

2015-2018

**International Graduate Students
and Academic Partnerships**

graduate.asu.edu



ASU Graduate College
Arizona State University

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2015-2018 Graduate College International Graduate Students

The Graduate College at Arizona State University is committed to the core design aspirations of the New American University, which include excellence, inclusion, social embeddedness and global engagement. Recruitment and training international students are important components of all graduate disciplines in fulfillment of these commitments. The importance and impact of international programs extend far beyond the numbers reflected in this document. Many of the critical challenges humans face in the 21st century are global in scale and require interdisciplinary solutions. To find these solutions in the 21st century, networks of academicians, politicians and private sector enterprises must be global in scope. International programs at ASU serve to deepen ASU's commitment to this kind of global engagement.

This report is designed to show the representation of international students and partnerships in graduate programs. Our goal is to paint a picture of ASU international students in aggregate so that it will be of interest to ASU

leadership. It should therefore provide university administrators and academic units with insights into how and where they are engaged internationally. Our hope is that this report makes visible opportunities for growth of international engagement in every corner of the world.

The structure was driven by four questions:

▪ Where are ASU's international graduate students coming from?

We have employed GIS mapping to show geographic locations of the non-U.S. academic institutions that send graduate students to ASU. The spatial layout clearly emphasizes where these institutions are currently located.

▪ Which units are international graduate students going to?

We show in tabular format the ASU colleges and schools in which international graduate students enroll, including a breakdown in master's and doctoral students.

▪ Where are the opportunities for developing new programs and reaching out to new populations of students?

These GIS maps show visible patterns that tables do not represent as clearly. Specifically, that there are large areas of the world where ASU can realize new opportunities for graduate education. In particular, Southeast Asia, Africa and Latin America show significant opportunities for growth of ASU graduate programs. We hope that this report serves as a call to think of innovative ways that ASU can reach out to the more than 2 billion people that live in those areas of the world.

▪ What has changed over time?

We have collated three years of data side-by-side using Fall 21st-day enrollment figures from ASU Institutional Analysis. These include academic years 2015/16, 2016/17 and 2017/18. Thus, we can begin to track changes over time.

In conclusion, we recognize the importance of international students for global engagement of ASU at all levels, and we are very optimistic about the potential for continued development of international programs in every corner of the world!

Sincerely,



Alfredo J. Artiles
Dean and Professor
Graduate College
Arizona State University



Brian H. Smith
Associate Dean and Professor
Graduate College
Arizona State University

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2015-2018 International Students and Academic Partnerships

Structure and focus

The report is structured around three kinds of information. **First, it summarizes types of international academic partnerships and programs that ASU is engaged in around the world;** a list of the foreign universities and the respective countries involved in these partnerships is included. **Second, the report presents statistics for graduate student enrollment across three academic years: 2015/16, 2016/17, and 2017/18.** These data are broken down by academic unit and country. GIS maps show the locations of universities from which ASU received students for each year. Importantly, the GIS maps make clear that there are large areas of the world that are not well represented in the ASU graduate student population, and therefore, academic units have considerable opportunities for enrollment growth. Maps of the three regions of the world from which most international graduate students come from are also included, specifying the sending universities within each nation/region. These regions are India, China and the Middle East. **Third, the report ends with a list of self-assessment questions** that units can use to interpret the data, pursue strategic program development and increase international engagement.

The Graduate College is committed to working with all units to provide a more detailed and customized assessment of current international graduate student enrollments, and where opportunities lie for enrollment growth and the development of new initiatives and partnerships. Administrators, faculty, and staff wishing to deepen the analyses and uses of these and related data through individual consultations with the Graduate College for the aforementioned purposes should contact Professor Brian H. Smith, Associate Dean for Graduate Initiatives (Brian.H.Smith@asu.edu).

New and Continuing International Initiatives in Graduate Education

Development of closer ties to Central and South America



The Graduate College has established a commitment to develop and extend closer ties to academic programs in Central and South America. This past year, delegations from ASU and Mexico have exchanged visits in order to foster cross-disciplinary research programs in disciplines ranging from the arts and humanities to all Science, Technology, Engineering and Math (STEM) disciplines. In addition, this academic year, a specific focus has been on recruiting Fulbright scholars and STEM students with funding from the Consejo Nacional de Ciencia y Tecnología (CONACYT). The Graduate College will maintain and expand these efforts in coming years to include faculty exchanges and recruitment of students from several countries in these regions.

Accelerated and dual degree programs continue to be a major effort



Collaborative degree programs are an important means through which ASU is globally engaged with the leaders of tomorrow. ASU currently has General Collaboration Agreements with more than 70 universities in 22 different countries, which describe opportunities for academic collaboration to be explored by the partnering universities. For example, ASU has 24 International Partner Universities in seven countries that are engaged in International Accelerated Degree Programs and Dual-degree programs, through which students receive degrees from their home institutions and ASU. Each year, delegations from ASU and host institutions actively engage in developing these kinds of opportunities.

Expansion of Graduate Education in Africa



The GIS maps in this report highlight areas of the world where ASU is only beginning to reach out with graduate education to address the fast-growing need for training in all academic disciplines. The past two years have seen the start of a major new program with universities in Ghana with generous funding from the Mastercard Foundation. Each year, scholars from Ghana arrive to complete at ASU their BS degrees at their institutions in Ghana and then as MS degree in business or engineering. The Graduate College actively seeks innovative ways to provide opportunities for graduate education in many areas of the world where the need for our programs is growing exponentially.

International Academic Partnerships

(Active agreements as of March 2018)

General Collaboration Agreements (University-wide)

- university-to-university agreements to seek a variety of collaboration opportunities across both universities
- contacts:
 - asuglobal@asu.edu
 - shelley.stephenson@asu.edu
 - angela.zhao@asu.edu

International Accelerated Degree Program (IADP) Agreements

- accelerated plans of study for master's degrees; GRE/GMAT requirements waived; designed collaboratively by academic leaders at ASU and the partner university
- contacts:
 - brianhsmith@asu.edu
 - ronisue.lee@asu.edu

International Student Exchange Agreements

- contact:
 - adam.keith.henry@asu.edu

Direct Enrollment Partnership

- ASU students study abroad and pay tuition directly to the host school
- contact:
 - adam.keith.henry@asu.edu

Global Visiting Programs Partnership

- undergraduates come to ASU for one semester or one year (non-exchange)
- contact:
 - zohreh.sotoodeh@asu.edu

Other Partnership Agreements

- contacts:
 - asuglobal@asu.edu
 - shelley.stephenson@asu.edu
 - angela.zhao@asu.edu

Argentina

Univ. Torcuato di Tella-Law

Armenia

Yerevan State Univ.

Australia

Macquarie Univ.

Monash Univ.

Queensland Univ. of Technology

RMIT Univ.

Univ. of New Castle

Univ. of New South Wales (General)

Univ. of Queensland

Austria

Univ. of Wien (Vienna)

Vienna Univ. of Economics and Business

Canada

Université Laval

Univ. of British Columbia

Univ. of Calgary

Univ. of Victoria

Chile

Univ. Adolfo Ibáñez

China

Beihang Univ.

Beijing Normal Univ.

Capital Univ. of Economics and Business

Central Univ. of Finance and Economics

China Univ. of Petroleum-Beijing

Dalian Jiaotong Univ.

East China Normal Univ.

Fudan Univ.

Guangdong Univ. of Foreign Studies

Guangxi Univ.

Harbin Institute of Technology

Hong Kong Univ. of Science and Technology

Huazhong Univ. of Science and Technology

Hunan Univ.

Inner Mongolia Univ.

Jinan Univ.

Lanzhou Univ.

Liaoning Univ.

Nanjing Audit Univ.

Nanjing Univ.

Nanjing Univ. of Science and Technology

Nantong Univ.

Northeastern Univ.

Peking Univ., Guanghua School of Mgmt.

Renmin Univ.

Shandong Univ., Weihai

Shanghai Jiao Tong Univ.

Shanghai Univ. of Finance and Economics

Sichuan Univ.

Southeast Univ.

Southwestern Univ. of Finance and Econ.

Tongji Univ.

Wuhan Univ.

Xi'an Jiaotong Univ.

Czech Republic

Univ. of Economics

Colombia

Univ. of the Andes

National Univ. of Colombia

Denmark

Copenhagen Business School

Univ. of Copenhagen

Ecuador

Technical Univ. of Ambato

Yachay Tech Univ.

France

Sciences Po Aix

Toulouse Business School

Université Lumière-Lyon 2

Universités de Grenoble

Germany

European Business School

European Univ. Viadrina

Ansbach Univ. of Applied Sciences

Leuphana Univ. of Luneburg

Ludwig Maximilian Univ. of Munich

Technical Univ. of Munich

Univ. of Applied Sciences, Worms

Univ. of Heidelberg

Univ. of Regensburg

Univ. of Tuebingen

WHU - Otto Beisheim School of Management

Ghana

Kwame Nkrumah Univ. of Science and Tech.

	Exchange and Direct Enroll. Gen. Collab. Agmts.	Global Visiting Progs. IADP Agmts.	Other Agmts.
India			
Institute of Management Tech., Ghaziabad	■		
National Institute of Design			■
PES Univ.	■	■	
Symbiosis Inst. of Business Mgmt., Pune	■		
Xavier Univ. of Bhubaneswar	■	■	
Ireland			
Dublin City Univ.	■	■	■
Institute of Technology Carlow			■
Israel			
Ben-Gurion Univ. of the Negev	■	●	■
Hebrew Univ.		●	
Italy			
Università Bocconi (Business)		■	
Università Bocconi (Law)		■	
Università Carlo Cattaneo		■	
Università degli Studi di Torino	■		
Japan			
Doshisha Univ.			■
Hiroshima Shudo Univ.		■	
Kyoto Univ.		■	
Kyushu Univ.		■	
Meiji Univ.	■	■	
Nanzan Univ.		■	
Okayama Univ.		■	
Ryukoku Univ.		■	
Sophia Univ.		■	
Tokyo Univ. of Agriculture and Technology	■		
Waseda Univ.		■	
Malaysia			
Monash Univ.			■
Mexico			
Centro de Invest. en Alimentación y Desarrollo, A.C.		■	
Centro de Invest. y Docencia Económicas		■	■
Colegio de Sonora		■	
Instit. Tech. de Est. Superiores de Monterrey		■	■
Tecnológico Nacional de México			■
Univ. Autónoma de Sinaloa		■	
Univ. de Guanajuato		■	
Univ. de Sonora		■	
Univ. Nacional Autónoma de México		■	■
Nepal			
Pokhara Univ., Nepal		■	
Tribhuvan Univ.		■	
Netherlands			
The Univ. of Groningen		■	■
New Zealand			
Univ. of Waikato		■	
Pakistan			
Forman Christian College		■	
Kinnaird College for Women			■
Univ. of the Punjab, Lahore		■	
Peru			
Peruvian Amazon Research Institute		■	
Univ. ESAN		■	
Philippines			
Asian Institute of Mgmt.		■	■
Poland			
Univ. of Social Sci. and Humanities (SWPS)		■	
Romania			
Babeş-Bolyai Univ.			■
Russian Federation			
Kazan Federal Univ.			■
Saudi Arabia			
King Abdullah Univ. of Science and Tech.			■
Singapore			
Nanyang Technological Univ.			■
National Univ. of Singapore			■
Singapore Management Univ.		■	■
South Korea			
Hanyang Univ.			■
Inje Univ.		■	
Korea Univ. Business School		■	
Korea Univ. International Summer Campus			■
Sejong Univ.		■	■
Seoul National Univ.		■	■
Woosong Univ.		■	■
Yonsei Univ.			■
Spain			
Univ. Carlos III de Madrid			■
Univ. de Alicante			■
Universitat de Girona, Catalonia			■
Sweden			
Linnaeus Univ.			■
Orebro Univ.			■
Switzerland			
Université de Lausanne			■
Universität Zürich			■
Taiwan			
National Taiwan Univ.			■
National Central Univ.		■	■
National Chengchi Univ.		■	■
Turkey			
Bogazici Univ.			■
United Arab Emirates			
Institute of Management Technology, Dubai		■	■
United Kingdom			
King's College London			■
London Schl. of Economics and Political Science			●
Royal Holloway, Univ. of London			●
Univ. of Birmingham			■
Univ. of Leeds			■
Univ. of Leicester			■
Univ. of Manchester			■
Univ. of Manchester Business School			■
Univ. of Roehampton			■
Univ. of Strathclyde			■
Univ. of Sussex			■
Vietnam			
Hong Bang International Univ.			■
RMIT Univ.			■
Univ. of Da Nang		■	
VNU-Univ. of Social Science and Humanities		■	

Countries represented:

113

By year:

2015	2016	2017
94	91	96

The number of countries varies year to year.

**Percent year-to-year change
in numbers of students**

2015/2016	2016/2017
-0.6%	+4.3%

Calculated by dividing the year-to-year change in the total numbers of students by the total of students in the first of the two years (Table 3). From 2015 to 2016, the total number of students across all countries decreased by 24. In the subsequent two years the total number increased by 174.

Table 1 shows counts of all visa types.

Tables 2 through 12 focus on degree seeking non-visiting, non-exchange students holding F1 or J1 visas.

These counts were made in accordance with data standards at iie.org/opendoors.

All of the GIS maps can be interactively viewed at:

arcg.is/0419Cu



Table 1

2015-2018
All International Enrolled Students at ASU*

Enrollment Level	2015	2016	2017
Graduate	4,195	4,162	4,322
Undergraduate	5,844	6,119	5,916
Total	10,039	10,281	10,238

* All statuses and all visa types. Original data from IA census.

Table 2

2015-2018
Graduate International Students Enrolled at ASU**

2015	2016	2017
3,934	3,910	4,078

** Degree-seeking, non-visiting/non-exchange, holding F1 or J1 visas. Original data from IA census.

Table 3 2015-2018 Graduate Students Enrollment by Country of Citizenship*

COUNTRY	2015/16	2016/17	2017/18	3-YEAR MEAN	COUNTRY	2015/16	2016/17	2017/18	3-YEAR MEAN
India	2,044	2000	2,034	2,026.0	Indonesia	11	11	10	10.7
China	953	937	950	946.7	Nepal	7	9	12	9.3
Iran	133	141	139	137.7	Egypt	7	9	11	9.0
South Korea	138	143	127	136.0	Russia	6	8	10	8.0
Taiwan	83	82	129	98.0	Thailand	10	8	4	7.3
Saudi Arabia	103	86	103	97.3	Ecuador	6	7	9	7.3
Canada	51	45	43	46.3	Malaysia	6	8	8	7.3
Mexico	45	44	39	42.7	Philippines	4	6	10	6.7
Turkey	30	27	30	29.0	Chile	5	5	8	6.0
Pakistan	18	24	29	23.7	Hong Kong	7	9	0	5.3
Kuwait	20	21	29	23.3	United Kingdom	3	5	6	4.7
Brazil	17	19	27	21.0	Venezuela	6	4	3	4.3
Bangladesh	18	18	25	20.3	France	5	4	4	4.3
Vietnam	13	14	24	17.0	Jordan	5	5	3	4.3
Japan	10	14	19	14.3	Peru	4	4	5	4.3
Colombia	14	14	14	14.0	Afghanistan	3	4	6	4.3
Spain	11	16	11	12.7	Lebanon	1	4	8	4.3
Sri Lanka	12	12	13	12.3	United Arab Emirates	5	4	3	4.0
Italy	10	12	14	12.0	Australia	2	4	6	4.0
Germany	6	16	14	12.0	Singapore	2	3	7	4.0
Nigeria	9	12	12	11.0	Israel	5	3	4	4.0
Total					3,934	3,910	4,084		

* Degree-seeking, non-visiting/non-exchange, holding F1 or J1 visas. Original data from IA census.

Countries with a 3-year enrollment-mean with less than four students

- | | |
|------------------------------|-----------------------|
| Argentina | Libya |
| Armenia | Lithuania |
| Austria | Macau |
| Azerbaijan | Mauritania |
| Bahamas | Mauritius |
| Belarus | Montenegro |
| Bermuda | Morocco |
| Bolivia | Namibia |
| Botswana | Netherlands |
| Bulgaria | New Zealand |
| Burma | Nicaragua |
| Cambodia | Norway |
| Cameroon | Oman |
| Costa Rica | Palestinian Territory |
| Croatia | Panama |
| Cyprus | Paraguay |
| Czech Republic | Poland |
| Democratic Republic of Congo | Portugal |
| El Salvador | Qatar |
| Estonia | Romania |
| Ethiopia | Rwanda |
| Finland | Serbia |
| Georgia | Somalia |
| Ghana | South Africa |
| Greece | South Sudan |
| Haiti | St. Lucia |
| Honduras | Sweden |
| Hungary | Tanzania |
| