of Michigan
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Shpresa Sinanaj
Albania
UWC Adriatic
University of Florida
Finance

Ivana Soiño
Croatia
UWC in Mostar
Hood College
Business Administration/Psychology

Lena Sutter
USA
UWC USA
University of Michigan
Electrical Engineering/Sound Engineering

Christian Tabet
Lebanon
Pearson College UWC
University of Florida
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International Relations

Linda Tha
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Westminster College
International Business/General French

Drake Tian
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UWC South East Asia
Occidental College
Diplomacy & World Affairs

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Lake Forest College
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English

Felix Vemmer-Gen-Meier
Germany
Li Po Chun UWC
The College of Idaho
International Political Economy

Naida Vikalo
Bosnia-Herzegovina
UWC in Mostar
University of Florida
International Relations (European Studies)

Kyle Xuan Lun Wong
Hong Kong
Li Po Chun UWC
Cornell University
Philosophy/Economics

Yongyi Wu
China
Pearson College UWC
University of Virginia
Physics/Mathematics

Zethu Zwane
Swaziland
Waterford Kambhala UWC
University of Colorado
The following pages list the undergraduate Davis United World College Scholars — the classes of 2017, 2018, and 2019. The listing is alphabetical and includes the scholar's home country, the UWC school they attended, and their college or university.
“Fifteen years ago, the Davis UWC Scholars program transformed the academic and curricular programs at College of the Atlantic. The program deeply enhanced our student life experience, our approach to learning, our community, and the relationship we have with the surrounding community, and for that we will be forever grateful. Davis UWC Program graduates from CAI are now accomplished professionals such as an education specialist in Zimbabwe, postdoctoral cancer researcher in the UK, an economist working with developing countries such as his home country of Ethiopia, and investment banker in Hong Kong. Because of the Davis UWC Scholars Program, our network of student mentoring is international and our alumni base is global.”

Darron Collins, President
College of the Atlantic:

