

International INSIGHT

AN UPDATE FROM THE
Office of International Affairs
AT TEMPLE UNIVERSITY

WINTER 2013-14
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OFFICE OF INTERNATIONAL AFFAIRS STRONGLY SUPPORTS INTERNATIONAL AND STUDY ABROAD STUDENTS

Building upon Temple's strong study abroad expertise, the Office of International Affairs recently launched a number of programs to recruit international students and ensure their success once they arrive on the main campus—with impressive results.

This fall semester a total of 344 new undergraduate and transfer international students arrived at Temple—a 56 percent increase over last year. Now comprising eight percent of the 2015 class, nearly 2,800 international students—undergraduate, graduate, non-degree and practical training—are currently studying at Temple.

Hai-Lung Dai, provost and senior vice president for academic affairs, formed the OIA four years ago. Its purpose: to significantly increase the number of international students and scholars coming to Temple while strengthening its study abroad programs and its Rome and Tokyo campuses.

"We're not just bringing an increasing number of international students to Temple," says Brooke Walker, assistant vice president for global programs. "We're working hard to create an environment in which they can be not only academically successful but also socially integrated into the life of the campus, the city and the United States.

"We're even doing house calls, visiting them in their residence halls to ask how they are doing rather than waiting for them to come to us and say they are having a problem."

To begin creating a welcoming, comfortable community, this past August, for the first time ever, more than 200 new international undergraduate students experienced a weeklong orientation program (see Page 4).

Other OIA services and new initiatives include:

- **Undergraduate International Admissions office:** Beginning in June 2012 this four-person division headed by Jessica Sandberg has been actively marketing Temple and recruiting students throughout the world.
- **Global Programs and Partnerships:** More than 250 inbound study abroad, exchange and dual bachelor's master's degree students join Temple each year. Temple also hosts international visitors and delegations to promote new international partnerships.

- **International Student and Scholar Services:** Headed by Martyn Miller, this office handles visa applications for students, visiting scholars, and nonimmigrant employees and such issues as drivers' licenses; ISSS also provides emergency services, for example, when a student is hospitalized.
- **Language programs:**
 - Intensive English Language Program (IELP): Under new director Stephanie Fiore, IELP offers six sessions per year to help already-enrolled students to strengthen their English skills; more than 400 students are currently enrolled.
 - Access Temple: a new program this fall that serves as an academic bridge for already-admitted international students who first require one or two semesters of intensive English language study; 43 students enrolled this fall.

Education Abroad and Overseas Campuses

Meanwhile, the OIA's Education Abroad and Overseas Campuses division is also thriving. Celebrating its 31st year, the Temple University, Japan Campus has about 2,000 students, half of whom are Japanese, and the Temple Rome Campus, the most popular study abroad destination for Temple undergraduates, will celebrate its 50th year in 2016. Overall, a total of 1,120 students studied abroad last year—and most of them were undergraduates. This was a 12 percent increase over the previous year.

Says Denise Connerty, the assistant vice president for the division, "The Office of International Affairs has been critical in terms of emphasizing the importance of international education, which benefits everyone at Temple. It's great that the university now has a central office with the expertise and staff to provide support and help facilitate growth in all of these areas."

Message from Provost Hai-Lung Dai



I'm pleased to announce that the number of international students choosing to study at Temple University is growing rapidly. A total of 344 new undergraduate and transfer international students joined the Temple University family this year, a 56 percent increase over last year's enrollment. More international students are a sign that Temple is better known worldwide, and their presence will help our global reputation continue to grow. The increasing number of international students at Temple also mitigates a decline in out-of-state U.S. students.

The university has also launched a new academic scholarship program for incoming freshmen that offers more aid across more levels of achievement and brings the total amount of financial aid awarded by Temple to \$90 million per year. Students who meet the requirements for the top categories will also receive up to three \$4,000 summer stipends to use on study-abroad, internships, and research experiences. This initiative is expected to further increase the number of Temple students—already more than 1,100 a year—who study abroad.

Hai-Lung Dai
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GLOBAL TEMPLE BY THE NUMBERS 2013

2,787 INTERNATIONAL STUDENTS AT TEMPLE FROM 109 COUNTRIES

955
undergraduate

951
graduate

626
non-degree

255
practical training

TOP FIELDS OF STUDY

Business,
management,
marketing

Science and
technology

Engineering

Health professions
and clinical
sciences

Visual and
performing
arts

TOP COUNTRIES OF ORIGIN – MATRICULATED STUDENTS

884
China

199
South Korea

175
India

102
Kuwait

1,120 TEMPLE STUDENTS STUDIED ABROAD IN 43 COUNTRIES

OVERSEAS PRESENCE

EST. 1966
Temple Rome
(study abroad program)

EST. 1982
Temple Japan
(degree program)

EST. 1998
Temple/Tsinghua in China
(LL.M program)

EST. 2008
Temple/Oviedo in Spain
(study abroad program)

TOP STUDY ABROAD DESTINATIONS

411
Italy

151
United Kingdom

79
Japan

71
Spain

43
China

INTERNATIONAL COOPERATIONS

108
Cooperations

50/58
University-wide/
School and college

38
Countries

OFFICE OF INTERNATIONAL AFFAIRS STAFF

If you know of a student interested in studying abroad or an international student in need of support or services, please contact the appropriate Office of International Affairs staff member:



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Resources for International Students on Campus

- ESL-specific writing support for international students at the Writing Center.
- Visa-related and immigration questions can be directed to International Student and Scholar Services.
- American Football 101 event, hosted by Head Coach Matt Rhule, teaches international students about the rules of the game and creates stations for them to participate in simulation drills.
- College Basketball 101 event, hosted by Temple University Men's Basketball Coach Fran Dunphy and Women's Basketball Coach Tonya Cardoza, teaches the rules of college basketball along with live demonstrations of how to play.
- Free airport pick-up shuttles available prior to spring/fall orientation for international students.
- New on-campus internships, available for international students through the Career Center.
- English Conversation Partners, a program offered through the Intensive English Language Program (IELP).
- Accent reduction class for international scholars, faculty and students offered free by IELP. For either program, contact IELP at 215-204-7899.
- TemPALS program matches Temple alumni with incoming international students.
- Citation resources information, available through Paley Library.
- Academic advising, provided to incoming exchange and study abroad students by Continuing Studies.
- Thanksgiving Dinner: Contact the Office of International Affairs to host international students at your home.

