

2013 • VOLUME 2

MIT International Science & Technology Initiatives

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*... featuring stories
from MIT Students,
Alum, & Faculty*

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MIT CHINA

→ MISTI

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There is a Chinese studies ecosystem at MIT that integrates student coursework on China and the Chinese language with hands-on applications in industry and research across China, Hong Kong, and Taiwan. Additionally, the MIT Greater China Fund for Innovation, which supports MIT faculty collaborations with counterparts in China, and the MIT-China Forum, which hosts distinguished speakers on current Chinese topics, are aligned to feed into this ecosystem by further encouraging students, faculty, and the Boston-area business community to participate in a wide range of MIT China activities.



More than a hundred people now contribute to MISTI-China's initiatives and projects. Regional program representatives are now based in Beijing, Shanghai, Hong Kong, Taipei, and Singapore, facilitating opportunities for dynamic local and cross border partnerships; and MIT alumni in the region have very generously established the Greater China Clubs Fund for MISTI-China to provide more internships. MISTI-China is also intricately linked to 16 country programs under the MIT International Science & Technology Initiatives (MISTI). This contributes to a wider global ecosystem at MIT that fosters industrial and research collaborations and cross cultural training. The pages that follow describe this ecosystem and the many people who comprise MISTI-China.

I am very grateful to Professor Suzanne Berger who directed MISTI from 1994 to 2011 and the MISTI-China program during its start up years; under her auspices innovative initiatives were established resulting in an MIT Chinese speaking regional program today that extends beyond administrative and cultural borders at MIT and in Asia. Professor Edward Steinfeld has also contributed greatly to the program for many years through his courses on modern Chinese history and the political economy of Chinese reform. His guidance these past six years as MISTI-China Faculty Director, in particular, has been greatly appreciated, as has his work in China, Hong Kong, and Taiwan to raise awareness of the program. Following the pioneering efforts of Professors Berger and Steinfeld, and the work of Peter Perdue and Julian Wheatley in the program's early years, MISTI-China is now poised for expansive growth under the new leadership of Professor Chappell Lawson, MISTI Director; April Julich Perez, MISTI Associate Director; David Dolev, MISTI Assistant Director; and the entire MISTI team. Ye Yao '11 has done terrific work in tying many of the pieces together through the skillful design and organization of these newsletters while offering an insightful and current perspective on program activities as a former participant in this ecosystem.

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麻省理工学院有一个特殊的中国体验式学习的生态系统，即MISTI(麻省理工学院国际科学与技术倡议行动)中国项目。该项目集与中国问题有关的课程和汉语课程为一体，积极为学生把他们所学的知识应用于中国大陆、香港及台湾提供条件，为学生进一步了解、并亲身体验中国产业和研究创造机会。同时，在2010年成立的大中国地区创新基金，积极支持麻省理工学院的教授与中国同行的合作。另外，也有麻省理工学院中国论坛邀请各界知名人士就当前中国问题来校演讲。该论坛的宗旨与学校进一步鼓励学生、教授及大波士顿地区的商界人士积极、广泛地参与麻省理工学院各项中国项目的活动。至目前，为MISTI中国项目做出贡献的人员已有百余人。为进一步促进本地项目发展及创造跨境合作的机会，目前，该项目在北京、上海、香港、台北及新加坡均设有区域代表。麻省理工学院在这些地区的校友还成立了大中国地区俱乐部基金给MISTI中国项目，为麻省理工学院学生的实习提供了更多的机会。而且MISTI中国项目与MISTI的另外16个国家项目紧密联系，以促进麻省理工学院更广泛的全球化理念。同时，MISTI也提供全面的跨文化培训，为促进产业与研究的紧密合作创造条件。此手册即为对MISTI中国项目及众多为此项目做出贡献的人员之简介。



在此，我非常感谢Suzanne Berger教授。Suzanne Berger教授曾于1994年至2011年任麻省理工学院MISTI项目主任，在她的主持下，MISTI中国项目在启动的期间，创新开拓，建立了麻省理工学院中国区域项目，而今天该项目已跨越麻省理工学院和亚洲的行政及文化边界。Edward Steinfeld教授多年来通过他的现代中国历史课及中国改革开放的政治经济课程也为该项目做出了极大的贡献。特别要感谢Edward Steinfeld教授在过去六年来，作为MISTI中国项目主任，在中国大陆、香港及台湾为提升该项目的知名度所做的重大贡献。因为Berger教授、Steinfeld教授的开拓进取及Peter Perdue和Julian Wheatley等诸位教授在该项目设立早期的辛勤工作，使MISTI中国项目在MISTI现任主任Chappell Lawson教授的领导下，在MISTI副主任April Julich Perez、MISTI 助理主任David Dolev及MISTI 全体人员的努力下，正蓄势待发，我们相信，MISTI中国项目必将会成长为一个实力强大的中国体验式学习的项目。在此，也要感谢2011届毕业生姚焯同学，作为曾经参与该项目各项活动的一员，她通过巧妙的设计，把与MISTI中国项目有关的简讯编排在一起，并为该项目的各项活动提供了非常适时及有见地的意见，为MISTI中国项目做出了很大的贡献。

YY: Who is MISTI China for?

SG: The program is for anyone interested in or directly involved with Chinese-speaking regional areas whether they are MIT students and faculty, representatives of companies and research institutes, or the general public. Collaborations span MIT and Boston to mainland China, Hong Kong, Taiwan, and Singapore.

YY: What types of partnerships have MISTI-China established?

SG: Our partnerships include a wide range of multinational and local companies and 15-20 universities in Greater China. With new initiatives that target regional cross border opportunities, we are also working with industry between Singapore and China and establishing Cross-Strait partnerships that span Taiwan and China.

YY: This newsletter includes a wide variety of initiatives. How are they organized under MISTI-China?

SG: MISTI-China is the umbrella organization for the projects and initiatives described in this newsletter. This includes individual internships at companies and research institutes, team teaching projects at universities and high schools, opportunities that combine Chinese language studies with work applications, and faculty seed fund collaborations.

YY: There are some exciting new developments in the program this past year (2012-2013). What should we look out for in this newsletter?

SG: This newsletter continues where the Year of the Dragon newsletter left off by answering a frequently asked question: "Where are MISTI-China alumni today?" We've also introduced the full range of 2012-2013 program activities and some exciting new projects in mobile phone applications, energy, and social television R&D.

YY: Where can we find the 2012 Year of the Dragon Newsletter? What information does it contain?

SG: You can visit our website <http://web.mit.edu/misti/mit-china/> to read this newsletter, which is a summary of MISTI-China developments (since 1995) of placing nearly 1,000 MIT students in labs, companies, universities, and high schools. Our website provides details on MISTI-China program origins, program procedures, eligibility requirements, and deadlines.

YY: Thanks! Any take-away messages?

SG: For students, alum, and anyone else interested in participating in a wide range of MIT China activities, let's work together!



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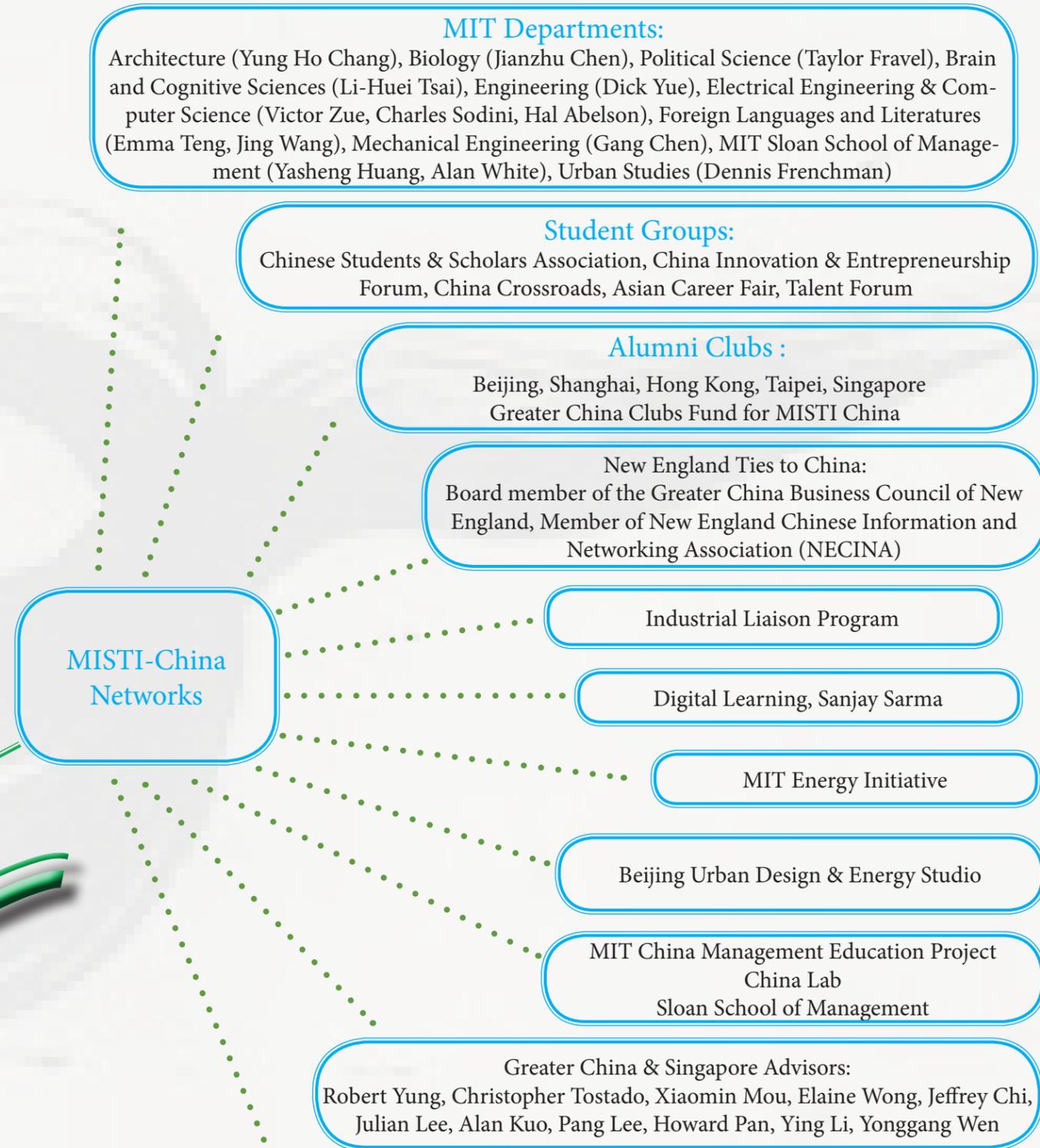
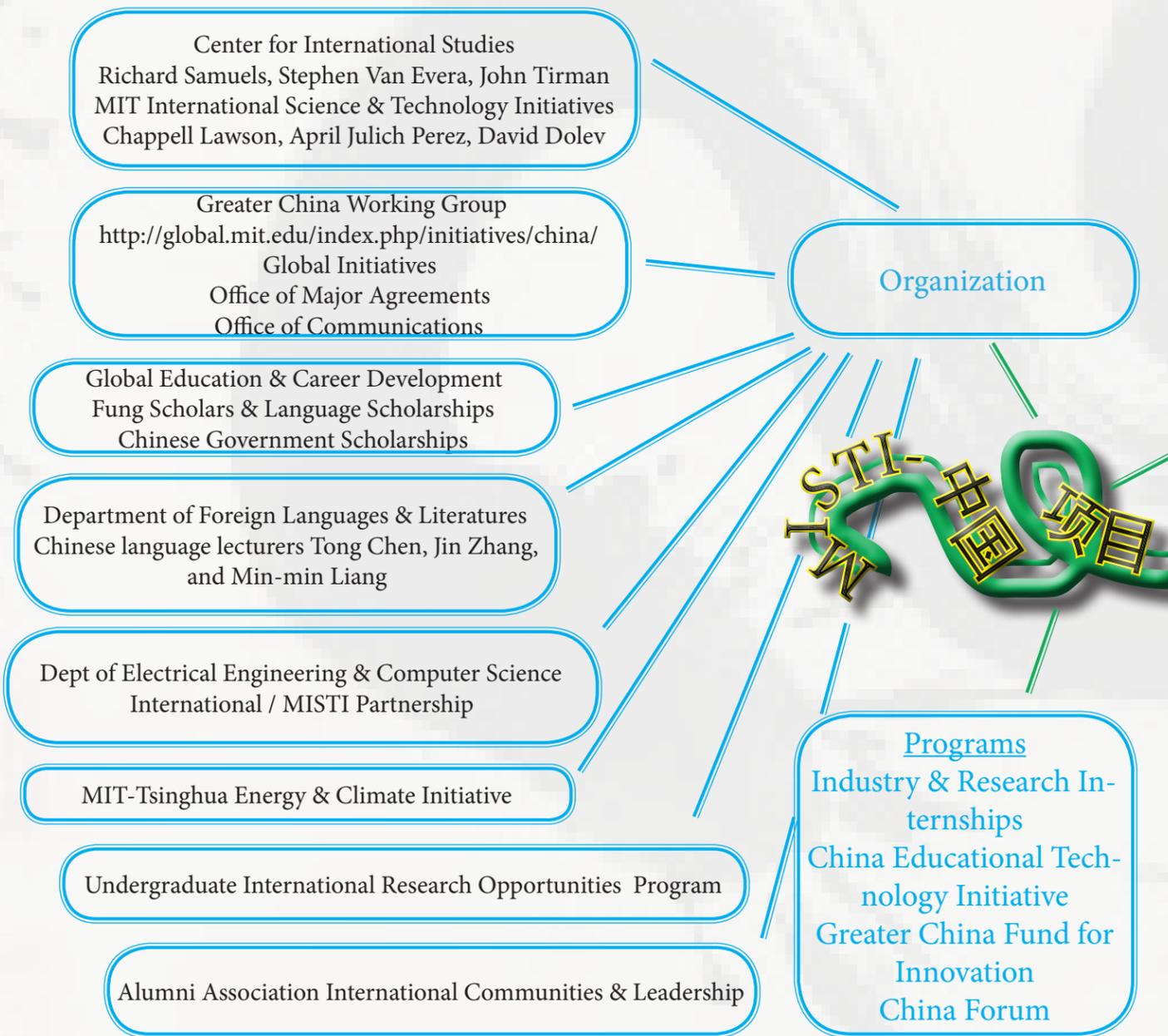
Phitchaya (Mangpo) Phothilimthana, with students from Huazhong University of Science & Technology (HUST), Wuhan, make their own Beijing opera masks to experience a part of Chinese culture in the MIT-HUST summer camp



Report from Junyao Song (page 45): The children at the orphanage in Fuyang, Anhui province receiving their New Year's presents with help from MIT volunteers

Sponsorships: So many of our program alumni are actively engaged with Greater China and other global endeavors today because of the support of our generous sponsors. Our sponsors' financial backing has enabled the program to send hundreds of MIT students, faculty, and staff overseas and strengthen ties between MIT and China. We are especially grateful to:

Banco Santander
 Dr. Ge Yao Chu
 Freeman Foundation
 Li & Fung Foundation
 National Science Foundation
 Mr. Norman Lau Kee
 Starr Foundation



New England Chinese Information and Networking Association

The purpose of the MIT China Forum is to help raise awareness of China at MIT and in the Greater Boston area by hosting distinguished speakers on current China topics and exploring new ways to expand ties with China. The Forum was created in May 2009 by the MIT-Greater China Strategy Working Group (GCSWG), which is charged with identifying new initiatives and collaborations with China.

December 8, 2011

Presentation on the Outlook on US-China economic relations by David P. Loevinger – Senior Coordinator and Executive Secretary for China Affairs and the U.S.-China Strategic and Economic Dialogue



2011

March 12, 2012

“The Chinese Century? Business and Higher Education in the 21st Century” – William Kirby, T.M. Chang Professor of China Studies; Spangler Family Professor of Business Administration; Director, Fairbank Center for Chinese Studies; Chairman, Harvard China Fund, Harvard University



October 18, 2011

“The China-Hong Kong Nexus Again: Another Look at the Twelfth Five-Year Plan” – Yue Chim Richard Wong, Professor of Economics and Political Economy, University of Hong Kong

Nov 16-18, 2012

MIT-CHIEF Conference: The MIT-China Innovation & Entrepreneurship Forum's annual China conference that includes a business plan contest and panel discussions on current topics such as clean technology, healthcare, entrepreneurship, IT, etc.

April 9, 2012

Eclipse: Living in the Shadow of China's Economic Dominance – Presentation by Arvind-Subramanian, senior fellow jointly at the Peterson Institute for International Economics and the Center for Global Development



2012



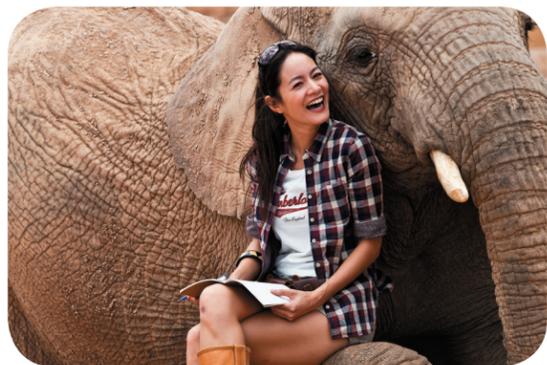
May 10, 2012

Cai Guo-Qiang: “Dialogues Between Different Cultures” –Insights on how the renowned artist creates a dialogue through his artworks by integrating the culture & history of the country in which he works; dedication & reception for his *Ringstone* sculpture.