Tanya Bajwa
Austria
UWC Atlantic College
Skidmore College

Michael Ball
USA
UWC-USA
University of Florida

Catherine Ballafi
Tanzania
UWC Maastricht
Earlham College

Hyde Bangui Onganga
Congo
UWC-USA
Methodist University

Yazan Barhoush
Palestine
UWC-Adriatic
Union College

Camilo Barriga Davalos
Bolivia
UWC Costa Rica
Earlham College

Rolando Barry Loso
Spain
UWC Mahinda College
Ringling College of Art and Design

Joaquin Basurto Paton
Uruguay
UWC Red Cross Nordic
Wellesley College

Pritthvi Batra
India
UWC South East Asia
Union College

Alessandro Battaglia
Italy
UWC-Adriatic
Luther College

Quentin F.V. Becheau
France
Li Po Chun UWC
Princeton University

Maja Bendtsen
Denmark
UWC-Adriatic
Macalester College

Zohra/Victoria Benzerga
Algeria
Waterford Kanmbha UWC
New York University

Tanvi Bhaskar
India
UWC South East Asia
Columbia University

Kavey Bhat
India
UWC Mahindra College
University of Chicago

Jaya Bhuvnesh
Netherlands
UWC Maastricht
St. Olaf College

Niccolo Bigaghi
Italy
UWC-USA
Bates College

Joshua Biggs
South Africa
UWC-Adriatic
Oberlin College

Anu Biswas
India
UWC Mahindra College
Middlebury College

Thomas Blackwood
USA
UWC Atlantic College
Stanford University

Simona Blanarikova
Slovakia
UWC Red Cross Nordic
University of Florida

Christine Blanhol
Norway
UWC Red Cross Nordic
Brown University

Zohra Victoria Benzerga
Algeria
Waterford Kanmbha UWC
New York University

Sameen Boparai
USA
UWC South East Asia
Pomona College

Jacobo Boric
Chile
UWC Adriatic
St. Olaf College

Maja Bendtsen
Denmark
UWC-Adriatic
Ringling College of Art and Design

Lykkefron Bonde
Denmark
Waterford Kanmbha UWC
Colorado College

Sumeen Boparai
USA
UWC South East Asia
Pomona College

Aishah Bomo
Norway
UWC Red Cross Nordic
Wellesley College

Julie Bower
Canada
Pearson College UWC
Bates College

Renate Braathen
Norway
UWC-Adriatic
College of the Atlantic

Tanya Brathvadsen
Barbados
UWC-USA
University of Florida

Chimere Brown
Jamaica
UWC-USA
Brandeis University

Syliva Brown
UWC Costa Rica
Brown University

Ximena Buller Machado
Peru
Waterford Kanmbha UWC
Colorado College

Emma Burke
France
UWC Atlantic College
College of the Atlantic

David Buruchara
Kenya
Waterford Kanmbha UWC
University of Michigan

Alexis Caballero
Bahamas
UWC Maastricht
University of Florida

Sergio Cahuque
Guatemala
Pearson College UWC
College of the Atlantic

Christian Campbell
Sierra Leone
Waterford Kanmbha UWC
Wartburg College

Olivia Campbell
USA
UWC Maastricht
Harvard College

Alisa Carmichael
Soroka
UWC Red Cross Nordic
Randolph-Macon College

Ximena Caranza Risco
Peru
UWC-Adriatic
Brown University

Alberto Carillo Casas
Spain
UWC Red Cross Nordic
University of Rochester

Miguel Castillo
Yemen
Pearson College UWC
Middlebury College

Ugu Caner Cengiz
Turkey
UWC Mahinda College
Lake Forest College

Toni Corkez
Croatia
UWC in Mostar
Lake Forest College

Rutendo Chabikwa
Zimbabwe
Pearson College UWC
St. Lawrence University

Joyo Yu Xi Chiang
China
United Kingdom
UWC South East Asia
Cornell University

Wai Cheung Chan
Hong Kong
UWC Maastricht
Amherst College

Ambika Channai
United Kingdom
UWC South East Asia
New York University

Ailinfei Chanza
Malawi
Li Po Chun UWC
Wheaton College

Vanessa Chirundu
Zambia
Waterford Kanmbha UWC
Wartburg College

Sayom Chin
Cambodia
UWC South East Asia
Colorado College

Nichol Chinchilla Cordero
Costa Rica
UWC-USA
Earlham College

Giorgio Chkadaze
Belarus
UWC Red Cross Nordic
University of Florida

Eugene Choe
USA
UWC South East Asia
Williams College

Man Kin Chow
United Kingdom
Li Po Chun UWC
Princeton University

Margaret Christ
USA
UWC Atlantic College
Swarthmore College

Elizaveta Chudaykina
Russia
UWC Atlantic College
Wartburg College

Daniel Chung
USA
UWC South East Asia
Amherst College

Dong Wook Chung
South Korea
UWC South East Asia
Princeton University

Tiffany Chung
Canada
Li Po Chun UWC
Wellesley College

Paul Cichocki
Austria
UWC-USA
Brown University

Javier Alejandro Cifuentes
Guatemala
UWC South East Asia
University of Richmond

Colleen Chick
USA
UWC in Mostar
Macalester College

Amilcar Cipriano
Mozambique
Waterford Kanmbha UWC
University of Pennsylvania

Samantha Clark
United Kingdom
UWC Maastricht
Methodist University

Damir Cobo
Bosnia-Herzegovina
UWC in Mostar
Bennington College

Margaret Cody
USA
UWC South East Asia
Amherst College

Sharo Costa
Saudi Arabia
UWC Mahinda College
University of Michigan

Paula Kay Coursins
Jamaica
UWC Maastricht
Grinnell College
Having grown up as a member of Vietnam's largest ethnic group, Linh Tran (Red Cross Nordic UWC, Brown '15) came to Brown wondering how to make a difference for those from less-developed regions of her country. On a summer trip after sophomore year to her country's Central Highlands, she spotted a coconut-sized fruit.

Growing in many backyards there, the gac has a deeply orange-colored pulp that is very rich in antioxidants: it has 70 times more lycopene than tomatoes, 30 times the vitamin C of oranges, 10 times the beta-carotene of carrots. Vietnamese farmers sell the gac as food coloring for a traditional sticky rice. Linh and classmate Myron Lam saw much more potential. Last spring, Brown awarded them a $25,000 Embark Fellowship, if they could match it through an online campaign. Through Indiegogo, the same month they graduated, Linh and Myron brought in $30,491. They quickly created the company XOI, with space in Boston.

The start-up is importing dehydrated gac pulp from Vietnam, paying farmers there a premium price. “We can do that,” Linh says, “because the end product is sold in the U.S. for a much higher price than in Vietnam. Also, the farmers get a percentage — we call it a social premium.” Their website, xoi.com, is up and running, and they’re offering pure gac juice at office buildings and events, with natural-food markets and chains as a goal. The juice is “light and refreshing, not that sweet,” Linh says — and the start-up hours are long. “But we really like it, the work and the experience.”
Uniting the World

Nora Gurung
Wellesley College
UWC South East Asia
India
Devansh Gupta
Wartburg College
China
Ghita Guessous
College of the Atlantic
UWC in Mostar
Poland
St. Olaf College
Waterford Kamhlaba UWC
Guillermo Gorrin
Lewis & Clark College
Cambodia
Sina Heng
Colorado College
UWC South East Asia
Dominique Henares
University of Chicago
UWC Mahindra College
Belgium
Peyavali Hashipala
University of Oklahoma
USA
Lukas Hager
University of Oklahoma
Sudan
Ariana Johnson
Pearson College UWC
Egypt
Mary Kam Man Hui
Li Po Chun UWC
South Africa
Mary Kazueda
University of Malaysia
UWC South East Asia

THE PROMISE OF THE DAVIS UNITED WORLD COLLEGE SCHOLARS PROGRAM

“The promise of the Davis United World College Scholars Program is wholly of a piece with Bates’ ideal of the engaged liberal arts: centered on deep and sustained interactions among students, faculty, and staff, engaged in the transforming forces of our world, based in a diverse and motivated community. We are enriched immeasurably by our current Davis UWC Scholars and deeply proud of those who have been part of our campus community since 2004.”

A. CLAYTON SPENCER, PRESIDENT
Bates College

PRESIDENTS’ PERSPECTIVES

A. CLAYTON SPENCER
PRESIDENT

Bates College

“…pride of those who have been part of our campus community since 2004.”
After moving to Swaziland with his Christian missionary parents at age 10, Nathanael Rehmeyer (USA, Waterford Kamhlaba UWC, Skidmore '18) grew up observing the struggles of people in a developing nation, plus his parents’ efforts to bring better health care to Swaziland’s poverty-struck Lowveldt. Add to that his UWC experience, and Nathanael came to college determined to do meaningful things.

He quickly trained as an emergency medical technician, and this year became deputy director of operations for the student-run Skidmore Emergency Medical Service. He also put into medical research, at a college lab that’s working to develop a test for malaria that uses urine instead of blood. That would make diagnosing the parasite quicker, cheaper, and easier — which would mean a lot in the Lowveldt, where climate change is creating the conditions for the malarial scourge to return.

“My dad is saying, ‘You need to find the test, so we can test people here,’” Nathanael says. “We’re working on making it stable in storage, so it can be sent places, put in a room, and taken out when needed.”

A biology major and presed student, Nathanael works as a residential advisor to younger students and is a leader in the campus Christian Fellowship.

“I would love to be a volunteer doctor in a developing country someday,” he says, “to help those who cannot help themselves because of poverty. I want to treat people who cannot afford insurance or have fallen through the cracks. I want to be a beneficial part of my community.” At Skidmore, he already is.

Making an Impact Near and Far

Nathanael Rehmeyer

Samsuda Khem-ngaud

Thailand

Li Po Chun UWC

Cornell University

Fezokuhle Khumalo

Swaziland

Waterford Kamhlaba UWC

Lake Forest College

Indokuhle Khumalo

Swaziland

Waterford Kamhlaba UWC

University of Florida

Senzoskenosi Khumalo

Swaziland

Waterford Kamhlaba UWC

University of Oklahoma

Hyunj Kim

South Korea

UWC Mahindra College

Western Carolina University

Raymon Kimanzi

Uganda

Waterford Kamhlaba UWC

University of Oklahoma

Joan Kuruugi

Uganda Waterford Kamhlaba UWC

University of Alabama

Kallas Koker

India

UWC Adriatic

Wartburg College

Puja Apuma Kolluru

India

UWC Mahindra College

Ringling College of Art and Design

Antoninja Kolofooric

Bosnia-Herzegovina

UWC in Mostar

Brown University

Meleka Konjulian

Bosnia-Herzegovina

UWC in Mostar

University of Florida

Paoline Koe

USA

Li Po Chun UWC

Scrpps College

Siboney Koo

UWC South East Asia

Tufts University

Weronika Koseir

Poland

UWC Mahindra College

Sarah Lawrence College

Prithvi Krishnan

India

UWC South East Asia

New York University

Matsa Kizianac

Bosnia-Herzegovina

UWC in Mostar

University of Florida

Gordan Kucan

Croatia

UWC Maastricht

Northwestern University

Madison Lahey

USA

UWC Atlantic College

University of Virginia

Bernarda O. Lai

Netherlands

UWC in Mostar

Wartburg College

Alla Mujtaba Lakdawala

Pakistan

UWC in Mostar

Brown University

Lailla Latiinmentawat

Thailand

UWC Atlantic College

Wellesley College

Skyler Lam

USA

Li Po Chun UWC

Brown University

Braim Lamela Gomez

Spain

UWC Adriatic

Brown University

Raghnild Mirmin Langmoen

Norway

UWC Atlantic College

Brown University

Eri Lavoie

USA

UWC Costa Rica

Colby College

Eu Qin Lee

South Korea

Li Po Chun UWC

Northwestern University

Jee June Lee

South Korea

UWC Mahindra College

Kenyon College

Jonathan Lee

Malaysia

UWC South East Asia

Whitman College

Man Tim Lee

Hong Kong

Li Po Chun UWC

University of Chicago

Kim Lensen

Netherlands

UWC in Mostar

Wartburg College

Deanna Lui

USA

UWC Hong Kong

Brown University

Pablo Lopez Alonso

Mexico

UWC Adriatic

Luther College

Kenhngsngsng Louis

Holland

UWC South East Asia

Skidmore College

Diego Loyos Rossales

Venezuela

UWC Adriatic

University of Chicago

Freddi Lyford

Norway

UWC Red Cross Nordic

Earlham College

Lillian Ma

United Kingdom

Li Po Chun UWC

Johns Hopkins University

Marie-Olivier Mabiala

Cameroon

UWC Maastricht

St. Olaf College

Oludamilatemi Madarikan

Nigeria

UWC Adriatic

Brown University

Vaishnav Madhavan

India

UWC Mahindra College

Maclester College

Peace Madumutsa

Zimbabwe

UWC USA

Maclester College

Anwita Mahajan

India

UWC Mahindra College

Dartmouth College

72

73

UNITING THE WORLD

Davis United World College Scholars Program
Displacement. We need the insights and talents of Davis UWC Scholars Program for the past eight years. "Brown University has been proud to partner with the UWC Scholars now more than ever."

CHRISTINA PAXSON, PRESIDENT Brown University
As glaciers melt and sea levels rise. “At the core of a sustainable future is green and non-polluting power and electricity production,” writes David Urnes Johnson (Norway, Red Cross Nordic UWC, U. Florida ’11).

Working toward a PhD in mechanical engineering at Stanford, David is already one of those researchers — and his work on carbon fuel cells may help enable just such a transformation. David cites four reasons why these electrochemical devices “could be a game changer”:

1. They’re highly efficient at converting fuel into electrical energy.
2. They emit highly concentrated carbon dioxide, which is readily captured.
3. When biomass, a carbon-neutral fuel, is used to power carbon cells, the process can be “carbon-negative,” withdrawing more carbon from the atmosphere than it emits.
4. “Many energy experts consider hydrogen the fuel of the future,” David writes — and carbon fuel cells “can produce hydrogen in addition to electricity.”

“The results of my research will soon be published in a series of peer-reviewed journal articles,” David reports. “I am committed to continue learning and giving back to the world around me.”
The Davis UWC Scholars bring abundant benefits to Middlebury, not only from their energetic involvement and leadership in our community, but also from their willingness to share their backgrounds, cultural knowledge, and life experiences with others. They truly enhance the learning experience for everyone.”

Laurie I. Patton, President
Middlebury College
“Our relationship with the Davis UWC Scholars Program is undoubtedly the most important partnership we have in our efforts to enroll a diverse international student population. Davis UWC Scholars have participated both individually and collectively in all aspects of the Northwestern community. The variety of backgrounds and experiences that Davis UWC Scholars bring to our classrooms, student organizations, and events is essential to the spirit of inclusion that defines the Northwestern experience. I am proud of how our Scholars explore the world through academic classes and research, participate in respectful discussion of current global challenges, and engage with communities around the world.”

MORTON SCHAPIRO, PRESIDENT AND PROFESSOR
Northwestern University
Making the Most of the Chance to Serve

"The moment I came to Hood, I realized that this is a great opportunity — I'm going to use it to the fullest," says Ana Filipovic (Bosnia and Herzegovina, UWC in Mostar, Hood College '16).

That she has. At Hood, Ana has been a founding member of Sisters to Sisters, a campus group that promotes women's leadership in academics and service. She's been a member of the International Club and the Model UN team, a student admissions representative, and a dorm vice president; she has worked with the United Way, and is volunteering at a local rescue mission.

In summer 2014, Ana used a Davis Projects for Peace grant to organize a four-week summer school for Bosnian Muslim and Croatian Catholic students in her hometown, Prozor-Rama. The 16 participants, half from each ethnic group, visited a mosque, a Catholic church, and an Orthodox church, speaking with priests and an imam.

"That was really a breakthrough," she says. "At the start, the two groups sat apart; at the end, they were hugging." Eleven of the students went on to create a community student group, and have remained very active. For her work both on and off campus, this year Hood honored Ana with the Bromer Peace Award. The award is given annually to a student who does "significant work" toward building conflict resolution, reconciliation, or peace maintenance. "I always say it's good to have 95 percent excitement and five percent fear," Ana says. "I hope to keep doing something to help bring peace to Bosnia and Herzegovina."

Ana Filipovic

UNDERGRADUATES IN ACTION

Making the Most of the Chance to Serve

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Ana Filipovic

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Ana Filipovic

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Ana Filipovic
PRESIDENTS’ PERSPECTIVES

“Davis UWC Scholars enrich and enliven the Colorado College community both inside and outside the classroom. Their experiences and perspectives internationalize the character and culture of our intensive liberal-arts education. They contribute enormously to CC’s capacity to prepare all our students for lives and careers in a global context. CC wouldn’t be the special place it is without our Davis UWC Scholars!”

JILL TIEFENTHALER, PRESIDENT
Colorado College

Langa Bakhuluma-Nzube
Zimbabwe
Waterford Kamhlaba UWC
Skidmore College

Corin S. Balan
Romania
UWC-USA
Colby College

Prabana Balapuwadu Mendis
Sri Lanka
UWC Atlantic College
St. Olaf College

John Roy Balassoni Dommett
Portugal
UWC Mahindra College
Colorado College

Erika Batiz
USA
UWC in Mostar
Tufts University

Elisa Barahona
El Salvador
UWC Costa Rica
College of the Atlantic

Andrea Bennett
USA
UWC Atlantic College
University of Virginia

Sahakalt Benysat
USA
UWC Costa Rica
Brown University

Ashenafi Beyene
Ethiopia
UWC Mahindra College
Luther College

Amit Bharam
India
UWC Mahindra College
Warburg College

Dipta Bhavnink
India
UWC South East Asia
Duke University

Brian Biamah
Kenya
Waterford Kamhlaba UWC
University of Oklahoma

Steven Biggert
South Africa
Waterford Kamhlaba UWC
College of Ringling and Art of Design

James Bilko
USA
Lips Chiu UWC
Claremont McKenna College

Yvonne Boeteng
Ghana
UWC Atlantic College
St. Lawrence University

Carl Boëcker
Sweden
UWC South East Asia
Williams College

Mahfoud Bouda
Algeria
UWC Red Cross Nordic
Westminster College

Tianan Bouan
France
UWC Mahindra College
Duke University

Murtu Bokurt
U.S.A
UWC Costa Rica
Brown University

Andrew Brachvinsky
U.S.A
UWC Costa Rica
University of North Carolina at Chapel Hill

Hana Bracele
USA
UWC Atlantic College
Wellesley College

Augusto Joel Bravo Balon
Peru
UWC Red Cross Nordic
Brown University

Victor Brechenmacher
Germany
UWC Mahindra College
Brown University

Andres Broeninn
Costa Rica
UWC Costa Rica
College of Ringling and Art of Design

Christina Brook
New Zealand
Pearson College UWC
Middlebury College

Becca Brown
USA
UWC Atlantic College
Middlebury College

William Brown
USA
UWC-USA
Lehigh University

Anna Brujin
Netherlands
UWC in Mostar
Macalester College

Essam Bubaker
Libya
UWC Red Cross Nordic
St. Olaf College

Davina Bunushara
Kenya
Waterford Kamhlaba UWC
University of Michigan

Oyusuv Byamba
Mongolia
UWC Atlantic College
Westminster College

Shanieke Caddie
Barbados
UWC Costa Rica
University of Rochester

Mariana Cadena Robles
Mexico
Pearson College UWC
College of the Atlantic

Faruk Cakic
Bosnia-Herzegovina
UWC in Mostar
Bentringham College

Heleani Canto Oliveros
Mexico
UWC-USA
Wellesley College

The Class of 2018

Dunin Arulbold
Mongolia
UWC Mahindra College
Warburg College

Gabrielle Lucy
Armstrong-Scott
New Zealand
Li Po Chun UWC
Princeton University

Jessica Arseneau
Canada
Pearson College UWC
College of the Atlantic

Nosagie Asaolu
Nigeria
UWC Maastricht
Middlebury College

Tigran Aslanyan
Armenia
UWC Adriatic
Armenia

Chima Azih
Nigeria
Li Po Chun UWC
St. Olaf College

Kasia Bara
El Salvador
UWC Costa Rica
College of the Atlantic

Erika Batiz
USA
UWC in Mostar
Tufts University

Ilayda Aydin
Turkey
UWC Mahindra College
Colorado College

John Roy Balassoni Dommett
Portugal
UWC Mahindra College
Colorado College

Ayodele Bandele
Nigeria
Li Po Chun UWC
St. Olaf College

Elisa Barahona
El Salvador
UWC Costa Rica
College of the Atlantic

Bekele Bakker
Netherlands
UWC-USA
St. Lawrence University

Abyob Beleznay
Morocco
UWC Red Cross Nordic
Macalester College

Felix Bliver
Luxembourg
UWC-USA
Brown University

Onyx Bengston
USA
UWC Red Cross Nordic
Colorado College

Amalaa Awala
Namibia
UWC South East Asia
Luther College

Berket Avoke
Ethiopia
UWC-USA
University of Oklahoma

Bayda Aydin
Turkey
UWC Mahindra College
Colorado College

China Azih
Nigeria
Waterford Kamhlaba UWC
Luther College

Alex Badeaux
USA
UWC Costa Rica
University of Florida

Mariana Bah
Sierra Leone
UWC Red Cross Nordic
Colby College

Mary Baillie
North Carolina
St. Olaf College

Victor Brechenmacher
Germany
UWC Mahindra College
Brown University

Andres Broeninn
Costa Rica
UWC Costa Rica
College of Ringling and Art of Design

Christina Brook
New Zealand
Pearson College UWC
Middlebury College

Becca Brown
USA
UWC Atlantic College
Middlebury College

William Brown
USA
UWC-USA
Lehigh University

Anna Brujin
Netherlands
UWC in Mostar
Macalester College

Essam Bubaker
Libya
UWC Red Cross Nordic
St. Olaf College

Davina Bunushara
Kenya
Waterford Kamhlaba UWC
University of Michigan

Oyusuv Byamba
Mongolia
UWC Atlantic College
Westminster College

Shanieke Caddie
Barbados
UWC Costa Rica
University of Rochester

Mariana Cadena Robles
Mexico
Pearson College UWC
College of the Atlantic

Faruk Cakic
Bosnia-Herzegovina
UWC in Mostar
Bentringham College

Heleani Canto Oliveros
Mexico
UWC-USA
Wellesley College

The Class of 2018

Amalaa Awala
Namibia
UWC South East Asia
Luther College

Berket Avoke
Ethiopia
UWC-USA
University of Oklahoma

Bayda Aydin
Turkey
UWC Mahindra College
Colorado College

China Azih
Nigeria
Waterford Kamhlaba UWC
Luther College

Alex Badeaux
USA
UWC Costa Rica
University of Florida

Mariana Bah
Sierra Leone
UWC Red Cross Nordic
Colby College

Mary Baillie
North Carolina
St. Olaf College

Victor Brechenmacher
Germany
UWC Mahindra College
Brown University

Andres Broeninn
Costa Rica
UWC Costa Rica
College of Ringling and Art of Design

Christina Brook
New Zealand
Pearson College UWC
Middlebury College

Becca Brown
USA
UWC Atlantic College
Middlebury College

William Brown
USA
UWC-USA
Lehigh University

Anna Brujin
Netherlands
UWC in Mostar
Macalester College

Essam Bubaker
Libya
UWC Red Cross Nordic
St. Olaf College

Davina Bunushara
Kenya
Waterford Kamhlaba UWC
University of Michigan

Oyusuv Byamba
Mongolia
UWC Atlantic College
Westminster College

Shanieke Caddie
Barbados
UWC Costa Rica
University of Rochester

Mariana Cadena Robles
Mexico
Pearson College UWC
College of the Atlantic

Faruk Cakic
Bosnia-Herzegovina
UWC in Mostar
Bentringham College

Heleani Canto Oliveros
Mexico
UWC-USA
Wellesley College

The Class of 2018

GRADUATES IN ACTION

Doing What’s Needed in an African Hospital

Soon after graduating, William Bowman (USA, UWC-USA, Kenyon College ’13) was on a plane to Tanzania. He hadn’t planned that. Will had spotted an ad for a job at a rural hospital, submitted his resume on a whim, and was offered the position.

He spent two years there working for FAME, the Foundation for African Medicine and Education, a U.S. nonprofit. At a surgical hospital and clinic in rural northern Tanzania, Will was officially the manager of a program that brings in physician volunteers from around the world.

Unofficially, he did whatever was needed — “everything from grant writing and coordinating public-health outreach to repairing biomedical equipment on the floor of an operating room during surgery,” Will wrote last fall. (His two-year commitment ended in January.) “Sometimes our resources consist only of a liberal-arts graduate with a poly Internet connection.”

“Living in the countryside has also been a hands-on experience. ‘There is exactly one paved road in the entire district,’ he wrote. ‘I draw my water from the neighborhood well. When it runs dry, we just make do.’” When he’s asked, as he often is, whether he’s happy that he worked in Africa, Will says the answer isn’t simple. “The highs are high, when you see a child that survives because of physician volunteers from around the world.

The lows are low, looking at patients succumb to disease easily prevented or cured in richer countries. . . . What I can be sure of is that I have been enriched by working in this place, with these people, in a way I never have before.”

William Bowman

Doing What’s Needed in an African Hospital

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William Bowman
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<th>Name</th>
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<td>Bee Ling Melissa Chan</td>
<td>Malaysia, UWC Mahindra College</td>
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<tr>
<td>Glenda Kalam Chan</td>
<td>China, Li Po Chun UWC</td>
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<tr>
<td>Harsh Chandra</td>
<td>India, UWC Mahindra College Brown University</td>
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<td>ArJu Chaudry</td>
<td>India, UWC Mahindra College NorthWestern University</td>
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<td>Freya Chay</td>
<td>USA, UWC Mahindra College Brown University</td>
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<td>Xadreque Chamehe Jr.</td>
<td>Mozambique, Waterford Kamhlaba UWC</td>
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<td>Alexandra Cheng</td>
<td>Singapore, Li Po Chun UWC</td>
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<td>Carlos Chircoy</td>
<td>Guatemala, UWC Costa Rica University of Richmond</td>
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<td>Timothy Chung</td>
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<td>Simon Deol</td>
<td>USA, UWC South East Asia Middlesex College</td>
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<td>Sri Laxmi</td>
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<tr>
<td>Shaan Desai</td>
<td>Zimbabwe, UWC Atlantic College</td>
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Amy and Phil Geier with UWC USA graduate and trustee K.C. Chung at UWC Changshu China opening ceremonies.
Building Schools and Opportunity in Nepal

One of the amazing things about Surya Karki (Nepal, Bolivar UWC, College of the Atlantic ‘17) is that he’s still an undergraduate. After the earthquake of 2015 struck his country, Surya — who even before that had helped start private schools in rural Nepal, and was honored as one of the world’s seven top young entrepreneurs — worked with a Pearson UWC alumn and two Nepalese youth organizations to distribute relief materials and build temporary shelters. He co-created the nonprofit Diyalo Foundation, which raised funds to start herb farms that generate income for families in a rural district hit hard by the earthquake.

He has since co-founded Madhi Himhali Tea (Black Kettle Tea in the U.S.), creating opportunity for more quake-affected families. And in January he was negotiating with the Nepalese Ministry of Education to build new schools in four rural districts through the UK charity United World Schools.

“Our goal is to build approximately 40-60 schools over the next five years,” says Surya, who grew up in rural poverty. “We’re working in underserved poor areas with very high chances of success, because the community is very involved in working with us. I’ve walked more than 56 kilometers, hiked over 90 kilometers, and spent one night each in 16 different villages.” Next year he’ll be in Beijing, working on a master’s degree at Tsinghua University as one of the first 111 Schwarzman Scholars.

“I am continually inspired by the remarkable contributions of our United World College students. UWC students at Lake Forest College are involved in a rich range of academic pursuits, from generously sharing their life experiences in our classrooms to conducting research with faculty, participating in our All-Campus Writing Contest, and working with Tibetan Buddhist monks in creating an amazing mandala. They set a high standard for other students, to the benefit of our entire campus.”