For more information about any of these programs, please contact the Office of International Affairs at 215-204-9570.

International
INSIGHT

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SHARE YOUR THOUGHTS

Temple is interested in your thoughts on this publication and the news it presents. Email us at insight@temple.edu.

NEW ORIENTATION GIVES INTERNATIONAL STUDENTS A JUMPSTART ON CAMPUS LIFE

Being a new student is difficult enough, but when you add being new to the United States to the equation, settling in to student life can be a bit challenging.



In an effort to help international students adjust to their new lives at Temple and in the U.S.—as well as introduce them to campus faculty, students, resources and services—this past summer the Office of International Affairs offered its first in-residence international student orientation.

Students from across the globe arrived on campus on August 10, a few weeks before the start of classes, to become acclimated to Temple University and Philadelphia. Many arrived together, escorted by student volunteers from the Philadelphia International Airport on Temple shuttle buses.

When they arrived for their week-long orientation, new students were given the opportunity to have some fun and get settled into their new residences. Time was also set aside to take care of some of the basic needs of every first-year student such as visits with advisors, creating TU IDs, opening bank accounts, making shopping runs, and learning how to navigate SEPTA.

“As international student enrollment continues to rise, we feel it is incredibly important to support our recruitment efforts with services that meet the unique needs of our students once they arrive,” says Jessica Sandberg, director of international admissions. “The new comprehensive orientation program provides a smooth transition to Temple and to life in the United States.”

More than 200 new undergraduate students representing 32 countries attended the international student orientation. Chinese students made up the largest group of new international students, followed by students from South Korea, Taiwan, India and Nigeria.

Polina Nikolavena Morilova, a sophomore in the School of Tourism and Hospitality Management, was the first international student to welcome the incoming class during the annual Convocation Ceremony. Last year, Morilova made a 12-hour journey from Moscow to Philadelphia to enroll in the hospitality management program.

“As an international student I know how difficult it is to come to a new place, meet new people and learn to live alone,” she says. “It takes a lot of courage to take such an important step. Students should be proud that they’ve made this decision.”

Morilova acknowledges that it took her a little time to become situated. Once she did, however, she knew she had made the right choice.

“For international students it’s important to find a home away from home,” she says. “Temple is the second home for all of us — it unites people from all different countries, backgrounds and cultures. It doesn’t matter what you were before, we are all Temple students, and we all speak the same language, even though some of us speak with an accent.”

Lessons on American Football Help International Students Become Part of the Crowd

To help the university’s growing international student population get acclimated to their new home, the Office of International Affairs offered “Football 101,” an hour-long program designed to introduce new students to the rules of the game. The day began with opening remarks from Matt Rhule, Temple’s head football coach, followed by hands-on demonstrations.

About 100 international students were given an opportunity to try on football gear and run plays with members of the Owls football team.

For students from abroad, becoming part of the fall football crowd helps instill a sense of school pride and helps foster new relationships, says Michael Jackson, program organizer and professor of sports management and leisure in the School of Tourism and Hospitality Management. The program is just one of the ways that the Office of International Affairs is creating a supportive environment for Temple’s international students.



NEW INTERNATIONAL STUDENT ORIENTATION

This past August's weeklong orientation for international students included:

1. TemPALS, a program which matches international students with Temple alumni, hosted a dinner for international students in the residential hall cafeteria.
2. A bus tour of Philadelphia that included a visit to the famous statue from the movie *Rocky* at the Philadelphia Museum of Art.
3. Temple University's first lady, Sheona Mackenzie, welcomed new international students.
4. Students played basketball, volleyball, ping pong and badminton games during the orientation sports night.
5. Students enjoyed a day at Hershey's Chocolate World and Hersheypark amusement park in central Pennsylvania.
6. The Edge, an on-campus housing facility where many international students live, hosted an ice cream social.



HILARY L. LINK APPOINTED DEAN OF TEMPLE UNIVERSITY ROME

Temple University Provost and Senior Vice President for Academic Affairs Hai-Lung Dai has announced the appointment of Hilary L. Link as the dean of Temple University Rome, one of the university's flagship international campuses and one of the largest and longest-standing study abroad programs in Italy.



Her love and her scholarly knowledge of Italy and Italian culture run deep, going as far back as when she spent a year studying abroad in Florence as an undergraduate.

Hilary L. Link, who holds a Ph.D. in Italian language and literature from Yale University, assumed her new position at Temple University Rome on Dec. 21, 2013. Prior to joining Temple, she served as vice provost at Barnard College in New York City, with oversight of Barnard's curriculum, international programs, academic assessment, faculty grants and select academic programs.

"Temple Rome is nearing its 50th anniversary as a leader in international higher education and study abroad," says Temple University President Neil D. Theobald. "To guide our Rome campus as it embarks on its next half century, Temple needed someone with a unique combination of global vision, leadership in international higher education and on-the-ground experience in Italy. We've found that person in Hilary Link."

"As Temple continues to expand its reach and influence in Italy and beyond, we are fortunate to welcome a leader with as distinguished a reputation as Hilary Link," says Hai-Lung Dai. "Her love and her scholarly knowledge of Italy and Italian culture run deep, going as far back as when she spent a year studying abroad in Florence as an undergraduate at Stanford."

Link assumed her most recent position at Barnard in 2012 after serving as dean of international programs (2008-12), dean for study abroad (2006-08) and first-year class dean (2002-06). During her tenure at Barnard, Link created and nurtured the Office of International Programs and worked to expand the breadth of the college's international enterprise, launching a wide variety of programs both off campus (such as Barnard's Global Symposia series) and on campus (such as the Visiting International Students Program). Prior to joining Barnard, Link served as director of student scholar programs from 2000 to 2002 at New York University. She is also an active instructor, having taught courses in Italian language, literature, art and culture at Barnard, N.Y.U., Columbia University and Yale University.

Founded in 1966, Temple University Rome recently welcomed its 10,000th study abroad student to the Villa Caproni, its 19th-century home overlooking the Tiber River in the heart of the capital. About 600 students a year from more than 40 different universities — more than half of whom are Temple students — attend Temple University Rome to study visual arts, liberal arts, Italian studies, architecture, landscape architecture, international business and law with the program's 35 faculty members. The Villa Caproni now boasts high-tech "smart" classrooms, a computer lab, digital photo labs, darkrooms, a printmaking studio, a sculpture studio, a computerized architecture studio, an art gallery and a 16,000-volume English language library—the third largest in Rome.

Link replaces Kim Strommen, who served as dean of Temple University Rome from 1991 until this past summer, when Rome faculty member Maria Ponce de Leon took over as interim dean. Denise Connerty, assistant vice president for education abroad and overseas campuses, praised Strommen for leading the campus through a period of growth and modernization. She noted that in recent years Temple University Rome has expanded its curriculum, added internship programs, offered new options for students to live in the homes of Italian families, and provided community engagement opportunities to enhance the students' appreciation of Italian life and culture.

"Temple University Rome is a true gem," Link says. "It's so well respected. Kim Strommen has transformed the program; and the faculty, staff, students and network of alumni are immensely devoted to the institution and its success. I'm excited about building even deeper connections with the local community and integrating students into the intellectual and cultural life of the city."



PROVOST DAI RECEIVES AWARD FOR INTERNATIONAL LEADERSHIP

Temple University Provost Hai-Lung Dai has been named a 2013 recipient of the Michael P. Malone International Leadership Award by the Association of Public and Land-grant Universities (APLU).

Established in 2000, the Malone awards recognize those who have made significant contributions to international education at public and land-grant institutions. Dai received the award in the vice presidents, deans or top university administrators category, which recognizes exceptional contributions toward internationalization of state and land-grant institutions by key university officers.

"I am deeply honored to be selected to receive the 2013 Michael P. Malone International Leadership Award," says Dai. In his acceptance speech in Utah in July, Dai addressed the APLU audience about the importance of students studying abroad beyond Europe, particularly in Asia because of the emerging markets.

"We all know that part of the goal of a globalized education is to enrich the education of our students. In study abroad these days, the great majority of American students continue to go to Europe. Today, I would urge that we send more students to the rest of the world, Africa, South America, and, in particular, Asia. Asia today is not only where you find the most dynamic economies, but also it is the testing ground of many political and social ideas. In this globalized world, not only can Asian students learn, as they are eager, in American universities, but our students can also learn from these societies."

Under Dai's leadership over the past six years, first as dean of the College of Science and Technology and senior vice provost of international affairs and now as provost, Temple's profile as an internationalized university has grown significantly. His multi-tiered approach to campus internationalization, geared towards the two largest populations that compose a university—students and faculty/staff—is having a substantial impact.

Several of Dai's key initiatives have helped faculty and staff recognize their potential role as global educators and leaders. Dai launched the Internationalization Grant initiative in spring 2012. The grants provide faculty and staff with funding to engage in projects that will help Temple University integrate international/intercultural perspectives and content into teaching, learning, research, and campus life.

Proposals of up to \$4,000 that clearly enhance Temple's international reputation and extend the university's globalization mission are supported. As of September 2013, two cycles of proposals have been reviewed, and 33 grants have been awarded, totaling \$132,000. Topics have ranged from global health opportunities in India to media, globalization and the environment in Ireland.

Another program Dai helped develop and fund is the International Educator's Academy (IEA). In hopes of achieving a deeper level of engagement and creating campus "ambassadors," IEA was created in 2010. This university-wide professional development program for faculty and staff promotes international education, research, cultural competence and entrepreneurial efforts. During the past three years, 78 faculty and administrators have participated in IEA and helped turn the concept of internationalization into actionable steps—all while enhancing the university's global leadership capacity.

For students, Dai and a team of administrators have launched a new academic scholarship program for incoming freshmen. It offers more aid for Temple students interested in studying abroad and also provides scholarships to international students who come to the university.

Other international initiatives have included:

- additional writing center support for non-native students,
- new academic advisor for international students,
- increased on-campus internship opportunities expressly for international students, and
- Philadelphia-Sister City scholarships—distributed annually with the help of the International Visitor's Council—to qualified undergraduate students and one law student. Philadelphia's Sister Cities are Florence, Italy; Tel Aviv, Israel; Torun, Poland; Tianjin, China; Incheon, Korea; Douala, Cameroon; Nizhny Novgorod, Russia; Kobe, Japan; Aix-en-Provence, France; and Abruzzi, Italy.



THE MALONE AWARDS are named in honor of Michael P. Malone, president of Montana State University (MSU) from 1991 until his death in 1999. Malone made many contributions to MSU and U.S. higher education through his work as chair of APLU's Commission on International Programs. He focused the commission's efforts on issues critical to international programs and increased its stature within APLU and elsewhere.

"APLU is proud to recognize Provost Hai-Lung Dai's accomplishments in globalizing Temple University," says Peter McPherson, APLU president. "The Michael P. Malone award recognizes those who have made transformative changes in public higher education and international programs. Provost Dai has done just that. From fostering new exchanges with international partner universities, creating avenues for international collaborative research and globalizing Temple's curriculum and the campus itself, the changes made by Provost Dai will surely be felt by generations of Temple students and faculty to come. Under Hai-Lung Dai's leadership, Temple University's international program has become a model for universities seeking global transformation."

Thomas Buchanan, president of the University of Wyoming, and Mark Gregory Robson, dean of agricultural and urban programs and professor of entomology at Rutgers University, also received 2013 awards.

TEMPLE FACULTY BUILD AN INTERNATIONAL PRESENCE IN BOTH CHINA AND TAIWAN

In conjunction with the Office of International Affairs, faculty members spent time in China and Taiwan in late May connecting with colleagues from partner universities, incoming exchange students, and prospective Temple University students.

Jeffrey Montague, assistant dean of the School of Tourism and Hospitality Management; Michael Leeds, professor and director of graduate studies in Economics in the College of Liberal Arts, and Daniel J. Canney, chair of the Department of Pharmaceutical Studies and director of graduate studies in the School of Pharmacy, represented their respective departments.

During their trip, the faculty members met with both incoming students who will be attending their specific Dual Bachelor's Master's Degree (DBMD) programs and prospective students. DBMD combines undergraduate studies at the student's home institution with advanced undergraduate and graduate studies at Temple University. This allows each student to earn a bachelor's degree from the home institution and a master's degree from Temple University within five years.

Temple faculty members visited Tamkang University-Lanyang, National Taipei University, Xiamen University, Nankai University, the University of Science and Technology of China, China Pharmaceutical University, and the University of International Business and Economics (UIBE). At each institution they met with students and gave detailed information about their specific programs.

"You go through all of these applications, but it is so nice to be able to sit down and talk to an applicant," says Canney. "We were able to get to know their interests and learn why they wanted to attend Temple University."

Canney's face-to-face interactions resulted in an additional student joining his pharmacy program. "When I was abroad, I met one applicant who I had not yet made a decision on for her admission into the program," says Canney. "But after talking with her and seeing how enthusiastic and prepared she was for the program, I decided to officially admit her to Temple."

Temple faculty members also gave incoming and prospective students an insight into what it is like to attend Temple University. "Many of the students are worried about whether they will be able to communicate on campus and in their classes and if they will be able to meet other students," says Leeds. "They had all of the usual fears an American student would have if they were studying in a foreign country. I assured them that they would be safe, happy and find their way."

Faculty members also laid the foundation for collaborations with colleagues from Temple's partner institutions. "During the visit I met a young woman who works at one of our partner universities who is interested in doing research in a field we are already exploring," says Montague. "After making a connection with her during the trip, I put her in contact with the appropriate person in our program. I was able to act as a middle man to create a beneficial relationship."



"You go through all of these applications, but it is so nice to be able to sit down and talk to an applicant. We were able to get to know their interests and learn why they wanted to attend Temple University."

— Dr. Daniel J. Canney

Leeds is also laying the groundwork for Temple students to study during the summer at one of Temple's partner universities in China. "I met people who I am currently corresponding with about invitations to return to their institutions," says Professor Leeds. "Meeting with my colleagues face-to-face has allowed me the chance to open doors to new opportunities and to learn what is important to them."

To the benefit of both Temple and the Chinese institutions, Temple faculty members are now building upon the relationships they established. "Building relationships in a face-to-face setting, while being able to provide in-depth knowledge of our respective program, was crucial," says Montague. "The research and collaboration connections formed during the trip were very essential. With today's technology, we are able to continue to communicate as if we were across the street, rather than across the world."

Visiting the home institutions of their international students also enabled Temple faculty members to better understand how they can support partner institutions in preparing their students to study at Temple University. "I think it is important for our international partner institutions to know where their students will be studying at during their stay in Philadelphia and to learn what they will need to provide to prepare students to study abroad," says Leeds. "Now I have a better sense of who I need to connect with to help prospective students prepare for their studies at Temple."

The Temple faculty also believe all Temple students benefit from the presence of international students. "Students will be able to see that the world is smaller than they had thought," says Montague. "Through this interaction, I think they will begin to understand that people are all the same, with cultural differences that should be accepted. I think we should teach our domestic students that even though international students may have a different language to communicate with, we can all work on the same projects to gain very good results."

The faculty members also urge their fellow colleagues not only to encourage their students to travel abroad, but also to do so themselves. "Going abroad has been very productive for me as a scholar," says Leeds. "Professionally, it has been a big benefit to me by giving me the opportunity to meet other people and to be exposed to different stimuli."

"I also really want to do whatever I can to open the eyes of our students to see the world. We have all of these international students coming over not only for academic reasons, but also as a way to expose our students more to the world, to show them what a different country is like."

SPOTLIGHT ON BRAZIL

English Language Program

Almost thirty Brazilian high school English teachers will be traveling to Temple University in January 2014 to participate in a comprehensive six-week program designed to promote best practices in teaching English as a second language (TESOL). Geared toward teachers at all levels of spoken English proficiency, the program will

- strengthen their English,
- introduce new online and traditional teaching methodologies,
- familiarize them with technologies that can help students reach their learning goals, and
- discuss best practices for assessment and feedback.

Most importantly, the teachers will be able to “live” the teaching practices that Temple espouses by utilizing them as students themselves.

Faculty Lecture Tour

Two of Temple’s distinguished faculty from the Department of Chemistry traveled to Brazil this past March. Frank Davis, Laura H. Carnell professor of chemistry, and Rodrigo Andrade, associate professor of chemistry, each lectured on the latest developments in their respective areas of research to undergraduate students, graduate students and faculty at three Brazilian universities—the universities of Brasilia, Campinas and Bahia. The visit resulted in a memorandum of understanding with the University of Bahia that enables inbound study abroad through the Brazil Scientific Mobility Program and student exchanges between Bahia and Temple. A Brazilian student who attended one of the March lectures was already conducting research during the fall semester in Andrade’s laboratory.

Brazilian Scientific Mobility Program

The Brazil Scientific Mobility Program (BSMP) provides opportunities for Brazilian college students to study abroad for up to one year. Currently Temple is hosting 21 BSMP students in academic fields related to science, technology, engineering and mathematics (STEM). BSMP students also may participate in professional internships or higher-level laboratory experiences. After studying abroad, BSMP students return to Brazil to complete their degrees. Administered in the United States by the Institute of International Education (IIE) and the Latin American Scholarship Program of American Universities (LASPAU), the program is part of the Brazilian government’s initiative to grant 100,000 scholarships for the best students from Brazil to study abroad at the world’s best universities.



Fund for the Improvement of Post-Secondary Education (FIPSE) Grant *Promoting the Inclusion of Persons with Disabilities in Society through Assistive Technology: Culturally Appropriate Solutions*

Temple is one of several U.S. and Brazilian institutions that have received multiple FIPSE grants. The purpose: to train advanced undergraduates majoring in school-related disciplines—speech communication, special education, physical education, recreational therapy, occupational therapy and educational technology—in culturally sensitive approaches to utilizing assistive technology. At Temple, the initiative has been led by Domonique Kliger, assistant vice provost for distance learning.

The participating institutions—Temple University; St. Cloud State University, in St. Cloud, MN; Universidade Federal da Bahia in Salvador, Brazil; and Universidade Tuiuti do Parana in Curitiba, Brazil—have recognized expertise in teaching, research and services related to the major content areas of the proposed program

Through a combination of academic activities and fieldwork, participants learn to use and adapt high-tech and low-tech devices, in accordance to the varying functioning needs, socio-economic status and cultural environments of persons with disabilities in the U.S. and in Brazil. Ideally, graduates of the program will be able to promote institutional changes and affect policy making, ultimately having an impact on the number of persons with disabilities who receive appropriate educational support and move forward to full participation in their respective societies.

GIVING BACK

“It’s a cycle. Someone’s donation helped me to continue my schooling. My donation could do the same for another student.”

The cycles in the life of Naser Khaledi, FOX '06, have taken the Kuwaiti native from his home in the Middle East to North Philadelphia and now Illinois, with frequent trips back to Kuwait.