Since 1995, MISTI-China has prepared and sent nearly 1,000 students to mainland China, Hong Kong, and Taiwan. With the vantage point of several or more years of hindsight, it is gratifying to learn how our former students' internship experiences have shaped their post-MIT lives. Our program alumni serve as bright examples of what is feasible to the many students today who apply to MISTI-China hoping for similar language and work practice that might lead to a lifetime of exciting possibilities. Here at MISTI, therefore, international learning experiences extend far beyond the limited timeframe of the program. Through these activities, we also build ties between MIT and China while raising expectations for a great number of students, faculty, partners, and friends.

Janet Hsieh, B.S. Biology & Spanish, 2001

"My friends used to laugh at me for not being able to speak Mandarin. My excuse was always that I am a Taiwanese-American and I can speak Taiwanese. I guess in the end, I got the last laugh, thanks to MISTI. After graduating from MIT as a premed with a degree in Biology and Spanish, MISTI presented me with the opportunity to live in Taiwan for six full months, working as an EMT with Veteran's General Hospital and fire department. It was the best graduation present I could have ever



asked for. And it certainly changed my life. Six months turned into eleven years and I'm still here in Asia. I now host a series of travel shows for Discovery Travel and Living Channel, I perform the violin with the National Symphony, I'm an author of three Mandarin books, and during my free time, I'm also an actress, motivational speaker, and spokesperson for various products around Asia. I always knew my life would be an interesting journey that would take me around the world. And MISTI helped me open the door to this fantastic ride."

Maggie Zhang, B.S. Management, 2006

BNP Paribas, Shanghai, 2005

"I am very proud to be a MISTI alum. I currently live in and work in Shanghai. I run a consulting business here, which provides overseas legal and investment consulting services to Chinese companies. We are collaborating with a Chinese government agency (Shanghai Invest) to sponsor an event which introduces U.S. investment and legal frameworks to Chinese corporations and entrepreneurs."



"My friends used to laugh at me for not being able to speak Mandarin..."

I guess in the end, I got the last laugh, thanks to MISTI" - Janet H.

Matt Zedler, B.S. Mechanical Engineering, 2007

Cambridge Energy Research Associates, Beijing, 2007-8

"I am based in Beijing, China and am enjoying China's vibrant and changing culture, amazing cuisine, and warm and friendly people. I am currently spending my time crawling through coal- and gas-fired boilers in such beautiful places as Changzhi, Shanxi, Guangdong, and Dongguan. As Product Development Manager for LP Amina, I lead a team of Chinese engineers to develop novel technologies to reduce nitrous oxides from power plants, turn coal into chemicals, and improve efficiency of existing power plants."



George J. Gilboy, Ph.D Political Science

MISTI-In China Representative, 1995

Chief Representative, China, for Woodside Energy Ltd. of Australia. Before joining Woodside in 2005, he was the head of Strategy and Planning for Shell Gas & Power in China. Prior to joining Shell, George established the China office and consulting practice for Cambridge Energy Research Associates. He has been living and working in Beijing since 1995. His publications have appeared in Foreign Affairs, The National Interest, Current History, The Washington Quarterly, Bungei Shunju (Japanese: Literature Salon), Er Shi Yi Shi Ji Shang Ye

Ping Lun (Chinese: 21st Century Business Review), and Jingji Yanjiu (Chinese: Economic Research). He is the co-author, with Eric Heginbotham, of *Chinese and Indian Strategic Behavior: Growing Power and Alarm* (Cambridge University Press, 2012).

Helena Fu, Urban Studies and Planning, 2002 | Unido, Beijing 2001

"In 2001 I had a wonderful opportunity through MISTI-China to intern at the United Nations Industrial Development Organization in Beijing. After graduation I spent a year split between MISTI-internships in Milan and Taipei before going on to graduate school in public policy at Harvard Kennedy School. In 2005 I moved to DC to work for ICF International, but I still wanted to go back overseas. In 2007 I moved to China to work with a design and engineering consulting firm called AECOM. As of October 2012, I work for the Department of Energy as their clean energy attache in Beijing. There has never been a more important and exciting time to be engaging on energy issues with China, and I am grateful to MIT and MISTI-China for giving me an early opportunity to experience life and work in China."

Chris Tostado, Chemical Engineering, 2006

MISTI summer 2004 research at Tsinghua University



"Since arriving in China in 2007, I have had the opportunity to see the Beijing Olympics; travel throughout China including Qinghai, Sichuan, and Tibet; witness the 60th anniversary of the founding of the People's Republic of China; participate in the 100th Anniversary of the founding of Tsinghua University including a ceremony at the Great Hall of the People in Tiananmen Square and group photo with the Standing Committee members who were former Alumni of Tsinghua including Hu Jintao and Xi Jinping. I frequently act as a foreign student representative for Tsinghua University. I have had the opportunity to speak on behalf of cross-cultural and academic exchanges between the world and China at Peking University in front of representatives of the National Congress and Ministry of Education as well as at a session of the biennial

Strategic and Economic Dialogue and have had the opportunity to personally meet several distinguished members of the Chinese leadership including Wen Jiabao. I have also obtained my second degree black belt in Tae Kwon Do in China, am now an assistant instructor for the China International Tae Kwon Extreme Dojo Club, and am also a member of a local Mixed Martial Arts (MMA) club. Perhaps one of my proudest accomplishments, however, is having risen to the rank of 大师兄 in my research group and laboratory, and having gained the trust and respect of my Chinese peers, feeling comfortable, confident and happy living and working in China."



Alumni News: Commemorating the China Educational Technology Initiative (CETI) 2002 Development Team

"In spring 2002 I worked with Sal Scaturro, Chang She, and Bob Yin to form a "CETI Development Team" that travelled to hinterland regions of China that summer visiting high schools to expand CETI's range from mainly large east coast cities to inland and western regions. The team introduced CETI to numerous high schools in a series of three day workshops across China that summer, paving the way for MIT-CETI to start working almost extensively in areas far from Beijing and Shanghai and, starting in 2004, upgrading to OpenCourseWare (OCW) work at universities across China and eventually Hong Kong and Taiwan. The CETI 2002 Development Team marked a transition and expansion of MIT activities in China. Sal in 2004 left MIT for one year to implement OCW activities at Qinghai University in Xining.

Today Sal is a water engineer in Australia; Chang is a financial analyst in Connecticut; and Bob is a pediatrician in New York City. All very different individuals and lives, but they each shared a pioneering China experience together as 20 year olds---binding them in some respects for life."

- Sean Gilbert, MISTI-China Managing Director



Before...
&
... (11 years) After



Bob Yin, Biology, 2004

"Since that memorable summer with the CETI 2002 Development Team, I attended medical school at Columbia in NYC (class of '08). Currently I am finishing my training in orthopedic surgery at Columbia University Medical Center, and I will be doing a fellowship in sports medicine next year in Los Angeles. My connection with China has endured: this coming April I will be travelling to Chengdu with the Children of China Pediatrics Foundation to



perform charity surgery for children and orphans who are in need of surgical treatments. I hope this will be the first of many medical missions to China for me."

While my plans for a startup career in China are currently on-hold, I'm always watching the financial markets in China with a keen interest... I could not have asked for better teammates (for the CETI 2002 Development Team). Sal, I hope you're not getting a headache from being upside-down all day Down Under. And Bob, when you go back to China next please tell them that there actually is corn in America!"

Salvatore Scaturro, Civil & Environ. Eng., 2004

While trying to make it back to China to build on his MISTI experiences, Sal somehow ended up in the land Down Under! He has called Australia home for the past five years and has recently obtained citizenship there. As a Water Engineer at Parsons Brinckerhoff in Sydney, Sal has had the opportunity to work on several major infrastructure projects including the Victorian Desalination Project. Sal's work experiences have recently inspired him to re-enter the academic world - he is now also a part-time PhD student at the University of New South Wales.



Chang She, EECS, 2005

"After spending 5 years in quantitative finance, I recently took the dive into entrepreneurship and co-founded a financial analytics software company called Lambda Foundry. As a Python hacker and data scientist, I build tools data for driven businesses to run better, faster, smoother.



For more information on their experiences as MISTI-China students in 2002, please see pages 42-43.

Alumni in Internet Technology (IT)



Peter Jeziorek, M.S. Mechanical Engineering, 2005

CETI Qinghai OpenCourseWare Team, 2004

Tsinghua University research internship, 2005

"After a short stint in Texas, I am back in the silicon valley working for Apple as a product design engineer of Mac hardware. My MIT-China experiences were a catalyst for a career of learning Chinese and designing cool stuff to be made in China and sold across the world. I like to take long walks along the Apple's production lines in Shanghai and Shenzhen, exchange life stories with Shanghai taxi drivers, eat hairy crab in Suzhou in September, and watch episodes of 奋斗 or read 七龙珠 curled up next to a bag of dried sweet potatoes."

Anuja Doshi, M.Eng EECS, 2004

CETI Anxian & Guangzhou, 2004

"CETI changed the trajectory of my life. I had so much fun teaching in China during the summer of 2004, that I made a career change from Engineering to Education. I recently started a Math & Science preschool in the Bay Area called Galileo Preschool (www.galileopreschool.com), and I love each and every day with the kids."



Ryan Miller, Economics, 2000

CETI Shanghai 1999

"Under the MIT CETI program, I spent the summer of 1999 in Shanghai teaching middle school students how to create web pages and write HTML. That summer had a lasting impression on me and ultimately I returned to the Far East in 2005 to co-found a company called MerchantRun in Taipei. As MerchantRun grew, we established strong ties with eBay China and ultimately moved our headquarters to Shanghai in 2007, where I remained until 2009. It was quite interesting to be back in Shanghai after 8 years and see all that had changed. Currently I am living in San Francisco and am in charge of the Cross Border Trade department at Rakuten, Japan's leading online marketplace. In my current role, I frequently travel to Tokyo and find it interesting how cultures and work environments vary among East Asian countries. I credit the MIT China program with giving me my first exposure to living and working in Asia and highly recommend the program to current MIT students."

Sean Liu, EECS, 2009

CETI Dalian & Hangzhou, 2007

Trigmax Fuzhou, 2008

Sean Liu is back in Boston attending Harvard Business School. For the two years prior he was in California working at Google as an Associate Product Manager helping to launch Google+ and Social Search. While at MIT, Sean was a CETI Exec leader, established CETI's partnership with Fuzhou University, and connected Fuzhou University and the Fuzhou municipal government with his "MeshConnect" wireless organization.





Michael Sung, Ph.D EECS, Media Lab
CETI Shanghai, 2001

"[CETI] was my first experience in China and really opened my eyes to China's rising potential. Soon after the 2009 financial crisis, I turned my focus to try to start a business there. My ambitious goal was to create a new breed of technology company that leveraged the expertise, professionalism, and technology leadership of foreign enterprises with the low-cost supply chain/labor base and the business efficiencies that are enabled with government support in China. I am now founder and CEO of SinoDiamondLED, a LED technology company based on diamond thin-film technology. Since founding the company two and a half years ago, SinoDiamondLED

has become a fast-growing international enterprise with manufacturing headquarters near Nantong, Jiangsu, sales headquarters in Shanghai, and R&D centers in Penang, Malaysia and Hsinchu, Taiwan. SinoDiamondLED has been highlighted by the Chinese government as a success story in foreign-china partnership, with heavy support from local, regional, and provincial government including the Party Secretary of Jiangsu province (equivalent to governor of the province)."



Michael Sung with Party Secretary of Jiangsu Luo Zhi Jun

Kyle Jensen, Ph.D. Computational Biology, 2006
Dragonfly Sciences, Shanghai, 2006

"I was supported by MISTI during 2006 when I worked for a start-up in Shanghai doing pre-clinical pharmaceutical outsourcing. Afterward, I worked for a Rockefeller-funded non-profit called PIPRA helping scientists in developing economies commercialize their research. Last Spring I finally made it back to China where I organized conferences on intellectual property in Beijing and Kunming with the USPTO and SIPO (国家知识产权局办公室). Lately, I'm more focused on my own entrepreneurial endeavors which ... do not have a China component [though] I keep pestering my wife Kathryn (also an MISTI-China alum) to start a podcast with me called MeiGuoLao (美国佬) to teach science and technical English to Chinese audiences, mostly because I'd like to be 50% as cool as 大山."

Warren Bennett

Cambridge University CMI at MIT 2004 | CETI Xi'an & Zhaoguan Jiangsu, 2004

"I owe a lot to CETI in fact, after 2 brilliant placements in China, I continued the journey by travelling through Tibet and ended in Nepal. In Nepal I taught at a third school and they introduced me to the family of tailors making the uniforms for the kids and suits for the teachers. I became friends with the tailors and brought their skill to the UK through A Suit That Fits (<http://www.asuitthatfits.com/shop/index.php>). Over the last 6 and a half years we have grown to become Britain's most popular bespoke tailor and we're opening our first branch in the States in 2013."



Left: Warren Bennett, center left and Om Yogi, center right, with the A Suit That Fits master tailors in the new premises in Kathmandu, Nepal.

Jake Seid, B. S. EECS, 1996; M.S. EECS, 1997

Co-founder of MIT-China Educational Technology Initiative, 1996-7

Jake Seid is a Co-President at Auction.com. Previously he was a Managing Director at Lightspeed Venture Partners based in Menlo Park, California. Seid co-led Lightspeed's India initiative. Prior to Lightspeed, Seid was a product line manager for Cisco Systems. He was responsible for launching the industry's first standards-based cable modems and routers. Seid serves on the Board of the MIT-Stanford Venture Lab and the Advisory Board of Nexus India Capital, an India-focused venture capital firm. He also co-founded the MIT-China Educational Technology Initiative (MIT-CETI). This programme has brought together students in China and the US for over a decade to use the Internet for educational purposes.



Johnson Tan, B.S. EECS, 1997; M.S. EECS, 1999

Internship at Ingersoll Rand, Shanghai, 1998



"The MISTI program was a once in a lifetime opportunity that has helped me tremendously in my career. I am now the CEO of a small technology company that I co-founded in the Bay Area three years ago and have since expanded heavily into Taiwan. Prior to that, I was Vice President and General Manager of a semiconductor business based in New York but with most of my customers being in Japan, China, and Taiwan. We are now expanding into other parts of Asia which is where I spend quite a bit of my time these days."

Ron Cao, B.S. EECS, 1995; M.S. EECS, 1997

Co-founder of MIT-China Educational Technology Initiative (1996-7)

Ron Cao is Co-Founder and Managing Director of Lightspeed China Partners (LCP), a leading China-focused early-stage venture capital firm with investments in Internet, mobile, services, and information technology. Previously, Ron was Managing Director with Lightspeed Venture Partners (LSVP) and started the firm's China operations in 2006. Headquartered in the Silicon Valley, LSVP manages over \$2B in assets and has offices globally. Prior to that, Ron was a Managing Director of KLM Capital, a cross-border venture firm with offices in Silicon Valley and China, where he primarily focused on investments in early-stage technology companies. Ron also worked at Intel as a marketing executive in the Mobile and Handheld Products Group and contributed to the successful launch of the mobile Pentium III processor. He also served as an operations manager focusing on ramping up leading-edge manufacturing processes. With over ten years of venture capital experience in both US and China, Ron has been involved with investments in China Vocational Training, GMedia, LuckyPai (acquired by Lotte), MediaV, MetroWave (acquired by IPG Photonics), Opulan Technologies (acquired by Atheros), PCH International, ShareWave (acquired by Cirrus Logic), Teralane Semiconductors, and Tujia. Ron serves as a board member of Maitian Education Foundation and is a venture advisor to the Shanghai Yangpu District KIC Project. In 2011, Ron was named by Forbes China as one of the "Top 50 Chinese Venture Capitalists".



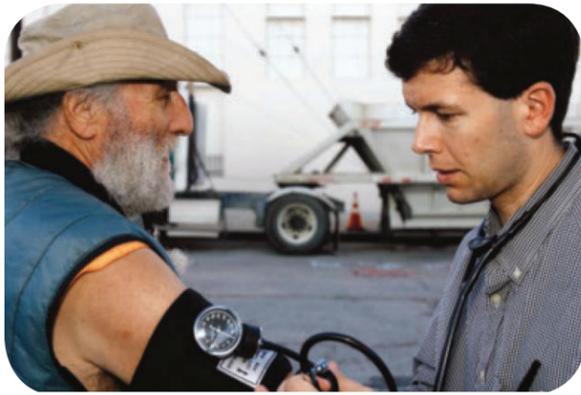
Scot Frank, B.S. EECS, 2010

CETI Beijing & Xi'an, 2005; CETI Dalian & Hangzhou, 2006; Yabu.com, Shanghai 2007; Qinghai University OCW, 2007; MISTI-China D-Lab Qinghai



Scot Frank's background includes founding three start-ups, working as a computer scientist in IBM's India Research Lab, and managing the renewable energy portfolio for the Clinton Global Initiative. His training is in electrical engineering and computer science (MIT). Frank has taught design courses, led project teams, and built partnerships in the Himalayan region since 2005. In his current position at One Earth Designs, Frank is responsible for initiating and maintaining relations with government, other NGOs, and universities. In addition, he presides over board meetings along with the chairman and approves program strategies developed by the COO.

Frank Johnston, EECS, 2001
CETI Shanghai 2001



“In 2001 when a fever and painful shingles rash erupted on my face and right eye, I was exceedingly well cared for by both expatriates and locals who went out of their way to help me. I spent a week in the Hong Kong Hospital and Sanatorium where science and empathy were tenderly combined in my care. My time in Asia partially influenced my transition to medicine. After a short stint in the electrical engineering working world, I am currently a fourth year medical student at the David Geffen School of Medicine at UCLA.”