STEPHEN D. SCHULTZ, PRESIDENT
Lake Forest College

Joséfina González-Soares
Timor-Leste
UWC Red Cross Nordic
Luther College

Medha Gopalaswamy
India
UWC South East Asia
Grinnell College

Mateo Gospic
Bosnia-Herzegovina
UWC in Mostar
Colorado College

Liat Graf
Israel
Li Po Chun UWC
Clark University

Sahil Gupta
Singapore
UWC Red Cross Nordic
University of Florida

Surya Karki
(Nepal, Bolivar UWC, College of the Atlantic ‘17)

Shahid Fahoum
Israel
UWC Mahindra College
Weaton College

Nisha Kate
USA
UWC Costa Rica
University of Rochester

Joseph Sisyphus
India
UWC South Asia
Occidental College

Gauri Srinivasan
India
UWC Mahindra College
Wellesley College

Farid Ghandily
Zimbabwe
Waterford Kamahlaba UWC
Wartburg College

Samantha Garapatil
India
UWC Mahindra College
Batons College

Lee Garcia Jimenez
USA
UWC Costa Rica
University of Florida

Josefina González-Soares
Timor-Leste
UWC Red Cross Nordic
Luther College

Medha Gopalaswamy
India
UWC South East Asia
Grinnell College

Mateo Gospic
Bosnia-Herzegovina
UWC in Mostar
Colorado College

Liat Graf
Israel
Li Po Chun UWC
Clark University

Sahil Gupta
Singapore
UWC Red Cross Nordic
University of Florida

Surya Karki
(Nepal, Bolivar UWC, College of the Atlantic ‘17)
“Today, more than ever, the world needs leaders who can come together across cultural differences to address complex problems. At Smith, our Davis UWC Scholars are exemplary students and active community members who show their leadership potential from the moment they set foot on our campus.”

KATHLEEN MCCARTNEY, PRESIDENT
Smith College
GRADUATES IN ACTION

Applying Chemistry for Cleaner Emissions

As a research and development engineer for W.R. Grace in Cambridge, Mass., Larry Gibson (Bahamas, UWC-USA, Johns Hopkins ’09) develops specialty chemical additives for customers in more than 40 nations. But there’s more to his work than that.

“I lead initiatives focused on reducing the quantity of harmful emissions associated with the energy-intensive cement-and-concrete manufacturing industry,” Larry writes. “It’s highly rewarding to see my team’s contributions make a direct impact on the environment on a global scale.”

Larry developed a taste for math and chemistry at UWC, then built on that in the chemical and biomolecular engineering program at Johns Hopkins. “My UWC experience assured me that hard work would inevitably lead to excellence,” he recalls. “JHU developed my ability to apply hard work and solve challenging problems that benefit society at large.

“As a result, I am very driven to succeed in cutting-edge research environments in order to develop breakthrough technologies,” adds Larry, who has also volunteered to mentor students at the Ridge Avenue Upper School in Cambridge.
PRESIDENTS’ PERSPECTIVES

“The United World College experience and structure provide students with a global living environment. The program’s international alumni are a vibrant part of our campus, a group that contributes to a student body and community that is aware of global issues and world cultures. We see these students as important contributors to campus, and we have been focusing our recruitment efforts on identifying students who strengthen the diversity of our university community.

This includes diversity of thought, opinion, background, experience, and standpoint, as well as socioeconomic, ethnic, and racial diversity. We see how an international presence on campus also helps introduce domestic students to new ideas about the world both inside and outside the classroom—and how they build important lifelong friendships. At UWC, we are so grateful for the role the Davis UWC Scholars Program plays in making these kinds of connections possible.”

