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**$2.4 million in international grants awarded through the Office of International Affairs**

More than $2.4 million in grants and scholarships were awarded to students and faculty through the Office of International Affairs in the 2010-11 academic year. The awards were given to further research projects, fund student participation in study abroad programs, develop course modules with universities in other countries, support K-12 education and faculty professional development opportunities as well as area studies – all with an international theme.

About half of the awards were for Foreign Language and Area Studies (FLAS) fellowships granted through the Center for Latin American Studies, Center for Slavic and East European Studies, the East Asian Studies Centers and the Middle East Studies Center. Funding for the FLAS is provided through the U.S. Department of Education. The centers awarded 82 recipients $1,522,300 in grants to further students’ area studies and/or improve critical foreign language skills.

**Additional highlights**

- Supported teaching, research, language and area studies ($1,522,300)
- Awarded Mershon Center endowed grants to support graduate student and faculty research and study abroad programs ($406,600)
- Administered awards for Fulbright-Hays ($180,970)
- Provided scholarships to students studying abroad ($118,003)
- Distributed funds to students and faculty whose study abroad programs, projects or interests focused on the Gateway countries – China, India, Brazil – and/or regions of the world ($83,692)
- Awarded international affairs scholarships and grants to support faculty and graduate student research ($74,081)
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- Supported international students and scholars ($35,300)

Global Strategies – A Q&A with William Brustein

How will we prepare our students to be successful in the global environment?

One of our institutional priorities is to develop a Global Option for students that would enable them to achieve international expertise based on a series of requirements integrated into every major. Upon completion of the enrichment program a certificate would be presented at graduation to certify that students had successfully fulfilled a number of international requirements, including coursework, international experiences, language, a capstone project, an assessment of their global competencies (see box) and a comprehensive e-portfolio of international activities. An important aspect of the Global Option is that it will be structured in such a way that meeting all of the requirements will not hinder a student from graduating on time.

All too often, the international learning experience is focused in the Arts and Sciences, and in particular Humanities. As a university, we have embraced a systematic approach. First, we already know the outcomes students need to achieve and we are working to integrate the components necessary into every major that will help students develop the global competencies necessary to be competitive. It is important for students – not only in the Arts and Sciences – but in engineering, agriculture and health sciences, to understand their disciplines in the context of the greater world.

How will this help students in their future careers?

When I meet with CEOs and NGOs, one of their first questions to me is, ‘Do your students have an understanding of their field of study in a global context?’ With the Global Option, students will have the experience and something tangible to show for the knowledge and expertise they have gained throughout their undergraduate studies. It will make them much more marketable to their future employers.
Where is Ohio State in the process of integrating the Global Option into the curriculum?
The idea for the Global Option follows the university’s two-pronged approach for internationalization. Our Global Gateways enhance our symbiotic connections around the world and help facilitate faculty research, while the Global Option is focused on internationalizing the student learning experience. We’ve worked with one of the subcommittees of the Council on International Affairs and we have presented the concept to the Vice Provosts. Now we’ll begin meeting this summer with various faculty to seek their feedback, support and endorsement of the proposal. We hope that we can roll out the Global Option with the semester conversion.

Global Competencies

1. Ability to work in international settings.
2. Awareness of and adaptability to diverse cultures, perceptions and approaches.
3. Familiarity with the major currents of global change and the issues they raise.
4. Capacity for effective communication across cultural and linguistic boundaries.
5. Ability to comprehend the international dimension of one’s field of study.

Global Option Components

- 1 freshmen/sophomore year 4-week early immersion study abroad program (3 credit hours) and/or 1 discipline-related international experience (3+ credit hours)
- 2 courses with strong international focus, preferably within major (6 credit hours)
- Advanced proficiency in one language other than English or native language, “intermediate high” (ACTFL scale). Foreign language majors will attain “advanced low” (both measures lower for LCTLs) (6+ credit hours)
- 1 capstone project in discipline on an international theme (research, internship, service learning) (3+ credit hours)
- Evaluation of global competencies on a standardized assessment (pre-evaluation when entering the Global Option program; post-evaluation before graduation)
- Comprehensive e-portfolio of international activities

William Brustein, PhD is vice provost for global strategies and international affairs. His work at Ohio State is dedicated to fully integrating international and multicultural experiences to the academic units within the university and expanding and enhancing our global reach.

Dean visits China Gateway to discuss public health collaborations
College of Public Health Dean and Biostatistics Professor Stanley Lemeshow traveled to China in June to teach a biostatistics course and discuss future collaborations among Chinese universities and The Ohio State University.

“There are a lot of opportunities to collaborate with these respected Chinese institutions through teaching and research,” Lemeshow said. “The next steps are currently being worked on.”