Khaledi spent six years at Temple completing his PhD in accounting. Reflecting on that time, Khaledi says, “Temple has an international vision and supports international students. The beauty of Temple is that even the faculty members are of diverse backgrounds, which adds a rich blend to the educational experience.”

Khaledi, though, nearly had to temporarily suspend his studies and return to Kuwait when he found he couldn’t afford medical insurance—a necessity for international students. His situation was exacerbated when he injured his left hand and couldn’t pay his medical bills.



However, following the recommendation of Martyn J. Miller, the senior director of international student and scholar services, Khaledi applied for emergency aid from Temple and was able to get the financial support he needed to purchase insurance and pay his medical expenses.

Since then, Khaledi has used his Temple doctorate to work as an independent consultant in the Chicago area. Not forgetting the assistance he received as a student, earlier this year Khaledi made a gift to support Temple.

“As a way of appreciating the help back then, I gave back to the Office of International Affairs, which deposited the donation in the International Students Fund,” he says. “The university was supportive of my case and got me the help I needed in an easy process beyond my expectations.”

“Without a doubt, I hope other alumni donate to Temple to make a positive difference in another international student’s life.”

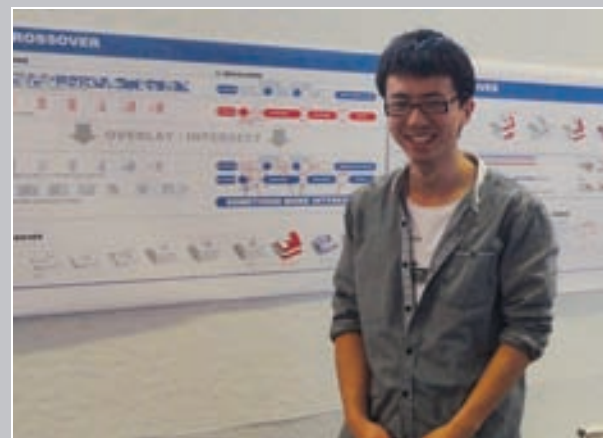
To make your own gift to the International Students Fund or any other Temple program that supports international education, please contact the Office of International Affairs at oa@temple.edu.

EXCHANGE STUDENT ACCEPTED TO HARVARD GRADUATE PROGRAM

A student from China who attended Temple during his junior year was accepted to Harvard’s master in architecture postprofessional degree program—something he largely attributes to his Temple experience.

Albert Wang believes his experience at Temple was a crucial factor in making him stand out among other applicants. “The courses I took at Temple gave me a lot of inspiration to organize my portfolio and made a strong impact in all of my studio projects when I returned to China,” he says. “I also appreciate Professors Robert Trempe and Daryl Carrington. They are the kind of people who want to give a helping hand in whatever little way they can. They opened a big door for me to see and learn when I studied at Temple and provided strong recommendations for my application to Harvard.”

Wang was among the first students to participate in the exchange program launched in 2010 between Temple and Xiamen University in China. He arrived in Philadelphia in January 2011 as a student in the Tyler School of Art’s Architecture Department.



“The whole semester at Temple was my biggest harvest of my college years,” Wang, 23, says. “It was the best adventure I’ve ever had.”

Wang saw his time in the United States as an opportunity to learn about himself. “You see differences, similarities and how they are perfectly linked or contrasted with each other, and you are amazed by how much is left untold about yourself, the things you take for granted, things that you never doubted but define you unconsciously,” Wang says. “I [had] a lot of epiphanies in the U.S. about who I am and what I need, instead of what I want.”

He gained inspiration from his studio colleagues at Temple. “The way they were unembarrassed by what they did not know and dared to be interesting, that’s completely different from my previous striving classmates,” he says.

Before college, Wang says, he had a rather repressive life. He lacked confidence throughout junior high and high school. But his Temple friends helped him realize he could do anything he set his mind to.

“I’m the skinny and short Asian wearing a poker face that you rarely pay attention to on campus,” Wang says. “Being that stereotype has cast an ironic sadness over my life whenever I have a reason to cheer up, but those bad feelings make me strongly sensitive to what can get me glowing. I’m intuitively delighted when I draw something, I am willing to spend hours reading diagrams and my dopamine level surges when I release the shutter of a camera—these are what I want to learn from and stay close to.”

Although Harvard initially was not on his list of potential graduate schools, Wang was motivated to apply by one of his best friends in China. “I questioned myself—what am I afraid of and why certainty has become so important to my life, that’s the moment I convinced myself to file my application.”

Wang started at Harvard in fall 2013 and will continue for two additional semesters. Since all the students in the program have spent years studying in school or working as professionals, all the courses offered are electives. So he will be able to determine what he wants to do, whether it is designing a building, planning a city or developing a thesis.

Wang isn’t sure what his future holds, but he is truly enjoying the ride.

MAKING SENSE OF LANGUAGE, WITHOUT SIGHT OR SOUND

Imagine yourself in a classroom, trying to learn a language that you have never spoken a single sentence of before. Now imagine that classroom is in a foreign land where you've just arrived and that you're surrounded by people you cannot communicate with, with customs you do not know.

But there's something else: You cannot hear the teacher clearly unless everything else around you is silent, and even then the sounds are difficult to understand. Or you cannot read the words on the textbook in front of you or see the projection screen at the front of the room.

These are the very real challenges faced by "Danny" Dang-hai Do and Ibrahim Alruways, students in Temple University's Intensive English Language Program (IELP). Like most students enrolled in the program, both arrived at Temple last year to learn English before pursuing degrees in higher education. But unlike their classmates, they face additional hurdles to learning the language: Do is hearing impaired and relies on cochlear implants, while Alruways is almost entirely blind.

"I wish all of our students had the drive that Danny and Ibrahim have to overcome their obstacles," says Janine Leaman, an IELP instructor who worked with both students. "Danny has big dreams about what he wants to do in the future, and he's working so hard to make sure his English doesn't get in the way of that. I've also seen Ibrahim gain a lot of confidence—I get the idea he doesn't want to be treated differently than the other students."

Despite their physical disabilities and slow starts, Do and Alruways have both been advancing through IELP's series of seven-week English courses. When students of the program arrive, they take placement tests to see in which of six levels they belong, but both students faced unusual circumstances.

"Danny came in the summer of 2012 and went through placement testing under the radar," says Lorraine Ritacco Shaw, academic coordinator for IELP. "But soon after, I got a message from his teacher alerting us of his disability. I'll never forget the first time I talked to him outside of class; his English was actually more advanced than the beginning levels, but because of his hearing he tested low."

Ritacco Shaw reached out to Disability Resources and Services, where she was put in touch with Allen Sheffield, the office's student services coordinator. She scheduled a meeting between Sheffield and Do, and it quickly became clear that they would need to get creative to communicate.

"At our first meeting, Danny brought a cousin to translate because even with his hearing aid and implants his hearing is impaired," says Ritacco Shaw. "But [Sheffield] handled it wonderfully and had a transcriptionist come to the next meeting so that Danny could read what he was saying. It was an amazing process to see."

By speaking with Do, Ritacco Shaw and Sheffield were able to gauge his needs. They had him work with tutors and developed guidelines for his teachers, including classroom methodologies that would help him follow dialogue. Ritacco Shaw works with Do herself, an experience he says is invaluable.

"Lorraine helps a lot with my speaking by having face-to-face conversations," Do says. "When I talk a lot I improve, and when I speak to Lorraine, she knows my problems and it helps." Originally from southern Vietnam, Do was hospitalized with meningitis when he was three years old. The infection caused a brain hemorrhage, temporarily paralyzing him and leaving him permanently deaf.



Lorraine Shaw, IELP academic coordinator with IELP student Ibrahim Alruways.

After he received cochlear implants in 2010, he moved to Australia to earn an associate's degree. But he is at Temple to pursue larger ambitions: a bachelor's degree in business.

"Temple has helped my English more than anything before," Do says. "But I have to improve more and keep practicing."

Alruways has faced similar challenges. Originally from Al-Kharj, Saudi Arabia, Alruways was born with eye conditions that resulted in near complete blindness. Despite the disability, he earned a degree in Islamic law from Al-Imam University in Riyadh, Saudi Arabia's capital. Like Do, he came to Temple to further his education.

"I came to America to improve my English, and to pursue a master's in law," says Alruways. "I chose Temple because of the reputation of the [Beasley] School of Law, but I came with no English."

Another Arabic-speaking student alerted Ritacco Shaw of Alruway's disability during the placement testing process in spring 2013, and she once again found the help he needed.

"I knew to call up [Sheffield], and we set up a meeting with Ibrahim and his brother, who translated," Ritacco Shaw says. "We connected with Naomi Leibowitz, who works with technology at Disability Resources, and we were able to train Ibrahim to use text enlargement software and other technologies."

Able to see short distances out of one of his eyes, Alruways was given a handheld device that zooms in on books and screens, allowing him to read enlarged text. Leibowitz also requested that textbook publishers provide the materials in PDF format, which Alruways can more easily read. Still, it is no easy process.

"Studying by using these devices takes a lot of time and effort, but I'm improving and becoming more comfortable with everything," Alruways says.

For their part, the staff that has worked with Do and Alruways is amazed by their progress and optimistic about what they can achieve.

"Ibrahim is brilliant—you have to be to overcome a disability like that," says Ritacco Shaw. "He wants to pursue law and I think he can do it."

Leaman echoes those sentiments for Do: "He works so incredibly hard, and I'll be so proud of him when one day he graduates from Fox and becomes the businessman he wants to be."

Tips for Teaching International Students

1. Encourage students to participate in class.
 - Students participate more actively when they know each other and feel the environment is comfortable.
 - Ask a question and give enough time for students to formulate a response.
 - Make it clear that they can pass if they cannot answer or comment.
 - Give students questions the day before so that they can prepare.
2. Remind students that asking questions in class is preferred and that it is okay to have different opinions from the teacher. Explicitly explain the purpose of certain teaching methods and student performance expectations in the syllabus and orally during the first week of class.
3. Monitor student understanding: Teachers should slow down the speed of their speech at the very beginning of the semester and repeat important information when possible. Make information visual and list new vocabulary or unusual words on the board (students may not hear words or information if they are not familiar with them).
4. Create a class atmosphere where all students will feel comfortable interacting with each other and the teacher.
 - Learn the students' names and pronounce them correctly.
 - Don't give up when it is difficult to understand a student's accent.
 - Encourage students to teach each other about their cultures.
 - Students may view plagiarism or cheating differently so spend time making sure everyone is very clear on the expectations and requirements in those areas.
 - Keep the audience in mind when explaining things. To aid understanding, try to avoid using slang, jargon or unfamiliar cultural references.
5. Facilitate group work and explain the purpose. Whenever possible, the teacher should form the groups, assign roles and give clear expectations for group outcomes.

Source: Adapted from Green River Community College Teaching and Learning Center materials.



Alumni Mentors: Ms. Isabel Hanae Tamura, Mr. Steven Grapperhaus and Ms. Helene Larochelle (front row, from left). Students: Dinah Vincent, Michael Althouse, Theodore S. Perigo, Joy Monestere and Chelsea Clark (standing, from left).

TEMPLE'S FIRST FREEMAN FOUNDATION EAST ASIA INTERNSHIPS A SUCCESS

Temple University was honored to receive a generous \$100,000 grant from the Freeman Foundation to increase the number of students pursuing internships in East and Southeast Asia. Building on the existing successful internship program at Temple University, Japan Campus in Tokyo, Temple initiated the program in summer 2013 with five Freeman Foundation interns. Our second cohort of 10 Freeman Foundation interns was enrolled this fall. Interns receive stipends of \$2,500 to \$5,000 to help offset the increased expense of studying in Japan.

The interns participate in their internships as part of their full-time academic course load. In addition to having an on-site supervisor at their internship placement, each intern is supervised and assessed by a faculty member. The interns are also connected with global mentors, TUJ alumni who live in Tokyo. To ensure that their experiences have as much impact as possible, participants are required to share stories of their experiences upon return to Temple.

The Freeman Foundation provides the internship support because it recognizes that a growing number of young Americans will be graduating into careers that will engage them with colleagues in Asia. "Participating in an internship in the host country adds a significant dimension to a student's experience, offering an enriched cross-cultural experience and in-depth exposure to the host country's culture, traditions and values, far beyond those gained from a traditional study abroad experience," noted Denise Connerty, assistant vice president of international affairs.

The internship placements vary and cross many sectors. To date, Freeman interns have been placed in publishing, media production, news outlets, financial services and insurance, education, retail and fashion, marketing and branding, non-profits and government entities.

Of the 60 institutions invited to submit a proposal for the Freeman Foundation internship grants, Temple was one of 10 selected. Other universities receiving the 2012-13 grants included Champlain College, George Washington University, St. Olaf's College, and the universities of California-Santa Barbara, Cincinnati, Georgia, Oregon and Texas.

STUDENTS WIN PRESTIGIOUS FULBRIGHT GRANTS TO TEACH, STUDY, AND RESEARCH ABROAD

Five recent Temple University graduates and one current student have received grants through the Fulbright U.S. Student Program to research, study and/or teach for the 2013-14 academic year.

Four of the alumni will be serving as Fulbright English Teaching Assistants (ETAs). Shelby Greenwood, CLA '13, is spending a year in Germany; Samantha Moffatt, Ed '13, and Dana Ricci, SMC/CLA '12, are ETAs in Spain; and Kyle Simperts, CLA '13, is teaching in Brazil on a Fulbright English Teaching Assistantship. Reilly Wilson, CLA '13 (geography and urban studies) is continuing her study of geography at the University of Leeds while researching adventure playgrounds and play spaces in England. Agnieszka Szymanska, a doctoral student in art history, received a Fulbright Study/Research Grant to examine the Red Monastery wall paintings in Upper Egypt.

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and other countries. The primary source of funding for the Fulbright Program is an annual appropriation made by the U.S. Congress to the U.S. Department of State's Bureau of Educational and Cultural Affairs. Participating governments and host institutions, as well as domestic and foreign corporations and foundations, also provide direct and indirect support. Fulbright grant recipients are selected on the basis of academic or professional achievement, as well as demonstrated leadership potential in their fields. The Program operates in more than 155 countries worldwide.

"The U.S. Student Fulbright program offers amazing opportunities for Temple students to pursue international experiences after graduation or as a graduate student, and they routinely do very well in the annual student Fulbright competition," says Denise Connerty, assistant vice president of international affairs and Temple's Student Fulbright adviser. "We're very proud of our winners and all of the students who go through the Fulbright application process."



OIA Staff Member Participates in Fulbright International Education Administrators Program

This past August, Sara Sequin, associate director of education abroad and overseas campuses, was selected to participate in the first Fulbright International Education Administrators (IEA) Program to the United Kingdom. She joined 19 other American university administrators and visited 11 universities in England and Scotland to learn about the qualities and characteristics that distinguish British higher education from U.S. higher education. Organized by the UK-US Fulbright Commission, the three-week seminar involved presentations, tours, and discussions on such topics as internationalization in higher education, recruitment and integration of international students, and creative partnerships for expanded learning and research.

The Fulbright (IEA) Seminars enable U.S. international education professionals and senior higher education officials to create connections with the societal, cultural and higher education systems in France, Germany, India, Japan, Korea and the United Kingdom. Grantees learn about the host country's education system and establish networks of U.S. and international colleagues. They return with enhanced abilities to serve and encourage international students and prospective study abroad students.

Sequin has already put her experience and new contacts to use, connecting a Temple faculty member interested in potentially developing a faculty-led summer study abroad program in northern England with a British university she visited as part of the seminar.

"From academics to life beyond the university setting, the Fulbright IEA program opened my eyes to the range of experiences students can have when studying in the U.K. and provided an in-depth look at the challenges and successes of internationalization efforts within U.K. higher education," says Sequin. "One of the most beneficial outcomes was getting to know so many colleagues both at the host institutions and in the Fulbright cohort as well; I have greatly expanded my network and look forward to future collaborations."

FOX LAUNCHES GLOBAL MBA WITH A FOCUS ON EMERGING ECONOMIES

In Fall 2013, the Fox School of Business launched its full-time Global MBA program, which combines Fox's top-ranked MBA curriculum with a two-week, faculty-led international immersion during each academic year.

The international experiences will focus on emerging economies in Asia, Latin America and Africa, and students will visit multinational and domestic companies, network with local graduate students, and undertake rich cultural experiences such as joint projects with local businesses.

In their first year, students will travel either to India with Professor MB Sarkar of the Strategic Management Department or China with Beijing-based Professor Omario Kanji and administrators from the Fox MBA and International Programs teams and meet back in Philadelphia to exchange experiences, ideas and lessons learned.

Global MBA students also will provide professional-grade strategic solutions to paying clients through the capstone Fox Management Consulting practice, hone their business acumen through Fox's Center for Student Professional Development—which facilitated 100 percent internship placement for full-time MBAs in 2012—and have the option of pursuing a dual degree in a Fox specialized masters program.

The Fox School of Business MBA program—with a 97.7 percent job-placement rate—is ranked fifth nationally among business schools with the highest percentages of full-time 2012 MBAs employed within three months after graduation, according to *U.S. News & World Report*.

The designation is part of the 2014 edition of *U.S. News' Best Graduate Schools*, released in March 2013. Among full-time MBA programs nationwide, the Fox School, at No. 58, and the University of Pennsylvania's Wharton School are the only business schools in Greater Philadelphia to be ranked. In specialty rankings, Fox is No. 23 among MBA programs with an international focus.

Fox School is Top 40 globally in *The Economist's* first ranking of Executive MBAs

The Executive MBA program at Temple University's Fox School of Business is No. 39 worldwide and No. 22 nationally in *The Economist's* first ranking of such programs.

Released July 18, *The Economist's* ranking is devised from two primary categories: personal development/educational experience and career development. *The Economist* said it examined 27 subcategories, such as average salary increase among graduates and faculty quality. Data are drawn from a mix of student-reported figures and ratings and information provided by schools, the London-based publication said. The Fox Executive MBA is the only EMBA program ranked in the Greater Philadelphia region.

"Our Executive MBA program makes the most of our global connections and world-class faculty, as well as the diversity that makes the Fox School and Temple University among the most dynamic places to learn," Dean M. Moshe Porat said. "It's fitting that our Executive MBA, which emphasizes strategy, leadership and global studies, continues to be regarded as a global leader in graduate business education."



Fox's Executive MBA, which can be completed in just 16 months, is built on face-to-face classroom time delivered over one weekend per month and supplemented by interaction with classmates and faculty via web-conferencing tools. The online collaboration reduces travel and minimizes the time students spend away from home and office.

In addition, Fox offers a Corporate Partner Scholarship Program for students when more than one employee from the same company attends the Fox Executive MBA program in a given year. Fox provides a 4 percent tuition scholarship, on behalf of the corporate partner, for each of the first two students who attend Fox's Executive MBA program in the same cohort, saving each student more than \$3,000 on tuition. For every additional student enrolled from the same company in the same year, the scholarship amount increases for all students by 2 percent per additional student.

—Brandon Lausch

For more information on the Fox Executive MBA, visit www.fox.temple.edu/emba.

GLOBAL ENGAGEMENT THROUGH DENTISTRY

International partnerships that improve the health and welfare of the world's populations are a natural expression of Temple University's commitment to global engagement. Schools like Temple's Maurice H. Kornberg School of Dentistry "have a lot of experience and technical expertise that can be shared to improve the quality of health services worldwide," says the school's dean, Amid Ismail.

Ismail has created several partnerships that bring students and dentists to learn from Kornberg faculty and observe procedures in the school's clinics. The faculty also offers continuing education courses to international dentists in their home countries and through web-based platforms. Additional programs give Temple dental students the chance to travel abroad to provide care to severely underserved populations.

But Ismail believes that the benefits of international programming extend beyond the very important results of bringing greater expertise and service to patients in other countries. "These activities enhance faculty and student understanding of issues facing different parts of the world," says Ismail. And such understanding has the potential to promote peace in regions of historical conflict.

Bridge to Peace

Three years ago, the Kornberg School of Dentistry joined the Bridge to Peace program, a partner with the Alliance for Oral Health across Borders. The chairman for this organization is Amid Ismail, dean of Temple's Maurice H. Kornberg School of Dentistry. During a four-week period last June and July, through Bridge to Peace Temple hosted four dental students—two Palestinian students from Al-Quds University and two Israeli students from the Hebrew University-Hadassah School of Dental Medicine.

The students worked with Kornberg faculty in the Periodontics, Prosthodontics, Pediatric, Orthodontic, Emergency and Endodontics Departments. Equally important was the time the Palestinian and Israeli students spent with each other and their Temple hosts outside the classrooms and clinics.

The students lived together, shared meals, toured Philadelphia to experience the local culture, and attended a Phillies game. Hazav Dadosh, from the Hadassah School of Dental Medicine and a member of the first group of Bridge to Peace students to visit Temple, says true bridges were built among the participants. "Under the cloud of our mutual political conflict, we were given a chance to do something our leaders can't seem to do: sit down and talk. It made me more optimistic about the future."

Marc Rothman, DMD, '88, chairman of the U.S. Alpha Omega Foundation, observes, "The Bridge to Peace program provides an educational experience beyond the nuts and bolts of dentistry. Students gain a new window through which to view the world. They learn each other's perspectives about the issues which tend to alienate them, and, at the same time, they learn about how fostering an understanding through their common goals and interests can bridge those divides.

"This unique experience translates into a dentist who has a greater sensitivity to the needs of patients, a dentist with a more mature basis in which to engage colleagues and one who leaves a lasting public effect on society."

Dadosh agrees: "Only if we get to know one another, sometimes with the help of a third party like Temple, can we work together, find common ground, and live side by side—Jews and Muslims, Israelis and Palestinians."



(Top photo) Bridge to Peace students enjoyed a Phillies game with dental alumni. Pictured left to right are: Dr. Joe Roberts, D'83, Hanna Nazi, Dr. Harold Yaffee, D'70, Shereen Bahader, Hazav Dadosh and Rotem Rosenblatt.

(Lower photo) Orit Markman, Batoul Abuassba, Areen Saleh Abdo, and Liat BenMoyal-Segal attended a Temple men's basketball game during their visit to Temple in 2013.



Q&A WITH PROFESSOR BRYANT SIMON

brysimon@temple.edu
Internationalization Grant Recipient

To globalize the study of U.S. history, since 2004, History Professor Bryant Simon has worked to create an intellectual exchange between Temple faculty and students and their counterparts at universities around the world. Students in Simon's American Icons class have welcomed visiting scholars from around the world and posted blog posts accessed by students in similar classes in England, France and Ireland. Simon was recently awarded an Internationalization Grant—given by the Office of International Affairs to fund faculty projects with international and intercultural perspectives—to launch a partnership with Sogang University in South Korea. This represents a key step in formalizing a consortium of international universities committed to fostering the study of the United States in a global context.

What inspired you to apply for this grant?

After I wrote the Starbucks book [2009's *Everything but the Coffee: Learning About America from Starbucks*—I'd written three books pretty quickly and edited another—I just wanted to create a different kind of intellectual project. The idea was to meet the university's mandate to globalize by creating a program that would link up students and scholars of the U.S. here at Temple with their counterparts abroad.

Why is studying the U.S. from a global perspective important?

You can't understand the U.S. if you don't see it in a global perspective. To not study it this way is to willfully miss a key dimension of the American experience. There is no better way to see your own place in the world than from outside of it.

Why is Sogang University the right partner for this program?

Sogang was revamping its American Studies program in ways that were really compatible with the type of interdisciplinary program we were trying to build, so that fit in good ways with what Temple and others in the consortium were doing. The one thing all these programs have in common is that they teach in English; that way we can move students.

What makes this program different from other cultural and educational exchanges?

First, it's multilateral—it's not just two countries participating, it's multiple countries. Second, the concept is that the exchange is over a topic of study, rather than simply moving people from country to country. It's a collective project to study something, in this case the U.S., globally and from a wide range of different angles. Third, it involves the exchange of graduate students and there are not a whole lot of international programs like that. Finally, we're really trying to discover what a global, virtual classroom would be like for faculty and students.

How do you envision this exchange working and growing in the long run?

It's informal in a sense now, but our goal is to officially launch in September 2014 so that every year those in the consortium will send someone abroad who will meet other faculty, present work, and teach an undergraduate course, and each university will receive someone in exchange. Getting graduate students exchanged would be the next big thing followed by a joint research project. When all of this is in place, students and faculty will have a really richly layered experience.

POSSIBLE PARTNER INSTITUTIONS

American University in Beirut (Lebanon)
Cambridge University (UK)
Hanoi University (Vietnam)
Kwame Nkrumah University of Science and Technology (Ghana)
Queens University (Northern Ireland)
Sogang University (South Korea)
Université d'Angers (France)
University of Brazilia (Brazil)
University of East Anglia (UK)
University of Tübingen (Germany)