The Colorado School of Mines is known around the world for the quality of its graduates. The current size of the student body has made Mines a major producer of engineering and scientific talent in the United States. Given the enormous impact that scientists and engineers have on the everyday lives of billions of people around the globe, it is necessary that our graduates not only have excellent technical skills but also be outstanding citizens in society. The Guy T. McBride, Jr. Honors Program in Public Affairs has been providing the opportunity for many of our brightest students to gain the experience and training over and above their technical training to enable them to become leaders in society after graduating.

Since the program’s inception in 1978, much has changed at Mines. Many faculty that previously had the passion and time to participate in the program have retired making it increasingly difficult to expose students to our current faculty given the intense demands of teaching and research. Furthermore, Mines’ students now have other interesting programs to choose from on campus. Both of these issues have placed the program in jeopardy necessitating a deep examination of the program and its goals. A blue ribbon faculty committee led by Professor James A. McNeil examined the current program and made a set of recommendations that I believe will keep the program strong and vibrant well into the future. The basic philosophical tenants of the McBride Honors Program remain intact, focused on exposing the McBride Scholars to Public Affairs through the training they receive enabling them to become future leaders after graduation. The governing structure of the program is being changed while re-organizing the program in the LAIS department rather than in the Trefny Institute. The curriculum has been slightly shortened with students now entering the program after completing their freshmen year. These latter changes are designed to increase the retention of students. The most significant change involves the rewards structure for faculty participating in the program. By integrating the program (continued on page 2)
A New Direction for McBride, continued from page one

Into the regular academic structure of the university and rewarding faculty for their participation, the program should no longer have to rely on adjunct and retired faculty for teaching the required courses.

All of the changes to the McBride program will be put in place over the next four-year period. Current McBride students will continue to follow the older McBride curriculum and should be unaffected by the requirements of the new curriculum. The first students to experience the new curriculum will enter the program in the fall of 2011. I am very excited about the future of the McBride Program and the opportunities it will continue to provide to our very best students. I look forward to see its continuing evolution as one of our premier educational programs at Mines.

Dr. Sacks Retiring, Courtney Holles

Arthur Sacks didn’t find his voice in education right away. He arrived at a Brooklyn public school for his first day of school as an anxious first grader. Most of the other kids had been to Kindergarten the year before, but Arthur was brand new. The first task demanded of him as a school boy was to recite the pledge of allegiance with the class. Since he had no idea of the words, the teacher yelled at him for not speaking up and participating. Thankfully she didn’t scare him away from the whole enterprise of education because he has gone on to make a career out of improving curriculum and student opportunities across the U.S. and around the world. As Dr. Sacks retires at the end of the 2010-2011 academic year from the Colorado School of Mines, we reflect on the impacts he has made on CSM and the value he has brought to environmental and sustainability education in the U.S. and abroad. He is a poet, a scholar, a collaborator, and a colleague who will be missed.

In short, Arthur Sacks has been a transformative figure in higher education, always seeking ways to expand programs, secure resources, and create opportunities for students. After receiving his M.A. and Ph.D. degrees in English at the University of Wisconsin-Madison, he began working for their Institute for Environmental Studies (IES) in 1976. There, he developed a passion for environmental studies and has since been instrumental in promoting development of curriculum in sustainability and environmental studies. While at UW-Madison, Sacks developed five graduate programs and an undergraduate minor, oversaw five major research centers, and helped secure millions in research funding and oversaw both summer programs and an extensive outreach program for IES that included the production with the Sea Grant Program at Wisconsin of daily environmental public service broadcasts that were heard by millions of people in the upper Midwest and Canada. Among his many posts in IES over an eighteen year period, he served as an Institute Director for five years and went on to serve as Senior Special Advisor to the Dean of the Graduate School, and prior to joining Mines he briefly served as Interim Director of the Office of International Students and Scholars serving over four thousand students, faculty, and staff.

Dr. Sacks came to the Colorado School of Mines in 1993 and served as the Director of Liberal Arts and International Studies from 1993-2004. During this time, he promoted and expanded the Division by securing funds for the Hennebach endowment, expanding and improving the Writing Center, and partnering with public school districts for Writing Across the Curriculum. He also created a new required course for freshmen in writing and ethics called “Nature and Human Values,” a course which is at the forefront of interdisciplinary ethics instruction today, as well as the required core course “Human Systems”. He was co-founder of the Division’s Masters of International Political Economy of Resources and worked closely with the Mines Administration and the Colorado Commission of Higher Education to win its formal approval. In 2003, (continued on page 3)
Dr. Sacks became Associate Vice President for Academic and Faculty Affairs until January 2008 when he returned to LAIS. In January 2009 he was appointed to his current post as Director of the Guy T. McBride, Jr. Honors Program in Public Affairs.