Matthew Lahaie, B.S. Biology, 2002

CETI Chengdu & Shanghai, 2001; China Center for Disease Control, Institute for Health Education, 2002

“Since completing my CETI teaching experience and my MISTI internship with the China Center for Disease Control’s Institute for Health Education, I’ve worked as a research technician at the Partners AIDS Research Center, completed both medical and law school, and am now a physician training in the Harvard Adult Psychiatry Residency Program at Massachusetts General Hospital and McLean Hospital. My MIT China experience was an indispensable component of my education, and continues to inform my worldview and affects my work and thinking.”



Vitaly Napadow, Ph.D. HST, 2001

Beijing Academy of Traditional Chinese Medicine, 2002
Wan Jing Hospital of the Chinese Academy of Traditional Chinese Medicine, 2003



“I have to say that my academic career since MISTI-China has really been influenced by my time in Beijing. I am now an assistant professor in the department of radiology at MGH, studying the brain mechanisms underlying how acupuncture and traditional Chinese medicine can relieve chronic disease, particularly chronic pain. While in Beijing in 2002-2003, I was able to intern at different Chinese medicine hospitals and, in addition to learning different skills and approaches, I made some contacts that really helped me progress when I got back to Boston. Obviously, being more familiar with the Chinese language and culture have helped me interact with colleagues and researchers in China and East Asia in general, and I find myself traveling there quite a bit to lecture and start new research projects. In fact,

some of my research funding now comes from East Asia. On a personal note, I’m also still very much in touch with other MISTI-China folks who were there with me, and it’s proven to be a lasting experience that I will always remember fondly.”

Emily Yeh, B.S. Engineering Systems Division, 1996

Internship at China’s Agenda 21 Office, Beijing, 1996

“After the MISTI internship, I went on to the Energy and Resources Group at UC Berkeley, and received a PhD in 2003. The MISTI internship with China’s Agenda 21 Office solidified my interest in working on environmental/sustainable development issues in China. For my dissertation, I examined development and land use change in Lhasa, Tibet. Since then I have been a professor in the Department of Geography at CU Boulder. I work primarily on the relationship between society and nature in Tibetan areas of China, including specific projects on conflicts over access to natural resources, pastoralism and rangeland management, the cultural politics and political economy of development, the emergence of environmental identities, and climate change vulnerability and adaptation. I regularly teach classes on environment and culture, the geography of China, political ecology, and China’s environment and development.”

Valerie Karplus, Ph.D. Technology & Management, 2011
Internships at DFJ Dragonfund, Shanghai, 2008; Tsinghua University, 2011



“Since completing doctoral studies at MIT in 2011, I have led a research team, the MIT-Tsinghua China Energy and Climate Project, focused on analysis of energy and climate policy in China. I have really enjoyed working closely with an outstanding and fun group of students and postdocs in both Cambridge and Beijing to tackle an exciting research agenda. The research group is building new modeling tools to study China’s energy system and help government decision-makers understand the impact of energy and climate policy alternatives. Outside of the university, and when time permits, I continue to pursue my interests in culture, art, cuisine, and backcountry adventure during my extended stays in China each year.”

Sharlene Liu, Ph.D. EECS, 1996

Internship at Academia Sinica, Taiwan, 1996

“I am enjoying being a mom of two daughters. I have continued to improve my Mandarin. I speak in Mandarin to my kids, so they are also fluent. This summer, I took them to Taiwan for 2 months. We enjoyed visiting Taiwan’s national parks, taking some fun summer classes, and visiting my aunts and uncles. Career-wise, I continue to work in speech recognition, the area of my Ph.D. dissertation.”



Douglas Fuller, Ph.D. Political Science

Internship at U.S. Technology Information Office, Beijing 1998
MISTI In-China Internship Placement Representative, 2002



Douglas Fuller is Lecturer of International Business and Comparative Management, King’s College, London. His research centres on the technology development strategies of firms in emerging economies with a regional focus on developing Asia. He did degrees in history (BA) at Swarthmore College and East Asian Studies (MA) at UC Berkeley before his PhD. After taking his degree, he served as post-doctoral fellow at Stanford University’s Stanford Project on Regions of Innovation

and Entrepreneurship. Subsequently, he taught at the School of International Service in Washington DC and in the Department of Management of Chinese University of Hong Kong. He arrived at Kings in January 2008.

Jennifer Deboer, B.S. Physics, 2005

CETI Anxian & Guangzhou, 2004

“Where am I now? I am currently a postdoctoral researcher, back at MIT, in engineering education. I have a Ph.D. in international education policy, and my research focuses on how engineering training is done around the world. My experience teaching through MIT-CETI certainly had a good deal to do with this. I wasn’t sure what I wanted to do mid-way through my undergrad career at MIT. I loved engineering, I was interested in international issues, and I had always enjoyed teaching. After the CETI teaching process, I realized how I was fascinated by the differences in school structures, cultures, policies, and outcomes in China compared to the US. After MIT, I worked in a few different organizations on international education policy, and I returned to grad school in 2007 to complete my training in this. I am now very active in international engineering education organizations, and I am continuing this research agenda.”



Eric Heginbotham, Ph.D. Political Science

Fudan University, 1996-7

MISTI In-China Internship Placement Representative, 1998-2001

Dr. Heginbotham is a Political Scientist at RAND specializing in East Asian security issues. His recent RAND projects include work on U.S. Asian allies' responses to the rise of China and a comparative study of Chinese and Indian use of force, military doctrine, and capabilities. Heginbotham has recently completed a book manuscript on civil-military relations in East Asia and has published articles on Japanese and Chinese foreign policy in Foreign Affairs, International Security, Current History, and The National Interest. Before coming to RAND, Heginbotham was a Senior Fellow of Asia Studies at the Council on Foreign Relations. He taught as a visiting faculty member of Boston College's Political Science Department and served for sixteen years in the U.S. Army Reserves and National Guard.

Erica Fuchs, Ph.D. Engineering Systems, 2006

United Nations Industrial Development Organization (UNIDO), Beijing 2000-2001

Erica R.H. Fuchs is an Associate Professor in the Department of Engineering and Public Policy at Carnegie Mellon University. Her research focuses on the role of government in technology development and the effect of location on the competitiveness of new technologies. Over the past three years, she has been playing a growing role in national meetings on the future of U.S. advanced manufacturing, including advising the President's Council of Advisors on Science and Technology during a one-day workshop and welcoming and briefing President Obama during his 2011 visit to Carnegie Mellon to announce the Advanced Manufacturing Partnership. She currently serves on the National Research Council committee on future trends and challenges in optical science. She received her Masters and her Bachelors degrees also from M.I.T. in Technology Policy (2003) and Materials Science and Engineering (1999), respectively. Dr. Fuchs spent 1999-2000 as a fellow at the United Nations in Beijing, China. There, she conducted research at state-owned industrial boiler manufacturers on policies to encourage innovation. Dr. Fuchs has been an invited speaker [to] the United Nations Industrial Development Organization, the U.S. Department of Commerce's National Advisory Council on Innovation and Entrepreneurship, and the Council on Foreign Relations.



Susannah Dorfman, B.S. Earth, Atmosphere, Planetary Sciences, 2006

CETI Kunming & Hangzhou, 2006

Susannah "Suki" Dorfman received her Ph.D. from Princeton in 2012 and is now a postdoctoral researcher at the Ecole Polytechnique Federale de Lausanne in Switzerland. She studies materials properties at extreme pressures and temperatures with applications to planetary formation. At a recent conference in her field, she organized a panel discussion on international careers. Her Chinese is still better than her French.



Xiaomin Mou, BS EE '00, PhD HST '06

CETI Xi'an 1998; United Nations Industrial Development Organization, Beijing, 2001; Shanghai Ears, Nose, Throat Hospital, 2002; CETI Microfinance Team, Tianjin, 2004

"I was born in China but grew up in the US. MISTI opened the door for me to return to China through several internships. I taught internet technologies to high school students in Xi'an through the MIT-CETI program and to women entrepreneurs in Tianjin through PlanetFinance. Then I researched biotechnology sector development in China at the United Nations Industrial Development Organization. Later, MISTI also supported me in conjunction with HST, my graduate program, to work alongside doctors in China performing the cochlear implant surgery at Shanghai ENT Hospital. After receiving my PhD from HST in 2006, I worked for the Boston Consulting Group in Munich, Germany, to gain the financial skills in addition to the technical I had acquired at MIT. In 2008, I joined the International Finance Corporation, a member of the World Bank Group, to make early stage investments in innovative technologies that have transformational impact in the emerging markets. Since September 2010, I have been based in Beijing focusing on cleantech opportunities in China and southeast Asia."



Forrest Funnell, B.S. Physics 2009 | CETI Xi'an 2007

"I currently work with Lee Equity Partners, a middle market private equity firm in New York. We invest in small and mid-size companies, and I spend the majority of my time looking for exciting investment opportunities in the healthcare sector. Previously, I was at the Boston Consulting Group in Los Angeles and focused on the energy and industrials industries. In my current job, China is becoming an important player on the global investment scene, so we are in frequent communications with investment groups in China that are interested in entering the US market."

Christopher Tan, Mechanical Engineering, 1999 | Ford Motor Company, Shanghai, 1999

"I am covering investments in China and Asia for a global investment fund called Ashmore. The time I interned with Ford in China was my very first time stepping into a Chinese factory back in 1999. I still remember Shanghai with its hundreds of motorcycles/bicycles, a new Motorola Startec phone then costing US\$600 or 2x an engineer's monthly salary, and a troubled real estate market. How things have changed since!"



Sean Dougherty, Economics, 1998

U.S. Embassy, Beijing, 1997; Chinese University of Hong Kong, 1998

"Time sure passes quickly! Yet my experience with MISTI-China in the late 1990s was a unique and once-in-a-lifetime experience that I'll never forget. I spent a year carrying out an independent study of technology transfers into China, and their economic effects on growth, while I was hosted by the US Embassy in Beijing. This was followed by a shorter stay at the Chinese University of Hong Kong's Business School. During my time with MISTI, I learned many things about the Chinese economy and politics, and developed many valuable relationships, all of which helped launch my career as an emerging markets economist. Subsequently, I wrote the OECD's first Economic Survey of China and published many articles on its economy and politics. In addition, I spent time as the OECD's chief representative in China. My experience with China also helped me to gain greater familiarity with the problems of developing economies, and I now give advice to governments from a wide range of countries. Just last week, I was involved in giving a private seminar to the new President of Mexico, and then I had to fly to Beijing at the end of the seminar, to give a talk on Mexico!"

Allen Kuo, Ph.D. Earth, Atmosphere, & Planetary Science
UNIDO, Beijing, 2002



“MIT-China funded me to work in Beijing in the Fall of 2002 as a research fellow at UNIDO, [researching environmental and microfinance issues]. I [volunteered] at PlanetFinance China, an NGO in Beijing and later as a consultant with UNICEF Beijing. It was an incredible experience. I went on to work for one of the first private conglomerates in China, “Xinjiang DeLong” as a consultant on risk management and SME quantitative credit risk scoring/modeling at Kunming City Commercial Bank. In the aftermath of DeLong, I tried to get an inside angle on the

Chinese financial sector by helping to set up a treasury risk management department at Shanghai Pudong Development Bank. Responsibilities of marriage in 2006 and starting a family put an end to my development dreams in China. Since 2006, I rejoined the corporate finance world and for the last four years, have been working in risk management in Hong Kong at ING. I greatly appreciate the financial support that MIT-China was able to provide to me to come to this part of the world ten years ago, to experience first hand the rapid development of China, and to gain valuable experiences that have been personally and professionally fulfilling.”

Jinzy Zhu, B.S. Management, 1999

Internship at Ericsson Communications, 2001

Jinzy is manager of IBM Cloud Labs & HiPODS (High Performance On-Demand Solutions) Greater China. She joined IBM in 2000 through the acquisition of Silicon Valley start-up Whistle Communications and is currently on an international assignment to China to lead the IBM Cloud Labs & HiPODS Greater China team in a mission to accelerate the adoption of new IBM solutions in China, Hong Kong and Taiwan, including Cloud Computing, a built-for-the-next generation Internet data center platform, and Idea Factory, a Web 2.0 innovation solution. Jinzy has been voted as a top Innovation speaker in IBM and was selected as one of the Smart People of IBM Software Group in IBM’s 2009 campaign. She completed her undergraduate studies at the Massachusetts Institute of Technology (MIT) and her Masters of Business Administration at Oxford University. She is now Senior Vice President of Global Strategy and Business Development at Huawei Technologies in Shenzhen, China.



Jenny Liao, B.S. Management, 2003

United Investments, Taiwan, 2001

Jenny is the Head of Merchandising and Development in Greater China with work experience at Michael Kors, Shanghai. She oversees the buying, planning, and visual merchandising teams for mainland China, Taiwan, Hong Kong, and Macau.

Claudine Emeott, M.S. City Planning, 2008

Internship at China Vanke, Guangzhou, 2008

“MISTI-China supported my master’s thesis research in Guangzhou, where I interned at China Vanke, the country’s largest residential real estate developer, and studied the firm’s one-of-a-kind affordable housing development located outside the city. After MIT, I continued my work in affordable housing and economic development at a Chicago-based consulting firm. Eventually missing international work, I moved to Nepal in January 2011. In Nepal I spent several months working as a Kiva Fellow with one of Kiva’s microfinance partners, completed a consulting assignment for the Asian Development Bank, and advised a local commercial bank on a new microfinance initiative. I returned to the U.S. in early 2012 and began a new job at Kiva in March. I am a portfolio manager on Kiva’s Strategic Initiatives team, a new impact investing arm of the non-profit organization. Through both field-based and desk due diligence, I am working to identify new field partners that are solving problems in high impact sectors such as clean energy, water and sanitation, higher education, health, agriculture, and mobile/ICT. My path over the last four years has been somewhat circuitous but incredibly fulfilling, and I love my new role at Kiva.”

Robert Xia, B.S. EECS, 2005

Hong Kong University of Science & Technology, 2004

I am currently working as a consultant for the Boston Consulting Group, focusing on M&A and business turnarounds in Southeast Asia. Since joining, I have been part of numerous engagements across the system, from post-merger integration in Malaysia to high-profile acquisition deal in Hong Kong. On the personal side, I will be getting married in Bangkok upcoming December! Looking back, MISTI-China program offered me my very first overseas internship. Without it I would have missed the massive learning opportunities available outside the States. Thank you Sean and MISTI!

Alice Wang, B.S. Management, 2004

United Nations Industrial Development Organization (UNIDO), Beijing, 2004



After finishing her MISTI fellowship, Alice spent four years on Wall Street, first as an investment banking analyst in New York, then as a private equity investor in San Francisco. In 2009 Alice joined Learn Capital, a venture investor and incubator in the education industry where Alice helped build an education technology company focused on

personalized learning. In 2012, Alice & fellow MIT alumni Pegah Ebrahimi launched their own company called Spark Box Toys, an educational toy rental company providing an eco-friendly way for parents to share world’s best toys. Though much neglected, her hobbies remain: running, sailing, diving and photography.

Sally Yu, B.S. EECS, 1999

CETI Beijing 1997

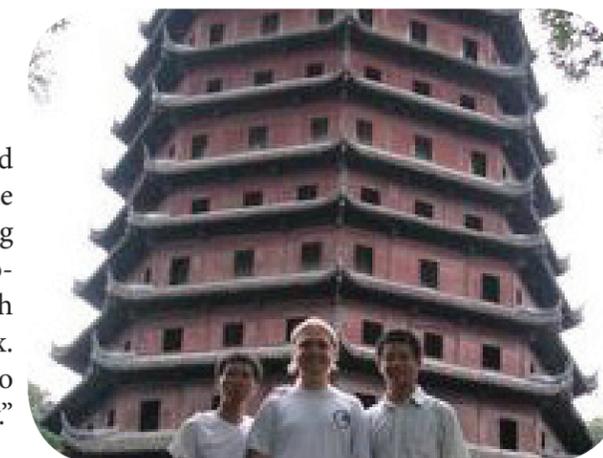


Sally Yu reports that she’s thriving in San Francisco with her husband Jeff Shen and two daughters Sophia who is 5 and Serena who is 2. Having young kids haven’t slowed Sally down on her world adventure. They’ve taken the kids to four continents and eight countries. Sally credits that global perspective to her MISTI experience working at MIT-CETI. Sally is working full-time at a hedge fund affiliated with Renaissance Technologies.

Piotr Mitros, Ph.D., EECS, 2007

CETI; 2006 Dalian and Hangzhou iLabs team

“Following my experiences visiting India, Nigeria, and China through MISTI, I spent a substantial amount of time prototyping solutions to problems facing the developing world, chiefly in the area of education. As the technical co-founder of MITx, I developed most of the software and much of the pedagogy that powered the first MITx class -- 6.002x. Currently the Chief Scientist of edX, I am focused on ways to improve the quality of education, both locally and globally.”



大中国区创新基金

“We are confident that the innovations the China seed fund will produce will give faculty and students opportunities to expand their talents in new directions and consider new perspectives... We also hope the seed fund will consolidate the already-strong ties between MIT and Greater China, which we are committed to strengthening and expanding.”

Philip S. Khoury, Associate Provost, MIT

What is it?

The MIT Greater China Fund for Innovation is a vital part of the MIT strategy to internationalize MIT research and education. Established in 2010, this seed fund aims to facilitate early stage joint research between MIT faculty and our Chinese counterparts (universities, research centers, and industry) in an effort to help launch early-stage international projects and collaborations. MIT student participation in seed fund projects is one of the key components of the program.



Re-Mapping Beijing's Current Historic Urbanization

Annette Kim, Department of Urban Studies & Planning
Partner University: Peking University

This project aims to develop alternative cartographies (where cartography is the practice of producing maps) of the overlooked dimensions of Beijing's rapid urbanization that is informed by China's rich cartographic tradition. Dr. Annette M. Kim, associate professor at MIT's Department of Urban Studies and Planning and head of SLAB research group, is collaborating with Professor Xiaofeng Tang, professor of geography at Peking University's College of Urban and Environmental Sciences and the director of the Center for Historical Geography.