Lemeshow’s visit to China was facilitated by the Ohio State Office of International Affairs’ recently established Global Gateway in Shanghai.

The China Gateway, which opened in June 2010, is the result of the university’s global initiative to expand the reach and impact of Ohio State with a physical presence in strategic areas of the world. The office serves as a hub for recruiting, networking, teaching, business consulting and executive training.

“The China Gateway has built up resources for Ohio State, from academic institutions to industries to government agencies to an extensive alumni network,” said Phoebe You, director and chief representative of the China
Gateway. “We encourage faculty to use our services when they decide to visit China.”

Lemeshow began his trip by teaching a short course in biostatistics to 60 epidemiologists with the Chinese Center for Disease Control and Prevention in Beijing. He also presented seminars at Fudan University in Shanghai and the Shanghai Municipal Center for Disease Control and Prevention.

Additionally, Lemeshow discussed future collaborations with leaders in public health and higher education, including alumnus Desmond Thio, who received a master of science in preventive medicine from Ohio State in 1992. Thio now is the vice president and general manager of Philips Healthcare, Greater China. Philips is among the top three in the healthcare technology market globally and provides healthcare solutions in imaging systems, ultrasound, clinical informatics and home healthcare.

Thio is interested in partnering with the College of Public Health and leading institutions in China, including the public health schools at Peking Union Medical College and Fudan University, to advance public health related research, particularly in the areas of disease prevention. Thio will travel to Columbus this fall to be the keynote speaker at a dinner reception presented by the College of Public Health Alumni Society during Ohio State Reunion Weekend in September.

Wolfe Study Abroad Scholarship recipients recognized

On Monday, May 9, The Office of International Affairs recognized the 2010-2011 recipients of the Wolfe Study Abroad Scholarship. The 12th Annual Wolfe Study Abroad Recognition Luncheon honored students at the Faculty Club. President E. Gordon Gee and other university leaders, past scholarship recipients, and John F. Wolfe, chairman and CEO of The Dispatch Printing Company, congratulated the 32 recipients.
Students were awarded a $2,500 scholarship to help fund their individual long-term study abroad programs.

International Scholar Profile: Kagan Topalli

What is your home country and city?
Ankara, Turkey

Undergraduate/graduate degree (Please identify the school and the name of your degree):
I have a Ph.D. in Electronics Engineering from Middle East Technical University, Ankara, Turkey. The title of my thesis for doctoral degree is “A monolithic phased array using RF MEMS technology”.

What department are you in at Ohio State?
I am working at the ElectroScience Lab of the Electrical and Computer Engineering Department.

Who is your Ohio State faculty mentor?
Dr. Kubilay Sertel

What are your research/specialty interests?
My research interests are RF MEMS technology for RF front ends and microwave/millimeter wave and THz sensors for imaging applications.

When did you arrive in the United States/Columbus and how long will you be here?
I have been in Columbus (and United States) since February, 2010. I would like to work with the same group for a while to be able to improve my skills more in the exciting projects that I am involved in.

Why did you choose Ohio State?
It was an easy choice. ElectroScience Lab is one of the largest and prestigious university RF and optics laboratories in the U.S. and Dr. Sertel is one of the eminent researchers in the field of electromagnetics. During my research here I had the opportunity to be involved in the research of an emerging application.

**What have you been doing at Ohio State as part of your exchange visit?**
I am collaborating with a team of researchers to implement a real-time THz camera for biomedical applications. I am also involved in micro/nanotechnology related activities and carrying out some experiments at the Nanotech West Lab of the Ohio State University.

**What has most surprised you about your experience in Columbus?**
Generally speaking, I have been surprised to see that many of the official procedures are simplified to make things easier for new comers to the U.S. For example, it is quite easy to buy a car and to get a driver’s license.

**What has been the hardest thing to adapt to since you’ve come to Columbus?**
It is not so easy to adapt to easily changing weather conditions in Columbus. I think clouds are moving much faster than they move in my country.

**What is the most fun/exciting thing you’ve done since you’ve arrived at Ohio State?**
As a parent of 4-years old son, my wife and I think that we had lots of fun at the Columbus Zoo.

**How has the Office of International Affairs helped you adapt to campus life?**
When you move to a new country you need help with visa issues, tax issues, etc. The staff at the Office of International Affairs has been always helpful. I found the online appointment system so effective. I could also get an answer in a couple of hours if I try to reach them by e-mail when I need.

**Alumni Spotlight: How a study abroad experience led to a career in international education**

When Kevin D’Arco returned from a study abroad program in Mexico in December 2006, he knew he wanted to share his international experience with others.

After graduating from Ohio State in 2008 with a double major in history and sociology, D’Arco went on to study student affairs administration in higher education at Texas A&M University. As a graduate student, he earned the opportunity to intern for the American University of Kuwait, working with students internationally.
D’Arco now works as the student development coordinator for the Office of Student Activities at Carnegie Mellon University’s Qatar campus. Since 2004, the Doha campus has offered undergraduate degrees in business, computer science programs, and information systems. Located in the heart of Education City, an area of the capital city that houses educational facilities from some of the world’s leading universities, Carnegie Mellon has 300 students from 40 different countries.

“My study abroad experience inspired me,” said D’Arco. “Now, I get to develop similar opportunities for college students and hope that they have the same impact on them and are as influential as my experience at Ohio State.”

Because Carnegie Mellon’s branch campus in Qatar was established just seven years ago, much of D’Arco’s job responsibilities involve creating fundamental student activities and programming. He works with 18 clubs and organizations, advising five of them. His campus involvement includes everything from student orientation and first year programs, to leading international service and outdoor education programs.

“Studying abroad gives students the opportunity to learn about different cultures and to mature as individuals,” D’Arco explained. “It’s a great experience for a student to learn to problem-solve, think critically and improve communication skills.”

D’Arco also serves on committees that connect the six American university branch campuses across Education City – Carnegie Mellon, Virginia Commonwealth, Cornell, Texas A&M, Georgetown and Northwestern.

“I am very glad that I have the opportunity to live and work in Doha,” D’Arco said. “Once you start studying, working, or traveling abroad, you tend to want to keep exploring and learning more about people.”
"Over spring break I traveled throughout Brazil with the Honors & Scholars Brazil: From Tropical Salvador to Cosmopolitan Rio study abroad program. This experience exposed me to both modern and historic Brazilian society. While in Salvador, a city in the northeast, we learned about the Brazilian slave trade and how it shaped modern Brazilian society. Next, we traveled to Rio where we toured the world famous Mangueira Samba School, visited Copacabana Beach, and toured a favela. An amazing part of the experience was climbing to the top of Corcovado Mountain in the center of the city and standing next to the statue of Christ the Redeemer. It was important for me to study abroad so that I could learn more about the world firsthand. Experiencing new cultures has allowed me to grow as an individual and has taught me so much about myself."

Evan is a junior majoring in international studies and political science.

"Winter Quarter 2011 I studied abroad through an Ohio State sponsored program in conjunction with the Fundación del Gran Rosario in Rosario, Argentina. There were fourteen OSU students in the program, and we took all of our classes together and learned volumes..."
about Argentinean history, politics, art, and culture. However, perhaps the most rewarding part of the program was that we each lived with a host family around the city. I arguably learned the most from the cultural immersion and conversations with my host mom, Adriana. Located on the Río Paraná, Rosario is absolutely gorgeous, and the people were extremely accepting and generally patient in attempting to communicate with us, because few people spoke any English. In the end our Spanish improved dramatically, as did our love for Argentina. I learned an incredible amount about the culture of Argentina, but also about myself. After living in Argentina, I have an entirely new appreciation for the minority populations in our country, and what it feels like to be an 'outsider.'"

Tessa is a junior majoring in political science and Spanish.

Reflections of a Revolution: A Fulbright Scholar’s experience in Egypt

The revolution in Egypt caught us by surprise. I was concluding my second month in Alexandria on a nine-month Fulbright grant and things were going great. My family was beginning to feel comfortable in our neighborhood and starting to get to know the city. I completed an extensive orientation at the Bibliotheca Alexandrina and was working on a set of seminars for the library staff. My son was enrolled in a good school, and he and my husband spent much of the month of December exploring the city’s historic and archeological sites.

I spent most of the day at the library, offering seminar sessions on information organization to the staff members. I returned home around 6 p.m., very tired and hungry. The trip home took a lot longer than usual. The streets were crowded with young people milling around the tram stations. Things seemed unusual, and I could sense tension in the air. A colleague
from the library called to inform me that the next day there would be large street demonstrations and protests, and she advised me to stay home.

Tuesday was a national holiday, and many people were out. Late in the afternoon, the first reports of peaceful marches in Cairo flashed across the TV screen. We heard the loud noise of crowds streaming down the street not far from our apartment, and loud chants and shouting continued into the night.

Things returned to normal on Wednesday. On Thursday night, I received another phone call from a friend at the Alexandrina Library warning me about a large demonstration that was being planned for Friday. Soon after, we lost access to the Internet and our cell phones stopped working. Only our landline was operational, but not reliable.

January 28, 2011

Friday morning began as usual. The streets seemed less busy than normal, as if everyone was waiting for something. Armored military vehicles suddenly appeared on the streets of major cities. Protests in Suez, Alexandria and Cairo had begun, and around the country, people were tearing down portraits of President Mubarak on billboards.

Around 2:40 p.m. we heard loud chanting and crowd noise from the main streets to the north and south. From the balcony, I could see crowds streaming down the main road leading toward downtown. By nightfall, as the TV networks brought live reports from around the country, it had become clear that the revolution had started. Street demonstrations continued into the night. Police trucks were set on fire on the 6th of July Bridge in Cairo, where we had been just days before. The National Democratic Party building was set on fire. An overpowering smell of sulfur from tear gas was choking the city. The government established an all night curfew, but no one paid attention. The day came to be known as “Angry Friday.”

The media reported that police and security forces had withdrawn from the cities and the army was taking their place. An announcement was made that the president would deliver an address at 6 p.m., the first statement from any government official since the protests began. Egyptian television continued to broadcast statements that everything was under control and that the unrest was the work of criminals and drug addicts. After a six-hour delay, Egyptian President Hosni Mubarak announced that he had fired his cabinet and would appoint a new one the next day. He claimed to understand the problems of the people and vowed to continue to work for them. The crowds in the street listened attentively, waiting to hear that Mubarak would relinquish power and step down. His speech brought an angry reaction from the crowd and demonstrations escalated.
January 30, 2011

The streets were calm on Sunday morning so we went out to shop for food and other essentials. As we returned home, the entrance to our building was being barricaded by security, who told us to stay inside. The end of our street was being barricaded as well and we saw a group of civilians, armed with clubs and steel pipes guarding the entrance to our neighborhood. We learned later that local residents were arming themselves to protect their streets and buildings from armed criminals that were roaming the city, looting more affluent neighborhoods.

Meanwhile, protesters continued to occupy the center of Cairo, demanding the president’s resignation. The demonstrators represented a united front. Young and old, Christians and Muslims, students and professionals, everyone was out in the streets demanding Mubarak’s resignation.

Foreign tourists were leaving Egypt. The Fulbright office called and instructed us to stay off the streets. Our cell phone service had been restored, but there was still no Internet.

January 31, 2011

State police were withdrawn and the government announced that thousands of criminals escaped from prisons around Cairo. The army, now present in the streets, asked citizens to return home and form neighborhood watch groups.

We began to make plans for our departure. The Fulbright office requested that we leave Egypt as soon as possible. We had the option of trying to get to Cairo and leaving from there by a shuttle arranged for by the U.S. government. Initially, this seemed like a good option, until we heard that both roads leading from Alexandria to Cairo were closed, and the trains were no longer running. This was the government’s way of preventing even larger crowds from gathering in Cairo’s Tahrir Square.

Our Internet connection still didn’t work, so we spent the next couple days on the phone, trying to arrange for a flight out of Alexandria. The only way to book a flight was to have someone from outside Egypt make the reservation. My husband contacted his brother-in-law in Ohio asking him to help make travel arrangements for us. We received confirmation that we had a reservation for a flight from Alexandria to Amman, Jordan and on to Chicago. It was a long and anxious night, but we finally had a plan to get back home.

With banks and financial institutions closed, we left our apartment on Friday morning with very little luggage or money. The Fulbright office advised us to travel light and leave all unnecessary belongings behind. At some date in the future those things would be shipped to us.
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There were three other Fulbright students who were still in Alexandria, and we arranged to travel to the airport together. We were leaving Alexandria with mixed feelings, disappointed that we could not complete our stay and explore Egypt, but relieved that we were safely returning home.

Back in Ohio, my family began the process of readjusting to normal life. I returned to work and tried to pick up where I left off. My son returned to middle school, and my husband was able to get back to teaching. As our life returned to normal, I kept one eye on the developments in Egypt. Before we left Alexandria, Fulbright informed us that if the situation there stabilized we might be able to return and I could continue my project at the Alexandria Library.

As time went by, we grew accustomed to the idea that our Egypt adventure was over. Two months passed rather quickly and we started to discuss our summer plans. Then, one day I received a surprise message from Fulbright inviting us to come back to Egypt. Were we ready to turn our lives upside down all over again?

My family’s decision to return to Egypt was unanimous, and less than three weeks later we set foot in Alexandria again.

Magda El-Sherbini, Associate Professor, and Head of the Cataloging Department at The Ohio State University Libraries, was selected as a recipient of the prestigious Fulbright fellowship in Alexandria, Egypt. She has worked at Ohio State since 1987 and she is Adjunct Professor at the Kent State School of Library and Information Science. The Office of International Affairs serves as the campus representative for the Fulbright Scholars program.