Working to improve the campus community both at Wisconsin and at Mines has been a focus of Dr. Sacks’ career. Throughout his tenure at Mines, Dr. Sacks has served the campus in many capacities, through work with curriculum and search committees, as a Chair and member of the Handbook Committee, as Chair of the Faculty Awards and Mines Calendar Committees, as a member of the governing board for the Center for Engineering Education, as a member of building, planning, and marketing committees, and as a member of the Executive and Tutorial Committees for the McBride Honors Program, and as a member of the Faculty Senate. He is an administrator who has managed to remain connected to students in advisory and teaching roles, but is also involved in multiple aspects of university administration and campus-wide initiatives, collaborating with others on wide-ranging projects to enhance the health and success of the university.

Dr. Sacks has received many awards and honors throughout his career, including CSM Faculty Senate Distinguished Lecturer in 2009. He was elected as a member of Sigma Xi in 2000, as a Fellow to the Society for Values in Higher Education and as a Foreign Member of the Russian Academy of Education. He is cited in six Who’s Who registries, has received poetry prizes and awards and is preparing a manuscript that will be a collection of his poetry. Dr. Sacks has edited several volumes and journals, served as a reviewer or on the editorial board for others, and published on a variety of topics, including engineering curriculum and ethics, sustainability in higher education, and focusing mostly on Environmental Education. He has been an invited speaker and presenter at dozens of conferences across the U.S. and in New Zealand, Australia, India, Russia, Mexico, Poland, Canada, Indonesia, China, Austria, Switzerland, United Kingdom, Kyrgyzstan, Chile, Morocco, Spain, and Greece. Additionally, he has served as an advisor to the Ministers of Environment and the Ministers of Education of the Governments of India, Indonesia, Russia, and Kyrgyzstan, and has been an advisor to the World Bank, the Asian Development Bank, and the United Nations Programme on the Environment. He served as elected President of the North American Association for Environmental Education, as founding U.S. Chair of Area XII–Environmental Information, Education, and Training— one of the U.S.-U.S.S.R. Bilateral Agreement on Environmental Education (his counterpart was the U.S.S.R. Minister of Environment), and is currently Member and Vice President of the Board of Directors of the New Academy of Nature and Culture based in Woodstock, Illinois.

Arthur Sacks found his voice in education and raised it to the world, influencing the scope and concentration of environmental education at the Colorado School of Mines and at universities around the world. He and his wife Normandy Roden, started the Sacks Excellence in Sustainability award in 2004, a prize that will honor forward-thinking students for years to come, in their efforts toward sustainability. Dr. Sacks will be retiring from Colorado School of Mines and stepping down from his position as Director of the McBride Honors Program effective June 3, 2011. We wish Dr. Sacks the best in his retirement, and hope we still get to hear his voice from time to time. Congratulations on an amazing career!
Getting There

The journey began six months before the actual flight to Vietnam. For the eleven students and two instructors there were preparations needed to make this experience one that would bring them into close contact with the resources, culture, and people of the country. Time was spent learning the basics of the language, not just for the sake of politeness, but also to demonstrate to the Vietnamese people an active interest in their lives. Class time was spent analyzing a variety of policies affecting trade, commerce, and engineering as promulgated by the Hanoi government. Reflective time was given to understanding the human needs of the country from its extremes of poverty, cycle of flooding, and high orphan rate. Each student was asked to follow up on their policy topic and to prepare a set of questions in an area of interest that they could pursue for answers while on the ground in Vietnam. Packing instructions, safety tips, vaccinations and trip itinerary was completed a month before travel began. As preparations came to an end it was decided to attempt a first for the McBride foreign area study. Through the use of a program called, 'Drop Box,' video, photos and a real-time blog were distributed to faculty and family back in the US. Most of the photos were posted within hours of them being taken, offering students and their families a chance to ‘share’ the trip on a day-to-day basis.

On the Ground

For the second time only, the McBride foreign area study group traveled to Vietnam for a three-week experience of the country, its economic, academic, and political efforts. The first thing one notices in Vietnam is the heat, then the sounds, and finally the fragrances. The vibrancy of a country with an average age in the upper twenties is a surprise to newcomers. Everyone, regardless of their economic state in life is up early and working at something, usually several things to provide for their needs. The McBride group followed this vibrancy in several arenas. Initially, the students begin their Vietnam time with a trip to the headquarters of ConocoPhillips in Ho Chi Minh City, welcomed by Kathy McGill, President. Here, they were given the perspective of working in the field of Petroleum within the culture and political processes of Vietnam. This was followed by an afternoon with students from the Petroleum Engineering Faculty of the Ho Chi Minh University of Technology. After a greeting by Professor Ta Quoc Dung, Vietnamese students familiarized the McBride students with their campus, studies, and social activities. CSM students had a chance to exchange information about the differences in the two engineering education systems.

The next days introduced the travelers to answers to the social problems of street children, orphans, and extreme poverty. While foreign adoption is currently out of the question in Vietnam for the growing number of abandoned children, other efforts are being made to take them out of the urban setting and establish an economic means for them to be educated and become contributing members of society. Traveling to the small town of Tuc Trunch, McBride students helped the Home of Hope build seventy-two pigeon cages for the venture of raising pigeons for food to sell in the marketplace. House of Hope transforms street children by providing educational opportunities through a home life, as well as constructing a sustainable economic venture.

A ‘hands on’ experience occurred at the Phu My Orphanage, a well-established orphanage for physically and mentally challenged abandoned children in Ho Chi Minh City. The orphanage seeks to provide an environment of work, social interaction and training for the abandoned. Rather than being a drain on limited government resources, these orphans are put to work in labor intensive situations where they are capable of establishing a sustainable income in a supportive atmosphere. The McBride students helped in an effort to clear a tea plantation, as a way of experiencing the program first hand, followed by a lunch prepared by the orphans at Phu My.

As the group moved from the rice basket of the south, Can Tho, toward Hanoi, it became increasingly evident that the country is in a process of dynamic growth and invention. This dynamic growth has left its government with a rising upper class and a stayed lower economic group. In the midst of this, past military conflicts have been relocated to museums, while shopping coops such as car dealerships, upscale resorts, and upscale housing becomes more commonplace.

Infrastructure, such as roads and new airports, (continued on page 5)
has mobilized not only the tourist industry, but also the general population who are experiencing a small amount of disposable income. The concept of sustainable industry was highlighted by a visit with Can Tho University’s Faculty of Agriculture, headed by Dr. Nguyen Van Thu and three other faculty heads. The McBride group, through these professors, was introduced to the difficulties of university level instruction within a system that directs the choice of student applications. Sustainable production of seafood, rice, and pork products headed the list of current endeavors to bring Vietnam more in the forefront of world-wide exports. The growth of large, modern industrial parks was evident throughout the countryside. Already, these ‘parks’ have begun to draw foreign investment to Vietnam, especially in the area of manufacturing, technology, and food processing. Finally; the growth of the ‘cultural heritage’ industry has also opened another area of development for the Vietnam people. Music, culinary arts and a wide variety of artisan crafts have taken on a leading role in attracting the new ‘culturally conscious’ traveler. Another arena of the heritage industry is the luthier industry. Though in its infancy, the making of the luthier industry is gaining world recognition and has naturally grown out of the construction of more traditional Vietnamese and Chinese instruments. In short, Vietnam is using everything available to its peoples to sustain a presence on the world stage. A final meeting with a member of the US Embassy in Hanoi, John Kastning of the US Embassy Office of Economic Affairs—IPRIT/Telecoms, Energy/Mining, Transportation (Chemical Engineer, University of Nebraska) helped to bring the entire trip to a rich conclusion, as he fielded final questions from the McBride students as they prepared for their departure from the country.

“\textit{It doesn’t matter what industry you are in, the supply chain will include products from all around the world. Whether we’re talking about fabric made in China, soybeans grown in the Amazon, palm oil harvested in Indonesia, biofuels created in Africa - companies will have to know how their products and the raw materials they use in their operations are affecting places, people, biodiversity, and the environment.}”

\textit{Carter Roberts}
“Real world problems can never be solved by applying a single discipline or methodology” was the message in Dr. Robert Varady’s talk at the McBride Honors Program “All Student Meeting” on September 22, 2010. The McBride Honors Program and the Hennebach Program in the Humanities in the Division of Liberal Arts & International Studies, along with the Division of Environmental Science & Engineering sponsored the guest speaker. Dr. Varady is the Deputy Director and Director of Environmental Policy Programs in the Udall Center for Studies of Public Policy at the University of Arizona. Dr. Varady is also a Research Professor of Environmental Policy and Arid Lands Studies and Adjunct Professor of Hydrology and Water Resources. The title of Dr. Varady’s talk was “An Interdisciplinarian’s Crossborder Adventures through Arid Lands, Changing Climate, Governance, and Sustainability.”

Dr. Varady attended Stuyvesant High School in New York City, a specialized math and science high school whose alumni have received the most Nobel Prizes. Dr. Varady went on to study Engineering in college but switched to Math and earned a BS and MS in Mathematics and a Ph.D. in Modern History. The switch to history led Varady to study the history of colonial infrastructure in South Asia and then to work at the University of Arizona Office of Arid Land Studies, where he prepared environmental profiles of developing countries and managed projects in developing countries. Dr. Varady made a shift in his career to the Udall Center for Studies in Public Policy where he specializes in water management policy.

For over thirty years Dr. Varady’s primary interest has been water and all the issues surrounding water that cross boundaries. By crossing disciplinary boundaries people can avoid an unintegrated view of problems such as biology vs. chemistry, mining engineering vs. civil engineering, or within sub-disciplines such as petroleum engineering vs. polymer engineering. In addition to crossing disciplinary boundaries there are geographic and political boundaries to navigate. According to Varady, between 1990 and 1994 twenty-one new countries emerged creating forty-six new borders.

Varady stated that “On forty percent of earth’s land area, rainfall is exceeded by evaporative demand” and “more than two billion people—about one third of the human population—live in arid/semiarid regions.” Many of the water shortage zones are in the less developed countries (continued on page 7)
oped or least developed nations. Additionally Varady said that rapid population growth, lack of economic resources, economic development given more importance than environmental protection, poor tax base for water sanitation infrastructure, and chronic energy shortages are only some of the constraints to water management. Arid lands in developing nations face a permanent shortage of water that will be magnified if climate change continues. He said that likely scenarios include heat waves, water shortages, reduced growing seasons, severe storms decreasing snowpack, and a changing range of disease, to name a few. Those areas with the fewest resources will face the greatest threat.

True transboundary governance issues need to be addressed before they reach the crisis stage and government needs to be responsive and accountable to the public. As sustainability efforts grow, global environmental agreements such as the 1993 Rio Convention of Biological Diversity and the 2000 Millennium Development Goals will continue. Success in environmental policy requires a strong scientific background as well as training in the human dimensions of environmental change. Whether Mines students follow a traditional engineering career path or an interdisciplinarian path, Dr. Varady’s talk emphasizes that students must look at both the technical and human side of their work.

“Arid lands in developing nations face a permanent shortage of water that will be magnified if climate change continues. He said that likely scenarios include heat waves, water shortages, reduced growing seasons, severe storms decreasing snowpack, and a changing range of disease, to name a few.”

McBride Public Policy Seminar 2010, Dr. Greg Holden

Mentors for the 2010 Public Policy Course were Warren Spaulding, Gary Baughman, Maeve Boland and Greg Holden. Gary Baughman arranged much of the one-week Washington Seminar based on his contacts in Washington, DC, made possible through his conduct of the annual Energy and Minerals Field Institute. Maeve Boland was an American Geological Institute (AGI) Washington Fellow this year, serving on the staff of Senator Tom Dorgan of North Dakota as a specialist on energy issues. With her new perspective and contacts, (continued on page 8)
Maeve was a great help to us in DC.

Students in the class this year were Yaseen El-Aayi, Megan Emmons, Ashley Fish, Amber Gaume, Glen Nogami, Michael Wilson, Preston Wolfram, and Ashley Young. Their great mix of backgrounds and abilities made the trip a unique and rewarding experience.

The class flew to Washington, DC on March 13th and returned on March 19th. After a Sunday spent sightseeing and learning how to use the Metro subway system, the academic part of the trip began with a meeting at the Congressional Research Service, hosted by our old friend Marc Humphries. After a tour of the Library of Congress, under the care of docent Tom Philipose (the founder and first Principal Tutor of the McBride Program), we visited with Representative Mike Coffman and then with Wendy Adams of Senator Mark Udall’s staff.

On Tuesday the group visited the Office of Science and Technology Policy (hosted by Kevin Hurst), then visited the Eisenhower Executive Office Building (Old Executive Office Building) where we were hosted by Christine McDonald and several other analysts from the Office of Management and Budget. In the afternoon, we visited the Department of the Interior where we heard presentations in the Secretary of the Interior's conference room organized by Matt Quinn. We finished the day with a tour and presentation at the Royal Embassy of Saudi Arabia.

On Wednesday morning the group met with Chris King, Jetta Wong, and Robert Walther, staff members of the House Committee on Science and Technology in the Committee's hearing room. On Thursday afternoon we met with Representative Ed Perlmutter, who first played a role in the McBride Policy Seminar some ten years ago when he was in the Colorado State Senate. Ed was in the middle of votes on the House floor related to passage of the Health Care Bill, so we met with him on the steps of the Capitol Building and he ran into the building when there were votes, then came back out to talk with us more. According to the students it was definitely cool to be right near the action! On Thursday evening, Maeve Boland hosted a dinner party at her Capitol Hill townhouse for our group with several Congressional Fellows and other invited guests, who talked informally with the students about what it is really like to be on the Hill and to make public policy. Tom Philipose came to the dinner as well. (continued on page 9)
Before going to Washington, the students selected and began research on two policy topics. The topics provided a framework for the group activities, and when not at scheduled events, the students arranged and conducted interviews of their own with policy makers in Washington. The students were in two research groups, one studying a bill proposed by representative Diana DeGette of Denver concerning regulation of hydrofracturing fluids under the Clean Water Act and the other studying how the Federal government might stimulate development of large scale solar energy installations. Students interviewed Congressional staffers, lobbyists, regulators with the BLM, environmental organizations, etc. As always, the students not only gained information, but also confidence in their ability to perform as professionals. Students finished the seminar by preparing reports and giving presentations on their research.

"I think the environment should be put in the category of our national security. Defense of our resources is just as important as defense abroad. Otherwise what is there to defend?" Robert Redford (Yosemite National Park Dedication, 1985)

Reflection: Thoughts on Proximity in Vietnam, David Sommer

At morning in Ho Chi Minh City, daylight breaks through mist and darkness, bringing with it the promise of heat and renewal. With the day comes a return to life, to work, to the humidity and the hum of old machines and old conversations, to one’s burdens and hopes. Here traditions are resumed, new paths born. An old woman smiles at a passing tourist, with missing teeth and a crowded myriad of wrinkles. A young boy wanders through the streets of a fish market, used to the potency of the smells and the crowd of people setting up stalls for the coming day. The symphony of traffic and movement has begun. The river, the streets, the buildings come to life, and one becomes hard-pressed to slow down and take it in. There is something mysterious and difficult to articulate about these scenes in Vietnam, as if the truth and the meaning of what one sees and hears are lying just below the surface, just out of reach. If one is willing to look, if one is willing to hear, this tantalizing mysticism becomes palpable no matter where one is, from industrial cities to the vast expanse of the delta rice patties. It is a mystery that we must try to understand.

Joseph Conrad speaks of the darkness of the world, of a primal force that constitutes a formless struggle. What we are to understand of Conrad’s notion is more fundamental. He speaks of proximity, of closeness, of the dissolution of boundaries we have imposed between ourselves and the natural world. It is a return from artifice to the origin of civilization, to the heart of what it means to be human. It is always this closeness that brings it out. On the bus traveling north from Ho Chi Minh City, I can think about these things. In the distance are farmers and endless fields of rice. In the city there is only closeness, a sort of claustrophobia, but this is only a re-imagining of the farmer in the rice patty. There is, in both, an undeniable sense of proximity, to the land, to the people of the country, to each other. When we think on the closeness of the Vietnamese to their country, we can begin to understand who they are. They speak of the flavor of rice in terms of the water it was grown in. One can, in this sense, return to one’s family, to one’s ancestors, by tasting rice grown in the waters of one’s homeland. History and identity are inextricably tied to the waters of the delta and the heights of the central highlands.

In Da Lat, a young woman (continued on page 10)
sells woman sells paintings and bamboo art to fund her life and her education. She is constantly confronted by the absurdity of relying on the generosity of tourists, eating dinner in the streets as she displays her work. On the river in Hoi An an old man beckons for a ride in his small and aging boat. In Hanoi, a young man began to repair my shoe (which I was unaware needed repairing until that moment) without waiting for my permission. It seems that everywhere you go in Vietnam, everyone has something to offer. In the depths of the Mekong Delta, an ancient man sells moonshine out of old water bottles. In the rice patties, one can see the tombs of ancestors and the toiling bodies of new generations, committed still to the veneration of the past. The people of Vietnam live closely to what sustains them, and this indicates something essential about how life is valued. There are floods. There is urban crowding. There is poverty and sickness and a host of governmental and infrastructural problems. There is a constant struggle with the natural order of the universe. One always returns to one’s burdens, says Albert Camus, but this return can be performed in happiness just as much as in sorrow. Waking in the early morning to the hum and humidity, one greets the sun with the people of Vietnam, in the parks, in the rice fields, on the river, in the street, hurrying forth into a new day. This is life here, constantly on the move, constantly challenged by proximity and the limits of the world.

“When we think on the closeness of the Vietnamese to their country, we can begin to understand who they are.”

David Sommer

From the Desk of the Director, Dr. Arthur Sacks

Since January 2009, I have had the pleasure of serving as Director of the McBride Honors Program in Public Affairs, a Program I have been involved in in one way or another since I joined the Mines Faculty in 1993. As the article from Provost Castillo suggests, the thirty-two year history of the Program thus far has produced wonderful graduates of the School whose careers and whose lives have been enriched and improved by their experience in the Program and by the breadth of their exposure to the workings of a dynamic and complex world in an ever increasing globalized society. We believe the McBride experience has enabled students to contribute to their professions and to society in ways that might otherwise not have been possible.

In those thirty-two years not only have technology and the context of technology changed, not only has knowledge expanded, and not only has the human-environment system become ever more interconnected, but higher education itself has changed. We have seen greater efforts worldwide to engage in interdisciplinary activity, as we understand that human problems—even technical ones—demand knowledge and information and cooperation from disparate fields. The McBride Program recognized the significance of this reality from its very beginning. The interaction among faculty from the humanities and social sciences and the sciences and engineering has been a hallmark of the Program’s approach. Our students are better for it, and so has been the Colorado School of Mines. But higher education has changed in ways that have placed increasing demands on faculty time. Whereas in the “early days” of McBride, faculty focused primarily on undergraduate education at an institution of approximately two thousand students, and faculty were delighted to collaborate and to teach a McBride course as an extra course on a purely voluntary basis, Mines now has some forty-eight hundred students, twelve hundred or so are masters and doctoral students, and research volume at the School has surpassed fifty million per year. Faculty commitments have multiplied and it is no longer as easy to locate faculty willing to teach an extra course on a voluntary basis.

Securing faculty to teach extra courses on such a basis for the sheer pleasure of the experience that enriches them as much as it enriches students is no longer a ready possibility. With increasing stringent State budgets, higher education in Colorado and across the U.S. has proverbially had to do more with less. As times changed and the founders of the McBride Program have retired and moved on, the Program has had to seek new approaches and mechanisms to find and engage the right faculty for the Program.

The School, therefore, has had to investigate new ways to enable the Program to be sustainable. The Provost’s McBride Future Committee was formed in January 2010 to review the (continued on page 11)
Program and devise innovative ways to do just that. As a consequence of their investigations and analyses, the School determined that McBride needed a departmental home that could help sustain the staffing requirements of the Program. As an interdisciplinary humanities and social science Program in Public Affairs, the Division of Liberal Arts & International Studies (LAIS) with assistance from the Division of Economics and Business was determined to be the most logical home for the Program. Though I will miss my service in McBride as I will miss my service at Mines—I will finalize my one year transitional appointment in June 2011—I believe we will be leaving the Program in a stronger and more sustainable position than it has been for several years now. This is our hope, our desire, and our expectation. The Colorado School of Mines invented an innovative Program when faculty leaders and the Administration established it more than three decades ago. We want to Program to grow and become even more vital in the next three decades. To do so, the School will inevitably be looking for additional resources to support our students, to provide even richer activities for them, and assist them in assuming leadership roles in industry, business, government, society at large and the multiple communities in which they live, ranging from their local settings to national and global roles. We owe our students and the world nothing less.