How much funding?

The Greater China Fund for Innovation falls under the umbrella of the MISTI Global Seed Funds. Of the \$20 million anticipated for this fund, \$2 million has been fulfilled, with the maximum award being approximately \$30,000 per project.

Who is eligible?

MIT faculty, principal research scientists, and senior research scientists are eligible to apply during the annual call for proposals in September. MIT students and postdocs are encouraged to participate in projects.

For details on previous year projects and application eligibility requirements, please visit:

- <http://web.mit.edu/misti/mit-china/faculty/>
- <http://mit.edu/misti/faculty/seed.html>



Photonics and Beyond

Marin Soljagic, Department of Physics

Partner Universities: Zhejiang University & Chinese Academy of Sciences Shanghai Institute of Microsystem and Information Technology

Objective #1: (Six months in Shanghai to collaborate with Chinese leaders in education and research and strive to absorb the local scientific culture and *modus operandi* in order to facilitate current and future long-term collaborations.

Objective #2: To reinforce and renew the scientific partnership between Prof. Ran's (Zhejiang University), Dr. Jiang's (Shanghai CAS), and Prof. Soljagic's research groups.

The three groups share a common interest in photonic crystals (PhC). PhC are materials whose nanostructures can be tailored to study and manipulate light in extraordinary ways. The optical properties of these materials can be optimized for a broad range of applications (e.g. in signal processing, photovoltaics, telecommunications, defense, biology and medicine).

The Sources of National Security Decision-making in China

Taylor Fravel, Department of Political Science | Partner University: Peking University

“China's rapid economic growth creates ambiguity and anxiety about its long-term intentions and how it may use its growing capabilities. Power transitions are moments of tension and instability that historically might have resulted in major conflict among states. This project will examine two of the most important components of national security decisionmaking: the evolution of China's military strategy and the characteristics of China's approach to crisis management. A country's military strategy describes how it plans and prepares to use armed force; crisis management involves considerations to use force when vital interests are at stake. In collaboration with scholars from the School for International Studies at Peking University, the project will collect and analyze [new sources of materials on these topics] to establish patterns in China's past behavior that may illuminate its future trajectory and promote stability between the United States and China.”



Making a Sustainable Future: Technological Upgrading and Decent Work

Yasheng Huang, School of Management

Partner University: Institute for Advanced Study in Social Sciences, Lingnan College, Sun Yat-Sen Univ.

“We are conducting a collaborative project between faculty and students at MIT Sloan School of Management and the researchers at Sun Yat-Sen University and at the Research

Institute of Regional Economy (affiliated with the Southern Metropolis Daily in Guangdong province). The goal of the collaboration is to investigate two important issues that affect sustainable development in China: firms' technological upgrading and labor standards. Of all the Chinese provinces, nowhere else are these issues featured more importantly than in Guangdong province. The province has relied heavily on labor-intensive and low-tech manufacturing to drive its growth but it is facing substantial challenges today as economic environment changes—the Yuan appreciation, slowdown of external demand, and rising labor costs. Our proposed project has three goals: 1) we will collect surveys and interview data in Guangdong province to identify factors that facilitate Chinese firms to upgrade their technological capacities and improve social accountability; 2) we (will) build this project on a number of ongoing collaborative projects between MIT Sloan and the collaborative institutions in Guangdong, and 3) we will use the capabilities of MIT Sloan MBA students to come up with a set of actionable recommendations. The overall aim of our project is to contribute to knowledge building but also to attempt to contribute to this important transition of Guangdong economy.”





Immune Responses to M. Tuberculosis for Vaccine Development

Jinzhu Chen, Department of Biology

Partner University: Lanzhou University

“Tuberculosis (TB) is one of the most devastating infectious diseases. Worldwide, two billion people are infected by Mycobacterium tuberculosis (Mtb), resulting in 200 million with active disease and ~2 million death per year. Currently, two strategies are used for TB control - vaccine and conventional drugs. Neither is ideal. The Bacillus Calmette-Guérin (BCG) vaccine is only effective against disseminated TB in children but not against pulmonary TB in adults, which accounts for ~95% of TB cases. The four commonly used anti-TB drugs are being rendered

useless because of the emergence of multi-drug resistant TB strains. Prof. Bingdong Zhu in Lanzhou University, China has been investigating TB subunit vaccines, with an aim to boost BCG-primed immunity so as to enhance immune protection in adults; his research has been supported by multiple grants from the Chinese government. Prof. Jianzhu Chen at MIT has a long history for studying cellular and molecular mechanisms of immunological memory, the basis of vaccination. In 2011, Prof. Zhu spent 6 months in Prof. Chen’s lab as a visiting scholar and, ever since, the two groups have developed collaborations based on common research interests in infectious diseases, and complementary expertise to profile immune responses to Mtb and identify protective antigens that can boost BCG vaccination efficacy in adults. The MISTI fund will enhance the ongoing research collaborations by covering expenses for travel, meeting and workshops.”

High Precision Geochronology, Cretaceous Climate Change, and Expanding the EARTHTIME Initiative to China

Samuel Bowring, Department of Earth, Atmosphere, & Planetary Sciences

Partner University: Institute of Geology and Geophysics, Chinese Academy of Sciences

“If we can understand how climate has varied in the past we have a much better chance of predicting our future. Our MISTI China project involves developing formal collaboration with Dr. Huaiyu He and her team from the Institute of Geology and Geophysics, Chinese Academy of Sciences in Beijing. Professor Bowring and Dr. He have similar interests around using high precision dating of rocks to constrain the rates of geological processes, such as climate change, that occurred as much as hundreds of millions of years ago. Dr. He has 10,000 meters of drill core through a thick sequence of terrestrial rocks from Jurassic to Paleocene in China that offer a unique and unparalleled opportunity for a new international collaboration with exchange of students, post-docs, and faculty between the Institute of Geology and Geophysics and MIT. The exchange will involve fieldwork in China as well as a major workshop at the Chinese Academy of Sciences.”



An Analytic Approach to the Periodic Steady-State Analysis of Nonlinear Autonomous/Nonautonomous Circuits

Luca Daniel, EECS

Partner University: University of Hong Kong

The Integrated Circuit (IC) design community is experiencing an ever increasing need for efficient numerical techniques that can simulate the behaviors of critical analog or radio-frequency (RF) blocks in modern mixed-signal chips. Traditional SPICE simulation often falls short [and] accurate periodic steady-state (PSS) analysis of nonlinear autonomous systems (e.g., oscillators) usually requires an expensive transient pre-simulation in existing commercial tools. Furthermore, a large number of repeated simulations needed to capture the impact of process variations can quickly become prohibitively expensive. The main goal of this project is to lay the foundation for a future long-term collaboration between the

two leading simulation groups at MIT and at the University of Hong Kong. Three initial concrete objectives have been identified for the specific length of the present initial seed project: 1) to develop a control-theoretic, closed-form and initial-condition-free approach to PSS analysis; 2) to determine the oscillation frequency of nonlinear autonomous systems; 3) to develop fast stochastic PSS solvers to quantify the uncertainties in analog/RF IC design. Tools and publications resulting from these initial three seed objectives will be used to support larger future grant proposals for major grant agencies and IC companies, addressing the needs for efficient simulation and modeling of the IC design community.



Toward Modeling New Social Norms in Two Biggest Social Networks in the World

Hal Abelson, Department of Electrical Engineering & Computer Science

Partner University: Tsinghua-Southampton Web Science Laboratory, Tsinghua Univ.



“Social Web is changing how the “Net Generation” communicates. With the explosion of information on the Web, users have shifted their attentions from seeking information to seeking the right people. From “following” people [to the] “like” button and sending virtual gifts, several evidences [show] how information behaviors are being shaped by the social Web. Facebook and Tencent QQ are the most popular social platforms in U.S. and China, with more than 0.5 billion and 1 billion users respectively. In this project, we will explore how cultural differences have characterized and changed social norms of information behaviors on social Webs both in China and the U.S. Although QQ resembles Facebook in many social features, it has fundamental differences such as (an) anonymous ID system. How does

that shape the changes of social norms [compared] to those in the U.S.? By analyzing and comparing experimental results can we further observe interesting implications in the two largest social networks in the world.”

Fuming Shih, Ph.D. candidate, EECS

“The trip has been wonderful! I met our collaborator Zhang Lei yesterday and exchanged many ideas about current research on both sides. I am also privileged to gave a talk in a seminar to about 100 graduate students. These students mostly came from different departments other than Computer Science and they all expressed great interests in using and learning the platform App Inventor that we develop here at MIT. We are also scheduled today to host a 3-hour workshop of App Inventor in Tsinghua university to introduce the students to App Inventor with hands-on labs.”



The Impact of Foreign Chains in China’s Retail Industry

Panle Barwick, Department of Economics:

Partner University: Institute of Social Science Survey, Peking University



“China’s socio-economic framework has experienced sweeping changes over the past several decades. From 1990 to 2010, the nation’s Gross National Income per capita grew by a factor of thirteen while its urban population more than doubled in size. These spectacular changes have generated unprecedented opportunities for China’s retail industry, which expanded from RMB 691 billion (\$115 billion) in 1990 to RMB 14.5 trillion (\$2.1 trillion) in 2011. China is now the third largest consumer market globally,

after the U.S. and Japan, and is expected to continue its rapid growth for the next five to ten years. Yet despite its rising economic significance, retailing remains an understudied sector of the Chinese economy. In this project, we analyze the role that foreign chains play in shaping China’s retail industry. The 2004 regulation that opened China’s retail market to foreign firms resulted in a flood of foreign capital investment. Entry of foreign retailers, especially large chains, has presented both challenges and opportunities. On the one hand, they are a fiercely competitive rival; on the other hand, they are conduits of the most advanced technology. We use a comprehensive national panel data set to analyze both the competition effect and the spillover effect of foreign chains on domestic retailers. In addition, we analyze gains in consumer surplus from shopping in these modern large scale retail outlets. Our results will provide useful guidance for the policies that regulate foreign firms operating in China.”



Surface Patterning for Boiling Heat Transfer Enhancement in Microchannels

Jacopo Buongiorno, Department of Nuclear Engineering

Partner University: Department of Energy Engineering, Zhejiang University

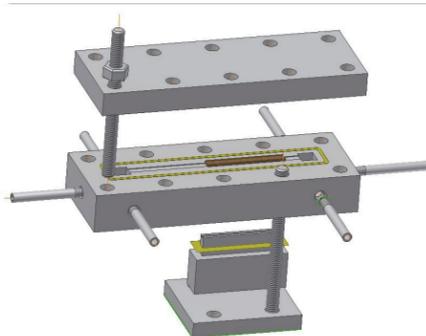
“The performance (efficiency and economics) of countless engineering systems depends on phase-change heat transfer phenomena such as boiling, quenching and condensation. The effectiveness of these heat-transfer phenomena can be greatly enhanced through careful control of the chemico-physical characteristics of the heat-transfer surface. In particular, engineering the heat-transfer surface with a pattern of hydrophobic and hydrophilic has been shown to greatly enhance the boiling heat transfer coefficient and critical heat flux in pool boiling applications. Here, we will conduct an application of this approach to micro-channels. The project consists mainly of two tasks (i) fabrication of the patterned surfaces at MIT, (ii) testing the surfaces heat transfer performance in the microchannel facilities at Zhejiang University (ZU). The bulk of the work will be performed by graduate students Harry O’Hanley (MIT) and Zan Wu (ZU), under the joint supervision of Profs. Buongiorno and Li. All facilities and materials needed for this project are already available at MIT and ZU; funding will enable travel between MIT and ZU.”



Zhaozan Feng

Visiting Student from Zhejiang University

Visiting student Zhaozan Feng from Zhejiang Univ. has been working with MIT undergraduate student Carolyn Coyle on the development of a test section to measure the heat transfer and fluid flow behavior of boiling water in microchannels. The intended application is cooling of ultra-fast micro-processors. The test section consists of a microchannel made of silicon sandwiched between two highly-machined blocks made of a transparent heat-resistant plastic that will allow for visualization of the boiling phenomena within the microchannel. The test section is being fabricated at MIT and will be inserted in the boiling loop at Zhejiang Univ.[Data is expected to] be generated in the Spring/Summer with a joint publication to be prepared in the Fall.



Above shows the design of the test section that Zhaozan Feng has developed for measuring boiling heat transfer and fluid flow in microchannels.

Innovative Research on Next Generation Optical Metamaterials for Information Processing

Nicholas X. Fang, Department of Mechanical Engineering

Partner University: State Key Laboratory of Surface Physics, Fudan University

“This collaborative project focuses on an emerging area of nanophotonics: optical metamaterials for information processing. This unique class of nanostructured materials promises to confine light-waves to dimensions much smaller than optical wavelength, and [could] therefore revolutionize photonic devices and systems for very large scale integration. In particular, we will conduct theoretical design and nanofabrication/characterization on metamaterials for power efficient and compact solid state lighting, for ultrafast optical switching, among other fascinating applications. To perform this ground breaking work in this emerging area, Fang’s group (MIT) and Zhou’s group (Fudan) have worked jointly in the past 12 months. Fang’s group brings their expertise in nanofabrication and optical measurement in metamaterials, while Zhou’s group specializes in rigorous theory of plasmonics and metamaterials. Support of this seed funding for innovation is critical to facilitate the research and development activities and to prepare the team for applications of joint research grants with NSF and other agencies.”



I. The MISTI Cross Border Chinese Speaking Regional Initiative

Just ten weeks into the 2012-2013 academic year:

- 135 MIT students registered their interest in China industry and research internships
- 64 MIT students applied for 18 MIT China Educational Technology Initiative openings.
- 182 MIT students registered their interest in the Singapore program (no language requirement)
- 65 students applied to the MISTI Singapore leadership Initiative; which engages in campus building activities at the Singapore University of Technology & Design; with many more students interested in industry internships.
- Nearly 350 MIT students are studying Chinese this year in the Department of Foreign Languages & Literatures; many of whom are applying for internship opportunities in Chinese regional areas.

The MISTI Cross Border Chinese Speaking Regional Initiative was launched in 2013 to better meet growing MIT student demand for experiential learning opportunities in Chinese settings. MISTI-China is realigning its activities and partnerships with mainland China, Hong Kong, Taiwan, and Singapore to target active border exchanges.

Interactions with Hong Kong

Background - Hong Kong is providing a unique role in the internationalization of the RMB through trade, banking, and investment. Hong Kong continues to be the major gateway for foreign investment into China, with more than half of China’s investment in overseas markets channeled through Hong Kong. Hong Kong is also integrated with the Pearl River Delta, one of China’s most developed regions, for significant cross border trade, educational exchanges, and service activities.

Alliances - MISTI is well positioned to work with new MIT initiatives that span Hong Kong and southern China led by Professor Charles Sodini and other faculty, and with major Hong Kong companies such as Sun Hung Kai Properties, Swire Pacific, Cathay Pacific, Jardene Matheson, China Netcom, Hutchinson Whampoa, China Mobile, Noble Group, and many others.

Interactions with Mainland China & Taiwan

Background - In recent years, representatives of Taiwan companies have encouraged MISTI-China to start projects with their China operations. Internships therefore will be located primarily in mainland China. Opportunities for future alliances extend to any company with localized operations than span Taiwan and China.

Alliances - The program is implementing a “MISTI Cross-Strait Industrial Mobility & Friendship Initiative” through which MISTI-China, Taiwanese, and Chinese students can work in team internships in the China operations of global Taiwanese companies. A preliminary list of Taiwan companies interested in this Cross Strait Initiative include Walsin Lihua Corporation, Foxconn, MediaTek (Hsinchu), China Industrial Development Bank, SinoDiamondLED, Yuen Foong Yu Group, Far Eastern Group, Delta Electronics, Quanta Computer, LCY Chemical Corp., Elan Microelectronics Corp, and Taiwan Semiconductor Manufacturing Corp.



The Creative Life 3D TV project between MISTI-China and Singapore

Interactions with Singapore

Background - Singapore is a global destination for learning Mandarin while experiencing the Chinese culture. Singapore’s population is 73% ethnic Chinese, one million mainland Chinese are currently living and working in Singapore, and China is the top investment destination for Singapore companies, particularly in the planning and establishment of large industrial parks.

Alliances - Developing collaborations with three Singapore industrial parks in China, the MIT Club of Singapore, Business China Singapore, China Enterprises Association (Singapore), the Singapore Chinese Chamber of Commerce and Industry, Vickers Capital Group, Google Singapore Telecommunications, Toshiba, ABB, SAP, Alibaba, Pfizer; DBS, Sembcorp Marine, Overseas Chinese Banking Corp; United Overseas Bank, Keppel Corporation, Fraiser & Neave; A*STAR research institutes and Contact Singapore. InLingua Singapore and the National University of Singapore Extension School have been identified for MISTI interns to learn Mandarin during their visits.

Please email mit-china@mit.edu if you would like to join our mailing list and keep updated on recent news.

II. MISTI-China B2C

It is with much anticipation that we announce the “Back to China (B2C)” Initiative that targets the MIT Chinese student community. This initiative aims to help MIT students from mainland China, Hong Kong, Taiwan, and Singapore identify and secure promising career opportunities in Chinese industry and academia before graduation. We expect that this new, more inclusive MISTI-China program will significantly increase the number of paid internship opportunities for MISTI interns, whether they are new to China or originally from China.



Which parties are involved?

B2C is for (1.) MIT students seeking “Back to China” internships and jobs (2.) Multinational and local Chinese companies and organizations that are interested in recruiting MIT students.

How does it work?

1. Students submit their resumes online to MISTI’s database
2. MISTI’s company sponsors can access this database of continually updated resumes

III. Mobile Application Development for Beginning Students in Guangdong: A Chinese App Inventor

MIT has established a Center for Mobile Learning to explore the educational potential of mobile technology. One of the major projects is MIT App Inventor, a graphical programming platform that enables beginning students to create mobile applications for Android smartphones. App Inventor currently has about a quarter million users around the world, and several significant curriculum projects are underway where students create smartphone apps as an introduction to programming and as a gateway to entrepreneurship in the digital economy.



The main objective of this project is for MIT and Sun Yat-sen University’s School of Mobile Information Engineering (in the School of Software) to work together to create a Chinese version of the App Inventor programming platform and hosting service for use initially at Sun Yat-sen University (SYSU). Some of the work is purely technical: globalizing MIT App Inventor and then producing a Chinese translation of the system and the language. Other parts of the project are educational: translating MIT App Inventor curriculum materials into Chinese and adapting them for use with Chinese students. The broader part of the project is to develop new materials that let students create mobile applications and become involved in entrepreneurship -- similar to what the App Inventor group has been doing at MIT but adapted to the special requirements of China and Chinese culture.



The School of Mobile Information Engineering plans to begin using App Inventor in its introductory curriculum and also to disseminate their materials throughout Guangdong province.

SYSU is particularly interested in App Inventor as a way to

make mobile development accessible to a non-technical audience and also as introduction to programming to beginning students. SYSU plans to promote these uses of App Inventor to the public and to other universities and colleges in Guangdong. Major components of the project will include creating a Chinese version of App Inventor and adapting the App Inventor network infrastructure for use in China. Work will also include adapting MIT curriculum materials for Chinese use, creating original materials in Chinese, and piloting the course at SYSU.

IV. The MISTI-China Energy Initiative in partnership with the Tsinghua-MIT China Energy & Climate Project (CECP)

Multiple forecasts suggest that rapidly developing nations such as China will be responsible for most of the growth in carbon dioxide emissions over the next 50 years. This expectation is the driving force behind the formation of a new project involving researchers from MIT and China, known as the China Energy and Climate Project (CECP). The China Energy and Climate Project will involve close collaboration and personnel exchange between the MIT Joint Program on the Science and Policy of Global Change and the Institute for Energy, Environment and Economy at Tsinghua University in Beijing, China. In collaboration with the MIT Energy Initiative, the five-year project is based out of MIT and directed by Valerie Karplus PhD '11, a recent graduate of MIT’s Engineering Systems Division. John Reilly, co-director of the MIT Joint Program on the Science and Policy of Global Change and senior lecturer in the Sloan School of Management, will be a principal investigator.



Air pollution in China

The objective of this program of collaborative research is to expand and improve the facilities for analysis of the Chinese energy economy and emissions, and to apply this capability to studies of alternative future pathways of economic development, energy use and greenhouse gas (GHG) emissions mitigation. Research questions fall under three complementary themes: 1) micro-level energy use decisions by households and firms in China, 2) the technical and market potential for advanced energy-related technologies in China, and 3) macro-level policy analysis. Each research question provides the focus for a stand-alone study.

The newly established MISTI-China Energy Initiative is sponsoring CECP through student internships on this project at the Institute for Energy, Environment and Economy at Tsinghua University. The MISTI-China Energy Initiative and CECP will also work together on identifying collaboration opportunities with energy sector companies in China, such as LP Amina, Cambridge Energy Research Associates, International Finance Corporation, Shell Oil, Woodside Energy, and many others, including MISTI-China program alum start up enterprises such as Scot Frank’s One Earth Designs. The initial plan is to fund 4-5 summer research interns on the CECP project at Tsinghua University and send several or more MISTI-China interns per year on energy industry internships. The expectation is that this new initiative can grow in the near term into a 10-20 students per year energy initiative within MISTI-China with significant long term prospects for expansion and growth.



China Energy Climate Project (CECP) group photo

MISTI-China students come from diverse academic backgrounds and participate in different types of internship initiatives, but each are bound by their common interests in China and understand that the Chinese language and culture requires years of study and reflection and on-the-ground experience in China. We assess China internship experiences from these criteria:

- Were skills that were learned in the MIT classroom or lab applied or adapted in the internship?
- Were any new skills learned during the internship which could not have been otherwise experienced at MIT or in the U.S.?
- Were Chinese language skills applied and improved?
- Did the China work and cultural experience change the intern in any way?
- Does MISTI-China have a direct bearing on our students' careers?

Here, we show five of the different internship opportunities MISTI-China offers students. Regardless of the category, as long as an MIT student is interested in learning about China and the program's fully-funded opportunities, MISTI-China can identify feasible possibilities.

A. Industry Internship, Pages 32-35



"I landed in the Product Strategy and Vehicle Line Management Division of Volvo Cars, where my task was to report on internal communications within our own team and other departments during formal meetings. I left Volvo with a much better understanding on how a consumer product company is structured and the complexity of very large companies. Shanghai is exciting because the Western is superimposed on the Chinese. If I turned right on the main road, I could run across women washing clothes in plastic buckets and smoking, card-playing men. If I turned left, I would run outside an enormous Marriott hotel and the ostentatiously decorated "Dynasty Restaurant."

Ingrid Bonde Akerlind
Volvo Cars, Shanghai;
Research at Tsinghua
University, Summer 2012

B. China Educational Technology Initiative Internship, Pages 36-43

"While I have been to China before, it has always been as a tourist. It was especially interesting to stay at a foreign country for close to three months, while teaching and trying to learn Chinese. Spending more than a few days in a place really allows one to go beyond the usual tourist spots and learn more about the area in a fascinating way. As in my previous visit, I found Chinese people to be extremely warm and welcoming. It was also enriching to visit both Tibet and Korea, both places that I had never imagined visiting. While my spoken Chinese did not improve as much as I had hoped, I still learned a great deal about Chinese culture, I cultivated my chopstick skills, and I improved my listening skills markedly."



Emmanuel Carrodegua
Biology, 2014

CETI Xi'an, Guangzhou, and Fuzhou

C. Li & Fung Language Scholarship, Pages 44-47



EJ Emeogwali
Tianjin IAP reflection
Li & Fung Language Scholarship

"This past January I spent three weeks in Tianjin China studying at the New Century Language School. Each day I had four hours of class with only three other students. The small class setting allowed me to very quickly and efficiently improve my Chinese language skills. Perhaps the best aspect of this trip to China was that I could experience the most important holiday in Chinese culture, the Spring Festival. I was able to see the streets transformed... I made dumplings with a Chinese family. I was able to experience the city becoming noisier... and thousands of fireworks being set off around the city. Experiencing the Spring Festival for myself... gave me some real insight into an important aspect of Chinese culture."

C. Li & Fung Foundation Research Internships, Pages 44-47

Tracy Burnett, Urban Studies & Planning, 2012
Qinghai Minorities University, Xining



"I studied City Planning at MIT, but wanted to extend my conceptual knowledge of the growth and decay of cities to the growth and decay of the environment around them. Xining is perfect since it offers access to various desertifying regions within one or two days' drive. It was with technical support from GlacierWorks, local mentorship from Dr. Huare Duoje at Qinghai Nationalities University (supported by this Fung Scholarship), and continuous scientific review from my former instructors of MIT's D-Lab: Biodiversity course that I came to establish myself in Xining... Practically speaking, this research internship in Xining has provided me with an outlet for my passion for environmental protection, a lease on a good apartment, a permanent future teaching job, integration into Chinese academic society, and substantial language improvement. This internship allowed me to permanently relocate across the world in a city that I knew very little about, and whose employment opportunities are scarcely advertised beyond city limits. I have developed a strong sense of belonging to both this physical place... and its local and foreign communities. I arrived here just after graduation... and at the end have no good reason to leave but every reason to stay."

D. MIT Department of Electrical Engineering & Computer Science (EECS) Internship, Pages 48-51



Jing Fan, EECS, 2014 | Microsoft Shanghai

"Overall, the internship was a great experience for me. Each project that I worked on taught me something different. I had never known what user experience design was. The project gave me an opportunity to find out. Through this internship, not only did I get a taste of what it was like to work in a large IT corporation, but I was also able to get to know many talented people! Sometimes, even a chat over lunch would give me insights into the work I did or into the computer science field in general!"

E. Urban Design & Energy Studio, Page 52

Dennis Frenchman, Jan Wampler, Chris Zegras
MIT--Tsinghua University Joint Urban Design Studio: Making Clean Energy Cities in China

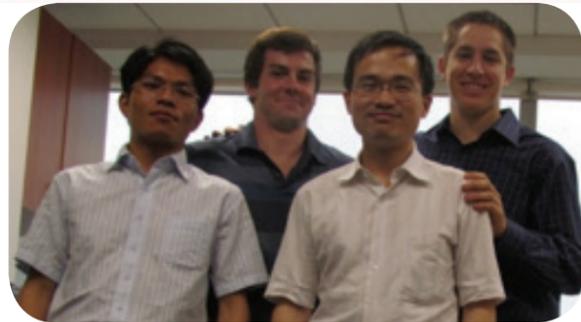


The 2012 edition of the studio focused on the theme of low carbon neighbourhood design, and was run in conjunction with our research at MIT on Making Clean Energy Cities, sponsored by the Energy Foundation & MISTI-China. The studio became a test bed for the application of a new tool being developed at MIT called the Energy ProForma©, which enables a designer or researcher to predict the energy performance of a large scale urban development as it is being designed... To begin work, each team was challenged to analyze the urban form and energy use characteristics of an existing neighbourhood, representing one of several typical development patterns in the Jinan. These ranged from ancient hutongs, to the walk-up slabs so typical of Chinese cities, to contemporary high-rise communities. The students mapped the neighbourhoods, talked with residents, and observed life, providing a rich array of data for our subsequent work. Our aim is to use the products of the studio and the Energy Proforma to change the direction of policy and practice in China affecting neighbourhood design.

Chad Bean, Mechanical Engineering, 2014

LP Amina, Beijing

“My internship in Beijing was an overall positive experience and I would encourage anyone interested in mechanical engineering/ the energy field to intern with LP Amina. My Chinese listening and speaking skills improved a ton. My teacher asked me at the beginning of this year what happened; how did I improve so much without taking a class over the summer?”



The work: while I am a mechanical engineer, my passion is cars... LP Amina was very flexible and played to each intern's strengths... I was given just as much responsibility as one of their own engineers as it was our job together to come up with a final solution and my designs were built and put into the field, so that was pretty gratifying. I learned how to use Excel more extensively and also Ansys, a computational fluid dynamics software, both important tools to have as an engineer. Sometimes I felt a little over-qualified for the work, but then they would throw me a bigger problem...

Cultural experience: Visiting China as a whole was an awesome experience. I couldn't get enough of the food, and I ended up making many close friends. A big benefit of being settled in one city is that you get very familiar with where you are, but at the same time you only experience one of China's many culturally rich cities. I thought I was done studying Mandarin because I had fulfilled my Humanities course concentration, but now I've decided to go for a minor in Chinese!”

Daisy Yuen, Mech E, Mathematics, 2013

LP Amina, Beijing

“Most of my assignments at LP Amina were tailored after my interests and relevant to what I was expecting... The three mentors assigned to me and all the other engineers were all very patient and respectful, and always willing to help. My knowledge in the operation of coal power plants definitely increased. I was introduced to P&ID and CFD, which are two common tools to use in the engineering industry. There were also many opportunities where I applied my thermodynamics knowledge, such as the recovery pipe design, Thermal Analysis spreadsheet, and Thermal Expansion calculation. I think the company has done a fantastic job in letting us explore. The Great Wall trip, the Nan Dai He corporate retreat, and many subsequent little trips that Lucy, our internship manager, had arranged for us became one of the things that made my stay in China memorable. I could really see the effort and resources that LP Amina put into the program and how much the company valued and respected the interns. In addition, because LP Amina is a small company, everyone is very close-knit. In my ten-week stay, the administrators, including the manager and the CEO, were really active in reaching out to bond with us. The rest of the engineers also quickly became friends with the interns. I enjoyed my internship at LP Amina very much. It was my first internship and it has truly set the bar for my future internships.”



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Andrew Shum, EECS, 2012

ELAN Microelectronics, Hsinchu, Taiwan

Project Overview: When a touch screen device is poorly grounded, such as when it is placed on a tabletop or on the user's lap and not held, recognizing a finger touch could become difficult. The challenge ELAN presented to me was to improve the existing algorithm that made corrections to finger reads. At first, I definitely had my doubts. There was a mound of reading material and code to get synced up. The fact that virtually all the documents were in Chinese and that there was no real central repository made it even harder. But I managed to persevere. A few weeks in, I felt like I finally understood how ELAN's algorithm worked and the physics behind the poor grounding problem. I built my own test bench in MATLAB and looked at the data in a time-dependent sense. I soon found that although my discoveries worked very nicely in the simulations when the fingers were metallic cylinders, real fingers actually exhibit too much noise to be able to make a clear distinction. With just two weeks left, working overtime almost every day, I was scouring hard for a solution. It eventually came to me. When the device is not well-grounded, “holes” actually formed on the screen in very predictable locations. I came up with a general equation that can be used to predict how much correction should be applied to any given pixel on the screen and drafted up a new algorithm that showed improvement over the one ELAN currently uses.

Challenges & Advice for future interns: A definite challenge was the language barrier. Although I'd taken up to Chinese IV Regular before going to Taiwan, it still felt nearly impossible to communicate with people at work. Be prepared to use very simple English most of the time. Don't be afraid to ask a lot of questions when you don't get it or when you feel like the project isn't really advancing. It is likely no one will be telling you what your next steps should be so always take the initiative.

Overall Impressions: Joe (internship supervisor) and his family invested a lot of time into making me feel welcome and comfortable there. The company is definitely full of kind and hard-working people. The circle of friends I made was extremely welcoming and did a lot to make my experience in Taiwan enjoyable. Although communicating with them was tough at times, they showed me a lot through their actions – taking me out to dinners (the concept of 请客 is very big there), playing ping pong with me after work, and bidding me farewell with presents and heartfelt letters.

Florian Metzler, M.S. Technology & Policy, 2012

“From December 2011 to January 2012 I visited Tsinghua University's School of Public Policy and Management (SPPM) to advance my research on the nuclear power industry in China. I am a graduate student in MIT's Technology and Policy Program and I am working on my Master's thesis while contributing to MIT's Production in the Innovation Economy (PIE) Project. The goal of the latter is to understand the nature of modern manufacturing and the relationships of innovation, competitiveness and jobs to manufacturing in different industries. Together with a small group of colleagues at MIT I focus on cross-border technology development in industries such as the Chinese nuclear power sector. My stay at Beijing's Tsinghua University greatly benefited my work and created a number of decisive impulses that help me to advance my research. I am certain that the ties that resulted from my visit will remain strong and helpful in writing my Master's thesis and in contributing to MIT's PIE project. I am very grateful for this opportunity and truly appreciate MISTI's support.”



Florian Metzler at a Chinese nuclear power plant construction site

A. MISTI-China Industry/Individual Internships



Jonas Nahm, Ph.D. Candidate, Department of Political Science

MISTI-China Marco Polo Internship
Tsinghua University Business School, 2012-13

“My research allowed me to further understand the ways in which the Chinese policy environment has affected firm decisions about co-location of production and R&D activities and how government policy has shaped the development of the local supply chain in the wind and solar power sectors. After having collected data on the latter through interviewing Chinese and foreign solar and wind companies and their suppliers, I am now focusing on collecting information on the development of the policy environment in which these firms have operated.”

Nicholas Martin, Ph.D. Candidate, Department of Political Science

University of International Business and Economics, Beijing, 2011-12

“The project was focused around how states manage their energy systems using market and regulation-based approaches versus ownership-based approaches. The consequences of these different approaches for system-level transformations, and specifically low-carbon transitions, were assessed and compared across three countries: China, Germany, and the UK.”

Gregory Lau, Management, 2012 | Shanghai Atlas Capital, Shanghai, China

“Shanghai Atlas Capital is a small venture capital firm established in 2010, with about 15 staff. It manages a fund of 600 million RMB. The majority of its shareholders are Chinese government entities, such as the National Development and Reform Commission, the Ministry of Finance, the Chinese Academy of Sciences and the Shanghai government. During my internship, I had the opportunity to learn about the various aspects a job at a venture capital firm entails, including: (1) Industry analysis (2) Due diligence work on companies (3) Meetings with promising entrepreneurs (4) Site visits (5) Networking sessions with other venture capitalists (6) Deal sourcing via a top down approach (7) Scanning for important news in relevant industries.

In two months, I worked on 13 different start-ups spanning nine different industries. I had the invaluable opportunity to travel to Beijing with my supervisor and network with some of the leading venture capitalists who are working in the Clean-Technology industry. I was able to interact with the management team of start-ups to better gauge the investment value of the project. Prior to these meetings, I would be tasked to research the industry and company and provide my evaluations on whether the company was worth further looking into. Therefore, my work was taken very seriously as I provided most of the important background information and filtered out less promising companies. Even though I was inexperienced, my supervisor believed in my judgment and ability and as a result, I had the rare opportunity to work on so many things that an intern would normally not have the chance to, and I am very grateful for that.

I was also working on new initiatives that the firm started, including a regular news brief that compiled all the important news in relevant industries, to be sent out to all the associates in the firm. The management of the firm was pleased with the product, and this will be continued even after I leave. A second initiative was when I helped out my supervisor who felt the need to explore deal-sourcing from a top-down approach promising start-ups are identified by first spotting promising industries. Although I did not manage to complete the deal sourcing process by the end of the internship, I sourced for relevant data as well as provided my analysis and recommendations on several industries and investment opportunities.”



