



# INTERNATIONALIZATION LAB REPORT



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# TABLE OF CONTENTS

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|  |    |
|--|----|
| <b>EXECUTIVE SUMMARY</b>   | 4  |
| <b>PROVOST’S CHARGE</b>  | 5  |
| <b>INTERNATIONALIZATION LAB AT UD</b>  | 6  |
| Lab Committees   | 6  |
| The ACE Internationalization Laboratory  | 7  |
| ACE Model for Comprehensive Internationalization   | 7  |
| <b>GLOBAL INITIATIVES AND ACTIVITIES</b>   | 10 |
| University Strategic Plan  | 11 |
| Global Engagement  | 12 |
| Programmatic Efforts   | 14 |
| Curriculum and Faculty Development   | 15 |
| International Research   | 16 |
| Outreach and Partnerships  | 16 |
| Global Engagement in Colleges  | 17 |
| International Students, Scholars, and Dependents   | 20 |
| Development and Alumni Relations   | 21 |
| <b>INTERNATIONALIZATION GOALS AND PRIORITIES</b>   | 22 |
| <b>Goal 1:</b> Evaluate and expand UD’s “Global We” on campus and strengthen the University’s visibility internationally       | 23 |
| <b>Goal 2:</b> Enhance international education opportunities at home and abroad to develop global citizens and engaged leaders | 25 |

|  |    |
|--|----|
| <b>Goal 3:</b> Reimagine and redefine study abroad beyond traditional cross-border mobility programs   | 27 |
| <b>Goal 4:</b> Attract, retain, and support the success of international students through innovative recruitment strategies and collaborative programming  | 29 |
| <b>Goal 5:</b> Deepen UD’s relationship with international institutions, sponsoring organizations, and government agencies through strategic and sustainable partnerships that support student and faculty exchange, research collaboration, and global learning opportunities | 32 |
| <b>CONCLUSION</b>  | 33 |
| <b>APPENDICES</b>  |    |
| <b>Appendix 1:</b> Impact Report, Institute for Global Studies   | 34 |
| <b>Appendix 2:</b> Impact Report, Office for International Students & Scholars   | 36 |
| <b>Appendix 3:</b> Active International Partnerships at UD by Country  | 39 |
| <b>Appendix 4:</b> Global Snapshot, College of Agriculture and Natural Resources   | 41 |
| <b>Appendix 5:</b> Global Snapshot, College of Arts and Sciences   | 44 |
| <b>Appendix 6:</b> Global Snapshot, Alfred Lerner College of Business and Economics  | 54 |
| <b>Appendix 7:</b> Global Snapshot, College of Earth, Ocean, and Environment   | 59 |
| <b>Appendix 8:</b> Global Snapshot, College of Education and Human Development   | 63 |
| <b>Appendix 9:</b> Global Snapshot, College of Engineering   | 66 |
| <b>Appendix 10:</b> Global Snapshot, College of Health Sciences  | 71 |

# EXECUTIVE SUMMARY

In 2019, the University of Delaware (UD) was invited to join the American Council on Education's (ACE) Internationalization Laboratory.<sup>1</sup> As the University approaches the 100th anniversary of its pioneering study abroad program, the decision to participate in the Laboratory represents a renewed commitment to international education and research, by undertaking an intensive two-year process to evaluate, shape and expand its internationalization strategy to all parts of the world. The goal for launching the Lab was to amplify UD's impact as an international university with an optimized foundation for dynamic administration, education and programming.

One of five priorities of the University of Delaware, set by the institution's strategic plan, is to strengthen interdisciplinary and global programs. In keeping with this commitment and to the values of international education and exchange, UD joined 17 other colleges and universities as part of ACE's 17th Internationalization Laboratory cohort to strengthen its commitment to global engagement. Two co-chairs, a steering committee, a campus leadership committee were appointed, with campus-wide representation of UD's colleges and student affairs units. Provost Robin Morgan charged the committee with identifying new ways to internationalize the teaching, learning, research, and service efforts of the institution, by actively engaging faculty, administrators, staff, and students in advancing UD's global agenda.

Efforts got underway in fall 2019 with the first site visit by the ACE team and the convening of numerous committee meetings. An action plan was developed and, in alignment with ACE's Model for Comprehensive Internationalization, six working groups were formed to initiate the self-study, focusing on the following themes: 1) Articulated Institutional Commitment; 2) Administrative Leadership, Structure and Staffing; 3) Curriculum, Co-Curriculum, and Learning Outcomes; 4) Faculty Policies and Practices; 5) Student Mobility; and 6) Collaboration and Partnerships.

In March 2020, as COVID-19 was declared as a global pandemic, the committee decided to pause the Lab and postpone its subsequent meetings to address the multifaceted personal, academic, and professional challenges that UD students, faculty, and staff were confronting during this rapidly evolving situation. As all international travel and programming was halted due to the pandemic, the University necessarily focused its efforts internally. This interim report, which was compiled in 2020, represents a snapshot of the ideas, strategies, and priorities captured from previous discussions on global engagement, especially during the time when the University had to swiftly pivot to a virtual learning environment and campus to respond to the health crisis. The report highlights a number of key global initiatives, activities, and data points from various departments on campus; offers a few short-term and long-term goals as the University recalibrates its processes and resources; and sets new global engagement strategies and priorities forward.

– Ravi Ammigan and Bahira Trask, ACE Lab Co-Chairs

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<sup>1</sup> <https://www.udel.edu/udaily/2019/september/internationalization-laboratory-global-priority/>

# PROVOST'S CHARGE

“As we work to broaden the University’s collective global impact, the insights and expertise of the Internationalization Laboratory team will be invaluable to us. UD is committed to providing a community where students and faculty from all parts of the world can engage with one another and learn from a broad range of diverse perspectives. The work of this internationalization project will be invaluable as we strive to ensure a global mindset.” - *UD Provost Robin Morgan*

On October 22, 2019, Provost Morgan and Deputy Provost Lynn Okagaki charged the ACE Lab Committee at the University of Delaware with the following goals:

- Initiate a University-wide strategic planning process guided by ACE’s expertise to strengthen international programming and extend the institution’s global footprint;
- Develop strategies to ensure that the University’s internationalization efforts encompass a wide range of countries and cultures;
- Create an action plan and formulate recommendations to infuse international and comparative perspectives throughout UD’s teaching, research and service;
- Engage a diverse group of stakeholders in the internationalization dialogue to ensure that efforts are embraced throughout the campus;
- Establish a more coherent presence for all things international at UD and more accurately track global activities;
- Emphasize internationalization as a core component in support of all UD’s presidential priorities and develop strategies to increase international exposure for all members of the campus community;
- Collect data and benchmark findings with peer institutions to get a better understanding of UD’s international activities; and
- Support UD’s international enrollment marketing plan aimed at prospective international students.

# INTERNATIONALIZATION LAB AT UD

The University leadership committee was co-chaired by Bahira Trask, professor and chairperson of the Department of Human Development and Family Sciences in the College of Education and Human Development, and Ravi Ammigan, Associate Deputy Provost for International Programs and Assistant Professor of Education. Representatives from various academic departments and student affairs units were invited to serve on the steering committee and larger campus leadership committee.

## Lab Committees\*

### Steering Committee:

- **Bahira Trask**, Co-Chair, Professor and Chairperson, Department of Human Development and Family Sciences, College of Education and Human Development
- **Ravi Ammigan**, Co-Chair, Associate Provost, International Programs, and Assistant Professor, School of Education
- **Doug Buttrey**, Professor, Chemical and Biomolecular Engineering and Materials Science, College of Engineering
- **Amy Greenwald Foley**, Associate Director, Global Outreach, Institute for Global Studies

### Campus Leadership Committee

- **Michael Alexo** Director, Graduate Admissions, The Graduate College
- **Saleem Ali**, Blue and Gold Distinguished Professor of Geography, Distinguished Professor of Environmental and Energy Policy, College of Earth, Ocean and Environment
- **Beth Brand**, Senior Associate Vice President, Office of Development and Alumni Relations [now Vice President and University Secretary]
- **Adam Cantley**, Dean of Students
- **Jianguo Chen**, Associate Professor, Chinese Studies, College of Arts and Sciences
- **Lisa Chieffo**, Interim Director, Institute for Global Studies [now retired]
- **Matt Drexler**, Assistant Director, International Student Engagement, Office for International Students and Scholars
- **Song Hoffman**, Director, International Admissions, Office of Admissions
- **Sheryl Kline**, Deputy Dean, Lerner College of Business and Economics, Aramark Chair of Hospitality Business Management
- **Colin Miller**, Director, Global Arts, Director, African Studies, College of Arts and Sciences
- **Mark Rieger**, Dean, College of Agriculture and Natural Resources, Professor, Plant and Soil Sciences [now Provost at Florida Gulf Coast University]
- **Cindy Schmidt-Cruz**, Director, Center for Global Area Studies, Professor, Spanish, Portuguese and Latin American and Iberian Studies, Department of Languages, Literatures, and Cultures
- **Karin Silbernagel**, Associate Professor of Physical Therapy, College of Health Sciences
- **Scott Stevens**, Director, English Language Institute

\*Note: Office affiliations and titles of committee members may have changed from the time that this report was written.

## Administrative and Communications Support

- Crystal Coleman, Office Manager, Office for International Students and Scholars
- Stephanie Ferrell, Communications Specialist, Office for International Students and Scholars
- Lorraine Grube, Administrative Assistant, Institute for Global Studies
- Nikki Laws, Communications Specialist, Institute for Global Studies [now Communications Specialist with the Kennett Consolidated School District]
- Baoren Liu, Graduate Research Assistant, Office for International Students and Scholars
- YiJiang Xu, Graduate Research Assistant, Office for International Students and Scholars

## The ACE Internationalization Laboratory

The American Council on Education is a membership organization that mobilizes the higher education community to shape effective public policy and foster innovative, high-quality practice.<sup>2</sup> As the major coordinating body for the nation's colleges and universities, its strength lies in its diverse membership of more than 1,700 colleges and universities, related associations and other organizations in America and abroad. ACE is the only major higher education association to represent all types of U.S. accredited, degree-granting institutions: two-year and four year, public and private.

The ACE Internationalization Laboratory is a collaborative, inclusive and selective learning community, led by a team of internationalization experts with a wide range of backgrounds and experience, that assists institutions of higher education in developing goals and strategies for comprehensive internationalization.<sup>3</sup> To date, over 150 institutions have participated in the program.

## ACE Model for Comprehensive Internationalization

ACE defines comprehensive internationalization as “a strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected.” It frames internationalization as an ongoing process and recognizes all students, faculty, and staff as learners and central to the institution's efforts to advance international, intercultural, and inclusivity perspectives across its teaching, research, and service missions. ACE identifies six interconnected dimensions, as illustrated in Figure 1, that require strategic attention and resources to effectively achieve the goals of comprehensive internationalization. Internationalization efforts must be intentional, collaborative, inclusive, data driven, and integrated as a co-owned and co-shared priority in the ethos, mission and culture of the institution.

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<sup>2</sup> <https://www.acenet.edu/About>

<sup>3</sup> <https://www.acenet.edu/Programs-Services/Pages/Professional-Learning/ACE-Internationalization-Laboratory.aspx>

## ACE Model for Comprehensive Internationalization



*Figure 1. ACE Model for Comprehensive Internationalization*

The ACE Model for Comprehensive Internationalization focuses on three important strategic lenses:

1. **Diversity, Equity & Inclusion** — to ensure a campus climate that is welcoming, inclusive, equitable, and supportive for students and employees of all backgrounds, with a focus on internationalization at home and access to a global education.
2. **Agility & Transformation** — to enhance the local and global value proposition of the institution through a strategic, mission-driven, adaptable, creative, and resource-driven organizational structure in times of crisis.
3. **Data-Informed Decision-Making** — to achieve internationalization goals and outcomes through a data-driven, decision-making process, where initiatives are built from both qualitative and quantitative metrics.

The six interconnected dimensions of the model provided the framework for the working groups that the University of Delaware developed to initiate the self-study:

1. **Articulated Institutional Commitment** — internationalization as a strategic planning priority; an internationalization committee to lead the process; key campus stakeholders at the local, national, and global stage.
2. **Administrative Leadership, Structure and Staffing** — centralized international affairs leadership and organizational structure; adequate staffing and financial resources; commitment and involvement from senior leadership.
3. **Curriculum, Co-Curriculum, and Learning Outcomes** — international perspectives in undergraduate general education/first-degree compulsory curricula; internationalized courses in majors, programs of study, and research areas; intercultural programs and activities on campus to facilitate global engagement and interaction.
4. **Faculty Policies and Practices** — role of faculty in campus internationalization; institutional poli-

cies and faculty development that enhance intercultural competence; international faculty mobility.

5. **Student Mobility** — inbound and outbound mobility of students; credit transfer policies; orientation and transition programs; academic and social support structures.
6. **Collaboration and Partnerships** — global partnerships with institutions, organizations, and governments abroad; local community collaborations; on-campus networks between international office and other administrative and academic units.

## GLOBAL INITIATIVES AND ACTIVITIES

The University of Delaware traces its roots to a private academy founded in 1743, making it one of the oldest universities in the United States. Today, the institution is a comprehensive, research-intensive, technologically advanced university with global impact. The UD community includes 24,000 undergraduate and graduate students representing over 100 countries and hundreds of academic disciplines. The University's 1,360 faculty build on our strong tradition of distinguished scholarship and are dedicated to advancing scientific, humanistic, artistic and social knowledge for the benefit of the larger society. The Carnegie Foundation for the Advancement of Teaching classifies UD as a research university with very high research activity, a designation given to less than three percent of U.S. colleges and universities.

The University is committed to outstanding undergraduate, graduate and professional education. UD students actively engage with faculty in the classroom, in laboratories, in the field, and overseas in study abroad programs. UD graduates are prepared to contribute to a global and diverse society that requires leaders with creativity, integrity and a dedication to service – from UD's first class that included three signers of the U.S. Declaration of Independence to Nobel Laureates, Fulbright, Rhodes, Marshall, Truman, and Goldwater Scholars. Among our faculty and alumni are leaders in politics, industry, and the arts, including the U.S. President, Joe Biden and First Lady, Jill Biden; Founder, Chairman, and CEO of Renren, Joseph Chen; Broadway Producer, Susan Stroman; and a former chairman of the United States Olympic Committee, Larry Probst. Recognized as one of the most beautiful campuses in the country, the University enjoys small-town living in Newark, Delaware, while being conveniently located to Washington D.C. and New York City.

Amidst stark cultural, economic and political divides, the world today faces great challenges. Nationalism is spreading at a time when threats to human rights, health and our physical world require collaborative efforts and expertise by partners across the globe to establish a sense of unity and belonging. As a past recipient of NAFSA's Senator Paul Simon Award for Comprehensive Internationalization<sup>4</sup> (in 2015) and the Institute of International Education's Andrew Heiskell Award for Innovation in International Education<sup>5</sup> (in 2007), the University of Delaware's commitment to international education, engagement and research, with a focus on strengthening interdisciplinary and global programs, remains central to the University's mission. Yet UD recognizes that its work must continue and evolve toward making the University a truly global institution. In looking behind, great progress in UD's internationalization efforts has been achieved. Looking ahead, a world of opportunity remains.

This section of the report draws from an inventory of existing international initiatives, activities, and statistical reports from various departments across the University. Most of the information presented was developed and retrieved prior to the COVID-19 global pandemic.

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<sup>4</sup> <http://www1.udel.edu/udaily/2015/feb/simon-award-022415.html>

<sup>5</sup> <https://www.iie.org/en/Research-and-Insights/Best-Practices-Resource/Award-Winners/Internationalizing-the-Campus/University-of-Delaware--2007>

## University Strategic Plan

Under the leadership of President Dennis Assanis and building on previous campus-wide strategic planning processes, the University of Delaware is guided by five key priorities: enhancing the success of students; building an environment of inclusive excellence, guided by the values of diversity and equity; strengthening interdisciplinary and global programs, which depends on minds that are open and collaborative; and fostering a culture of innovation and entrepreneurship to develop creative solutions to the world's most complex challenges<sup>6</sup>. In the University of Delaware's current strategic planning document, the priority on strengthening interdisciplinary and global programs reads as follows:

*“The most complex problems facing society do not adhere to national and geographic borders or the boundaries of single disciplines; nor can our attempts to address them. We must be fully engaged in the challenges of our world and contribute our expertise in an integrated manner in order to find solutions. UD’s Graduate College will enable greater cross-disciplinary collaborations, development of dynamic academic programs and extraordinary achievements in discovery, creativity and scholarly productivity. Excellence in graduate education benefits undergraduates by connecting more students to research opportunities and other high-impact experiences. As the University of Delaware approaches the 100th anniversary of its pioneering study abroad program, the University recognizes the transformative impact that travel and global study of diverse cultures can have on our students. We are committed to creating even more opportunities to cultivate global citizens who value peace, cooperation and human rights, in alignment with our values for inclusiveness.”*

The activities that were identified in support of this strategic priority include:

- We will instill in students the capacity to apply knowledge from multiple fields of study by advancing cross-disciplinary collaborations in teaching and research at all levels.
- We will develop the new Graduate College as a vehicle to expand, improve and promote excellent graduate programs and support the financial, academic and career needs of graduate students, who play an essential role in today's global knowledge economy.
- We will apply UD's strengths in the social sciences to develop workable solutions to the nation's most challenging domestic problems and elevate our programs to be among the best in the nation. The Joseph R. Biden, Jr. School of Public Policy and Administration and the Biden Institute provide unique opportunities to accomplish this goal.
- We will enhance community and global engagement with the University through the synergistic strengths of the visual, literary and performing arts, and the expansion of our performance and exhibition programs throughout the campus, from the Roselle Center for the Arts to the STAR Campus, and across the state and the world.
- We will expand our cross-disciplinary scholarship to educate the workers and leaders who can help communities become healthier and more resilient in the face of ongoing challenges.
- To help our students develop into global citizens, we will expand our efforts to internationalize

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<sup>6</sup> <https://www.udel.edu/about/leadership/strategic-plan/>

UD and consider ways to grow and diversify our international enrollments, extend global partnerships with higher education institutions and strengthen study abroad programs.