CAROL L. FOLT, CHANCELLOR
University of North Carolina at Chapel Hill

Danielle Maoz
Israel
UWC-USA
Pomona College

Ashley Martens
Singapore
UWC South East Asia
Kenyon College

Francisco Martinez Cortez
El Salvador
Pearson College UWC
Middlebury College

Martina Martinez Fernandez
Spain
UWC Adriatic
Connecticut College

Karen Martinez Soto
Guatemala
UWC Atlantic College
University of Oklahoma

Hadii Marzouq
Palestine
UWC Maastricht
Bennington College

Lisanda Masilela
South Africa
Waterford Kamhlaba UWC
The College of Idaho

Sakthi Mathunjiwa
Switzerland
UWC Adriatic
University of Rochester

Amrhomseine Mattar
Iran
Li Po Chun UWC
Wartburg College

Shephard Matsongoni
Zimbabwe
Waterford Kamhlaba UWC
University of Oklahoma

Barani Maung Maung
Myanmar
UWC South East Asia
Occidental College

Evelyn Mayo
USA
UWC South East Asia
Barnard College

Anna Marie Mazibuko
Leuven
UWC Atlantic College
Middlebury College

Nonotho Theo Mazunga
Botswana
Waterford Kamhlaba UWC
University of Oklahoma

Doria Mbappe
Cameroon
UWC Adriatic
Methodist University

Timothy McDermott
Australia
Waterford Kamhlaba UWC
Trinity College

Nontokozo Mduli
South Africa
Waterford Kamhlaba UWC
Kenyon College

Rupali Mehta
India
UWC South East Asia
New York University

Nina Melkonyan
Armenia
UWC Atlantic College
St. Lawrence University

Clara Menestret
France
UWC South East Asia
Lake Forest College

Rahul Menon
India
UWC Mahindra College
Colby College

Nishad More
India
UWC Maastricht
Bennington College

Ishvar Naidoo
South Africa
UWC-USA
University of Chicago

Treya Nash
South Africa
UWC Mahindra College
Smith College

Aaliyah Nedd
USA
University of Florida

Stephanie Ng
Hong Kong
Li Po Chun UWC
Colby College

Ash Thy Thi Nguyen
Vietnam
UWC Mahindra College
St. John’s College

Viola Nhapi
Zimbabwe
Waterford Kamhlaba UWC
Wartburg College

Laia Nielsen
Greenland
Pearson College UWC
Brown University

Francine Nihozeko
Burundi
Waterford Kamhlaba UWC
St. Lawrence University

Borjana Nikolic
Bosnia-Herzegovina
UWC in Mostar
St. Lawrence University

Yi Ning
China
UWC-USA
Smith College

Daishiro Nishida
Japan
UWC Adriatic
Williams College

Yefan Niu
China
UWC-USA
University of Florida

Manzi Nkambule
Switzerland
Waterford Kamhlaba UWC
Luther College

Lebogang Nkosi
South Africa
Waterford Kamhlaba UWC
The College of Idaho

Andreas Noer
Norway
UWC Red Cross Nordic
University of Florida

Helene Nozeman
Japan
UWC-USA
University of Chicago

Kohtaro Obara
Japan
UWC-USA
Kalamazoo College

Rahul Oommen
India
UWC-USA
University of Chicago

Jordyn Murray
USA
Pearson College UWC
University of Chicago

Jessika Nebrat
South Africa
UWC-USA
Harvard College

Abayelah Neda
USA
UWC South East Asia
University of Florida
These students, whose global perspectives and unusually wide backgrounds in living and traveling overseas deepen our community’s understanding of other ways of thinking and living. Your partnership with Vassar means a great deal to us, especially at a time when the international scene desperately requires a nuanced understanding of all our parts.

CATHARINE HILL, PRESIDENT
Vassar College

Davis United World College Scholars Program
For Two Sculptors, a “Beautiful Responsibility”

Ringing College of Art and Design invited proposals by female student sculptors for a piece to stand beside the entrance to the new $18 million library it plans to open this fall. Irene Garibay (Mexico, Li Po Chun UWC, Ringing College of Art and Design ’17) and Celia Garcia Nogales (Spain, UWC in Mostar, Ringing College of Art and Design ’17) both find inspiration in nature. They thought about how libraries are full of books, books are made of paper, and paper comes from trees.

Their design includes two 18-foot sections of locally harvested Australian pine, sanded to a furniture finish and positioned like columns on a steel platform, supporting a sheet of amber-tinted glass. Their plan won the Melzer Markle Women’s Sculpture Scholarship Competition. Funded by artist and technologist Nancy Markle, the award comes with a $15,000 scholarship and a $25,000 budget for the project.

“We are very proud of Irene and Celia,” said Jeff Schwartz, dean of undergraduate studies. “Their proposed sculpture is ambitious, monumental, and thoughtful, and will present itself as a beautiful contrast to the new library.”

Also called ironwood, Australian pine is an invasive species in Florida; the sculptors found a local artist who rescues harvested trees, and is working with them on the project. “We hope our collaboration inspires future understanding and coexistence,” says Dr. Larry R. Thompson, Celia Garcia Nogales, and donor Nancy Markle, with a scale model of the award-winning design.

Left to right: Ringing College President Dr. Larry R. Thompson, Celia Garcia Nogales, project facilitator Dale Rolle, Irene Garibay, and donor Nancy Markle, with a scale model of the award-winning design.
United the World
Our Davis Scholars repeatedly demonstrate an enhanced kindness, open-mindedness, responsibility, and respect.

In my first year as Whitman’s president, I have already seen how our Davis UWC Scholars espouse what I have come to know as typical UWC ideals—compassion, ability to interweave their academic knowledge with real-world applications — a hallmark of the liberal-arts education we provide and a critical skill in today’s globally connected world. I was pleased to host Shelby and Gale Davis on campus this year and have the opportunity to personally thank them for their support of this incredibly important program.

KATHLEEN M. MURRAY, PRESIDENT
Whitman College
We are very pleased to be one of the partner schools for the Davis United World College Scholars Program. The Davis UWC Scholars who enroll here bring diverse views, global experience, and leadership to Gettysburg College. We are committed to integrating a global perspective into the educational experience for all of our students, and our partnership with UWC helps to make that commitment a reality.
Impassioned by the Power of Education

Last summer, Aliya Hai (Pakistan, UWC of Costa Rica, Mt. Holyoke ’17) was on her way to Chile when she got a phone call saying her internship had been cancelled because of student strikes in Santiago. “I had the funding, I was stranded at the airport — so I went back home,” Aliya recalls. “I spent June researching and speaking to people. I found a business owner who was interested in building a primary school for underprivileged girls in Karachi. I believe if you educate a young woman, you educate a generation — so I went and spoke to him.”

Working with the owner of Jupiter Textile Mills, Aliya researched NGOs that might become project partners. “The work is ongoing,” she says. “I learned a lot about how NGOs work, especially in developing countries, and how developing contacts is so essential for any project.”

An international relations and English literature major, Aliya spent last January in Tbilisi, Georgia helping evaluate projects for the Tasso Foundation, a Georgian NGO devoted to women’s empowerment. Back on campus she serves as a residential assistant for the college club Kuch Karo, Pakistani Students for Change.

“At this college, the diversity is so close to what I experienced at UWC,” Aliya says. “It inspires me every day to realize there are so many people in the world who are the same as me, despite their different races and cultures and linguistic abilities. It binds me to the world, and I want to make a difference.”
“Shelby and Gale Davis’s vision and philanthropy have changed the face of education in the United States and around the globe. At Lewis & Clark, Davis UWC Scholars exemplify our belief that the most effective communication takes place person to person. Davis UWC Scholars are active members of our community and central to our common pursuit of new ways of thinking and acting as global citizens.”

BARRY GLASSNER, PRESIDENT AND PROFESSOR
Lewis & Clark College

PRESIDENTS’ PERSPECTIVES

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Mlungisi (Lunga) Dlamini

As he teaches and coaches at UWC in Mostar, Mlungisi (Lunga) Dlamini (Swaziland, Waterford Kamhlaba UWC, Franklin & Marshall ’11) sees what can happen each day when young people are brought together from usually separated zones of religious and ethnic mistrust.

Mostar is the first UWC founded explicitly to provide postconflict education. It brings together students from Pakistan, Syria, Israel, Lebanon, and other nations that have seen violent conflict. About a third of its students are Catholic Croats, Muslim Bosniaks or Orthodox Serbs, from across the dividing lines of Bosnia and Herzegovina.

“I have been overwhelmed in the past year by the commitment the entire community here has to the school’s ideals,” says Lunga, who earlier taught anthropology at the UWC he attended in Swaziland. In Mostar he teaches cultural and social anthropology, and “it is a thorough, thorough delight,” he says, “for me to go to class every morning.” At the school’s biweekly world-affairs discussions, he adds, “their seriousness in how they approach world issues . . . binds the students in a palpable way to the humanity of far-flung places, expanding our empathy and knowledge in a way I have not experienced in a school before.”

Lunga is working on a book with a local archaeologist, about a multi-ethnic monument in Mostar that honors WWII partisan heroes. And he coaches the school’s debate team, for which he’s working to build new support.

“We’re developing a project to bring students from other schools in Mostar to weekend debates,” he says, “thereby to foster academic interactions across often segregated schools.”
Titan explained. "We talked to several people in stage lighting, and they told us it's tiring to hold the spotlight, so we decided to tackle the Sharks Tank-style pitch session in MIT's Kresge Auditorium: automate a theater's spotlights.

"We talked to several people in stage lighting, and they told us it's tiring to hold the spotlight, so we decided to tackle the Sharks Tank-style pitch session in MIT's Kresge Auditorium: automate a theater's spotlights."

In much of Indonesia, especially in poorer, western Indonesia — huge numbers of people lack access to electricity. Titan would like to help change that, and at MIT she's built strong experience in creative, collaborative, innovative design.

"I really want to partner with an NGO and work with them on building something to harness the energy resources that are available in western Indonesia," she says, "without being dependent on the government to install a power grid."

Titan's 20-student team was challenged to find a real-world problem and devise a practical yet innovative solution. Their answer, which they presented in a final, Shark Tank-style pitch session in MIT’s XEmge Auditorium: automate a theater’s spotlights.

"I believe higher education has a responsibility to prepare leaders equipped to address the challenges of our interdependent world. In addition to giving students the knowledge and skills they need to succeed, we must instill within them a sense of accountability and belonging to the global community. This starts with relationships. Understanding the stories of others builds awareness and compassion across differences, and reminds us of our shared humanity. Shelby Davis understands this, and the Davis UWC Scholars, one by one, in a tapestry that spans the globe, are enlivening our campus communities with the stories, passions, and insights they share."
basically,” he says. “Once you start looking for stuff like that, you’d be amazed what can happen.”

Dhaval has lately spent much time traveling, speaking, and seeking contributors for Sphere. “One thing leads to another, able to subscribe to Sphere. Revenues will be shared among the contributors, in proportion to the online patrons they attract.

Dhaval says, users will be able to subscribe to Sphere. Revenues will be shared among the contributors, in proportion to the online patrons they attract.

Back in the U.S., he’s now a venture partner with the Brazil-based firm Vox Capital, which invests in mission-driven companies. He’s also CEO of Sphere, an online start-up that aims to provide a platform for thinkers who are pushing beyond traditional religion, in helping people find “the core of what these institutions offered us: joy, meaning, growth, and community,” Dhaval says. Users will be able to subscribe to Sphere. Revenues will be shared among the contributors, in proportion to the online patrons they attract.

Dhaval has lately spent much time traveling, speaking, and seeking contributors for Sphere. “One thing leads to another, basically,” he says. “Once you start looking for stuff like that, you’d be amazed what can happen.”

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Dhaval Chadha
Williams College had a relatively new orientation program for international students — so Nikoloss “Niki” Howe (Canada, Pearson UWC, Williams ’17) decided, with Aaditya Sharma (Williams ’17), to take it to a new level. The two designed and directed a program that placed all first-year international students in teams with a sophomore leader. At the start of last summer, each leader reached out to team members with an introductory video and an invitation to be in touch online, then followed up during the summer. "Having a community that you know you can fall back on — that you know will be open to you and share in your interests and frustrations — is really important," Niki says. “We want to be sure every international student has that.” 

Niki and Aaditya “did a tremendous job of pulling it all together,” says Jenifer Hasenfus, the international student advisor last fall. „Niki, a physics major, says attendance at the weekly international dinners on campus has roughly doubled this year. A new three-day orientation with the directors making sure the teams have stayed in touch. “Having a community that you know you can fall back on — that you know will be open to you and share in your interests and frustrations — is really important,” Niki says. “We want to be sure every international student has that.”

At Williams College, international student orientation team members(s) to right: Castor Malache ’18 (Ecuador, UWC of the Atlantic), Niki Howe, co-director, Wally Zhao ’18 (China, UWC of the Atlantic), and Bingo Wong ’18 (China, UWC-USA)
The quality of the University of Oklahoma. They broaden the perspectives of all of our students on world issues. Many Davis UWC Scholars will go home to become important leaders in their own countries and will take with them the lifelong friendship with OU students. The university salutes Shelby Davis for his generosity and insight.”

DAVID L. BOREN, PRESIDENT
University of Oklahoma
“Davis UWC Scholars enrich the undergraduate experience at UF, and it is my hope that they gain as much in return. While here, these young leaders have the chance to embrace our traditions and learning opportunities outside of the classroom, including initiating service projects to benefit others. Some develop a business plan for a new invention in the ‘Gator Hatchery’ program — or work with start-ups in our two technology incubators. Many Davis UWC Scholars perform with the various musical, theater, and arts groups on campus, from the marching band to step dancing. Still others enjoy our academic offerings, such as research under the guidance of an eminent faculty member or writing an undergraduate thesis. What is so exceptional about these students is that they often pursue several of these opportunities at the same time.”

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United Kingdom
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Warburg College

Hood College Davis UWC Scholars with their crystal globes.
Amy and Phil Geier being welcomed by students at the Mahindra United World College of India.
Applying to Become a Partner School

The Davis UWC Scholars Program reviews requests on an annual basis from colleges and universities interested in becoming partner schools. To be considered, a letter of request from the institution’s president should be submitted, explaining in detail why their school would be a good candidate for the program. An important prerequisite for a candidate school is to have a proven track record of successful recruiting of graduates from United World College schools at the time of application. It’s essential that applicant schools are in alignment with the Davis UWC Scholars Program’s key goal of the internationalization of the U.S. undergraduate experience by building clusters of globally aware UWC graduates on their campuses. Letters may be submitted at any time during the academic year, but no later than May 31, as decisions will be finalized by August each year.

The Davis UWC Scholars Program makes grants to institutions only — not to individual students. Grants are awarded based on financial need to eligible United World College graduates enrolled at one of the partner schools.

For assistance and/or to learn more, please contact:
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