A. MISTI-China Industry/Individual Internships

Tanya Liu, Mechanical Engineering, 2014

Ingersoll Rand, Industrial Technologies Asia Pacific Sector: Shanghai, China

“The group I was with specialized in non-standard orders for Ingersoll Rand’s line of centrifugal air compressors. At first, my responsibilities involved a lot of excel work. Gradually, I was given tasks to do using Pro/ENGINEER, a software I had never used before. This was a good experience for me, as a lot of companies use Pro/ENGINEER as opposed to Solidworks, which is used in most MIT MEng classes. Using Pro/ENGINEER, I made engineering drawings for air compressor parts. I designed an orifice plate for a problematic heat exchanger in a compressor assembly, new baseplates for a control panel, and an oil pump on an oversized non-standard compressor assembly. Apparently they had a light load the two months that I was there, so sometimes I felt I wasn’t being challenged enough. In the end, however, the internship was still an invaluable experience for me. I definitely experienced more what working in industry as a mechanical engineer was like. I found my coworkers to be incredibly friendly and receptive. Most of my workplace interaction took place in Chinese; in fact, most of the training documents/other related materials were in Chinese so being able to read Chinese without too much trouble was a crucial skill.”

Ye Yao, Department of Biology, 2011

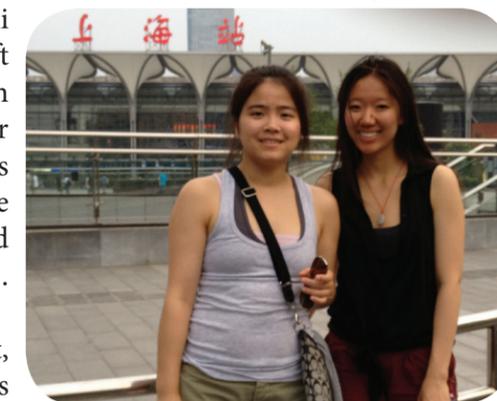


Internship: The purpose of my stay in China was to understand present-day Chinese political, social, and cultural influences and their effects on entrepreneurship. After reading China’s Twelfth 5-Year Plan, internship partner Xi and I researched a bit into medical healthcare in entrepreneurship before turning our attention to understanding the infrastructural and financial support for student entrepreneurs in Shanghai. After Shanghai, I traveled to Beijing, where I met my former advisor who hosted my stay near Peking University, met with several university staff members, and formed new working relationships with local university business incubators.

Practical Matters of Life: A summer in China extends far beyond just work life. For the first time, I felt like a local in China while looking for a place to rent. One thing Xi and I learned came down to quality and integrity. We found that many businessmen in China (a.k.a. landlords) were simply driven by financial gain. It was hidden from our knowledge (and we later found out) that the place we rented lacked

a stable source of hot water, there was a broken A.C. in one room and dressers with drawers off its hinges, the T.V. had to be rewired by the repairman, the microwave overheated when Xi tried to boil water, and out on the porch was a pail of rotting beans (left from the last tenant). Needless to say, we cleaned up the place entirely. In the end, the renting situation was one of the most eventful aspects of our stay in Shanghai that opened our eyes to the types of dilemmas locals dealt with on a daily basis. Xi and I also had the chance to watch the London Olympics from the vantage point of the Chinese! We analyzed the commentary and cheered when athletes won a gold medal for 中国.

I am very grateful for the opportunity given by MISTI, Sean Gilbert, and mentors for this opportunity to continue developing my business relationship and future career with China. While China changes and grows, opportunities like these allow people with Chinese interests to share in the nation’s development.



Xi Chen (left) and Ye Yao (right) at the Shanghai Railway Station in China

MIT China Educational Technology Initiative



We are very grateful to MIT for sending a team of students so far from home to teach OpenCourseWare at Qinghai University this summer. It has been an eye-opening experience for our students to interact with American students and observe MIT teaching methods. Since Qinghai University is located in a remote, high altitude region, we face many challenges particularly in areas of environmental and biological engineering and distance education. Our faculty and students have discussed these challenges with the MIT students, and we hope over time that MIT faculty and students will be able to collaborate with us on projects unique to the Tibetan-Qinghai Plateau.

- Yu Hongxian, Director of Teaching, Qinghai University

What is MIT-CETI?

Since 1997, the MIT-China Educational Technology Initiative (CETI) has worked with students and faculty in China on science and engineering course content through platforms such as MIT-OpenCourseWare, iLabs (Internet labs), and D-Lab (development labs). MIT students take with them to China hands-on applications of MIT course content and culture, and leave China at the end of their projects with lasting friendships and a new awareness of the spirit of innovation.

When and where does CETI take place?

These full summer workshops or “camps” now extend to 12 universities spanning Xining, Chengdu, Kunming, Yulin, Wuhan, Wuxi, Dalian, Fuzhou, Hangzhou, Hong Kong, and Taiwan. MIT-CETI students work closely with students in China, Hong Kong, and Taiwan; with a few teams spanning all three regions in one summer (c.f. CETI 2012 report by Sally Lin (Materials Science & Management, 2015, below)



Will, Sandra, and Rex during one of their cultural teaching sessions -- shown here: “Culture Jeopardy, Round Two” on the overhead projector

Our students said that they hope the MIT-CETI project can continue year after year so that they have more chances to widen their view and experience different educational technologies and culture. We will improve and perfect our arrangements in the future so that MIT-CETI can come to our school every year and have further interaction between the two universities and students. We definitely believe this program was very successful. We do want to invite an MIT team to visit Kunming University of Science & Technology next summer. Actually, the invitation is not from our college, it is from our students.

Ji Kaifan, Vice President
Kunming University of Science and Technology
Yunnan Province

How many applicants are accepted?

CETI attracts over 60 MIT student applications for the 18 openings (six teams of three students per team) that MISTI-China is able to support each year. Anywhere from 30 to 200 Chinese, Hong Kong, and Taiwanese students participate in each of these 12 university camps-- or over 1,000 student participants per summer.

What is the future of CETI?

There are plans to expand activities through new initiatives with MIT online courses (MITx) and new technology applications such as localizing MIT App Inventor for mobile phone applications in China.

What is the CETI influence on other MIT international programs and initiatives?

“CETI” has been the model for other student team initiatives established at MIT, including the MIT African Internet Initiative (AII), now called the MIT Accelerating Information Technology Innovation; the MIT D-Lab initiative in Qinghai Province; and MIT educational technologies such as OpenCourseWare, iLabs, iCampus, and xTutor at numerous Chinese universities. CETI’s work has inspired other MISTI country programs to introduce OCW Highlights for High Schools in Italy, Germany, Mexico, and Israel, etc. in January as part of a new teaching initiative called MISTI Global Teaching Labs.

Did you know...

- MIT-CETI offers significantly more training and responsibility than does a traditional MISTI internship.
- CETI is a year plus long China project management training program. While company internships conclude on the final day at the company during the late summer, more than half of CETI students commit to the program as “Exec”.
- CETI “Exec” are true “CETIzens”; they begin their involvement once accepted into the program (late December) and continue actively contributing through their summer internships until the next year’s group of CETIzens are sent to China in June. This is an 18-month commitment (one year longer on average than regular MISTI internships).
- CETIzens are generally better prepared to work overseas at the start of their internships than traditional company interns, who, in contrast, do not begin working on their projects until June.
- As the Alumni News section of this newsletter documents, many CETI alum have gone on to exciting careers with fascinating personal stories.

What exactly is the Tao of CETI?*The Tao of CETI: More than an Internship*

Approximately 10 CETI student veterans who interned in China the preceding summer form a CETI-Executive leadership group. They work with the incoming group of 18 CETI students, and in collaboration with the MISTI-China program’s managing director, they administer the following:

1. Program information sessions
2. The design and dissemination of program publicity materials
3. Online applications through the CETI website
4. Student interviews and decisions on acceptances and rejections
5. Team organization
6. Curriculum development including ice breaker activities, course content from MIT OpenCourseWare; cross cultural topics for English practice, and professional training (e.g., applying to overseas graduate schools; English resume writing workshops; job interviewing)

They adapt curricula and cross cultural activity plans to unique cultural and administrative settings in Chengdu, Kunming, Fuzhou, Xi’an, Xining, Hong Kong, and Taiwan, etc. Students accepted into CETI already speak Chinese or are studying Chinese, and they all take a culture course on China. Many CETI students end up taking more Chinese language courses at MIT and going on industry internships in China following their summers in China.

From the CETI Qinghai University OpenCourseWare project:

The CETI team’s teaching schedule was loosely based on the MIT model. Each week consisted of three lectures for each subject. Approximately 100 Qinghai University undergraduate students attended the lectures and two recitation days per week. Three recitations were taught for each subject. The recitation sections were designed to review material presented in lectures, provide extra time for the students to ask questions, and review sample homework problems. There was also one lab for each subject per week. The MIT students added cultural presentations and seminars to the curriculum, including one lecture per week on aspects of American culture.





DUT iLab Team

CETI iLabs 2012: Dalian University of Technology

Phitchaya (Mangpo) Phothilimthana, EECS 2012
Louis DeScioli, EECS 2014
Julian Yuen, EECS 2012

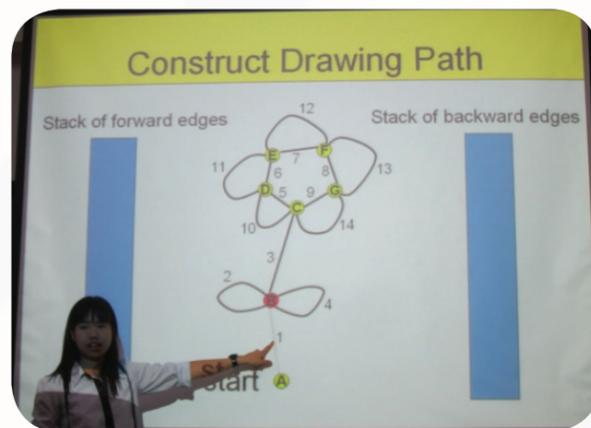
We presented three different types of lectures to students at Dalian University of Technology: technical, soft-skill, and cultural lectures. The technical and soft-skill lectures were taught to 57 3rd-year Electrical Engineering students, but the cultural lectures were open to everyone.

1. Technical Lectures

The three of us taught one-hour technical lectures that focused on the overlapping area of Computer Science and Electrical Engineering. Teaching, for example, 6.02 topics definitely fit our capabilities and benefited the students more [than if we had taught something outside our fields, like general electronics, as the professor had originally suggested]. As the English skills of the students varied widely, [we had to] speak clearly and slowly and use simple vocabularies.

The 8 lectures included:

- Basic Programming: Introduction to Python
- Data Compression
- Error Correction
- Media Access Control (MAC) Protocol and Network Packet
- Network Construction
- Game and Graph Theory & other topics in CS
- Graph theory (BFS, DFS, Eulerian graph)
- Entrepreneurship



Mangpo giving a lecture on Game & Graph Theory

2. Soft-skill Lectures

We gave lectures on how to give a great presentation and how to prepare for a job interview. This soft-skill component contributed to the students' grades. The professor required us to give the students assignments and assess them. We asked each student to give a 5-minute presentation to a group of eight students, and the audience was required to give constructive feedback to the presenters. For the interview component, we conducted an eight-minute mock interview for every student.

3. Cultural Lectures



Julian giving a lecture on job interviews

The Cultural Lectures consisted of American Culture, MIT Culture, and Hometown (Thailand, Texas, and Hawaii) Culture. The audience consisted of students who were particularly interested in studying abroad, going to the US, or MIT. Many of them were very curious to know how to get into graduate schools in the US.

Daniel Mokhtari, Chemistry, 2014 | William Doenlen, Chemistry, 2012 | Diana Zhu, Biology, 2012

Journey 1: Oxbridge College, Kunming University of Science & Technology

Journey 2: Southwestern University of Finance and Economics (Chengdu)



While in Kunming, the school funded us to go with several students to famous sites in Yunnan. We had an incredible time

at the Stone Forest and had the chance to visit the Yunnan Minority village. Since we were in Kunming during the Dragon Boat Festival, some of the students taught us how to make zongzi (粽子), and in turn, we prepared an "American" brunch consisting of French toast, homemade spaghetti sauce, pasta, and mashed potatoes. This brunch was a great success, and we highly recommend this to another team. Additionally, on several occasions, we had the chance to explore downtown Kunming by ourselves, which offered great shopping and wonderful bakeries.



Charles greeted us when we arrived at SWUFE and helped us arrange for accommodations. He was often present during classes and occasionally gave us suggestions for how to improve. He arranged for several outings into the surrounding area, including several forays into Chengdu and a barbecue on the July 4th. We taught each day from 9-11 AM, and then from 2-4 PM. At 7 PM, the SWUFE student organizers usually had a fun cultural activity planned. The English level of the students at SWUFE was generally excellent, and we had few problems communicating or getting the class to engage in activities and discussions. The students at this school were the most engaged and eager to learn, so future CETI teams should plan more complex lessons for this particular school.



Homemade ice cream at A Village School

In between CETI camps, Will met Yu Xiao who worked for an NGO called A Village School (壹个村小) that seeks to educate underprivileged children in surrounding provinces. Will taught at this NGO's summer camp for four days as a volunteer science teacher. There were about 40 students from ages 10-14, most of whom did not speak English but were very eager and well-behaved. He performed simple chemistry experiments (i.e., making ice cream with ice and salt). Other volunteer teachers acted as Will's translators. Will was given free accommodation and food at the camp. Overall, he found the experience to be very gratifying, and highly recommends considering sending future CETI teachers to A Village School.

Journey 3: Qinghai University (Xining)

As first-year students, the level of English ranged from very poor to mid-range. Thus, while we had prepared a number of scientific and cultural lectures, some of which we presented at Chengdu and were well-received, we had to refocus our efforts on teaching English and making ourselves understood. We taught for two hours every morning and afternoon, and while we began by giving similar lectures to those at our previous schools (American idioms, cultures, ice breakers, DNA/Miracle berries), we had to readjust according to how much English they understood. Some of our lectures could not be presented due to a lack of translational ability, so we spent time watching Aladdin in English and going through it scene-by-scene, watching YouTube videos and Olympics in English, and playing a variety of language games.



B. MIT CETI: Student Reports

Juliann Shih, Management, 2014

Sally Lin, Management & Materials Science, 2015

Cynthia Wang, Management, 2012

Hong Kong Institute of Vocational Education

“In Hong Kong, Cynthia Wang, Sally Lin, and I taught from 10 AM to 4:30 PM, with lunch from 12 to 1:30 PM. The two weeks ended with a miniature “final project” of writing a business proposal. They particularly enjoyed the group lessons, such as the mock group interview. Despite the students’ competency in English, I actually found that only a few were familiar with American culture (as opposed to the majority in Taiwan). We eventually were able to cover American food, movies and TV, music, slang, holidays and landmarks, education system, and high school stereotypes. Along the way, the students also showed us a taste of their culture. We had them give an itinerary of their ideal weekend in Hong Kong for tourists, which allowed them to practice their English in addition to benefiting our weekend endeavors. We treated part of the class as a free-flowing cultural exchange.”



MIT-YuanZe Camp (MY Camp) YuanZe University (Taiwan)



- “MY Camp is honestly one of the best experiences of my life. I am very glad that I got to meet the TAs and become friends with them.”
- “After CETI ended, I went back to Taiwan to visit some of the TAs. We took a trip to Kenting and Kaohsiung in the south of Taiwan.”
- “The students and TAs definitely made an impact on my life, and I hope that I made a positive impact on theirs too.”



Students with their diplomas from Hong Kong summer workshop



Journey 1: Institute of Vocational Education (Hong Kong)



Because all of our students were Business Administration focused, I taught Management, Juliann taught Finance, and Cynthia taught interviewing techniques. Since this was our first stop, I was extremely nervous in the beginning. There were so many students, and we didn’t get to bond with everyone, but by the end of the program, we all were completely comfortable with each other. I would never have thought we would have grown so close. Every night Will, Rex, Juliann, and I went out to eat. During the weekends, we visited tourist spots. There are too many places to see in Hong Kong, and the MTR system made everything easily accessible.



Rex Lam - Lunch was 90 minutes and we often ate with our students either at the canteen or nearby; taught with Will and Sandra



B. MIT CETI: Student Reports

Journey 2: YuanZe University (Taiwan)

Taiwan was by far the busiest. I taught Game Theory and Rex and Juliann taught economics, math, and biology. In the morning the students would do aerobic exercises (we would sleep). At 8:30 we would eat breakfast, and begin teaching at 9am. We would hold two lessons, then break for lunch (12-1pm). We would lecture once more and end with a culture lesson (till 4). The students had computer lab where they worked on a final project (presentation on a social problem) until dinner (5:30). Then at 7 the students would participate in night activities, which ranged from an Egg Drop to Water Games (optional for us). Every night ended with dessert at 9:30. Because of our busy camp-



like schedules, we did not travel off campus on the weekdays. It was too difficult to get to know a total of 220 students, but I was amazed by how well we did get to know all 25 of the TAs.

Journey 3: Sichuan University (Chengdu)

I taught management again (with an emphasis on marketing), Will taught Biology (and even Spanish), and Rex taught economics. We began every day with an icebreaker at 10am, went for lunch from 12-1:30, and had culture lessons until 4. Because of the late advertising, we had only about 10-15 students. Yet of the three schools, I would say we spent the most time with the Sichuan students. Because they came to Sichuan University specifically for the program, they were completely free after class to hang out with us and show us tourist sites on the weekends. We visited the Panda Research Facility, a 2000-year old irrigation system, toured some traditional streets, and more.

One student even invited us (and the other students) to his home for a delicious dinner on the last day.



B. MIT CETI: Student Reports

Commemorating the MIT-CETI 2002 Development Team

MIT-CETI's expansion would not have been possible without a sudden change in direction and vision when a pioneering CETI development team took the program to new heights throughout China. This year marks the 11 year anniversary of that pioneering team, formed by Sal Scaturro, Chang She, and Bob Yin. Today each of these individuals live very different lives but are bound for life by their experiences that summer.

From CETI Development Team Report, by Chang She, Bob Yin, Sal Scaturro
"Building Bridges," Summer 2002

The Beginnings: CETI was started by two graduate students in 1996 with the intent of setting up Chinese high schools with internet access and teaching basic web design. From 1998 to 2001, curriculums were based heavily on the use of computers and were taught at schools in very urban areas. Since then, many high schools have obtained internet access (both on their own and with CETI's help), and so the focus of CETI has changed.



The turning point: As students in big cities gained access to an increasing number of technological resources, the CETI executive committee decided CETI needed to take a new approach. The result was a special CETI development team that would go to rural towns in China to reach out to students who have had little contact with foreigners and technology/engineering education.

Main Goals of CETI

One main goal of the CETI development team was to visit schools in various provinces throughout the country to better understand the education system as a whole and to find ways to make CETI more useful for Chinese students. Our schedule for teaching was as follows:

June 17-21	Jiangdu, Jiangsu
June 24-28	Break
July 1-5	Guilin, Guangxi
July 8-12	Break
July 15-19	Anxian, Sichuan
July 22-26	Chengjiang, Yunnan
July 29-Aug 2	Xi'an, Shaanxi



"The education system in China rarely allows for students to work together, or apply their knowledge of math and science by physically building something."

Another goal of the CETI development team was to design a curriculum independent of computers and the internet. We came up with a few different modules from which we chose two or three to teach at any particular school based on our time constraints. The main three curriculum (non-tech) modules were:

#1. Bridge design competition: We taught basic engineering design principles and gave the students a chance to work in teams. We gave an introductory lesson on types of bridges, tools, and materials. We had each group brainstorm design ideas, select one all team members agreed on, then build and test over two days.

#2. English pronunciation: We gave an hour lecture outlining common pronunciation errors that Chinese students have. We played language games which focused on pronunciation and word association and had students work in groups to develop and perform 3-5 minute skits using only English.

#3. Environmental protection: We introduced problems like air pollution and desertification, issues pertinent to China. The lecture was followed by an English-language video about deforestation on the Northern China plains and efforts being taken to help prevent the negative effects due to desertification.

At each school, ice-breakers were the first activities we used to get the students comfortable working with us and each other. Smaller modules included brief lectures on genetics and fluid mechanics.

B. MIT CETI: Student Reports

Zhaoguan Middle School (Jiangsu Province): "The most vivid memory we have of the students from Zhaoguan, our first stop, was imprinted on our very first day there. It was around ten in the evening and we expected the school campus to be dark and sleepy. But as we walked through the gate, we were met by bright lights [and] saw students of all ages sitting silently over their books, studying late into the night. Most of the students who attended Zhaoguan Middle School came from farming families having experience with working in the rice paddies and cornfields that blanketed the region. This work ethic was apparent in the way they handled all challenges. Their enthusiasm fueled us."



"We did not have to break the ice with our students at Anxian. It had melted before we got there."

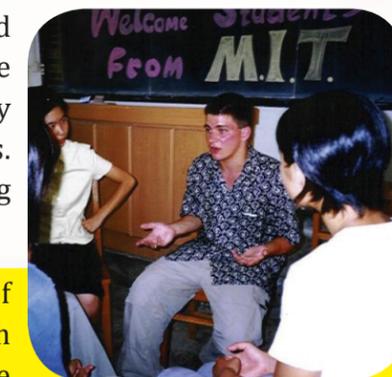
"My summer with the CETI 2002 Development Team was one of the most exciting, fun, educational, and eye-opening experiences of my life. It gave me a completely different perspective on Chinese culture and allowed me to see so many places and meet so many people that were radically different from my usual routine."

- Chang She

"Our basic engineering project--to build matchstick bridges with teams of students--turned into an unforgettable experience defined by teamwork and cross-cultural communication."

- Bob Yin

Anxian Middle School (Sichuan Province): "A river runs through the center of Anxian, where most of the residents gather in the evenings to catch the cool river breeze, drink tea, socialize, and play Majiang. Despite the intense pressures faced by Chinese middle school students, the students in our classes at Anxian were cheerful, positive-thinking children, who surprised us with their enthusiasm from the very beginning. We did not have to break the ice with our students at Anxian. It had melted before we got there. They warmly welcomed us into [their] "extended family" and introduced us to regional delicacies such as fiery hot-pot eaten over a raging flame. In the classroom, our time was no less enjoyable. The positive attitude of the students motivated us to forget about the heat and work on our projects. We were able to talk individually to almost all 80 students. Each one of them left a lasting impression on us."



"The CETI Development Team left a lasting impact on the rest of MISTI-China and CETI in particular; a quantum leap breakthrough no less from CETI's Computer Educational Development Initiative (CEDI) origins that relied on computer based teaching at high schools in China mainly in large urban centers to a switch to working almost exclusively in hinterland regions; and, starting in 2004, adapting MIT course content from MIT OpenCourseWare at universities across China and eventually Hong Kong and Taiwan. The CETI Development Team also was the direct antecedent to the pilot MIT-OpenCourseWare project at Qinghai University initiated by former MISTI director, Suzanne Berger."

- Sean Gilbert, MISTI-China Managing Director

The partnership between MIT-Global Education & Career Development and MISTI China that awards Li & Fung Foundation funding opportunities to undergraduate students to conduct research internships at universities in China, Hong Kong, and Taiwan. In 2012, 22 students including three students with the MIT-EECS "Empower the Teachers" Initiative interned at eight universities.

Amy Fan, Biology, 2015 | Tsinghua University



"From my time at Tsinghua, I learned many new lab techniques as well as explored the field of immunology. I have also begun to pick up on a good amount of biology jargon in Chinese.

What was most interesting about this trip, however, may be the things I learned about my own Chinese identity. Talking to my lab members, I found that the Chinese youth is not as oppressed and ignorant as the US portrays them to be. Traveling around Beijing with my roommates and friends, I learned much about Chinese history and the views of many locals on controversial issues and was able to empathize with their reasoning."

Shiyang (Claire) Liu, EECS, 2015 | Tsinghua Univ.



"The 10 week internship at Dr. Shi Yuanchun's Human Computing Interaction lab has been an extremely fulfilling and enjoyable experience. My project is on writing a software that helps English as

Second Language (ESL) students to write English academic papers. I work closely with a PhD mentor and two other undergraduates. Due to the large database, the materials learnt from 6.006, the algorithm class is handy. We have to think of a data structure that saves the parsed sentences to be retrieved easily and decide whether breath-first search or depth-first search is better suited in our search algorithm. It is really exciting to apply the concepts from classroom into real world research. I have also learned more about linguistics and how each word from a sentence is broken down by its part of speech through a parsed tree, which gives me another perspective on sentences."

David Boeger, EECS, 2013

Huazhong University of Science and Technology (HUST), Wuhan, Hubei Province.

"My assignment was to write basic tools and scripts for benchmarking filesystems and producing metadata statistics [for Huang's research on storage algorithms for solid state drives or SSDs]. This made my knowledge more real and practical than in an academic setting. I was free to make the tools how I wanted and had no worries of obligations or homework. I think going abroad is such a great and eye-opening experience in many ways and more MIT students should try it. MIT students are smart and have a lot of potential, but sometimes we have a tendency to close doors in our lives and take a narrow approach toward typical measures of success. I'm very happy to not have closed the door and have experienced China."

Angel Yang, Physics, 2013 | Tsinghua University

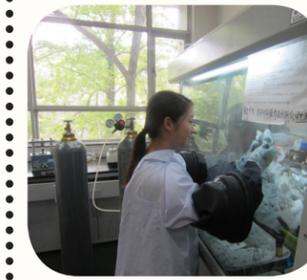


Tsinghua University, School of Economics and Management

"Within Professor Chen's group, I worked with the company Light In The Box.com (LITB), an online shopping website.

During the first few weeks I was reading a lot of literature on various inventory models. Later, I began to analyze the six months of data that the company had given us and was able to apply some of the fitting skills I learned in my MIT physics junior lab course last fall. Additionally, I learned how to do simulation of data by using a bootstrap method on Excel and simulated approximately 1000 days of demand data. Although there still remains a lot of work to do on the project I began, I learned a lot from the work I did with Professor Chen. This is the first operations project-related research that I have done and I have learned and applied a lot of what I have learned in my past MIT classes."

Joanna Chen, Biology, 2015 | Wuhan University



"This summer I had the pleasure of being a Fung Scholar with a MISTI-China internship at Wuhan University in the College of Chemistry. I worked under Dr. Xiang Zhou in the Laboratory of Chemical Biology,

and Professor Yuliang Cao in the Laboratory of Electrochemistry. In Dr. Zhou's lab, I had the opportunity to see what I have learned in the classroom applied in real life, as well as expand my understanding of chemical research and its applications. I worked with a second year PhD student conducting experiments in order to further understand the use of DNA experiments to treat cancer. A challenge I experienced during my internship was the language barrier, but I can also call this challenge a success because with patience, we were always able to resolve confusion and push on, and I'm happy to say that I got to help my mentors with their English and even translate some terms."

Flora Cheng, Chemical Eng., 2014 | Univ. of Hong Kong



"This summer, I was working in the Mechanical Engineering department of the University of Hong Kong under Professor Anderson Shum. Not only did I learn more about microfluidics, but I also learned a lot about researching

as well as presentation skills. My project this summer was to design a microfluidic device that can be used to study the differentiation patterns of stem cells under a concentration gradient of inducers. My main challenge was in working with the hydrophobic membrane. It was a readily available material and provided a good surface for cells to be cultured on. However, its highly hydrophobic properties made it difficult to test the permeability of inducers through the membrane, as they are mainly water based. After a few weeks of trying to work through the problem, I accidentally learned a very simple way of subsiding it. This was a very valuable experience in regards to research because I realized that this kind of confusion occurs pretty often in the real world, and it is a natural step in scientific research."

Cynthia Chen, Biology, 2014 | Tsinghua University



"This summer, I worked in the Cardiac Center of Tsinghua University's No. 1 Affiliated Hospital, My main job during the first few weeks of my internship was to shadow cardiologists and surgeons. Having been thrown into a professional medical environment, I gained extensive

technical knowledge about the specialty I was working in. By the end of my internship, I was able to diagnose some typical conditions and I could clearly follow the steps and maneuvers of several basic surgeries. But beyond learning about the medicine associated with cardiology, it was very eye-opening to see the discrepancy between what is considered standard in US healthcare, ranging from cleanliness to physician competence, and what is considered a high-cost privilege in China. I decided to initiate a social science project as I wanted to formulate measures for improving the efficacy of the Chinese healthcare system. I performed initial background research the last half of my internship and hope to return to Tsinghua School of Public Health next year to perform more directed research."

Junyao Song, Biology, 2013



University of Science & Technology, Hefei

"I spent the first half of January at the University of

Technology and Science, the founder of the orphanage, and some of the kids from the orphanage.

working with different C. Elegans mutants to study the process of RNAi. Then I went to an orphanage in Fuyang, Anhui province which houses HIV positive kids who are abandoned by their relatives because their parents passed away from AIDS. As people from rural China misconceivingly view AIDS as contagious, no one will go near these kids. Along with other MIT students, I taught them English and a dance to perform at the Chinese New Year banquet. It was a very fulfilling experience to see their smiles and optimism. I plan to take more classes on China for when I go back again in the near future."

C. Fung Scholars Program

Lily Xu, Civil & Environmental Eng., 2012



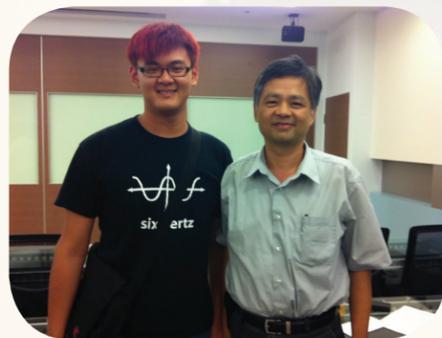
My "eco-friendly" Environmental Building – covered in solar panels.

Tsinghua University, Department of Environmental Science and Engineering.

"My research task for the summer was to create a comparative study on eco-industrial parks between the US

and China. I faced three challenges: time, the language barrier, and living arrangements. One summer's time is extremely restrictive to a comprehensive paper, but I still found my summer research rewarding nonetheless. By the time I left, I was slowly getting to know many of the people who had been elusive to me at the start of my internship. The language barrier was mild as all papers were written in English and my coworkers also spoke decent technical English. After arrival, luckily, one of the other interns helped me with living arrangements!"

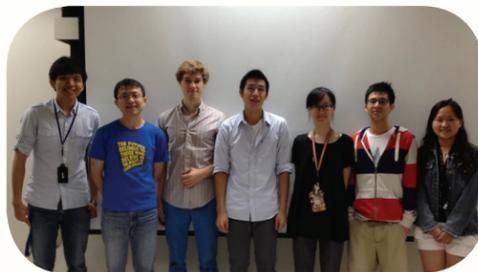
Menghsuan Pan, Materials Science, 2015



"I spent my summer at National Cheng Kung University in Tainan, Taiwan doing research on Surface Enhanced Raman Scattering to develop a medical device that can detect specific virus

magnitudes faster than the current method. My job in Professor Jun-De Liao's group was to run the experiment on getting Scattering data and to flat out the background signal. In Taiwan, there is no way a device can be sold without obtaining all the required ISO standards, and in many cases, obtaining them takes months of preparation and evaluation. I was very disappointed to learn about the efficiency of the government agency in dealing with this because many medical devices are made to save people, and this long lasting process will delay the use of the devices. Overall, I am very satisfied with the internship. I learned what material science is like outside of MIT, and I value the knowledge I gained from this trip."

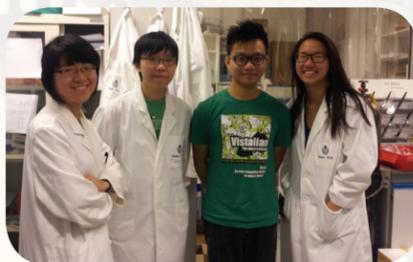
Luke Chellis, Brain & Cognitive Science, 2014



National Taiwan University College of Medicine, Taipei, Taiwan

"Dr. Sung-Tsang Hsieh's lab is studying the neuro-molecular nature of pain, and I was immediately assigned my own project working beneath a PhD student to assist me in jumping right into the research. I was able to learn a lot of in-depth skills without the redundancy of repeating the basics. My favorite task was performing the surgery, even harder than human surgery, I'm told, since a rat is so much smaller than a human. Moreover, I had a great opportunity to practice my Chinese. The result was a day filled with both Biology and Chinese lessons and lots of scribbling on scraps of paper. I greatly enjoyed my time. It was wonderful to see everyone again, and the lab members began to feel like family."

Shirley Tsang, Chemical Engineering, 2014

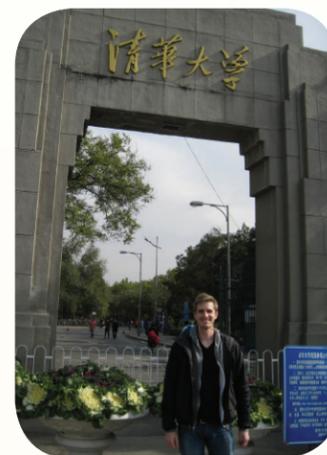


Local HKUST graduates and undergraduates I worked with

Hong Kong University of Science and Technology (HKUST)

"This summer, I and a local HKUST student worked together on an independent project: "Characterizing the Effects of Method and Material Parameters on the Formation and Morphology of Polymersomes." I picked up several new technical skills, and although I wouldn't categorize the research process as exciting and enjoyable, I definitely learned a lot more since I was given the chance to do everything independently. When attending biweekly meetings with Dr. Chau, I was no longer just a UROP who collects data; I was able to participate in discussing results. At the end of my internship at HKUST, I have improved my research and technical laboratory skills, learned to work and think independently, and I have gained insight on what research is and how I feel about it."

Will Doenlen, Chemistry, 2012



"I spent eight weeks working at Tsinghua University (清华大学). As a recent MIT graduate, I was excited to have the opportunity to examine life at Tsinghua, participate in a research project and learn about Chinese research practices. At Tsinghua, I worked with Professor Jun Li (李隽) in the Tsinghua Computational Chemistry Laboratory

(TCCL). Studying computational actinide chemistry in the TCCL forced me to dive right into some of the more challenging problems in contemporary computational chemistry [like computational techniques to compute properties related to uranium hexafluoride]. I had the opportunity to learn about the theoretical underpinnings of the most popular computational schemes, something many experimental chemists do not have the chance to learn. I am confident that everything I learned will be incredibly useful in my future endeavors as an experimental synthetic chemist in graduate school."

Nathaniel Kim, Brain & Cognitive Sciences, 2014

Peking University, Beijing



"The most important thing I have gained from this internship is the academic research experience that Professor Xiaolin Zhou and Hongbo Yu, his PhD student, helped me develop. Not long after Hongbo noticed my interest in the neural

mechanisms that underlie human decision-making behavior, he approached me with a research topic. Learning about experimental design theoretically in a science class and actually conducting your own project from scratch are two very different things. Hongbo has become a great academic mentor to me, and we will remain in close contact for the next few months as we continue to collaborate on this project while I am in the U.S. I am very thankful for [these] academic and cultural opportunities, and I can say without hesitation that this is turning out to be one of the most fun and fruitful summers of my life. I look forward to returning to China in the near future."

C. Fung Scholars Program

Jiaming Zeng, EECS, 2015 | Tsinghua University



Arriving at Tsinghua University and meeting Prof. Wang Xiaoge (center) and Wang Shu (left), a graduate student (CGPOP) who helped orient me around Tsinghua.

"I worked under Professor Wang Xiaoge with an undergraduate group. Our basis of work was the Conjugate Gradient Parallel Ocean Program (CGPOP) miniapp released

by the Los Alamos Laboratory. The miniapp is the solver part of the Laboratory's Parallel Ocean Program, which is used in modeling and predicting ocean climate. Our goal in the project is to develop and improve algorithms that will optimize the performance of the CGPOP program and also [research] the effect parallel computation has on the performance. I spent a lot of time running test experiments through remote control on supercomputers like Tianhe-1A and BlueLight. I also helped make the first draft of the final research paper. The teacher gave me very useful [advice] in the process of debugging experiments and thinking of new experiments to run."

Tracy Burnett, Urban Studies & Planning, 2012



"I have always found languages to be difficult. Fortunately, Tianjin's New Century School gave me long hours of one-on-one tutoring. At first, communication was rough, but once my listening comprehension and vocabulary

expanded, I found success in everything from buying vegetables to conversing with taxi drivers. Every evening, throngs of Tianjin citizens gathered at the Tianjin Cultural Center to dance, rollerblade, sing, play music, paint calligraphy with water on the sidewalk, or just stroll and watch the goings-on. I joined them routinely, gradually growing fond of the community. New Century was able to cater to my appetite for very fast-paced classes. There was definitely continuity from my Chinese lessons at MIT to my textbook at the New Century School. Thank you, GECD and Li and Fung Foundation, for this opportunity. Easing into China [life] by studying the language has facilitated a very warm welcome for me here, something I would have been severely lacking if I had flown into my internship cold. Now, I can make the most of my time in Xining."

There has been a long-standing working relationship between MISTI-China and MIT-EECS students and faculty in China even before the MIT-EECS International/MISTI partnership was established in 2008. Naturally then, MISTI-China was invited to help coordinate activities. Now, EECS works with 17 MISTI country programs, and of the nearly 100 student internships each year, 15-20 of these interns participate in MISTI-China. MISTI-China works closely with EECS International on some of its key China initiatives, including:

1. The Tsinghua-MIT-Chinese University of Hong Kong (CUHK) Research Center for Theoretical Computer Science
2. Empower the Teachers Initiative
3. VI-A China M. Eng Thesis Program

1. Tsinghua-MIT-Chinese University of Hong Kong (CUHK) Research Center for Theoretical Computer Science

The purpose of the Tsinghua-MIT-CUHK Research Center for Theoretical Computer Science is to enhance research and cooperation in theoretical computer science and to promote the international exchange of undergraduate and graduate students.

Emeogali Emeagwali, M. Eng, 2013 | Tsinghua University, Beijing

“This fall I conducted computer science research in natural language processing with a Tsinghua professor. Having just finished my Bachelors with intentions of continuing on to a Masters in Computer Science and Artificial Intelligence ,I felt that extra research experience on a project directly related to my intended field of study would be beneficial before starting graduate school. By studying abroad in China’s top engineering university, I developed skills (e.g., from software development) directly related to the degree I will soon be pursuing to further my understanding of machine learning algorithms.



The study abroad experience in Beijing also allowed me to deepen my understanding of the Chinese language and culture. Although I was not taking formal Chinese classes during this internship, because of the environment I was in, nearly all of the other college students around me were Chinese. Therefore, I had opportunities to learn every day from students eager to share their culture with a foreigner or eager to practice their own English language skills.



Finally, being in Beijing, the political and cultural center of China, allowed me to conveniently visit many of China’s most iconic cultural landmarks in person. From the Summer Palace to the Forbidden City, these proved to be even more impressive than the pictures I had seen had led me to believe. Since I had very limited opportunities to visit countries outside of the US, my study abroad experience gave me a unique opportunity to experience the landmarks, style, and architecture of a country with a long history and culture very different from that of the US.”

2. Empower the Teachers Initiative

MIT and premier universities abroad are developing methodologies for international transfer of teaching and research, known as the ‘Empower the Teachers’ initiative. This enables younger faculty to spend a semester or year at MIT, teamed with EECS faculty to teach core curricula and start research projects with UROP and graduate students. In addition, MIT EECS teaching and research assistants as well as undergraduate UROP students who work with these visiting faculty members will have exciting opportunities abroad for a summer or semester at a university to help transfer course materials and/or complete their research projects.

Ami Wang, Department of Architecture, 2014 | HKU

“I was placed along with Kristin Au and Anji (Angela) Ren with Dr. Edmund Y. Lam in the Electrical and Electronic Engineering (EEE) Department at Hong Kong University (HKU). Our main project focused on the design and implementation of an android tablet application, a game that would allow therapists to track the progress of children overcoming attention deficit hyperactivity disorder (ADHD). We were asked, specifically, to use the android tablet camera to recognize hand gestures and implement this activity into the game. To start, we first familiarized ourselves with the programming language to use Java, and the Android SDK. Next, we split the task of the game into three components and divided them among the three of us: graphics, user interface, and camera algorithm. I took care of user interface... Anji worked on creating the gesture recognition algorithm and Kristin worked on making all the graphics for the game. In the end, we created a smooth, working demo of the entire application from start to finish. Even though I had been familiar with the Java programming language, I have never worked with Android before, so it was great to be able to integrate my knowledge of coding and my knowledge of design into a working application.”



Angela Ren, EECS, 2015

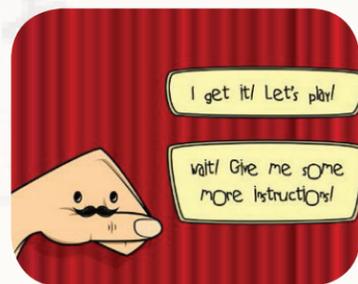
“Before we could get started, we had to pick up a fresh set of skills. Each of us had had some exposure to programming in one way or another, but to develop an Android application in Eclipse, the most popular program for Android development, we had to learn Java. Dr. Lam, Dr. Lui, and Dr. Tam were beyond helpful in supplying us with resources and guidance as we struggled for the first two weeks or so to become oriented with the software, hardware (Android tablets), and language that we would become very intimate with for the months ahead. Why MISTI-China was extremely valuable to me was not only that I was able to travel but also that I was able to explore, through an established internship, a career option, especially since I did not have much working experience of the type coming into MIT. Another project I worked on was preparing lab materials for the HKU equivalent of MIT’s 6.01 class, called ENG1501, an introductory course to EECS. For this project, I worked with Dr. Hayden K. So, who had spent some time at MIT previously helping teach 6.01. I set up and pilot-tested the class Wiki for ENG1501, provided insight from a student’s perspective, and built some of the circuitry to test the difficulty of the assignments and the reliability of the equipment. Overall, it was interesting to be on the opposite side, the teaching side, of a class I had learned from.” At the end of ten weeks, I felt wiser, weary, but above all more knowledgeable and more decided about my own future plans. “



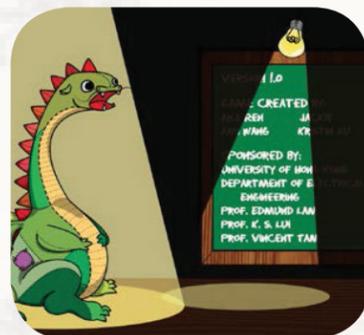
D. MIT-EECS-MISTI China Collaboration

Kristin Au, Architecture, 2014 | HKU

“Working in the Image Processing Laboratory was definitely an experience worth having. My team and I were presented with the project and given little to no training or background information. As none of us had the experience of ever creating an application of any sort, we were forced to learn not only how to build Android applications, but in my case, also how to write computer programs using the Java language code on our own. The little guidance we were given showed us the importance of being able to be self-directed, especially with setting short term goals and deciding what tasks must be done to reach a final product. Due to my little experience in coding, I was in charge of creating all the graphics for the game. At first, I found coding in Java to be difficult, however as time went on, I was able to learn the basics and animated some still images and understood how to use handlers as timers to have the game run in the correct sequence.”



Screenshots of Android game application



3. VI-A China M. Eng Thesis Program

MIT's Department of Electrical Engineering and Computer Science VI-A M. Eng Thesis Program matches industry mentors with EECS undergraduate and M.Eng. (Masters of Engineering) students who have demonstrated excellent academic preparation and motivation. The program offers students the opportunity to do an MIT EECS master of engineering thesis with the supervision of both company engineers and MIT faculty. With today's global network of product definition, design, and manufacturing, the VI-A program and MISTI work together to help these students understand practical engineering issues in a global environment.

Cyril Lan, M. Eng, 2012 | Microsoft Research Asia

“I spent fall/spring 2012 in Beijing working on my second VI-A internship assignment. My company was Microsoft Research Asia and I worked in a group that researched sensing on the mobile platform. The projects our group worked on experimented with contextual sensing – using sensors on cell phones to determine what was going on in the user's daily life and implementing software to enhance their experiences. My project was writing an app that I dubbed OfficeFit. The app ran in the background on a smartphone and used 3-axis accelerometer sensing to determine what activities the user was doing during the day in the office. The app would send alerts reminding the user to live a healthier and more fit lifestyle, for example, taking the stairs instead of the elevator, or taking periodic breaks from sitting in a chair. I improved my Chinese language skills by interacting with the local interns.”



D. Regular EECS Internships

Jing Fan, EECS, 2014 | Microsoft Shanghai

“My internship work in Shanghai during this past summer involved three main components: making the prototype of a web-based tool, helping the transition and improvement of another tool, and driving the repair and triage of bugs reported to the team. I was on the Backend and Support Tools team, in charge of the tools used to manage account and billing information. One of the tools we used was called Commerce Management Agent Tool, or CMAT.”



Overall, the internship was a great experience. Each project that I worked on taught me something different, which I might not have otherwise learned in a school setting. For example, I collaborated with a UX designer when carrying out the CMAT prototype, which gave me an opportunity to find out what user experience design was. The processes involved in researching, designing, and usability testing were very useful. With the Payment Insights Tool project, I learned how to make something abstract, such as “find out about this tool”, to something more concrete, such as “description of current features and list of potential improvements”.

Through this internship, not only did I get a taste of what it was like to work in a large IT corporation, but I was also able to get to know many talented people! There were about 200 interns at Microsoft in Shanghai this summer and both the interns and full-time employees taught me a lot. Sometimes, even a chat over lunch would give me insights into the work I did or into the computer science field in general!”

Phitchaya Phothilimthana, EECS 2012 | Dalian University of Technology (DUT)

“My MIT-China internship consisted of three components, which contributed to my development in terms of both Computer Science research and cross cultural skills:

1. Worked with graduate students on installing iLab servers at DUT.
2. Gave technical, soft-skill, and cultural lectures to 57 third year students.
3. Participated in the MIT-HUST summer cultural exchange camp



Teaching and working on iLab with DUT graduate students expanded my computer science knowledge. Since I will be attending UC Berkeley as a Ph.D. student, knowing different computer software tools will definitely benefit my ability to solve hard computer science problems especially in programming systems, my potential focus area. Working with the graduate

students there taught me that patience is a very important characteristic of a good researcher. During the iLab installation process, we encountered many problems. We had to try many different ways to solve the problems, but the students there never gave up. This reminded me that every problem has a solution. Teaching the third year Electrical Engineering students provided me an opportunity to review learned material, gain more in-depth knowledge, and improve my teaching skills which is useful for my future career since I want to be a professor.

I had taken two years of Chinese Language at MIT, so living in China was a great opportunity to practice my Chinese. I also improved my English skills in terms of how to communicate with beginner or intermediate level English users, especially when lecturing, which greatly improved my vocal presentation skills. Lastly, I learned how to properly interact with people from different cultures to avoid offending them, considering that the ways people act and appropriate topics of conversations are different. It was also very interesting to see that although China and Thailand (my hometown) are very close to each other, some cultural aspects are far different.”

MIT-Tsinghua University Joint Urban Design Studio
Making Clean Energy Cities in China May 25-June 23, 2012

Dennis Frenchman, Jan Wampler, Chris Zegras

“The MIT-Tsinghua University Joint Urban Design Studio began in 1985 and takes place over the summer in China, where MIT and Chinese Students work together to solve challenging city design problems facing Beijing and other cities. All together, close to 400 students and faculty have participated in developing proposals for dozens of urban sites.

The 2012 edition of the studio focused on the theme of low carbon neighbourhood design and was run in conjunction with our research at MIT on Making Clean Energy Cities, sponsored by the Energy Foundation. The studio became a test bed for the application



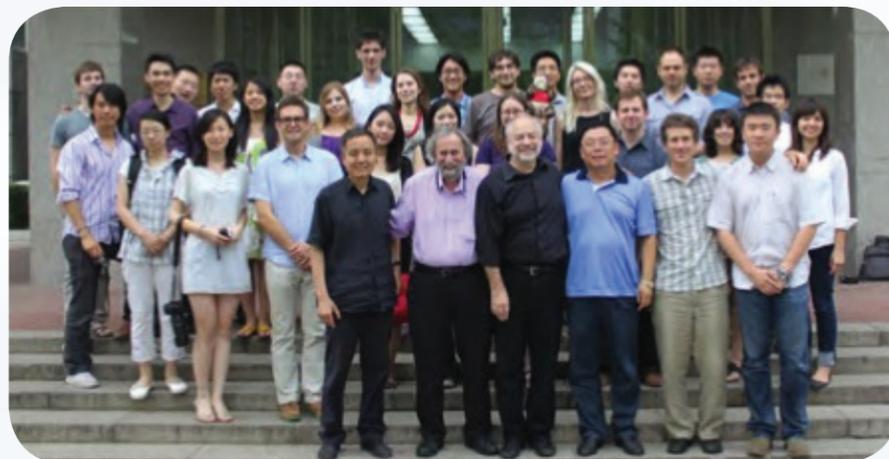
of a new tool being developed at MIT called the Energy ProForma[®], which enables a designer or researcher to predict the energy performance of a large scale urban development as it is being designed. Students used the tool in developing proposals for new low carbon neighbourhoods in Jinan, capital of Shandong Province. Our aim is to use the products of the studio and Energy Proforma to change the direction of policy and practice in China affecting neighbourhood design. In all, eighteen MIT and thirteen TSU architecture students participated, joined by two MIT energy research assistants. Professors from TSU included Zhange Jie and Shao Lei.

Students from MIT met with our TSU colleagues. Each team was challenged to analyze the urban form and energy use characteristics of an existing neighbourhood ranging from ancient hutongs, to the walk-up slabs so typical of Chinese cities, to contemporary high-rise communities. After moving to Beijing's Tsinghua University campus, student teams, faculty and researchers worked intensely to design five new clean energy neighbourhoods in Jinan. At the end, five highly creative, very energy efficient designs were produced, illustrating different concepts of high-density living that are far more sustainable than current development practice. In the process, the Energy Proforma was successfully deployed and improved through student feedback.

We are grateful for the support provided by MISTI, which enabled more MIT students to participate in this outstanding educational and research experience.”



MIT-Tsinghua Urban Design Studio Team 2:
 Courtyards of Knowledge



Studio Group, Tsinghua University

MIT-CHINA 2013 Spring Training Schedule

Sean Gilbert, Managing Director

MIT MISTI-China Program & MIT MISTI-Singapore Program

The Chinese Year of the Snake: A Cultural Introduction to MISTI-China

February 15, 4:30-8:00pm

Presenters:

- Sean Gilbert, MISTI-China
- Tong Chen, Chinese lecturer, MIT Dept. of Foreign Languages & Literatures
- Rong Yuan, MIT Ph.D. candidate, Operations Research Center/ China Crossroads

Introduction to MIT projects in China, Chinese New Year's, Navigating the Chinese Workplace

China's Energy Challenges

March 13, 4:30-6:00pm

Presenter: Professor Henry Lee, Harvard Kennedy School of Government

China Travel Health Issues & Safety

March 19, 5:00-6:30pm

Presenter: Dr. Howard Heller, MIT Medical
 China travel health precautions and travel insurance

Changing China

April 2, 5-6:30pm

Presenter: Tong Chen, Chinese Lecturer, MIT Department of Foreign Languages & Literatures
 Overview of changing China from Imperial Times to Cultural Revolution to today

Navigating the Chinese Workplace: Universities and Companies

April 11, 5:00 to 6:30pm

Presenters:

- Rong Yuan, MIT Ph.D. candidate, Operations Research Center/ MIT China Crossroads
- Cuicui Chen, PhD student in Public Policy, Harvard University, S.M.'12 in Technology and Policy, MIT / MIT China Crossroads

Panelists:

- Zhaolei Shi, M.S. in School of Education, Harvard University
- Ren Zhang, MBA Candidate, MIT Sloan School of Management
- Max Kleiman-Weiner, MIT Ph.D. candidate, Brain and Cognitive Sciences

Moderator: Sean Gilbert

Topics:

- Education
 - The Gaokao system and its implications for education (video);
 - University education in China and the U.S.
- Business
 - Private companies, State Owned Enterprises, Foreign entities
 - Industries: Computer, automobile, consulting, mobile, supermarkets, e-commerce, energy, banking, luxury goods, apparels, IT services, telecommunications

On the Rocks: China and Japan in the East China Sea

April 12, 4:30-6:30pm

Presenters:

- Charles Glasser, George Washington University
- Professor Mike Mochizuki, George Washington University;
- Mr. Liu Weimin, Minister Counselor at the Chinese Embassy in Washington
- Taylor Fravel, Political Science and SSP

China Logistics & Pre-departure Thoughts

April 25, 5:00-6:30pm

Sean Gilbert, Cuicui Chen and Rong Yuan/MIT-China Crossroads

Practical travel tips; safety reminders; emergency procedures; finalizing projects

China Exit Meetings

May 6-24, by individual appointment

Individual meetings with Sean Gilbert to discuss projects and logistics prior to departure

MIT International Science & Technology Initiatives

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