- We will translate UD’s scholarship into practice through meaningful engagement with the community, so that our work meets the public needs and is pursued with urgency and authenticity.

## Global Engagement

The Institute for Global Studies (IGS) was created in 2009 as one of the first important steps to elevate international efforts at UD and provide a centralized venue for global engagement. Perhaps best known for leading the nation’s first study abroad program, IGS is also home to the first-of-its-kind UD World Scholars Program and the Delaware Diplomats Scholarship Program<sup>7</sup>. The Institute supports student success through advising for prestigious awards, including Fulbright, Boren, Gilman and Critical Language Scholarships, as well as sponsorship of the International House (iHouse) Living Learning Community. IGS provides faculty funding for research and collaboration abroad, manages the University’s global partnerships and agreements process and sponsors signature events, such as UD Global Month and the Spring Fulbright Lecture Series. Through study, internships, and service learning abroad, IGS helps students to expand their awareness and knowledge of the economic, political, cultural and social issues facing the world—and provide them with the skills to address them. In 2019, UD offered 100+ study abroad programs, with a total of 1,376 student participants. The Winter Session, which is the most popular time for global study by UD students, saw an enrollment of 1,071 students in 59 overseas and domestic programs. See Appendix 1 for the IGS Impact Report.

UD also has made great progress over the years in augmenting and integrating services for more than 4,700 international students, scholars and family members at UD from over 100 countries. The Office for International Students and Scholars (OISS)<sup>8</sup> is the designated office on campus to provide immigration advising and acculturation support services to UD’s international community. In collaboration with campus and community partners, OISS hosts over 150 programs and activities dedicated to international students, scholars and their families annually. In 2019, OISS services and programs was ranked 14th globally in the International Student Barometer benchmarking survey (N=174 institutions; 179,950 student responses), indicating a 97.3% satisfaction rating with OISS support services.

OISS partners with a number of units within the Division of Student Life to support international students and promote intercultural engagement and awareness on campus. For instance, the Career Center offers on-site advising on career development and planning to international students at OISS through the services of a dedicated Assistant Director for International Student Career Readiness. The Office of the Dean of Students, along with the Graduate College, is a sponsor of the annual OISS international student essay contest, which serves as a forum for international students to share their stories and experiences and promote international understanding on campus and in the local community. The Center for Counseling and Student Development (CCSD), Student Wellness and Health Promotion (SWHP), and Student Health Services (SHS) regularly hold information sessions and programming events for the

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<sup>7</sup> <https://www.udel.edu/global>

<sup>8</sup> <https://www.udel.edu/academics/global/iss/>

international students and scholars to ensure their health, safety, and well-being at UD.

OISS also launched the UD Pre-Departure Orientation program in 2019 to bring orientation and transition support to new students and their families in their home country prior to traveling to the United States. This collaboration between OISS, the Division of Student life, Office of Admissions, Development and Alumni Relations (DAR) and the English Language Institute (ELI) helps cultivate an inclusive environment for our new international students. See Appendix 2 for the OISS Impact Report.

In line with the University's strategic plan, the Division of Enrollment Management conducts an annual strategic review and plan for how to recruit and retain talented international students at UD. These efforts are guided by four principles, namely: 1) diversity – creating the opportunity for all students to engage with global perspectives in curricular and co-curricular settings; 2) student success – selecting students who demonstrate the potential to succeed, and providing them with appropriate linguistic, cultural and personal support; 3) investment – generating tuition revenue that can be strategically invested to advance the University's mission, vision and goals; and, 4) operational efficiency – coordinating the efforts of all University stakeholders who outreach to recruit and/or support international students. Within a five-year span, the UD international recruitment team plans to engage the following strategies to recruit and retain international students on campus:

- Fully utilize the network of international recruitment agencies and in-country representatives;
- Rebrand and heavily invest in marketing of Accelerate-U Delaware (A-UD) and other academic programs that help new international students build a strong academic, linguistic, and cultural foundation during their first semester at UD;
- Focus on systematic yield analysis and both in-person and online events;
- Implement a holistic communication plan in partnership with campus partners;
- Strengthen the institution's domestic international recruitment plan as well as the network of sponsored student organizations and government agencies;
- Continue to identify new and emerging markets globally, with an emphasis on Central Asia and Africa.

## Programmatic Efforts

A constant, university-wide theme and priority over the years has been “new and inclusive.” New collaborations, new ideas, new programs, and new positions that provide opportunities for underserved populations, bring domestic and international students together, extend our reach to lower- and middle-income countries, and include different units in joint global efforts. There is a natural tendency for units within organizations to operate in silos, with little collaboration and outreach. Realizing this, the UD administration actively encourages strategic partnerships and shared funding across campus departments. An example of such efforts on the global front involved a strategic collaboration between the English Language Institute (ELI)<sup>9</sup> and the Office of Admissions to enhance international recruitment and retention.

The ELI developed an innovative cohort model, employing trained undergraduate mentors to promote greater engagement among Conditional Admissions Program (CAP) students both in the classroom and in campus life. They built upon this initiative by pairing domestic and international students together in a living and learning global community. More recently, the ELI introduced the Academic Transitions program, a pathways program combining credit-bearing advanced English for Academic Purposes classes with sheltered University credit courses taught by faculty from the academic department that owns the course. ELI’s content faculty use pedagogical and cross-cultural approaches to create a more inclusive and supportive classroom experience. International students are supported by close advising, early intervention, instructional students and social and academic mentors.

Consistent with the ever-expanding global vision at UD, the Division of Enrollment Management (DEM) has worked collaboratively to develop a new and innovative set of international opportunities for students. These range from efforts to expand our reach internationally through partnerships with sponsored student programs to opportunities that target globally-minded students.

The World Scholars Program<sup>10</sup>, which allows incoming freshmen to study abroad for a semester of their first year in Greece, Italy, New Zealand or Spain, was launched through a partnership between IGS and DEM. The four-year structured program provides a complementary framework for internationalizing a student’s academic program of study, including two semesters of study abroad, residence in the International House (iHouse) Living Learning Community, and a culminating Spring Scholars Symposium. Through active engagement and reflection, both on-campus and abroad, World Scholars acquire the skills and competencies needed for success in an increasingly interconnected world.

The Delaware Diplomats Scholarship Program<sup>11</sup> was founded as a means of increasing accessibility to study abroad and reward students for their engagement with the world on UD’s campus. Diplomats can earn up to \$1,500 toward UD Study Abroad by completing badges in World Knowledge, Intercultural Friendship and Study Abroad Preparation. In addition to earning a scholarship, Diplomats join a tight-

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<sup>9</sup> <https://sites.udel.edu/eli/>

<sup>10</sup> <https://www.udel.edu/home/global/world-scholars/>

<sup>11</sup> <https://www.udel.edu/home/global/scholarships-funding/students/diplomats/>

knit community, prepare for their time abroad and develop the skills that will give them a competitive edge in the global job market. As further testament to cross-unit collaboration, the English Language Institute and Institute for Global Studies have worked closely together to ensure that many World Scholars and Diplomats serve as peer mentors, cohort leaders and “American Host Partners” for international students participating in ELI programs.

## Curriculum and Faculty Development

For two decades now, UD faculty have been keen on increasing curriculum internationalization. The Faculty Senate Committee on International Studies<sup>12</sup> has oversight of all international educational studies for students and faculty such as (but not limited to) short-term and semester study abroad programs, international scholarship opportunities, World Scholars, international service learning and research programs, and/or any academic program with an embedded global experience. The committee reviews, makes recommendations, and advises on curricula, and on policies and procedures to promote international educational development and activities. Curriculum internationalization at UD has mainly tied international experience and study abroad to University requirements such as a Discovery Learning Experience<sup>13</sup>.

More recent efforts include the launch of new academic programs and a focus on post-graduate global opportunities, such as Fulbright awards. Newer minors in Spanish for Healthcare and Global Health seek to provide students with skills needed for healthcare delivery throughout the world. Starting in fall 2020, students can internationalize their studies by majoring (or minoring) in Global Studies<sup>14</sup>, a program offered by the Center for Global and Area Studies. Global Studies majors choose between four concentrations: Environment, Health, Migration, and World Cultures. The University of Delaware has a rich history of Fulbright engagement dating back to 1950. In 2014, UD launched the Fulbright Initiative, a multi-pronged approach toward recognizing Fulbright recipients within our community, educating students, faculty, and staff about Fulbright opportunities, and increasing the number of awards won. To date, more than 200 members of the UD community, now recognized as members of the UD Fulbright Society, have received Fulbright awards for teaching and scholarship. Faculty Fulbright recipients play a key role, actively mentoring applicants through the writing process and serving as on-campus interviewers, in an effort to strengthen applicant competitiveness and readiness for the award. Initiative efforts have contributed to a more than doubling of Fulbright applications submitted by UD students, and a steady increase in the number of awards received.

The Global Exchange Program (Globex)<sup>15</sup>, administered by IGS, provides funding for UD faculty members in support of high-impact projects and activities that contribute to the University’s campus internationalization efforts, with a focus on the internationalization of the curriculum. Examples of projects eligible for Globex funding include international research activities that result in new collaborations,

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<sup>12</sup> <https://sites.udel.edu/facsen/international-studies/>

<sup>13</sup> <https://my.lerner.udel.edu/undergraduate-students/undergraduate-advising/discovery-learning-experience>

<sup>14</sup> <https://www.cgas.udel.edu/programs/global-studies>

<sup>15</sup> <https://www.udel.edu/home/global/scholarships-funding/faculty/globex/>

partnerships, curriculum, and knowledge that benefit the University of Delaware community; on-campus conferences, lecture series, or visiting scholars that engage UD students and the greater UD community in global issues; and participation by faculty with limited international experiences in programs that inform research and teaching efforts.

## International Research

The University of Delaware continues to cultivate creative thinkers—Nobel laureates, Rhodes Scholars and Truman Scholars—whose ideas are changing the world. The UD community is dedicated to working on pressing challenges, from producing clean energy to caring for an aging population. This dedication is one that embraces partnership, by working with schools, companies, governments, inventors and institutions around the globe. The Research Office at UD serves as an advocate for UD faculty, scholars, and students pursuing research sponsored by government and non-governmental agencies worldwide<sup>16</sup>. The International Research Group,<sup>17</sup> organized by the UD Research Office, provides a forum for faculty and staff, departments and centers, and others who are engaged or looking to engage in a variety of international research activities. Their website serves as a home for international research events and activities, and allows for exchange of information and resources.

The Center for Global and Area Studies offers a competitive grant program to support and incentivize international research by full-time faculty at UD. Grant recipients are asked to present their research results as part of the Issues in Global Studies (ARSC300) public lecture series or in a similar public venue. Funds are usually used for research costs and international research travel, and other expenses directly related to the proposed activities.

## Outreach and Partnerships

Outreach and partnerships are cornerstones of global engagement, and UD's original strategy was to develop an extensive network of partners around the world. However, more recently, UD has shifted its focus to quality, and is concentrating our efforts on deeper, strategic investments with selected partners that align with our thematic and regional focus. As of fall 2019, the University of Delaware had 278 agreements with 200 international partners in 58 countries (See Table 1 for a breakdown by region and Appendix 3 for a list by country). Of these, 54 agreements are with 23 institutions in China. In particular, UD has a robust relationship with Xiamen University (XMU) in Xiamen and Southwestern University of Finance and Economics (SWUFE) in Chengdu, including eight separate agreements with each institution. Maintained and facilitated by the Institute for Global Studies, agreement categories include agreement of cooperation, faculty and student exchange, general agreement, institutional and program affiliation, memorandum of understanding (MOU), and supplemental agreements. UD has also encouraged active engagement of students, faculty, and staff to enhance its impact around the globe through various initiatives and management of institution-wide projects.

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<sup>16</sup> <https://research.udel.edu/initiatives/>

<sup>17</sup> <https://research.udel.edu/international-research/>

**Table 1. Active International Partnerships at UD by Region (Fall 2019)**

| Region                      | General Agreements | Education Programs | Exchange Programs | Study Abroad/<br>World Scholars | Other MOUs | Total Agreements |
|-----------------------------|--------------------|--------------------|-------------------|---------------------------------|------------|------------------|
| Africa, Sub-Saharan         | 10                 | 0                  | 3                 | 0                               | 0          | 13               |
| Asia                        | 64                 | 21                 | 10                | 2                               | 27         | 124              |
| Europe                      | 53                 | 7                  | 10                | 8                               | 12         | 90               |
| Latin America & Caribbean   | 28                 | 3                  | 2                 | 2                               | 3          | 38               |
| Middle East & North America | 5                  | 0                  | 1                 | 0                               | 0          | 6                |
| Oceania                     | 3                  | 1                  | 1                 | 2                               | 0          | 7                |
| <b>Total</b>                | <b>163</b>         | <b>32</b>          | <b>27</b>         | <b>14</b>                       | <b>42</b>  | <b>278</b>       |

## Global Engagement in Colleges

Although multiple units across UD are included in IGS’s global engagement efforts, several colleges and departments on campus have made internationalization central to their mission. Table 2 provides a snapshot of global activities and aspects by college, including numbers on active international partnership agreements, inbound and outbound student mobility and Fulbright recipients. See Appendix 4 - 10 for individual college reports.

**Table 2. Global Snapshot by UD College**

| College   | Active Int’l Partnership Agreements | International Students (AY 2018-19)           | Study Abroad Students (AY 2018-19) | World Scholars (To Date) | Fulbright Recipients (To Date) |
|---|-------------------------------------|---|------------------------------------|--------------------------|--------------------------------|
| College of Agriculture and Natural Resources    | 3                                   | 29 Undergrad<br>111 Grad<br>63 OPT<br>584 ELI | 20                                 | 11                       | 2 Faculty<br>2 Students        |
| College of Arts and Sciences                    | 41                                  | 244 Undergrad<br>336 Grad<br>90 OPT           | 552                                | 225                      | 88 Faculty<br>76 Students      |
| Alfred Lerner College of Business and Economics | 31                                  | 404 Undergrad<br>323 Grad<br>117 OPT          | 259                                | 52                       | 16 Faculty<br>2 Students       |

|   |    |                                      |     |    |                          |
|---|----|--------------------------------------|-----|----|--------------------------|
| <b>College of Earth, Ocean, and Environment</b>   | 7  | 8 Undergrad<br>40 Grad<br>8 OPT      | 41  | 21 | 4 Faculty<br>2 Students  |
| <b>College of Education and Human Development</b> | 4  | 12 Undergrad<br>34 Grad<br>8 OPT     | 78  | 15 | 5 Faculty<br>2 Students  |
| <b>College of Engineering</b>                     | 15 | 207 Undergrad<br>524 Grad<br>237 OPT | 145 | -- | 13 Faculty<br>4 Students |
| <b>College of Health Sciences</b>                 | 4  | 25 Undergrad<br>44 Grad<br>5 OPT     | 265 | 5  | 1 Faculty<br>2 Students  |

*Note. Students on OPT (Optional Practical Training) in the U.S. are on UD-sponsored visas.*

Additionally, in the 2018-19 academic year, UD offered 80 credit-bearing study abroad programs in 42 different countries, including 69 short-term faculty-led programs offered over winter or summer session. Table 3 shows a seven-year comparison of UD student participants (graduate and undergraduate) in UD study abroad programs, including semester and short-term. The College category reflects the student's major, rather than the sponsor of the study abroad program.

**Table 3. UD Study Abroad Program Participants by College, AY 2013-14 through 2018-19**

| <b>College</b>   | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> | <b>2018-19</b> |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>College of Agriculture and Natural Resources</b>    | 63             | 26             | 72             | 26             | 72             | 20             |
| <b>College of Arts and Sciences</b>                    | 572            | 573            | 585            | 647            | 569            | 552            |
| <b>Alfred Lerner College of Business and Economics</b> | 259            | 284            | 336            | 308            | 291            | 259            |
| <b>College of Earth, Ocean, and Environment</b>        | 29             | 40             | 41             | 45             | 47             | 41             |
| <b>College of Education and Human Development</b>      | 76             | 81             | 53             | 78             | 79             | 78             |
| <b>College of Engineering</b>                          | 106            | 121            | 111            | 141            | 115            | 145            |
| <b>College of Health Sciences</b>                      | 135            | 198            | 190            | 150            | 154            | 265            |

|   |       |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|-------|
| <b>University Studies/<br/>Undeclared Major</b> | 33    | 29    | 73    | 85    | 59    | 86    |
| <b>Total Majors</b>                             | 1,273 | 1,352 | 1,461 | 1,480 | 1,314 | 1,426 |
| <b>Total UD Students<br/>in Data Set</b>        | 1,272 | 1,316 | 1,435 | 1,438 | 1,357 | 1,421 |
| <b>Non-U.S. Citizens</b>                        | -     | 39    | 32    | 26    | 20    | 24    |
| <b>Total Students on<br/>UD Programs</b>        | 1,272 | 1,355 | 1,467 | 1,464 | 1,377 | 1,445 |

*Note. Students who studied abroad multiple times in the same academic year are double counted; students with double majors in two different Colleges are counted once in each College; students with double majors in the same College are counted only once; for AY 2014-15 through 2017-18, the data set only includes U.S. Citizens and permanent residents (not visa holders).*

A number of UD faculty and academic staff within each college at the University of Delaware are regularly engaged in international activities through academic programs, collaborative research, and joint initiatives with institutions and government agencies across the world. Faculty engagement often occurs as a result of individual networks and contacts but in recent years, IGS has played a leading role in developing linkages among faculty based on existing ties with existing partners globally. Below are just a few examples, from a long list of current activities, that highlight the global engagement efforts by UD faculty:

- **Xiang Gao**, Trustees Distinguished Professor of Music, is the founding artistic director of the Master Players Concert Series at the University of Delaware. He is also the Zijiang Professor of Music at East China Normal University in Shanghai, China. Gao additionally leads an annual University alumni trip to China.
- **Kristi Kiick**, Professor of Materials Science & Engineering, did a year-long sabbatical at the University of Nottingham and has ongoing collaborations at the University of Sheffield to enhance her research in biomaterials.
- Provost **Robin Morgan** and Vice President for Research **Charles Riordan** will travel as part of an Institute of International Education delegation to strengthen academic collaborations and strategic partnerships between American and Greek institutions. UD was selected to participate in this International Academic Partnership Program in January 2020, and will travel with the delegation when international travels resume.
- **Lawrence Nees**, H. Fletcher Brown Chair of Humanities and Professor and Chair of Art History, gave a keynote lecture on “the European Context of Manuscript Illumination in the Anglo-Saxon Kingdoms, 600-900” at the British Library in London, held in conjunction with the library’s blockbuster exhibition, “Anglo-Saxon Kingdoms: Art, Word, War.”
- **Rob Palkovitz**, Professor of Human Development & Family Sciences, traveled to Kenya while on sabbatical to engage in community development work among the Digo people. He works with a non-profit organization to create more life opportunities for people in rural areas of Kenya and Togo.
- **Donald L. Sparks**, Unidel S. Hallock du Pont Chair in Soil and Environmental Chemistry, and director of the Delaware Environmental Institute, was named an honorary professor of the Institute of Soil Science in Nanjing, China.
- **Xiao-Hai Yan**, Mary A.S. Lighthipe Professor of Oceanography and director of UD’s Center for

Remote Sensing, has been instrumental in forging academic and research ties with Xiamen University, UD's partner in the Joint Institute for Ocean and Coastal Resource Management. Dr. Yan holds an honorary distinguished scholar title at Xiamen University.

## International Students, Scholars, and Dependents

The University of Delaware has a rich tradition of welcoming international visitors from all parts of the world, and recognizes the important role they play in the life of the university. International students are critical to the competitiveness of American higher education as they add diverse perspectives that enrich both in-classroom and non-educational experiences for all members of the university community. They can serve as a key element for advancing internationalization, inclusivity, and diversity efforts on campus.

In fall 2019, 3,046 international students from 105 different countries decided to make the University of Delaware their 'home away from home,' representing an increase of 172% in enrollment in just 10 years<sup>18</sup>. Of this number, 1,141 were at the graduate level, 963 at the undergraduate level, and 517 were non-degree English Language Institute students. At the time of data collection, 425 students were on Optional Practical Training. While fewer international students (-9.6%) came to study at U.S. institutions over the past three years, enrollment at UD has been fairly steady<sup>19</sup>. As indicated in Table 4, UD was host to 3,908 international students, visiting scholars, employees, and their dependents in fall 2019. It must also be noted that the University saw an increase in international student enrollment over summer sessions. In summer 2019, 815 students were enrolled, compared to 798 in summer 2018 and 766 in summer 2017.

Chinese students continue to make up the largest percentage of the overall international student population at UD (61%), followed by India (8%), Saudi Arabia (6%), South Korea (2%), and Turkey (2%). The Colleges of Engineering, Business and Economics, Arts and Sciences, and Agriculture and Natural Resources enrolled the largest numbers of international students. According to NAFSA's estimated economic impact formula, UD hosts 68% of the state's international student population. In total, UD international students have contributed an estimated economic impact of \$126.8 million (15% increase over 2018) annually and support 1,594 jobs locally.

Several departments on campus host international scholars, researchers, faculty, and employees annually. In fall 2019, there were 217 international visiting scholars and 74 H-1B employees at the University. Of these, 77% were research scholars, 17% were short-term scholars, 3.7% were professors, and 1.8% were specialists.

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<sup>18</sup> Institute for International Education Open Doors Report 2011.

<sup>19</sup> <http://www1.udel.edu/oiss/resources/statistics.html>

*Table 4. UD International Students, Scholars, and Dependents*

| <b>International Visitors at UD</b> | <b>Fall 2014</b> | <b>Fall 2015</b> | <b>Fall 2016</b> | <b>Fall 2017</b> | <b>Fall 2018</b> | <b>Fall 2019</b> |
|-------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| <b>F-1/J-1 Students</b>             | 3,267            | 3,272            | 3,188            | 3,193            | 3,247            | 3,046            |
| <b>Undergraduate</b>                | 692              | 713              | 798              | 794              | 902              | 963              |
| <b>Graduate</b>                     | 1,289            | 1,353            | 1,309            | 1,240            | 1,223            | 1,141            |
| <b>ELI</b>                          | 959              | 788              | 582              | 624              | 716              | 517              |
| <b>OPT</b>                          | 327              | 418              | 499              | 535              | 406              | 425              |
| <b>J-1 Scholars</b>                 | 191              | 250              | 259              | 255              | 296              | 257              |
| <b>H-1B Employees</b>               | 63               | 61               | 44               | 38               | 47               | 74               |
| <b>F-2/J-2 Dependents</b>           | 386              | 450              | 459              | 402              | 468              | 531              |
| <b>Total</b>                        | <b>3,907</b>     | <b>4,033</b>     | <b>3,950</b>     | <b>3,888</b>     | <b>4,058</b>     | <b>3,908</b>     |

## **Development and Alumni Relations**

The University of Delaware boasts 150,000+ alumni. Of the 133 countries for which the UD Office of Development & Alumni Relations (DAR) has UD international alumni records, China is at the top of the list, followed by the Republic of Korea, Canada, India, the United Kingdom, Japan, and Germany. Engaging international alumni, in collaboration with academic departments, the Office of Admissions, and support units across campus, is another key aspect in advancing UD’s strategic priorities. In light of maintaining relationships with international students and fostering a tradition of philanthropy among alumni, DAR has established several programs with University partner offices. Examples of such efforts include the UD Pre-Departure Orientation program in China, an international student graduation reception, strategic collaborations with the Office of Admissions to engage alumni volunteers in international recruitment programs and events, a partnership with the Career Center to enhance employability options for international students and alumni, and participation in official University delegations overseas.

# INTERNATIONALIZATION GOALS AND PRIORITIES

The University of Delaware has built upon its long-standing tradition of promoting international education and has significantly advanced its global agenda over the past ten years. The recent history of these accomplishments is summarized in this report. The future of international higher education and the predictability of internationalization of higher education, however, remains unclear as the world continues to navigate unprecedented challenges. From an international exchange and mobility standpoint, we have seen substantial disruptions in student enrollment caused by campus closures, travel restrictions, suspension in visa issuance, and remote learning due to health and safety concerns. The current situation has undoubtedly triggered a fundamental rethinking of the University's traditional approach to comprehensive internationalization, with international enrollment management, including student recruitment, retention, and engagement, becoming a more complex issue.

As part of its last strategic visioning process, IGS outlined a few key challenges toward improvement. While the University has addressed some of these items and realized its related goals, a number of them still remain. These include:

- Increasing study abroad participation rate among students;
- Providing more service learning, internships, and immersion experiences, and connecting domestic and international opportunities;
- Creating opportunities for graduate students to study or conduct research abroad;
- Increasing student participation in Area Studies programs at UD;
- Aligning (strategic) international partnerships with the university's priorities;
- Enhancing UD's global reputation as reflected in world ranking scores;
- Attracting international undergraduate and graduate students from low and middle-income countries;
- Tracking international collaborations, joint grants, and scholarship outcomes, and global alumni networks;
- Engaging more faculty to increase strategic efforts towards internationalization of the curriculum;
- Increasing collaboration, efficiency, and productivity among the UD Global units if a combined organizational structure is adopted, and enhancing global engagement and support global programming and support services.

Based on the inventory of existing international initiatives and activities at the University, initial discussions from the Internationalization Lab Committee meetings, and the challenges previously outlined by IGS, this report proposes five goals to advance the internationalization plan at the University of Delaware as it recalibrates its processes and resources and sets new global engagement strategies and priorities moving forward.

## Goal 1: Evaluate and expand UD’s “Global We” on campus and strengthen the University’s visibility internationally

Drawing from ACE’s definition of comprehensive internationalization, a truly global campus is one that is strategic, intentional, and coordinated in its approach to integrate international perspectives across its policies, programs, initiatives, and operations, and puts students, faculty, and staff at the center of this global learning process. It requires efforts to be collaborative and inclusive, and at the same time contributing to the good of a larger society. The concept of “Global We”<sup>20</sup> promotes intercultural competence, language acquisition, professional skills and academic disciplinary content for the whole campus community through collective global cooperation. It breaks down the notion of place, time and identity and strives to prepare students for the future. UD must invest in training the next generation of leaders and global or ‘glocalized’ citizens to safeguard democracy, human rights and the environment. Campus internationalization must be clearly articulated in key institutional policies and practices, and be supported by a strong commitment from campus leadership.

### Objectives:

- Establish a campus internationalization committee, consisting of faculty and staff from across campus, that meets regularly to advocate for the development of international initiatives in the curriculum and co-curriculum, facilitate cross-campus collaboration and partnership, and increase intercultural awareness on campus.
- Incorporate aspects of internationalization in key University documents and annual reports, including strategic plans and mission statements at the college, school, and unit level, and assign oversight of activities to a departmental administrator.
- Restructure the organization of the main units that provide global programming and support services at UD (IGS and OISS) as a combined Center for Global Programs and Services to centralize support services, streamline processes, add efficiency in staffing and financial resources, and serve as a repository of global activities in Study Abroad, International Student & Scholar Services, UD World Scholars Program, and Global Outreach & Partnerships. [*Update: On 2/15/2021, OISS and IGS were merged to form a new Center for Global Programs and Services (CGPS) in an effort to streamline staff, resources and expertise, and strengthen support for global engagement and campus internationalization efforts.*]
- Examine current policies and practices, such as tenure, promotion, and annual review guidelines, to ensure that international work and engagement among faculty and academic staff is encouraged, recognized and supported.
- Enhance institutional funding and budget allocations to support the development of campus-wide international activities and initiatives, and encourage the development of international co-curricular programming across all colleges, schools, and units on campus.

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<sup>20</sup> <https://www.universityworldnews.com/post.php?story=20200907145011330>

- Continue to assess, benchmark, and report on UD's campus internationalization efforts, and leverage UD's strengths in international education, research, mobility, and outreach to significantly improve its global ranking without diminishing the importance of local engagement and community service.
- Maintain an up-to-date inventory of international activities and adopt a holistic communications strategy in collaboration with the Office of Communications and Marketing to increase UD's visibility globally.
- Create a joint position in the Research Office and IGS to advance UD's international research priorities, increase international involvement among faculty, pursue external grant opportunities, and coordinate and track the network of research collaborations globally.
- Ensure that internationalization at UD is an inclusive process and recognized by all members of the campus community in addressing access and equity issues when developing and integrating intercultural learning outcomes for all students.

## Goal 2: Enhance international education opportunities at home and abroad to develop global citizens and engaged leaders

In support of UD's strategic priority to strengthen interdisciplinary and global programs, the University must aim to provide global learning opportunities to all of its undergraduate and graduate students through cross-disciplinary collaborations in teaching and research, inclusive classroom communities, and co-curricular, experiential learning opportunities. Global learning outcomes or competencies help students develop a strong sense of civic and social responsibility and awareness as they navigate across different cultural, political and regulatory environments and respond to the world's most pressing challenges. UD must develop faculty and staff capacity and recognize the role of technology in ensuring internationalized curricula and pedagogy.

### Objectives:

- Embed global learning outcomes into UD's curriculum through an intentional and systematic effort across colleges and academic departments to ensure that domestic and international students receive an intercultural or international experience on campus, locally, and overseas through curriculum development.
  - Set goals for all students to undertake at least one class that engages them on international issues and improves global competence.
- Seek support for University leadership and partner with faculty and academic units (such as the Center for Global and Area Studies) to develop globalized general education requirements, international majors, minors and certificates, and other institution-wide curricular initiatives.
- Build on the current development of e-learning, instructional and communication technologies to develop innovative and affordable academic programs and certificates that combine virtual learning with face-to-face delivery on campus and overseas.
- Continue to partner with campus and local community stakeholders to create opportunities for cross-cultural interactions and engagement of domestic and international students through global programming, service learning, and community collaborations.
- Build on the existing programming by the Career Center, Institute for Global Studies, Office for International Students and Scholars, and Development and Alumni Relations to strengthen internship and employability options for students in the U.S. and globally through programmatic integration, intentional career counseling and support, and strategic departmental, alumni and employer partnerships.
  - Continue to tailor career-readiness programs to help international students leverage their skills and navigate the U.S. work culture, understand employment benefits related to visa options, develop a successful U.S. job search strategy.
- Create more opportunities for graduate students to study or conduct research abroad in order to increase their cultural competence and marketability in a more global economy.

- Join the Collaborative Online International Learning (COIL) network<sup>21</sup> to connect UD students and faculty with cohorts across the globe for building global experiences into programs of study and enhancing intercultural interaction and engagement through collaborative projects and discussions as part of the coursework.
- Leverage the English Language Institute's use of pedagogical and cross-cultural approaches in English classes as part of the pathways program to create a more inclusive and supportive classroom experience for all students on campus.
- Work with the Faculty Senate Committee on International Studies to incentivize innovative curriculum internationalization projects and convene regular work groups on curriculum internationalization.
- Embed international perspectives into First-Year Seminars and other early and transitional learning experiences.
- Increase the number of international visiting scholars, researchers, and professors to UD, and support faculty fellowship opportunities such as Fulbright and other prestigious international awards.

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<sup>21</sup> <https://coil.suny.edu/global-network/>

### Goal 3: Reimagine and redefine study abroad beyond traditional cross-border mobility programs

Since the onset of the COVID-19 global pandemic in winter 2020 and the subsequent cancellation of many U.S. study abroad programs worldwide, study abroad provider organizations, like U.S. institutions of higher education, have nimbly transformed their curricular offerings from local to virtual modes of delivery. With most international travel put on hold and likely curtailed significantly for the foreseeable future, cross-border student mobility can no longer serve as the default condition for globally-focused learning and the acquisition of cross-cultural competencies. This idea is not new, and certainly initiatives to internationalize the campus curriculum have existed for many years, typically in tandem with robust study abroad opportunities. The primary difference now is that U.S. students must make connections with other countries, peoples, and cultures virtually. This model, as a substitute for, and an enhancement of, study abroad, appears to be here to stay, as part of the growing movement toward virtual learning in higher education in the age of COVID-19.

#### Objectives:

- Work with colleges and departments to identify compatible programs and course equivalencies, and ensure that study abroad is integrated more broadly into the curriculum as an expected part of the academic experience.
  - Integrate mobility into the curriculum and make internationalization available for all, especially those who do not travel, by ensuring that students are working in multicultural groups, contributing their perspectives, and engaging across cultures and experiences inside and outside of the classroom.
- Seek strategic partnerships with third-party providers to expand short-term faculty-led program offerings within a structure that offers in-country support and resources to both UD students and faculty.
- Increase short-term mobility programs, combining online instruction with an in-country experience, to remain more accessible and inclusive to all students, so they continue to benefit from work placement, study, or experiential learning abroad.
- Increase the annual enrollment of students in semester study abroad programs, which has been traditionally low at UD compared to peer institutions.
  - Implement a new semester study abroad fee structure that is aligned with the actual cost of participation to encourage non-resident students to participate in semester study abroad programs; the proposed tuition model would see all students (DE residents and non-residents) be charged resident tuition, which in turn will be credited to their program fee (the fee will cover costs associated with the host institution's or program provider's tuition, room and board, health insurance, and the IGS administrative fee). [*Update: A proposal to implement this new semester abroad tuition model and fee structure has been developed by IGS and submitted to the Faculty Senate for review and approval.*]
- Seek new funds for study abroad scholarships and identify cost-effective ways through third-party

providers to further engage UD students in education abroad opportunities.

- Develop opportunities and resources to enable graduate students to participate in study abroad programs, engage in international research initiatives, and present at conferences overseas.
- Ensure equitable access to and increase participation in short-term and semester study abroad programs through the use of Information and Communication technologies and intentional outreach, student advising, and scholarship programs, including the Delaware Diplomats Program.
- Continue to explore new, virtual global learning program models in collaboration with both existing and new partners and provider organizations. While international higher education will not become entirely virtual, finding the right balance between physical and virtual interaction will be a key challenge as UD moves forward.
- Continue to work with faculty and academic departments to increase virtual internship opportunities for undergraduate and graduate students in alignment with the academic course surrounding the work experience.
- Strengthen the collaboration with the Career Center to provide employment and mentorship opportunities to students through partner organizations, employer contacts, and the global alumni network.
- Continue to increase undergraduate student enrollment in the World Scholars Program and work with academic units and colleges to expand the number of majors eligible for participation in the program.
- Continue to prioritize the safety of students and faculty by weighing in the ethical risks of offering study abroad programming amid the uncertainty around health and safety protocol, travel and housing restrictions, and possible lockdowns internationally.

## Goal 4: Attract, retain, and support the success of international students through innovative recruitment strategies and collaborative programming

For years, the presence of international students on the UD campus has presented great opportunities for helping all students, faculty, and staff engage across cultures and acquire global perspectives in the classroom and in other non-academic settings. International student mobility is a key aspect of the Internationalization at Home process, which is “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments<sup>22</sup>.” In an increasingly competitive global market, it is vital that UD remain strategic in its efforts to recruit talented international students, and stay attentive to their views, perceptions, preferences, and experiences to ensure their retention and success. Adequate resources and support services must also be provided and administered through a collaborative outreach model to improve the experience of international students, encourage them to be fully engaged members of the UD community, and ensure their success academically and in their careers.

### Objectives:

- Continue to strengthen international student enrollment strategies by working collaboratively with key campus partners and using data-driven insight on student flows and academic preference to meet the University’s ambitious goals of significantly increasing the number of international undergraduate students.
  - Allocate adequate resources and staffing to the Office of Admissions to ensure a more active role in strengthening UD’s position and brand awareness in existing and emerging recruitment markets.
  - Streamline recruitment efforts across university units to fully utilize the network of recruitment agencies, in-country representatives, and partners abroad.
  - Build on the current pre-departure orientation model to encourage participation and representation from academic departments and expand program offering to other sending countries beyond China.
  - Increase 2+2 enrollments by collaborating with faculty and colleges to expand on current academic partnerships internationally and locally.
  - Increase enrollment of sponsored students by identifying sponsorship opportunities in target regions and countries, in alignment with the university’s overall international student recruitment strategic plan.
  - Ensure that the university has well-established health protocol for international students and communicate these details to prospective students.
  - Adopt mindful and responsible measures of student recruitment to increase enrollment but avoid the commodification of international student mobility.

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<sup>22</sup> Beelen J., Jones E. (2015) Redefining Internationalization at Home. In: Curaj A., Matei L., Pricopie R., Salmi J., Scott P. (eds) The European Higher Education Area. Springer.

- Continue to support the international student experience by incorporating or reinvesting resources toward orientation, transition, acculturation programs, initiatives, and services that support student success in the curricular and co-curricular settings.
  - Ensure collaboration among OISS, student affairs, academic departments, and other units on campus to implement culturally-sensitive programming and interventions that support international students' academic, social and cultural adjustment, especially during times of high stress.
  - Continue to promote inclusive classrooms that are characterized by teaching and learning through meaningful intercultural engagement, and aligning formal and informal curriculum to foster interactions across cultures.
  - Build intercultural competence among faculty, staff and students, aimed at understanding the experience of international students and improving views of campus services for that community.
  - Regularly assess the experience of international students, through assessment tools developed in-house and/or by external providers (i-graduate, GradSERU, etc.), to ensure quality in the assistance provided in both academic and non-academic settings.
  
- Remain informed and responsive to changes in complex immigration and employment-based regulations in order to support students, staff, faculty, and host departments in an advisory and advocacy capacity.
  - OISS will continue to host regular workshops, in addition to one-on-one advising sessions, to help international students maintain their visa status, remain in compliance with federal regulations, and overcome any insecurity and vulnerability that are often associated with non-citizenship status during their program of study and after graduation.
  
- Develop a dedicated International First Year Experience class (UNIV101) to build tradition and a sense of belonging among incoming international students at UD and serve as a platform of engagement with other student communities on campus. [*Update: In February 2021, initial conversations between OISS and University Studies began to create a new UNIV101 course dedicated to new degree-seeking international students.*]
  - Focus on the transition to college in the U.S., accessing the wide array of academic and non-academic university resources, navigating U.S. cultural norms, values, and traditions, and supporting student personal development and leadership.
  - Serve as a bridge between orientation programming and the classroom environment to assist with the acculturation process, connect students with social opportunities and peer-mentoring groups, build a foundation for a successful academic career, and gain a better understanding of pertinent laws, rights, and protocol in the U.S.
  
- Ensure the academic success and persistence of students at every entry point:
  - Pre-matriculated or conditionally admitted immigrants and refugees through ELI's Academic Transitions pathways program, designed, not only to develop language and academic skills, but also to address gaps for students with interrupted education;
  - Newly admitted international freshmen with borderline language proficiency through Accelerate-UD, providing a scaffolded academic experience, inclusive of high touch advising and undergraduate peer mentoring;

- First semester international graduate students through a newly approved graduate communications course, supporting them in meeting the rigors of reading and writing genres within their disciplines.
- Utilize the OISS International Student Advisory Board and iBuddy Mentors to advise campus administrators on current issues and opportunities to improve the student experience, and integrate these practices into the University's enrollment management strategies.

## **Goal 5: Deepen UD's relationship with international institutions, sponsoring organizations, and government agencies through strategic and sustainable partnerships that support student and faculty exchange, research collaboration, and global learning opportunities**

UD must build upon its wide network of global partners to establish new and sustainable opportunities that go beyond student exchanges and encourage joint initiatives such as cooperative research projects, reciprocal faculty and staff exchanges, joint and dual degree programs, and virtual classes and curricula. UD must continue to focus on developing deeper, strategic relationships with global partners that align with the University's thematic and regional focus, and ensure its presence across key regions. Personnel and database systems must be dedicated to the process of developing and maintaining partnership agreements and MOUs worldwide.

### **Objectives:**

- Develop clear expectations and guidelines for developing university partnerships that support the strategic priorities of UD, and strengthen collaboration between campus units and the Center for Global Programs & Services, which is responsible for maintaining the University's portfolio of international agreements.
- Introduce a database management system to maintain an up-to-date inventory of international agreements and to ensure efficiency in the approval routing process by key university units including the Center for Global Programs & Services, Office of General Counsel, and the Office of the Provost. [*Update: In January 2021, CGPS began the implementation of Jaggaer, a database system to manage and track international contracts and agreements at UD. Staff training is ongoing and a full implementation of the software is expected by the end of Spring 2021.*]
- Offer training, workshops and resources for faculty and staff to learn about best practices for developing and maintaining international partnerships and collaboration globally.
- Provide funding to support faculty, staff, and students when representing UD and collaborating with partner institutions abroad.
- Encourage the campus to work collaboratively with the Center for Global Programs & Services when hosting international delegations on campus to ensure well-planned, coordinated, and purposeful visits as part of the University's global engagement efforts.
- Work with Risk Management, Public Safety, Office of General Counsel, Student Health, and other campus stakeholders on campus to assess risks associated with international expansion initiatives and ensure that policies, practices, and procedures are up-to-date in addressing safety and security issues from a programmatic, business, legal, and financial standpoint.
  - Create a Global Risk Manager position to provide guidance to faculty, staff, and students on all matters related to international travel safety and security, and coordinate emergency response and crisis management for the University's global programs and initiatives.

# CONCLUSION

The University of Delaware has a long and rich tradition in international education and global engagement. Over the years, the University has been fortunate to have had the support and commitment of senior administration, faculty, and staff to infuse international perspectives across its teaching, learning, research, and service missions. It is important, however, that discussions continue regarding ways in which we build upon our history with innovative strategies and measured practices for internationalizing our campus across all operations and settings. To be positioned as an international university, a renewed global vision is needed in a constantly-changing environment, both locally and globally. The University's participation in the ACE Internationalization Lab has provided a new stimulus to begin the process for re-evaluating, re-shaping, and expanding the institution's internationalization strategy to all parts of the world, with input from faculty, staff, and students representing various domains on campus. This initial report provides a strong platform for the University of Delaware to continue developing its comprehensive internationalization strategic plan, with a strengthened approach to articulated administrative leadership, structure and staffing; internationalized curriculum, co-curriculum, and learning outcomes, and faculty policies and practices; as well as innovative practices for enhancing student mobility, and collaboration and partnerships. Policies, practices, and initiatives must continue to be developed through the lenses of diversity, equity, and inclusion, agility and transformation, and data-informed decision-making.

Based on an inventory of existing international initiatives and activities taking place at the institution, this report proposes five overarching goals and considerations for UD to adopt in building an adaptable, long-term strategy for internationalizing its campus:

1. Cultivate a sense of “Global We” on campus and strengthen UD's brand and visibility as an international university;
2. Enhance international education opportunities at home and abroad to develop global citizens and engaged leaders;
3. Reimagine and redefine study abroad beyond traditional cross-border mobility programs;
4. Attract, retain, and support the success of international students through innovative recruitment strategies and collaborative programming;
5. Deepen UD's relationship with international institutions, sponsoring organizations, and government agencies through strategic and sustainable partnerships that support student and faculty exchange, research collaboration, and global learning opportunities.

# APPENDICES

## Appendix 1: Impact Report, Institute for Global Studies

*Impact Report AY 2019-20*

### Scholarship Advising & Support

- IGS is focused on increasing accessibility to international education through a variety of scholarship activities, including the awarding of need-based study abroad awards, coordination of the Delaware Diplomats Program and advising of students for competitive Department of State-funded (DOS) awards. In AY 2019-20, IGS supported the success of:
  - 343 students with \$905,958 IGS study abroad scholarship awards, including \$42,000 earned by 36 Delaware Diplomats. An additional \$111,600 (awarded to 65 students for summer 2020) will not be utilized as summer programs were cancelled due to COVID-19; however, IGS will honor those scholarships for future UD study abroad.
  - 19 students who were named recipients or alternates for DOS awards, including:
    - Two Critical Language Scholarship awardees and three alternates;
    - Three Gilman Awardees;
    - Five Fulbright U.S. Student Awardees and four alternates.

### Study Abroad

- IGS offered 100+ programs, with a total of 1,376 student participants.
- 210 students studied abroad in fall 2019. Winter Session, the most popular time for global study by UD students, saw an enrollment of 1,071 students in 59 overseas and domestic programs.
- As a result of COVID-19:
  - UD canceled spring 2020 study abroad programs in mid-March, and advised the 95 students to return home immediately from nine countries and Washington, D.C..
  - UD canceled all summer and fall 2020 study abroad programs, impacting approximately 195 students across 24 programs.
  - IGS made the decision to shift World Scholar first-year study abroad from fall 2020 to spring 2021, thus providing greater certainty for prospective students.

### UD World Scholars Program

- The World Scholars Program celebrated two major milestones in fall 2019, including enrollment of the largest freshman cohort (120) and launch of the fourth freshman site (American College of Greece in Athens). In spring 2020, 110 students confirmed enrollment for fall 2020.
- World Scholars outperform their peers in significant ways, based upon data provided by Institutional Research and Effectiveness, including higher GPAs earned during the first semester of their first year, an overall higher retention rate, higher persistence rates and a higher graduation rate. A member of the Class of 2019 and Class of 2020 each received a U.S. Fulbright Student Award.

## Grants-Funded Programs

- IGS implemented five Department of State International Education Programs that:
  - Totaled over \$1.225 million dollars in grant funds;
  - Included 96 participants from five continents;
  - Provided 20 UD students/alumni funding for staff positions;
  - Engaged over 70 UD faculty/staff/alumni in programs.
- Programs included:
  - Study of U.S. Institutes for Students-Women's Leadership Program;
  - Study of the U.S. Institutes for Scholars and Secondary Educators - U.S. National Security Policymaking;
  - Mandela Washington Fellowship for Young African Leaders-Civic Leadership Institute;
  - Middle East Partnership Initiative Student Leaders Program;
  - Study of the U.S. Institutes for Scholars and Secondary Educators - U.S. Foreign Policy.

## International Agreements

- IGS facilitated 32 institutional agreements (two supplemental agreements, 12 MOU/MOAs, and 18 General Agreements/Affiliation Agreements), in collaboration with campus partners, for four Colleges (CAS, CEHD, LCBE, CEOE) across four continents.

## On-Campus and Virtual Programs

- During the 2019-20 Academic Year, IGS served 1,500+ unique members of the UD community through on-campus programming and events.
- As a result of COVID-19, the Institute for Global Studies shifted its spring 2020 programming calendar online, offering 113 virtual programs and events.

## **Appendix 2: Impact Report, Office for International Students & Scholars**

### *Impact Report AY 2019-20*

#### **International Student Satisfaction**

- According to the International Student Barometer, UD international students indicated a 96% satisfaction rating (up from 94% in previous year) with OISS support services (N = 497).
- OISS was ranked 14th globally (up from 19th in previous year) for satisfaction with support services (N = 174 institutions; 179,950 student responses).
- The OISS front desk team served a total of 11,160 international student and scholar walk-ins in 2019. Visitors indicated a 97.3% satisfaction rating (excellent) through the OISS Customer Satisfaction survey.

#### **Enhancing Student and Scholar Success**

- iBuddy Global Mentorship Program: In its third year, this initiative matched over 150 new international students with trained peer mentors to foster meaningful friendships and facilitate a smooth transition to live and study at UD.
- OISS Orientation and Transition Programs
  - Pre-Departure Orientation in China: In June 2019, OISS partnered with International Admissions, Development and Alumni Relations, Student Life, the Graduate College, and ELI to implement the first-ever pre-departure orientation program in China. The program hosted more than 200 new Chinese students and their family members for an orientation program.
  - New International Student Orientation: In 2019, the redeveloped ISO experience enhanced interactive learning and increased participation among attendees. Spring 2019 ISO maintained a 96% retention rate throughout the program.
  - New International Scholar Orientation: In the Summer of 2019, OISS redesigned the mandatory monthly J-1 Scholar Orientation required by the U.S. Department of State to focus on exchange visitors' practical and social needs in addition to immigration and visa information.
  - New H-1B Employee Orientation (spring 2020): Scholars Services now meets one-on-one with new H-1B employees to review visa and immigration requirements.
- Programming and Outreach: OISS organized over 125 programs last year to support international students/scholars and enhance their academic, cultural, and social experiences on campus and in the local community. Of those, 52 were virtual programs hosted in spring 2020. OISS partnered with over 50 campus and community stakeholders to host these activities.
- International Student Career Readiness: OISS advanced an innovative model that integrates career counseling with immigration advising services. Key components include:
  - Strategic communication efforts to market new services and job opportunities;
  - Twelve career development programs tailored for international students in the spring 2020 semester;
  - Direct career readiness support at weekly International Coffee Hour programs;

- Twenty one-on-one appointment time slots per week for career counseling;
- A Curricular Practical Training course list to enhance the student's ability to engage in an employment opportunity during their course of study.
- Service-learning programs for international students: Over 50 students participated in 4 different service events (MLK day of service, Newark Clean-up day, and two trips to the Ronald McDonald House at Nemours Children's Hospital).
- International Student Advisory Committee: This international student leadership initiative consists of 32 international and local students, as a way to represent the international student voice in university-wide programs, activities and discussion panels.

### Creating an Environment of Inclusive Excellence

- International Coffee Hour: These weekly social events bring together international and domestic students and scholars to share and learn about different cultures from around the world. In 2019, 35 coffee hours and summer socials were held, drawing about 4,000 in total attendance and featuring more than 20 campus partners and sponsoring organizations. OISS continued its partnership with the Division of Student Life and Dining Services through 2019.
- Thanksgiving Dinner: This annual dinner event introduces international visitors at UD to this traditional and unique U.S. holiday on campus. Last year, over 350 international students, scholars, and family members were in attendance.
- OISS Student Engagement Center & Reflection Room: An estimated 500+ students and family members used this space last year for student club meetings, International Spouses and Family events, and quiet study.
- International Family Program: A weekly program for international families to connect with each other, build community, learn about new resources, participate in social events, and receive support and assistance from OISS regarding issues faced during their stay in the U.S. and at UD. The event draws about 25 in attendance each week.

### Maintaining Regulatory Status

- Federal compliance: OISS maintained compliance with the U.S. Department of Homeland Security and the U.S. Department of State and ensured that federal F-1 and J-1 program reporting requirements were met throughout the year.
- Terra Dotta Document Production: In May 2019, OISS successfully integrated student records from the English Language Institute into the University's official DHS/SEVIS Batch software (Terra Dotta) for better data accuracy and access. OISS processed 12,674 immigration requests in 2019 through the Terra Dotta Software for international students and scholars. These include SEVIS registration, travel signatures, Reduced Course Loads, and employment requests.
- Webinars: In addition to in-person workshops and orientations, OISS launched several remote webinars each semester for the international community: Immigration Updates, Optional Practical Training (OPT), Curricular Practical Training (CPT), OPT & STEM During COVID-19, J-1 Stu-

dents and Maintaining Status in the U.S., Options after graduation (with Klasko Immigration Law), Employment-based immigration (with Goldblum & Pollins Law and UD HR).

- Legal Permanent Residence Sponsorship Coordination: In October 2019, OISS began to coordinate all employment-based immigrant petitions at UD. The office worked with University-retained attorneys to assist with the filing of 39 Permanent Residence applications.
- Document Production: OISS processed a total of 1,659 I-20 and DS-2019 documents for international undergraduate (332), graduate (371), ELI (654) students, and visiting scholars (302). On average, documents were issued within 2 business days for complete requests. In addition, OISS filed 34 H-1B petitions for international faculty and staff members, along with 17 prevailing wage requests and 34 labor condition applications, with the Department of Labor.
- Support to UD Departments: OISS supported more than 46 UD departments and advised them on employment-based immigration matters in regards to their J-1 visitors, H-1B employees, B-1/B-2 visitors, and TN/E-3/O-1 employees and their dependents.

### Other Initiatives

- Airport Transportation: 42 airport group pick-ups were organized for incoming fall 2019 students during the month of August.
- Tax Services: OISS provided individualized tax filing support in partnership with Sprintax. The software was used by 1,061 students and scholars, who indicated a 100% satisfaction rating with the service. Of them, 84% received a federal tax refund for an average of \$564.
- Sexual Misconduct Prevention Training: OISS partnered with Student Wellness to offer two workshops on sexual misconduct prevention to international visiting scholars and UD host departments.
- Communications: OISS adopts a multi-faceted approach to keeping the international community at UD well-informed and engaged. The office maintains a presence on Facebook, Twitter, YouTube, and Instagram, in addition to communications via its website, a weekly e-newsletter, monthly scholar e-newsletter and program-specific messages via Constant Contact and text-based email. Staff also share information specifically targeted to UD's Chinese community via WeChat.
- Campus Recognition: In 2019, OISS was awarded the True Blue Hen Partnership Award by the Division of Student Life for its partnership and collaboration with the Office of Student Conduct in assisting international students going through the conduct process.

## Appendix 3: Active International Partnerships at UD by Country

Fall 2019

| Country              | General Agreements | Education Programs | Exchange Programs | Study Abroad / World Scholars | Other MOUs | Total Agreements |
|----------------------|--------------------|--------------------|-------------------|-------------------------------|------------|------------------|
| Algeria              | 1                  |                    |                   |                               |            | 1                |
| Argentina            | 1                  |                    |                   |                               |            | 1                |
| Australia            |                    | 1                  | 1                 | 1                             |            | 3                |
| Austria              | 3                  | 1                  |                   |                               |            | 4                |
| Bahamas              | 1                  |                    |                   |                               |            | 1                |
| Belgium              | 1                  |                    |                   |                               |            | 1                |
| Bosnia & Herzegovina | 1                  | 1                  | 1                 |                               |            | 3                |
| Brazil               | 2                  |                    |                   |                               |            | 2                |
| Bulgaria             | 1                  | 1                  | 1                 |                               |            | 3                |
| Burkina Faso         | 1                  |                    |                   |                               |            | 1                |
| Cayman Islands       | 1                  | 1                  |                   | 1                             | 1          | 4                |
| Chile                | 4                  |                    |                   |                               |            | 4                |
| China                | 35                 | 15                 | 5                 |                               | 18         | 73               |
| Colombia             | 12                 | 1                  |                   |                               |            | 13               |
| Costa Rica           | 1                  |                    |                   |                               | 1          | 2                |
| Czech Republic       | 1                  |                    |                   |                               |            | 1                |
| Ecuador              | 1                  |                    |                   |                               |            | 1                |
| France               | 4                  | 2                  | 2                 |                               | 1          | 9                |
| Germany              | 3                  |                    |                   |                               |            | 3                |
| Ghana                | 1                  |                    |                   |                               |            | 1                |
| Greece               | 3                  | 1                  |                   | 2                             | 2          | 8                |
| India                | 6                  |                    |                   |                               |            | 6                |
| Iraq                 | 1                  |                    |                   |                               |            | 1                |
| Ireland              |                    |                    |                   | 1                             |            | 1                |
| Israel               | 2                  |                    |                   |                               |            | 2                |
| Italy                | 10                 |                    |                   | 2                             | 3          | 15               |
| Jamaica              | 1                  | 1                  | 1                 |                               |            | 3                |
| Japan                | 6                  | 2                  | 2                 | 2                             | 3          | 15               |
| Kuwait               | 2                  |                    | 1                 |                               |            | 3                |
| Malaysia             | 2                  |                    |                   |                               |            | 2                |
| Mauritius            | 1                  |                    |                   |                               |            | 1                |
| Mexico               | 2                  |                    | 1                 | 1                             |            | 4                |

|                |            |           |           |           |           |            |
|----------------|------------|-----------|-----------|-----------|-----------|------------|
| New Zealand    | 3          |           |           | 1         |           | 4          |
| Nigeria        | 5          |           | 2         |           |           | 7          |
| Norway         | 1          |           | 1         |           |           | 2          |
| Pakistan       | 1          |           |           |           |           | 1          |
| Peru           | 2          |           |           |           | 1         | 3          |
| Philippines    | 2          |           |           |           |           | 2          |
| Poland         | 1          |           |           |           | 1         | 2          |
| Portugal       | 1          |           | 1         |           |           | 2          |
| Romania        | 2          |           |           |           | 1         | 3          |
| Russia         | 1          |           |           |           | 1         | 2          |
| Singapore      | 1          |           | 1         |           |           | 2          |
| Slovakia       | 1          |           |           |           |           | 1          |
| South Africa   | 1          |           | 1         |           |           | 2          |
| South Korea    | 7          | 2         | 2         |           | 6         | 17         |
| Spain          | 6          |           | 2         |           | 3         | 12         |
| Sweden         | 3          |           |           |           |           | 3          |
| Switzerland    | 1          | 1         | 1         |           |           | 3          |
| Taiwan         | 4          | 2         |           |           |           | 6          |
| Turkey         | 4          |           |           |           |           | 4          |
| United Kingdom | 5          |           | 1         |           | 2         | 8          |
| <b>Total</b>   | <b>163</b> | <b>32</b> | <b>27</b> | <b>14</b> | <b>42</b> | <b>278</b> |

## Appendix 4: Global Snapshot, College of Agriculture and Natural Resources

### Global Snapshot 2019 - College of Agriculture & Natural Resources

#### Agreements & Partnerships

According to IGS records, the College of Agriculture & Natural Resources (CANR) appears to have agreements (Table 1) with three international partners.

**Table 1:** UD College of Agriculture & Natural Resources International Agreements & Partners

| Institution   | Country        | Signing Year | UD Dept.                             |
|---|----------------|--------------|--------------------------------------|
| International Crops Research Institute for the Semi-Arid Topics | India          | 2011         | CANR                                 |
| Universidade Federal de Lavras (UFLA)                           | Brazil         | 2010         | CANR                                 |
| University of Edinburgh (Roslin Institute)                      | United Kingdom | 2010         | CANR; Dept of Animal & Food Sciences |

*Source: Institute for Global Studies*

#### Fulbright

According to IGS records, two faculty members and two students or alumni from CANR have received Fulbright awards (Table 2).

**Table 2:** College of Agriculture & Natural Resources Fulbright Recipients

| Year | Category | Last | First | UD Department         | Country    |
|------|----------|------|-------|-----------------------|------------|
| 2018 | Student  |      |       | Wildlife Conservation | Benin      |
| 2009 | Student  |      |       | Wildlife Conservation | Costa Rica |
| 1995 | Faculty  |      |       | ANSC                  | France     |
| 1965 | Student  |      |       | Agriculture           | France     |

*Source: Institute for Global Studies*

Additionally, our records indicate that CANR has welcomed three Fulbright students and scholars (Table 3).

**Table 3:** College of Agriculture & Natural Resources Fulbright Students & Scholars

| Year    | Category | Last | First | UD Department                   | Country   |
|---------|----------|------|-------|---------------------------------|-----------|
| 2015-19 | MS       |      |       | Entomology & Wildlife Sciences  | Iraq      |
| 2015-22 | PhD      |      |       | Entomology & Wildlife Sciences  | Mexico    |
| 2016-21 | PhD      |      |       | Bioinformatics & System Biology | Indonesia |

*Source: Office for International Students & Scholars*

## CANR Study Abroad Programs

The College of Agriculture & Natural Resources sponsored six faculty-led programs in the 2017-18 academic year. Table 4 shows all CANR sponsored programs offered for AY 2011-12 through 2019-20.

**Table 4: CANR Sponsored Study Abroad Programs, AY 2011-12 through 2019-20**

| Term | Program                                | Status    | Faculty Director(s) | Dept |
|------|--|-----------|---------------------|------|
| 20W  | Brazil PLSC                            | Open      |                     | PLSC |
| 20W  | New Zealand ANFS/AGRI                  | Closed    |                     | ANFS |
| 20W  | Tanzania ENWC                          | Closed    |                     |      |
| 19J  | EWB- Malawi                            | Closed    |                     | EGTE |
| 19W  | EWB - Philippines                      | Closed    |                     | EGTE |
| 18J  | EWB - Malawi                           | Closed    |                     | EGTE |
| 18W  | Brazil PLSC                            | Closed    |                     | PLSC |
| 18W  | Dominica APEC/GEOG                     | Closed    |                     | APEC |
| 18W  | New Zealand ANFS                       | Closed    |                     | ANFS |
| 18W  | Tanzania ART                           | Cancelled |                     |      |
| 18W  | Tanzania ENWC                          | Closed    |                     |      |
| 17J  | EWB - Malawi                           | Closed    |                     | EGTE |
| 17J  | Taiwan Engineering Internship          | Closed    |                     | EGTE |
| 17W  | Costa Rica/Panama ENWC                 | Closed    |                     |      |
| 17W  | Dominica APEC                          | Cancelled |                     | APEC |
| 17W  | New Zealand PLSC/CIEG                  | Cancelled |                     | PLSC |
| 17W  | Spain ANFS                             | Cancelled |                     | ANFS |
| 16J  | Taiwan Engineering Internship          | Closed    |                     | EGTE |
| 16W  | Brazil PLSC                            | Closed    |                     | PLSC |
| 16W  | Costa Rica ENWC                        | Closed    |                     |      |
| 16W  | New Zealand ANFS                       | Closed    |                     | ANFS |
| 16W  | Tanzania ART/ENWC                      | Closed    |                     |      |
| 15J  | Siena, Italy PLSC - Micro              | Cancelled |                     | PLSC |
| 15W  | Costa Rica ENWC                        | Closed    |                     |      |
| 15W  | ENWC Environmental Scholars Internship | Closed    |                     |      |
| 15W  | Peru ENWC                              | Closed    |                     |      |
| 14W  | Brazil PLSC                            | Closed    |                     | PLSC |
| 14W  | Costa Rica ENWC                        | Closed    |                     |      |
| 14W  | New Zealand ANFS                       | Closed    |                     | ANFS |
| 14W  | Tanzania ENWC                          | Closed    |                     |      |
| 13W  | Cambodia/Vietnam ENWC                  | Closed    |                     |      |
| 13W  | Costa Rica ENWC                        | Closed    |                     |      |

|     |                            |           |      |
|-----|----------------------------|-----------|------|
| 13W | New Zealand ANFS           | Cancelled | ANFS |
| 13W | Sweden/Barcelona LEAD/PLSC | Closed    | PLSC |
| 12W | Brazil PLSC                | Closed    | PLSC |
| 12W | Dominica FREC/GEOG         | Closed    | FREC |
| 12W | Ecuador & Galapagos PLSC   | Closed    | PLSC |

Source: *Institute for Global Studies*

## UD Study Abroad Program Participation

Of the 339 CANR students that participated in UD study abroad during AY 2011-12 through 2017-18, all but 12 participated in short-term faculty-led programs. Table 6 shows enrollment in UD semester study abroad programs by CANR students for this same period.

**Table 6:** CANR Student Enrollment in UD Semester Study Abroad Programs  
AY 2011-12 to 2017-18

| Session | Program                              | Academic Level | Major                                 |
|---------|--------------------------------------|----------------|---------------------------------------|
| 12S     | Granada, Spain                       | Senior         | Agricultural Economics                |
| 13F     | EXCHANGE Univ. Pretoria South Africa | Junior         | Pre-Vet Medicine & Animal Biosciences |
| 14S     | Granada, Spain FLLT                  | Sophomore      | Pre-Vet Medicine & Animal Biosciences |
| 15S     | Rome, Italy                          | Junior         | Food & Agribusiness Mktg & Mgt        |
| 15S     | EXCHANGE Univ. Pretoria South Africa | Sophomore      | Pre-Vet Medicine & Animal Biosciences |
| 16F     | EXCHANGE Univ. Pretoria South Africa | Senior         | Entomology                            |
| 16S     | London, England                      | Sophomore      | Food Science                          |
| 16S     | EXCHANGE Univ. Pretoria South Africa | Sophomore      | Wildlife Conservation                 |
| 17F     | World Scholars - Madrid, Spain       | Freshman       | Food & Agribusiness Mktg & Mgt        |
| 17S     | Rome, Italy                          | Junior         | Animal & Food Sciences                |
| 17S     | DIS Copenhagen                       | Junior         | Pre-Vet Medicine & Animal Biosciences |
| 18S     | Florida/Bahamas HOSP - Spring Break  | Junior         | Engineering Technology                |

Source: *Institute for Global Studies*

## UD World Scholars Program

Since its launch in 2015, 11 students from the College of Agriculture & Natural Resources have participated in the UD World Scholars Program.

## Appendix 5: Global Snapshot, College of Arts and Sciences

### *Global Snapshot 2019 - College of Arts & Sciences*

#### Agreements & Partnerships

According to IGS records, the College of Arts & Sciences appears to have agreements (Table 1) with 41 international partners.

**Table 1: UD College of Arts & Sciences International Agreements & Partners**

| Institution  | Country           | Signing Year(s) | UD Department  |
|--|-------------------|-----------------|--|
| Babes-Bolyai University  | Romania           | 2005            | CAS; Dept of Public Policy & Administration  |
| Beijing Institute of Fashion Technology  | China             | 2016            | IGS; Dept of Fashion & Apparel Studies   |
| Beijing Normal University  | China             |                 | CAS; School of Public Policy & Administration; Dept of Sociology & Criminal Justice        |
| COMSATS Institute of Information Technology  | Pakistan          | 2008            | CAS; Dept of Physics & Astronomy   |
| Donghua University   | China             | 2015            | IGS; Fashion & Apparel Studies   |
| East China Normal University   | China             |                 | IGS; CAS   |
| Glasgow Caledonian University  | United Kingdom    |                 | CAS; Dept of Urban Affairs & Public Policy; Dept of Fashion & Apparel Studies; Dept of Art |
| Hong Kong Polytechnic University   | China             | 2005; 2007      | CAS; Dept of Fashion & Apparel Studies   |
| Kyung Hee University   | Republic of Korea | 2011; 2011      | CAS; Dept of Art   |
| La Sapienza  | Italy             | 2005            | CAS; Dept of Linguistics & Cognitive Science   |
| National Commission on Classics Editing & Research by Institutions of Higher Learning (Peking U) | China             | 2010            | CAS  |
| Palace Museum/Sichuan Institute  | China             | 2012; 2012      | CAS; Center for Historic Architecture & Design   |
| Saitama University   | Japan             | 2014            | IGS; Dept of Political Science & International Relations; English Language Institute       |
| Seinan Gakuin University   | Japan             | 2003; 2004      | CAS; Dept of Foreign Languages & Literature  |

|   |            |            |   |
|---|------------|------------|---|
| <b>Seinan Gakuin University</b>   | Japan      | 2003; 2004 | CAS; Dept of Foreign Languages & Literature                             |
| <b>Shoin Women's University</b>   | Japan      | 1991; 2001 | CAS; Dept of Foreign Languages & Literature; English Language Institute |
| <b>Shoin Women's University</b>   | Japan      | 1991; 2001 | CAS; Dept of Foreign Languages & Literature; English Language Institute |
| <b>Soka University</b>  | Japan      | 2000       | Department of Foreign Languages & Literatures                           |
| <b>Teikyo University</b>  | Japan      | 2016       | IGS; CAS  |
| <b>The Cyprus Centre of the International Theatre Institute (ITI)</b>                   | Cyprus     | 2005       | CAS; Dept of Theatre  |
| <b>The Monterrey Institute of Technology &amp; Higher Education, Campus Guadalajara</b> | Mexico     | 2010; 2010 | English Language Institute  |
| <b>The Monterrey Institute of Technology &amp; Higher Education, Campus Guadalajara</b> | Mexico     | 2010; 2010 | English Language Institute  |
| <b>The University of Bayreuth</b>   | Germany    | 1988; 2004 | CAS; Dept of Foreign Languages & Literatures                            |
| <b>The University of Bayreuth</b>   | Germany    | 1988; 2004 | CAS; Dept of Foreign Languages & Literatures                            |
| <b>The University of Ghana</b>  | Ghana      | 2008       | CAS; Dept of Political Science & International Relations                |
| <b>Universidad Latina de Costa Rica</b>   | Costa Rica | 2004       | CAS; Dept of Foreign Languages & Literatures                            |
| <b>Università Per Stranieri di Siena</b>  | Italy      | 1998       | CAS; Dept of Foreign Languages & Literatures                            |
| <b>Université de Caen, Institut Des Science de la Matière et Du Rayonnement</b>         | France     | 1989       | CAS; Dept of Foreign Languages & Literatures                            |
| <b>Université Sorbonne Nouvelle - Paris III</b>   | France     | 1994       | CAS; Dept of English  |
| <b>University of Costa Rica</b>   | Costa Rica |            | Department of Foreign Languages & Literatures                           |
| <b>University of Costa Rica</b>   | Costa Rica |            | Department of Foreign Languages & Literatures                           |
| <b>University of Costa Rica</b>   | Costa Rica |            | Department of Foreign Languages & Literatures                           |

|   |                   |            |  |
|---|-------------------|------------|--|
| <b>University of Granada</b>            | Spain             |            | CAS; Dept of Foreign Languages & Literatures; IGS                          |
| <b>University of Graz</b>               | Austria           | 2016       | IGS; Dept of English; Dept of American Studies                             |
| <b>University of Salerno</b>            | Italy             | 2008       | CAS; School of Public Policy & Administration                              |
| <b>University of Seoul</b>              | Republic of Korea |            | CAS; School of Public Policy & Administration                              |
| <b>University of Venice Ca' Foscari</b> | Italy             | 2003       | CAS; Dept of Linguistics & Cognitive Science                               |
| <b>University of Warsaw</b>             | Poland            | 2006       | CAS; Dept of Psychology  |
| <b>University Tunku Abdul Rahman</b>    | Malaysia          | 2008; 2016 | CAS; Dept of Anthropology  |
| <b>University Tunku Abdul Rahman</b>    | Malaysia          | 2008; 2016 | CAS; Dept of Anthropology  |
| <b>Va Nung University</b>               | Taiwan            | 2004       | English Language Institute   |
| <b>Xiamen University</b>                | China             |            | CEOE; Dept of Accounting & MIS; LCBE; Dept of Sociology & Criminal Justice |

Source: *Institute for Global Studies*

## Fulbright

According to IGS records, a total of 164 CAS faculty, students or alumni have received Fulbright awards (Table 2).

**Table 2: UD College of Arts & Sciences Fulbright Recipients**

| Award Year | Status   | Last | First | UD Department | Country  |
|------------|----------|------|-------|---------------|----------|
| 1950       | Faculty  |      |       | Philosophy    | India    |
| 1951       | Student  |      |       | FLLT          | France   |
| 1952       | Faculty  |      |       | Chemistry     | Austria  |
| 1954       | Faculty  |      |       | History       | Germany  |
| 1956       | Lecturer |      |       | Art           | Pakistan |
| 1956       | Faculty  |      |       | English       | Germany  |
| 1956       | Faculty  |      |       | Political Sci | Germany  |
| 1957       | Faculty  |      |       | Chemistry     | Germany  |
| 1958       | Faculty  |      |       | Philosophy    | France   |
| 1959       | Student  |      |       | Ind.          | France   |
| 1962       | Faculty  |      |       | Biology       | Turkey   |
| 1964       | Faculty  |      |       | Literature    | France   |
| 1964       | Student  |      |       | Ind.          | Germany  |
| 1964       | Student  |      |       | Mathematics   | Germany  |
| 1964       | Student  |      |       | Music         | UK       |

|      |         |                     |               |
|------|---------|---------------------|---------------|
| 1965 | Faculty | Chemistry           | Mexico        |
| 1965 | Student | Ind.                | Germany       |
| 1966 | Faculty | Sociology           | Korea         |
| 1966 | Faculty | Chemistry           | Sweden        |
| 1966 | Faculty | American Studies    | India         |
| 1966 | Faculty | ENGL                | Malayasia     |
| 1966 | Faculty | History             | France        |
| 1966 | Student | FLLT                | Guatemala     |
| 1967 | Faculty | ENGL                | Germany       |
| 1967 | Student | Psychology          | UK            |
| 1968 | Faculty | Chemistry           | Spain         |
| 1969 | Faculty | American Studies    | Brazil        |
| 1970 | Student | FLLT                | Chile         |
| 1971 | Faculty | Sociology           | Taiwan        |
| 1971 | Student | History             | Germany       |
| 1972 | Faculty | POSC                | Korea         |
| 1973 | Faculty | LING                | UK            |
| 1973 | Student | POSCIR              | Germany       |
| 1974 | Faculty | ENGL                | Argentina     |
| 1975 | Faculty | ENGL                | Italy         |
| 1975 | Student | POSCIR              | Mexico        |
| 1976 | Faculty | Mathematics         | Germany       |
| 1977 | Student | POSCIR              | South Korea   |
| 1978 | Faculty | American Literature | France        |
| 1979 | Faculty | Chemistry           | France        |
| 1979 | Student | History             | Germany       |
| 1980 | Faculty | Sociology           | Italy         |
| 1981 | Faculty | HIST                | Spain         |
| 1983 | Faculty | English             | Sudan         |
| 1983 | Student | POSCIR              | German        |
| 1983 | Student | Art History         | Italy         |
| 1984 | Faculty | English             | Jamaica       |
| 1984 | Faculty | POSCIR              | United States |
| 1984 | Faculty | ELI                 | United States |
| 1984 | Student | Geology             | Ecuador       |
| 1985 | Student | POSCIR              | Germany       |
| 1986 | Faculty | PSIR                | US            |
| 1986 | Faculty | ARTCON              | Chile         |

|      |         |                               |               |
|------|---------|-------------------------------|---------------|
| 1986 | Faculty | Philosophy                    | Taiwan        |
| 1986 | Faculty | Music                         | Italy         |
| 1986 | Student | POSCIR                        | Germany       |
| 1987 | Student | Mathematics                   | Germany       |
| 1988 | Student | FLLT                          | Germany       |
| 1989 | Faculty | POSCIR                        | Ghana         |
| 1989 | Faculty | ENGL                          | Israel        |
| 1989 | Student | History                       | Germany       |
| 1990 | Faculty | ARTCON                        | Chile         |
| 1990 | Faculty | ENGL                          | France        |
| 1990 | Student | POSCIR                        | Venezuela     |
| 1990 | Student | Art History                   | Germany       |
| 1991 | Faculty | Psychology                    | Japan         |
| 1991 | Student | POSCIR                        | Namibia       |
| 1992 | Faculty | ENG                           | France        |
| 1992 | Faculty | ENGL                          | France        |
| 1993 | Faculty | ENGL                          | Denmark       |
| 1993 | Faculty | FLLT                          | Chile         |
| 1993 | Faculty | DBI                           | Germany       |
| 1993 | Student | English, FLLT                 | France        |
| 1994 | Faculty | LING                          | Denmark       |
| 1994 | Student | Psychology                    | Netherlands   |
| 1995 | Faculty | ENGL                          | France        |
| 1996 | Student | POSCIR                        | Germany       |
| 1996 | Alumna  | Political Sci & Int Relations | United States |
| 1996 | Student | POSCIR                        | Germany       |
| 1997 | Faculty | Biology                       | Iceland       |
| 1997 | Student | Art History                   | Netherlands   |
| 1997 | Student | Anthropology                  | Senegal       |
| 198? | Faculty | POSCIR                        | Korea         |
| 1998 | Faculty | LING                          | Canada        |
| 1999 | Faculty | DLLC                          | Italy         |
| 1999 | Student | POSCIR                        | Netherlands   |
| 1999 | Student | FLLT                          | Germany       |
| 2001 | Faculty | LING                          | Italy         |
| 2002 | Faculty | LING                          | Italy         |
| 2002 | Faculty | Psychology                    | Poland        |
| 2003 | Faculty | ENGL                          | Bulgaria      |

|      |         |                            |                |
|------|---------|----------------------------|----------------|
| 2005 | Faculty | LING                       | Canada         |
| 2005 | Faculty | UAPP                       | Romania        |
| 2005 | Faculty | Institute for Public Admin | Russia         |
| 2006 | Faculty | POSCIR                     | China          |
| 2006 | Faculty | ENGL                       | Bulgaria       |
| 2006 | Faculty | UAPP                       | Romania        |
| 2006 | Student | FLLT                       | Austria        |
| 2006 | Faculty | Sociology                  | Luxembourg     |
| 2007 | Faculty | SOCI                       | Chile          |
| 2007 | Faculty | ENGL                       | Bulgaria       |
| 2007 | Student | Anthropology               | Mozambique     |
| 2007 | Student | Art Conservation           | Italy          |
| 2007 | Student | FLLT                       | Brazil         |
| 2007 | Student | FLLT                       | Austria        |
| 2008 | Faculty | Biology                    | Peru           |
| 2008 | Faculty | Biology                    | Nepal          |
| 2008 | Faculty | ANTH                       | Malaysia       |
| 2008 | Faculty | FLLT                       | Panama         |
| 2008 | Student | Art History                | Brazil         |
| 2009 | Faculty | Public Administration      | Romania        |
| 2009 | Faculty | HIST                       | Hong Kong      |
| 2009 | Student | BISC                       | Germany        |
| 2009 | Student | POSC                       | Portugal       |
| 2009 | Student | LING                       | Indonesia      |
| 2009 | Student | MUSC                       | Germany        |
| 2009 | Student | FLLT (ETA)                 | Brazil         |
| 2010 | Faculty | PSYC                       | Japan          |
| 2010 | Faculty | ENGL                       | Netherlands    |
| 2010 | Faculty | HIST                       | Germany        |
| 2011 | Faculty | ART                        | Hong Kong      |
| 2011 | Faculty | MAST                       | New Zealand    |
| 2011 | Faculty | POSC                       | Austria        |
| 2011 | Student | MUSC                       | Austria        |
| 2011 | Student | medicine                   | United Kingdom |
| 2011 | Student | FASH                       | India          |
| 2011 | Student | ARTH                       | Belgium        |
| 2012 | Faculty | Public Policy              | Italy          |
| 2012 | Faculty | Chemistry                  | Turkey         |

|      |         |   |                    |
|------|---------|---|--------------------|
| 2012 | Student | HIST  | Canada             |
| 2012 | Student | ARTH  | France             |
| 2012 | Student | ETA   | Turkey             |
| 2012 | Student | LING  | Indonesia          |
| 2013 | Faculty | Physics & Astronomy<br>BISC/POSC/Global<br>Health | Argentina<br>India |
| 2013 | Student | Chemistry   | Norway             |
| 2014 | Student | POSCIR  | Ethiopia           |
| 2014 | Student | ETA   | Taiwan             |
| 2015 | Faculty | POSC/IR   | Ghana              |
| 2015 | Faculty | ANTH  | Brazil             |
| 2015 | Faculty | Fashion Merchandising                             | Spain              |
| 2015 | Student | POSCIR  | South Africa       |
| 2015 | Student | FLLT  | Taiwan             |
| 2015 | Student | English   | Indonesia          |
| 2016 | Faculty | ANTH  | Slovenia/Estonia   |
| 2016 | Student | Biology, History, Spanish                         | Spain              |
| 2016 | Student | International Relations                           | Denmark            |
| 2016 | Student | International Relations                           | Colombia           |
| 2016 | Student | DLLC  | Senegal            |
| 2016 | Student | DLLC/Communication                                | Brazil             |
| 2017 | Faculty | Communication                                     | China              |
| 2017 | Student | History   | Germany            |
| 2017 | Student | IR/Public Policy                                  | Malaysia           |
| 2017 | Student | Art Conservation                                  | Netherlands        |
| 2017 | Student | English/Mass Communi-<br>cations                  | Kosovo             |
| 2017 | Student | Sociology; Women & Gen-<br>der Stds               | Armenia            |
| 2017 | Student | Art Conservation                                  | Taiwan             |
| 2018 | Faculty | Fashion & Apparel Studies                         | Guatemala          |
| 2018 | Student | Economics & English                               | Spain              |
| 2018 | Student | Neuroscience, Biological<br>Science               | Netherlands        |
| 2018 | Student | Spanish Studies                                   | Kosovo             |
| 2018 | Student | Neuroscience & Spanish<br>Studies                 | Brazil             |
| 2018 | Student | POSC  | Kenya              |

|      |         |         |         |
|------|---------|---------|---------|
| ???? | Faculty | History | Vietnam |
|------|---------|---------|---------|

*Source: Institute for Global Studies*

Additionally, our records indicate that CAS has welcomed 13 Fulbright graduate students and visiting scholars (Table 3).

**Table 3: UD College of Arts & Sciences Fulbright Students & Visiting Scholars**

| Award Year | Status     | Last | First | UD Department                   | Country       |
|------------|------------|------|-------|---------------------------------|---------------|
| 2004       | Scholar    |      |       | Public Policy                   | United States |
| 2013       | MA         |      |       | Linguistics & Cognitive Science | Russia        |
| 2014       | MA         |      |       | Linguistics & Cognitive Science | Israel        |
| 2014       | MA         |      |       | Linguistics & Cognitive Science | Iraq          |
| 2014       | PhD        |      |       | Linguistics                     | Korea         |
| 2015       | MA         |      |       | Linguistics                     | Egypt         |
| 2015       | MS         |      |       | Disaster Science & Management   | Bangladesh    |
| 2015       | MA         |      |       | Urban Affairs & Public Policy   | Pakistan      |
| 2016       | PhD        |      |       | Energy & Environmental Policy   | South Korea   |
| 2016       | PhD        |      |       | Linguistics                     | Indonesia     |
| 2017       | PhD        |      |       | Linguistics & Cognitive Science | Colombia      |
|            | MA/<br>PhD |      |       | Linguistics                     | Uzbekistan    |
| 2018       | FLTA       |      |       | Linguistics                     | Peru          |

*Source: Office for International Students & Scholars*

### CAS Study Abroad Programs

The College of Arts & Sciences sponsored 70 study abroad programs in the 2017-18 academic year (Table 4), including 43 faculty-led, 20 semester or exchange and seven registration-only programs. Seven were cancelled.

**Table 4: CAS Sponsored Study Abroad Programs, AY 2017-18**

| Term | Program                             | Type               | Status | Faculty Director(s) |
|------|-------------------------------------|--------------------|--------|---------------------|
| 17F  | Akita, Japan                        | Study Abroad - FLL | Closed |                     |
| 17F  | Buenos Aires, Argentina             | Study Abroad - FLL | Closed |                     |
| 17F  | DIS Copenhagen                      | Exchange - IGS     | Closed |                     |
| 17F  | EXCHANGE Europe TASSEP              | Exchange - IGS     | Closed |                     |
| 17F  | EXCHANGE German-American Federation | Exchange - FLL     | Closed |                     |
| 17F  | EXCHANGE Seinan, Japan              | Exchange - FLL     | Closed |                     |
| 17F  | EXCHANGE Soka, Japan                | Exchange - FLL     | Closed |                     |

|     |                                     |                    |           |
|-----|-------------------------------------|--------------------|-----------|
| 17F | EXCHANGE Univ. Seoul South Korea    | Exchange - IGS     | Closed    |
| 17F | Granada, Spain                      | Study Abroad - FLL | Closed    |
| 17F | Paris, France                       | Study Abroad - FLL | Closed    |
| 17F | Salzburg, Austria                   | Study Abroad - FLL | Closed    |
| 17F | Seoul, Korea SPPA                   | Registration Only  | Closed    |
| 17F | SPPA Romania                        | Registration Only  | Closed    |
| 18J | China START                         | Registration Only  | Closed    |
| 18J | DIS Copenhagen                      | Exchange - IGS     | Closed    |
| 18J | Granada, Spain DLLC                 | Study Abroad - FLL | Closed    |
| 18J | Hong Kong FASH Internship           | Study Abroad - IGS | Closed    |
| 18J | Italy/Spain ANTH - micro            | Study Abroad - IGS | Cancelled |
| 18J | London HIST/POSC                    | Study Abroad - IGS | Cancelled |
| 18J | London MUSC - micro                 | Study Abroad - IGS | Cancelled |
| 18J | London Visual Communications        | Study Abroad - IGS | Closed    |
| 18J | Netherlands/France ENGL             | Study Abroad - IGS | Closed    |
| 18J | Salamanca, Spain DLLC               | Study Abroad - FLL | Closed    |
| 18J | UD Chorale France                   | Registration Only  | Closed    |
| 18J | UD Orchestra China                  | Registration Only  | Closed    |
| 18S | DIS Copenhagen                      | Exchange - IGS     | Closed    |
| 18S | EXCHANGE Europe TASSEP              | Exchange - IGS     | Closed    |
| 18S | EXCHANGE German-American Federation | Exchange - FLL     | Closed    |
| 18S | EXCHANGE Seinan, Japan              | Exchange - FLL     | Closed    |
| 18S | EXCHANGE Soka, Japan                | Exchange - FLL     | Closed    |
| 18S | EXCHANGE Univ. Seoul South Korea    | Exchange - IGS     | Closed    |
| 18S | Granada, Spain                      | Study Abroad - FLL | Closed    |
| 18S | Paris FASH PAA                      | Registration Only  | Closed    |
| 18S | Rome, Italy                         | Study Abroad - FLL | Closed    |
| 18S | Washington, D.C.                    | Domestic           | Closed    |
| 18W | Argentina DLLC                      | Study Abroad - FLL | Closed    |
| 18W | Athens ENGL - micro                 | Study Abroad - IGS | Closed    |
| 18W | Athens PHIL - micro                 | Study Abroad - IGS | Closed    |
| 18W | Australia ELEG/MATH                 | Study Abroad - IGS | Closed    |
| 18W | Australia ENGL                      | Study Abroad - IGS | Closed    |
| 18W | Brazil ANTH/DLLC/LAIS               | Study Abroad - FLL | Cancelled |

|     |                                |                    |           |
|-----|--------------------------------|--------------------|-----------|
| 18W | Brazil BUAD/CRJU/HOSP/<br>SOCI | Study Abroad - IGS | Closed    |
| 18W | Costa Rica DLLC                | Study Abroad - FLL | Closed    |
| 18W | Cuba ART - micro               | Study Abroad - IGS | Closed    |
| 18W | Dominica APEC/GEOG             | Study Abroad - IGS | Closed    |
| 18W | France ART                     | Study Abroad - IGS | Closed    |
| 18W | Granada, Spain DLLC            | Study Abroad - FLL | Closed    |
| 18W | Hawaii BISC                    | Domestic           | Closed    |
| 18W | India ENGL                     | Study Abroad - IGS | Closed    |
| 18W | Italy FASH - micro             | Study Abroad - IGS | Closed    |
| 18W | Italy FINC/ENGL                | Study Abroad - IGS | Closed    |
| 18W | Italy HIST - micro             | Study Abroad - IGS | Closed    |
| 18W | Italy LING/ENGL                | Study Abroad - IGS | Closed    |
| 18W | Italy LING/ENGL                | Study Abroad - IGS | Closed    |
| 18W | Italy PHIL                     | Study Abroad - IGS | Closed    |
| 18W | Italy PHIL Honors              | Study Abroad - IGS | Closed    |
| 18W | Leipzig, Germany DLLC          | Study Abroad - FLL | Closed    |
| 18W | London COMM - micro            | Study Abroad - IGS | Closed    |
| 18W | London CRJU                    | Study Abroad - IGS | Closed    |
| 18W | London ENGL/THEA               | Study Abroad - IGS | Closed    |
| 18W | Martinique DLLC                | Study Abroad - FLL | Closed    |
| 18W | Morocco DLLC                   | Study Abroad - FLL | Cancelled |
| 18W | New Zealand COMM               | Study Abroad - IGS | Closed    |
| 18W | Panama DLLC                    | Study Abroad - FLL | Closed    |
| 18W | Paris, France ENGL - micro     | Study Abroad - IGS | Closed    |
| 18W | Paris, France FASH             | Study Abroad - IGS | Closed    |
| 18W | Senegal SPPA                   | Registration Only  | Closed    |
| 18W | Siena, Italy DLLC              | Study Abroad - FLL | Closed    |
| 18W | Tanzania ART                   | Study Abroad - IGS | Cancelled |
| 18W | Vietnam/Laos LEAD              | Study Abroad - IGS | Cancelled |

*Source: Institute for Global Studies*

### UD World Scholars Program

UD records indicate that, since 2015, 225 CAS admits have enrolled as World Scholars, including 72 students enrolling in fall 2019. The 153 students performed well academically as indicated by their cumulative grade point averages.

## Appendix 6: Global Snapshot, Alfred Lerner College of Business and Economics

### *Global Snapshot 2019- Alfred Lerner College of Business & Economics*

#### Agreements & Partnerships

According to IGS records, the Alfred Lerner College of Business & Economics (LCBE) appears to have agreements (Table 1) with 31 international partners.

**Table 1: UD Lerner College of Business & Economics International Agreements & Partners**

| Institution  | Country        | Signing Year(s)  | UD Department   |
|--|----------------|------------------|---|
| Andhra University  | India          | 2007             | LCBE; Dept. HRIIM   |
| Beijing Institute of Economic Management                     | China          | 1997             | LCBE  |
| Berlin School of Economics                                   | Germany        | 2007; 2009       | LCBE  |
| Dongbei University of Finance & Economics                    | China          | 1998             | LCBE; Dept. HRIIM   |
| Fondazione Campus in Lucca                                   | Italy          | 2013             | LCBE  |
| Institut Supérieur de Gestion                                | France         | 1994             | LCBE; Dept of Business; Economics                                     |
| International Institute of Management of Paris/MBA Institute | France         | 2004; 2004; 2011 | LCBE; Dept of Business; Economics; Business Administration            |
| Leeds Metropolitan University                                | United Kingdom | 2004; 2004; 2007 | LCBE; Dept. HRIIM   |
| Liaoning University  | China          | 2017             | IGS; LCBE   |
| Miyagi University  | Japan          | 2007             | LCBE; Dept. HRIIM   |
| Pantheon-Sorbonne University                                 | France         | 2014             | IGS; LCBE; Dept of Economics<br>LCBE; Dept of Business Administration |
| Phi Beta Dingo   | Australia      | 2009             |   |
| Scuola Superiore Sant'Anna                                   | Italy          | 2009             | LCBE; Dept. HRIIM   |
| Sofia University   | Bulgaria       | 2002             | LCBE  |
| Soochow University   | Taiwan         | 2007             | LCBE; Dept. HRIIM   |

|   |                        |  |   |
|---|------------------------|--|---|
| <b>Southwestern University of Finance &amp; Economics</b> | China                  | 2007; 2010; 2013; 2014; 2016             | LCBE; Dept of Accounting; Economics & Applied Econometrics; Finance; Hospitality Business Management; Information Systems & Technology Mgt; International Business; MBA; Sociology & Criminal Justice |
| <b>State University Higher School of Economics</b>        | Russian Federation     | 2004; 2007                               | LCBE  |
| <b>Sun Yat-Sen University</b>                             | China                  | 2016                                     | IGS; LCBE   |
| <b>The Institute Paul Bocuse</b>                          | France                 | 2008; 2008                               | LCBE; Dept. HRIIM   |
| <b>The International School of Advanced Education</b>     | Italy                  | 2014; 2014                               | LCBE  |
| <b>The New Bulgarian University</b>                       | Bulgaria               | 1995                                     | LCBE  |
| <b>The University of Technology</b>                       | Jamaica                | 2003; 2008                               | LCBE; Dept. HRIIM   |
| <b>Université de Lyon II (Lumiere)</b>                    | France                 | 1997; 2002                               | LCBE; Dept of Economics   |
| <b>University College Dublin</b>                          | Ireland                | 1998                                     | LCBE; Dept of Economics   |
| <b>University Institute of Lisbon (ISCTE)</b>             | Portugal               | 2005; 2005                               | LCBE; Dept of Finance; Business Administration  |
| <b>University of Mannheim</b>                             | Germany                | 2009; 2009                               | LCBE  |
| <b>University of National &amp; World Economy</b>         | Bulgaria               | 2002                                     | LCBE  |
| <b>University of Pretoria</b>                             | South Africa           | 2004; 2004                               | LCBE; Dept. HRIIM   |
| <b>University of Sarajevo</b>                             | Bosnia and Herzegovina | 2004; 2004                               | LCBE; Dept of Business Administration   |
| <b>Xiamen University</b>                                  |                        | 2007; 2008; 2010; 2014; 2014; 2016; 2016 |   |
|   | China                  |  | CEOE; Dept of Accounting & MIS; LCBE; Sociology & Criminal Justice  |
| <b>Xihua University</b>                                   |                        |  | IGS; Dept of Accounting; Economics; Applied Economics & Statistics; Finance; Hospitality Business Mgt; Information Systems & Technology Mgt; International Business                                   |
|   | China                  | 2017                                     |   |

Source: *Institute for Global Studies*

## Fulbright

According to IGS records, 16 faculty members and two students or alumni from LCBE have received Fulbright awards (Table 2).

**Table 2: UD Lerner College of Business & Economics Fulbright Recipients**

| Award Year | Status  | Last | First | UD Department    | Country         |
|------------|---------|------|-------|------------------|-----------------|
| 1973       | Student |      |       | ECON             | United Kingdom  |
| 1979       | Faculty |      |       | BUAD             | Yugoslavia      |
| 1982       | Faculty |      |       | ECON             | Botswana        |
| 1985       | Faculty |      |       | ECON             | China           |
| 1987       | Faculty |      |       | ECON             | South Korea     |
| 1991       | Faculty |      |       | BUAD             | Ukraine         |
| 1992       | Faculty |      |       | ???              | Germany         |
| 1993       | Faculty |      |       | ECON             | South Africa    |
| 1994       | Faculty |      |       | Accounting & MIS | Slovak Republic |
| 1996       | Faculty |      |       | ECON             | Bulgaria        |
| 2001       | Faculty |      |       | ECON             | Croatia         |
| 2004       | Faculty |      |       | BUAD             | Bulgaria        |
| 2004       | Faculty |      |       | ECON             | Turkey          |
| 2007       | Faculty |      |       | BUAD             | Ukraine         |
| 2008       | Faculty |      |       | BUAD             | Portugal        |
| 2009       | Faculty |      |       | BUAD             | Portugal        |
| 2010       | Faculty |      |       | BUAD             | India           |
| 2018       | Student |      |       | ECON & English   | Spain           |

*Source: Institute for Global Studies*

Additionally, our records indicate that LCBE has welcomed four Fulbright students and visiting scholars (Table 3).

**Table 3: UD Lerner College of Business & Economics Fulbright Students & Visiting Scholars**

| Award Year | Status | Last | First | UD Department                   | Country |
|------------|--------|------|-------|---------------------------------|---------|
| 2016       |        |      |       | Info Sys. & Tech Mgt.           | Bahrain |
| 2017       | MS     |      |       | Finance                         | Tunisia |
| 2018       | MA     |      |       | Hospitality Business Management | Georgia |
| 2019       | MA     |      |       | Economics                       | Ecuador |

*Source: Office for International Students & Scholars*

## College Study Abroad Programs

The Lerner College of Business & Economics offered 26 study abroad programs in the 2017-28 academic year (Table 4), including 11 faculty-led, 10 semester or exchange, three domestic and two registration-only programs. Six programs were cancelled.

**Table 4: LCBE Sponsored Study Abroad Programs, AY 2017-18**

| Term | Program  | Program Type       | Status    | Faculty Director(s) | Dept.      |
|------|--|--------------------|-----------|---------------------|------------|
| 17F  | CONSORTIUM - CIMBA, Italy                      | Registration Only  | Closed    |                     | BUAD       |
| 17F  | EXCHANGE Lisbon Univ. Portugal                 | Exchange - IGS     | Closed    |                     | BUAD, FINC |
| 17F  | EXCHANGE Lyon France                           | Exchange - FLL     | Closed    |                     | BUEC       |
| 17F  | EXCHANGE Paris France                          | Exchange - IGS     | Closed    |                     | ECON       |
| 17F  | EXCHANGE Swiss School of Tourism & Hospitality | Exchange - IGS     | Closed    |                     | HOSP, HRIM |
| 18J  | Chicago BUAD Internship                        | Domestic           | Closed    |                     | BUAD       |
| 18J  | Europe MBA/MS                                  | Study Abroad - IGS | Cancelled |                     | BUAD       |
| 18J  | International BUAD Internships                 | Study Abroad - IGS | Closed    |                     | BUAD       |
| 18J  | New York City BUAD Internship                  | Domestic           | Cancelled |                     | BUAD       |
| 18J  | Swiss-Italy BUAD-HSBM - micro                  | Study Abroad - IGS | Cancelled |                     | HOSP       |
| 18S  | Australia/New Zealand BUAD                     | Study Abroad - IGS | Closed    |                     | BUAD       |
| 18S  | CONSORTIUM - CIMBA, Italy                      | Registration Only  | Closed    |                     | BUAD       |
| 18S  | EXCHANGE Lyon France                           | Exchange - FLL     | Closed    |                     | BUEC       |
| 18S  | EXCHANGE Paris, France                         | Exchange - IGS     | Closed    |                     | ECON       |
| 18S  | Florida/Bahamas HOSP - Spring Break            | Spring Break       | Closed    |                     | HOSP       |
| 18W  | Antarctica BUAD - micro                        | Study Abroad - IGS | Cancelled |                     | BUAD       |
| 18W  | Argentina SPTM - micro                         | Study Abroad - IGS | Closed    |                     | SPTM       |
| 18W  | Australia HOSP                                 | Study Abroad - IGS | Closed    |                     | HOSP       |
| 18W  | Australia/New Zealand BUAD                     | Study Abroad - IGS | Closed    |                     | BUAD       |
| 18W  | Australia/Thailand BUAD/ FINC                  | Study Abroad - IGS | Closed    |                     | BUAD, FINC |
| 18W  | Barcelona ENTR - micro                         | Study Abroad - IGS | Closed    |                     | ENTR       |
| 18W  | Boulder/San Francisco ENTR - micro             | Study Abroad - IGS | Cancelled |                     | ENTR       |

|            |                                |                    |           |      |
|------------|--------------------------------|--------------------|-----------|------|
| <b>18W</b> | Brazil BUAD/CRJU/HOSP/<br>SOCI | Study Abroad - IGS | Closed    | HOSP |
| <b>18W</b> | China ENTR/MSEG - micro        | Study Abroad - IGS | Cancelled | ACCT |
| <b>18W</b> | Italy FINC/ENGL                | Study Abroad - IGS | Closed    | FINC |
| <b>18W</b> | Vietnam/Cambodia FINC          | Study Abroad - IGS | Closed    | FINC |

*Source: Institute for Global Studies*

## UD World Scholars Program

UD records indicate that, since 2015, 52 LCBE admits have enrolled as World Scholars, including 16 students enrolling in fall 2019.

## SWUFE-UD Joint Institute of Data Science

In December 2018, UD signed an agreement to create the SWUFE-UD Joint Institute of Data Science. SWUFE (Southwestern University of Finance and Economics) is located in the Sichuan Province of China in the city of Chengdu, the economic center of western China. SWUFE is the best business and economics university in the west of China. It is best known for its finance education and has been consistently ranked as the #1 university for finance in China by the Ministry of Education. Three UD degree programs are being offered as part of the Joint Institute: Finance, Management Information Systems, and Operations Management. The inaugural class of 173 students started in fall 2020. For the first three years of the degree programs, UD faculty will teach two courses per year in China. During the fourth year of the program, students may choose to come to the UD campus to study alongside our student body or to stay in China, where UD faculty will teach all ten senior year courses for each major.

## Appendix 7: Global Snapshot, College of Earth, Ocean, and Environment

### *Global Snapshot 2019 - College of Earth, Ocean & the Environment*

#### Agreements & Partnerships

According to IGS records, the College of Earth, Ocean and the Environment appears to have a total of seven agreements (Table 1) with six international partners.

**Table 1: UD College of Earth, Ocean & the Environment  
International Agreements & Partners**

| Institution                                  | Country | Year | Type             | Description   |
|--|---------|------|------------------|---|
| Norwegian University of Science & Technology | Norway  | 2015 | Supplemental     | Student exchange (graduate & undergraduate), Faculty/staff exchange, & research collaboration   |
| Technical University of Denmark              | Denmark | 2013 | Supplemental     | Graduate student exchange program   |
| University of Cantabria                      | Spain   | 2010 | Other            | Cooperative Exchange Program between UD Center for Applied Coastal Research & UC Department of Ciencias y Tecnicas del Agua y del medio Ambiente.   |
| Xiamen University                            | China   | 2010 | Supplemental     | Dual degree Ph.D. program in oceanography   |
| Xiamen University                            | China   | 2008 | Supplemental     | Joint Institute for Coastal Research & Management   |
| Fundacao Universidade Federal do Rio Grande  | Brazil  | 1997 | Student Exchange | 4-year grant to develop student exchange program between U.S. & Brazil entitled, "US-Brazil Consortium in Marine Policy: Development of a Training Program & Exchange of Best Experiences on Integrated Ocean & Coastal Management between Brazil & the U.S." |
| Universidade do Estado do Rio de Janeiro     | Brazil  | 1997 | Student Exchange | "U.S.-Brazil Consortium in Marine Policy" Grant partner   |

*Source: Institute for Global Studies*

## Fulbright

According to IGS records, three faculty members and two students or alumni from CEOE have received Fulbright awards (Table 2).

**Table 2: UD College of Earth, Ocean & the Environment Fulbright Recipients**

| Award Year | Status  | Last | First | Department              | Country     |
|------------|---------|------|-------|-------------------------|-------------|
| 2018       | Student |      |       | Marine Science          | Malaysia    |
| 2016       | Student |      |       | Oceanography            | Israel      |
| 2011       | Faculty |      |       | Marine Science & Policy | Norway      |
| 2009       | Faculty |      |       | Environmental Science   | Lithuania   |
| 1990       | Faculty |      |       | Geography               | Latvia      |
| 1983       | Faculty |      |       | Geography               | Sweden & UK |

Source: *Institute for Global Studies*

Additionally, our records indicate that CEOE has welcomed six Fulbright visiting scholars (Table 3).

**Table 3: UD College of Earth, Ocean & the Environment Fulbright Visiting Scholars**

| Year  | Last | First | UD Department                     | Country    | Institution                      |
|-------|------|-------|-----------------------------------|------------|----------------------------------|
| 2013  |      |       | Environmental Sciences            | Bangladesh |                                  |
|       |      |       | College of Marine Sciences        | Ghana      | University of Cape Coast         |
|       |      |       | Center for Remote Sensing         | Mexico     | Autonomous Uni. of Chapingo      |
| 1999S |      |       | Center for Remote Sensing         | Lebanon    | Nat. Cent. for Remote Sensing    |
|       |      |       | Center for Study of Marine Policy | Italy      | University of Genoa              |
| 1997F |      |       | Economics & Marine Studies        | Taiwan     | National Taiwan Ocean University |

Source: *Office for International Students & Scholars*

## CEOE Study Abroad Programs

The College of Earth, Ocean & the Environment sponsored two faculty-led programs in the 2017-18 academic year with a total student enrollment of 27. Table 4 shows all CEOE sponsored study abroad programs offered for AY 2007-08 through 2019-20, including program status and enrollment. According to IGS records, approximately 200 students enrolled in 15 CEOE faculty-led programs in AY 2007-08 through 2018-19. Note that students in non-CEOE majors may have enrolled in these programs.

**Table 4: CEOE Sponsored Study Abroad Programs, 08W-20J**

| Term | Program                | Enrollment | Status   | Faculty Director(s) |
|------|------------------------|------------|----------|---------------------|
| 20J  | Russia GEOG - micro    | NA         | Planning |                     |
| 20S  | DIS Copenhagen         | NA         | Open     |                     |
| 20W  | Australia GEOG - micro | NA         | Open     |                     |

|     |                           |    |           |
|-----|---------------------------|----|-----------|
| 20W | Cayman Islands MAST       | 0  | Cancelled |
| 20W | Dominica GEOG             | NA | Open      |
| 19F | DIS Copenhagen            | 4  | Closed    |
| 19S | DIS Copenhagen            | 9  | Closed    |
| 19W | Bermuda GEOL-MAST - micro | 17 | Closed    |
| 19W | Dominica GEOG             | 10 | Closed    |
| 18F | DIS Copenhagen            | 8  | Closed    |
| 18J | China MAST                | 1  | Closed    |
| 18W | Barbados GEOG/ENSC/ENVR   | 10 | Closed    |
| 18W | Cayman Islands MAST       | 17 | Closed    |
| 17W | London GEOG/ENVR/ENSC     | 0  | Cancelled |
| 17W | New Zealand MAST/GEOL     | 21 | Closed    |
| 16W | Cayman Islands MAST       | 13 | Closed    |
| 15W | New Zealand MAST          | 16 | Closed    |
| 14W | Cayman Islands MAST       | 9  | Closed    |
| 13W | New Zealand MAST          | 21 | Closed    |
| 10W | New Zealand GEOL/MAST     | 28 | Closed    |
| 08W | Caribbean GEOL/MAST       | 16 | Closed    |
| 08W | NZ GEOL/MAST              | 0  | Cancelled |

Source: *Institute for Global Studies*

Of the 281 CEOE students that participated in UD study abroad during AY 2011-12 through 2017-18, all but 15 participated in short-term faculty-led programs. Table 6 shows enrollment in UD semester study abroad programs by CEOE students for this same period.

**Table 6: CEOE Student Enrollment in UD Semester Study Abroad Programs, AY 2010-11 through 2017-18**

| Term | Program                             | Academic Level | Major 1               |
|------|-------------------------------------|----------------|-----------------------|
| 11F  | EXCHANGE German-American Federation | Senior         | Geography             |
| 11F  | DIS Copenhagen                      | Junior         | Environmental Studies |
| 12F  | DIS Copenhagen                      | Senior         | Environmental Studies |
| 12F  | DIS Copenhagen                      | Senior         | Environmental Studies |
| 13F  | London, England                     | Senior         | Environmental Studies |
| 13F  | DIS Copenhagen                      | Junior         | Environmental Science |
| 14F  | Buenos Aires, Argentina             | Senior         | Geography             |

|            |                                |                         |                       |
|------------|--------------------------------|-------------------------|-----------------------|
| <b>15F</b> | Buenos Aires, Argentina        | Senior                  | Environmental Studies |
| <b>16F</b> | Prague, Czech Republic         | Senior                  | Marine Biology        |
| <b>16F</b> | World Scholars - Madrid, Spain | First Semester Freshman | Geology               |
| <b>16F</b> | World Scholars - Madrid, Spain | First Semester Freshman | Environmental Studies |
| <b>16F</b> | World Scholars - Madrid, Spain | First Semester Freshman | Environmental Science |
| <b>16F</b> | World Scholars - Madrid, Spain | First Semester Freshman | Environmental Science |
| <b>17F</b> | World Scholars - Madrid, Spain | Freshman                | Environmental Science |
| <b>17F</b> | World Scholars - Madrid, Spain | First Semester Freshman | Marine Biology        |

### UD World Scholars Program

Since its launch in 2015, 21 students from the College of Earth, Ocean & the Environment have participated in the UD World Scholars Program.

## Appendix 8: Global Snapshot, College of Education and Human Development

### Global Snapshot 2019 - College of Education & Human Development

#### Agreements & Partnerships

According to IGS records, the College of Education & Human Development (CEHD) appears to have agreements (Table 1) with four international partners.

**Table 1: UD College of Education & Human Development  
International Agreements & Partners**

| Institution                                       | Country        | Year(s)       | Type   |
|---|----------------|---------------|--|
| American Community Schools of Athens              | Greece         | 2016          | General; Supplemental                              |
| Cayman International School                       | Cayman Islands | 2017          | General; Supplemental                              |
| Hunan Normal University                           | China          | 2019          | Agreement on Project of Cooperation in Dual Degree |
| Public Authority for Applied Education & Training | Kuwait         | 2010;<br>2010 | General; Supplemental                              |

*Source: Institute for Global Studies*

#### Fulbright

According to IGS records, five faculty members and two students or alumni from CEHD have received Fulbright awards (Table 2).

**Table 2: UD College of Education & Human Development Fulbright Recipients**

| Award Year | Status  | Last | First | UD Department           | Country       |
|------------|---------|------|-------|-------------------------|---------------|
| 1984       | Faculty |      |       | ELI                     | United States |
| 1996       | Faculty |      |       | Education               | United States |
| 1998       | Student |      |       | Human Resources         | Australia     |
| 2007       | Faculty |      |       | School of Urban Affairs | Romania       |
| 2009       | Faculty |      |       | Education               | Japan         |
| 2010       | Student |      |       | Apparel Design          | Nepal         |
| 2016       | Faculty |      |       | CRESP                   | Bahamas       |

*Source: Institute for Global Studies*

## CEHD Study Abroad Programs

The College of Education & Human Development offered 10 study abroad programs in the 2017-18 academic year, including three faculty-led and seven semester or exchange programs. Four programs were cancelled.

**Table 4: CEHD Sponsored Study Abroad Programs, AY 2017-18**

| Term | Program   | Status    | Faculty Director(s) | Dept. |
|------|---|-----------|---------------------|-------|
| 17F  | EXCHANGE Hong Kong Polytechnic                              | Cancelled |                     | FASH  |
| 18S  | Athens Student Teaching - Early Childhood Education         | Closed    |                     | HDFS  |
| 18S  | Athens Student Teaching - Elementary Education              | Cancelled |                     |       |
| 18S  | Bahamas HDFS - Spring Break                                 | Cancelled |                     | HDFS  |
| 18S  | Cayman Islands Student Teaching - Early Childhood Education | Closed    |                     | HDFS  |
| 18S  | Cayman Islands Student Teaching - Elementary Education      | Closed    |                     |       |
| 18S  | EXCHANGE Hong Kong Polytechnic                              | Closed    |                     | FASH  |
| 18S  | Tuscany CEHD  | Cancelled |                     |       |
| 18W  | South Africa HDFS   | Closed    |                     | HDFS  |
| 18W  | Spain EDUC  | Closed    |                     |       |

Source: *Institute for Global Studies*

Of the 486 CEHD students that participated in UD study abroad during AY 2011-12 through 2017-18, all but 25 participated in short-term faculty-led programs. Table 6 shows enrollment in UD semester study abroad programs by CEHD students for this same period.

**Table 6: CEHD Student Enrollment in Semester Study Abroad Programs  
AY 2011-12 through 2017-18**

| Term | Program                 | Academic Level | Major                                   |
|------|-------------------------|----------------|---|
| 11F  | DIS Copenhagen          | JR             | Early Childhood Development & Education |
| 11F  | Buenos Aires, Argentina | JR             | Human Services                          |
| 12F  | Buenos Aires, Argentina | SR             | Human Services: Clinical Services       |
| 13F  | London, England         | JR             | Elementary Education                    |
| 13F  | London, England         | JR             | Human Service (AFP concentration)       |
| 13F  | London, England         | JR             | Human Services- Clinical Concentration  |
| 13S  | DIS Copenhagen          | JR             | Human Services- Clinical Concentration  |

|     |   |    |                              |
|-----|---|----|------------------------------|
| 14F | London, England   | SO | Human Services               |
| 14F | DIS Copenhagen  | JR | Human Services               |
| 14S | London, England   | SR | Human Services               |
| 15F | World Scholars - Rome, Italy                                | FR | Elementary Teacher Education |
| 17F | Prague, Czech Republic                                      | SR | Human Services               |
| 17F | World Scholars - Rome, Italy                                | FR | Human Services               |
| 17S | Rome, Italy   | JR | Human Services               |
| 17S | Rome, Italy   | JR | Human Services               |
| 17S | Rome, Italy   | JR | Human Services               |
| 17S | Rome, Italy   | JR | Human Services               |
| 17S | Florida/Bahamas HOSP - Spring Break                         | JR | Elementary Teacher Education |
| 18S | Athens Student Teaching - Early Childhood Education         | SR | Early Childhood Education    |
| 18S | Athens Student Teaching - Early Childhood Education         | SR | Early Childhood Education    |
| 18S | Athens Student Teaching - Early Childhood Education         | SR | Early Childhood Education    |
| 18S | Cayman Islands Student Teaching - Early Childhood Education | SR | Early Childhood Education    |
| 18S | Cayman Islands Student Teaching - Elementary Education      | SR | Elementary Teacher Education |
| 18S | Rome, Italy   | JR | Elementary Teacher Education |
| 18S | Florida/Bahamas HOSP - Spring Break                         | JR | Elementary Teacher Education |

Source: *Institute for Global Studies*

### UD World Scholars Program

Since its launch in 2015, 15 students from the College of Education & Human Development have participated in the UD World Scholars Program.

## Appendix 9: Global Snapshot, College of Engineering

### Global Snapshot 2019 - College of Engineering

#### Agreements & Partnerships

According to IGS records, the College of Engineering appears to have agreements (Table 1) with 15 international partners.

**Table 1:** UD College of Engineering International Agreements & Partners

| Institution   | Country           | Signing Year(s)              | Sponsoring UD College/ Unit                      |
|---|-------------------|------------------------------|--|
| Jiangsu University                                    | China             | 2015                         | IGS; Mechanical Engineering                      |
| Katholieke Universiteit Leuven (KU Leuven)            | Belgium           | 2011                         | CE   |
| Korean Energy Economics Institute                     | Republic of Korea | 1989                         | Center for Energy & Urban Policy Research        |
| La Pontificia Universidad Javeriana                   | Colombia          | 2006; 2008                   | CE; Electrical & Computer Engineering            |
| National Chung Hsing University                       | Taiwan            | 1988; 2006; 2008; 2009; 2017 | CE; Civil Engineering; Environmental Engineering |
| National Taiwan University                            | Taiwan            | 2008                         | CE   |
| National University of Ireland: Galway (formerly UCG) | Ireland           | 1991                         | Center for Composite Materials                   |
| National University of Singapore                      | Singapore         | 2013                         | CE; Chemical & Biomolecular Engineering          |
| Obafemi Awolowo University                            | Nigeria           | 1993                         | CE; Center for Energy & Environmental Policy     |
| The Energy and Resources Institute (formerly Tata)    | India             | 1993                         | CE; Center for Energy & Environmental Policy     |
| The Federal University of Technology Akure            | Nigeria           | 2015                         | IGS; CE  |
| Tong Ji University                                    | China             | 2013; 2015                   | IGS; Civil & Environmental Engineering           |
| Tsinghua University                                   | China             | 2008                         | CE; Mechanical Engineering                       |
| Universidad de Antioquia                              | Colombia          | 2013                         | CE   |
| University of Port Harcourt                           | Nigeria           | 2013                         | CE   |

Source: Institute for Global Studies

## Fulbright

According to IGS records, thirteen faculty members and four students or alumni from CE have received Fulbright awards (Table 2).

**Table 2: UD Fulbright Recipients - College of Engineering**

| Award Year | Category | Last | First | UD Department                      | Country     |
|------------|----------|------|-------|------------------------------------|-------------|
| 1957       | Faculty  |      |       | Engineering                        | Denmark     |
| 1961       | Faculty  |      |       | Chemical Engineering               | France      |
| 1964       | Student  |      |       | Chemical Engineering               | Austria     |
| 1985       | Faculty  |      |       | Engineering                        | Thailand    |
| 1988       | Faculty  |      |       | CISC                               | UK          |
| 1990       | Faculty  |      |       | Chemical Engineering               | Germany     |
| 1992       | Student  |      |       | Computer Info/Science              | Spain       |
| 1994       | Faculty  |      |       | Ctr for Enrgy & Environmntl Policy | Korea       |
| 1997       | Faculty  |      |       | Chemical Engineering               | Germany     |
| 1999       | Faculty  |      |       | Chemical Engineering               | Belgium     |
| 2000       | Faculty  |      |       | MEEG                               | Portugal    |
| 2010       | Faculty  |      |       | Electrical & Computer Engineering  | Finland     |
| 2011       | Faculty  |      |       | Civil Engineering                  | England     |
| 2011       | Faculty  |      |       | Materials Science                  | Azerbaijan  |
| 2012       | Faculty  |      |       | Engineering                        | Finland     |
| 2018       | Student  |      |       | Chemical Engineering               | Poland      |
| 2018       | Student  |      |       | Environmental Engineering          | Philippines |

*Source: Institute for Global Studies*

Additionally, our records indicate that CE has welcomed nine Fulbright students to the University of Delaware for graduate study (Table 3). We do not have record of Fulbright Scholar activity for your College.

**Table 3: UD Fulbright Students & Scholars - College of Engineering**

| Award Year | Category | Last | First | UD Department                     | Country     |
|------------|----------|------|-------|-----------------------------------|-------------|
| 2013       | PhD      |      |       | Computer Science                  | Pakistan    |
| 2017       | MA       |      |       | Civil Engineering                 | Jordan      |
| 2015       | MEEP     |      |       | Energy & Environmental Policy     | Ukraine     |
| 2016       | PhD      |      |       | Electrical & Computer Engineering | Colombia    |
| 2013       | MCE      |      |       | Civil Engineering                 | Afghanistan |
| 2016       | MS       |      |       | Civil Engineering                 | Afghanistan |

|      |      |                               |             |
|------|------|-------------------------------|-------------|
| 2013 | MEEP | Energy & Environmental Policy | Colombia    |
| 2015 | MS   | Civil Engineering             | Afghanistan |
| 2013 | MEEP | Energy & Environmental Policy | Honduras    |

Source: Office for International Students & Scholars

## College Study Abroad Programs

The College of Engineering sponsored four faculty-led programs in the 2017-18 academic year with a total student enrollment of 79. Table 4 shows all CE sponsored study abroad programs offered for AY 2011-12 through 2019-20, including internships, research and Engineers without Borders (EWB) opportunities. Additionally, the College of Engineering sponsors the Exchange program with the National University of Singapore.

**Table 4:** CE Sponsored Study Abroad Activity, AY 2011-12 thru 2019-20

| Term | Program                        | Faculty Coordinator(s) | Dept. |
|------|--------------------------------|------------------------|-------|
| 20W  | Dubai CIEG                     |                        | CIEG  |
| 20W  | Luxembourg MSEG/PHYS/HIST      |                        | MSEG  |
| 20W  | New Zealand CIEG               |                        | CIEG  |
| 19W  | Australia CHEG                 |                        | CHEG  |
| 19W  | Australia CIEG                 |                        | CIEG  |
| 19W  | Dubai CIEG                     |                        | CIEG  |
| 19W  | Italy MSEG/PHYS                |                        | MSEG  |
| 19W  | London ELEG                    |                        | ELEG  |
| 19W  | New Zealand CISC               |                        | CISC  |
| 19S  | Zurich Research                |                        | CHEG  |
| 18W  | Australia CIEG                 |                        | CIEG  |
| 18W  | Australia ELEG/MATH            |                        | ELEG  |
| 18W  | EWB - Philippines              |                        | CIEG  |
| 18W  | Spain MSEG/PHYS                |                        | MSEG  |
| 17W  | Australia CHEG                 |                        | CHEG  |
| 17W  | Australia MEEG/CIEG            |                        | CIEG  |
| 17W  | Italy MSEG/PHYS                |                        | MSEG  |
| 17W  | London ELEG - micro            |                        | ELEG  |
| 17W  | New Zealand CISC               |                        | CISC  |
| 16W  | Australia CPEG/MATH            |                        | ELEG  |
| 16W  | Australia MEEG/CIEG            |                        | CIEG  |
| 16W  | China - Engineering internship |                        | CIEG  |
| 16W  | EWB - Philippines              |                        | CIEG  |

|     |                       |      |
|-----|-----------------------|------|
| 16W | Germany MSEG/PHYS     | MSEG |
| 15W | Australia CHEG        | CHEG |
| 15W | Australia MEEG/CIEG   | CIEG |
| 15W | India CIEG Research   | CIEG |
| 15W | Italy MSEG/PHYS       | MSEG |
| 15J | EWB - Philippines     | CIEG |
| 14W | Australia MEEG/CIEG   | CIEG |
| 14W | Australia MEEG/CIEG   | MEEG |
| 14W | France MSEG/PHYS      | MSEG |
| 13W | Australia CHEG        | CHEG |
| 13W | New Zealand MEEG/CIEG | CIEG |
| 12W | Australia MEEG/CIEG   | CIEG |
| 12W | EWB - Cameroon        | CIEG |

Source: Institute for Global Studies

Of the 804 CE students that participated in UD study abroad during AY 2011-12 through 2017-18, all but 21 participated in short-term faculty-led programs. Table 6 shows CE student enrollment in UD semester study abroad or Exchange programs for this same period. The 15S Dean Scholar was pursuing a combined program of study including Chemistry, Materials Science, Energy & Environmental Policy, and Asian Studies.

**Table 6: CE Student Enrollment in UD Semester Study Abroad or Exchanges  
AY 2011-12 through 2017-18**

| Term | Program                             | Status | Major 1                         |
|------|-------------------------------------|--------|---------------------------------|
| 11F  | EXCHANGE National Taiwan University | SR     | Computer Engineering            |
| 12S  | London, England                     | JR     | Mechanical Engineering          |
| 12S  | DIS Copenhagen                      | JR     | Biomedical Engineering          |
| 13F  | EXCHANGE German-American Federation | JR     | Computer Science                |
| 13S  | EXCHANGE Lisbon Univ. Portugal      | SO     | Computer & Information Sciences |
| 14S  | EXCHANGE German-American Federation | SR     | Computer Science                |
| 15F  | EXCHANGE Soka, Japan                | SR     | Computer Science                |
| 15S  | EXCHANGE National Univ. Singapore   | JR     | Chemical Engineering            |
| 15S  | EXCHANGE National Univ. Singapore   | JR     | Chemical Engineering            |
| 15S  | DIS Copenhagen                      | SR     | Dean Scholar                    |
| 16F  | EXCHANGE German-American Federation | SR     | Environmental Engineering       |
| 16F  | EXCHANGE Global E3                  | FR     | Biomedical Engineering          |
| 16S  | EXCHANGE Soka, Japan                | SR     | Computer Science                |
| 16S  | EXCHANGE National Univ. Singapore   | SR     | Chemical Engineering            |
| 16S  | EXCHANGE National Univ. Singapore   | SR     | Chemical Engineering            |
| 16S  | EXCHANGE National Univ. Singapore   | SR     | Chemical Engineering            |

|            |                                     |    |                                 |
|------------|-------------------------------------|----|---------------------------------|
| <b>16S</b> | DIS Copenhagen                      | JR | Computer Science                |
| <b>17F</b> | Salzburg, Austria                   | JR | Energy and Environmental Policy |
| <b>17S</b> | EXCHANGE German-American Federation |    | Environmental Engineering       |
| <b>17S</b> | EXCHANGE National Univ. Singapore   | SR | Chemical Engineering            |
| <b>17S</b> | EXCHANGE National Univ. Singapore   | SR | Chemical Engineering            |

*Source: Institute for Global Studies*

## Appendix 10: Global Snapshot, College of Health Sciences

### Global Snapshot 2019 - College of Health Sciences

#### Agreements & Partnerships

According to IGS records, the College of Health Sciences appears to have a total of four agreements (Table 1) with international partners.

**Table 1: UD College of Health Sciences International Agreements & Partners**

| Institution  | Country        | Year | Type                      | UD Partner                             |
|--|----------------|------|---------------------------|--|
| Azienda Unita Sanitaria<br>Locale 11 di Emploi   | Italy          | 2009 | General /<br>Supplemental | CHS; School of Nursing                 |
| International University<br>CAS (formerly International<br>University College<br>of Nursing) | Malaysia       | 2010 | General /<br>Supplemental | CHS; School of Nursing                 |
| University of Haifa  | Israel         | 2009 | General /<br>Supplemental | CHS;<br>Department of Physical Therapy |
| University of Otago  | New<br>Zealand | 2012 | Partnership               | CHS                                    |

*Source: Institute for Global Studies*

#### Fulbright

According to IGS records, three faculty members and two students or alumni from CHS have received Fulbright awards (Table 2).

**Table 2: UD College of Health Sciences Fulbright Recipients**

| Award Year | Status  | Last | First | Department          | Country |
|------------|---------|------|-------|---------------------|---------|
| 1964       | Student |      |       | Nursing             | France  |
| 1984       | Faculty |      |       | Health services     | Ecuador |
| 2018       | Student |      |       | Medical Diagnostics | Spain   |

*Source: Institute for Global Studies*

#### CHS Study Abroad Programs

The College of Health Sciences sponsored 6 faculty-led programs in the 2017-18 academic year. These included:

- 2017 Summer Australia NURS Clinical Internship (cancelled)
- 2017 Summer Peru NURS Clinical Internship (cancelled)
- 2018 Winter Australia HLTH
- 2018 Winter Hawaii NTDT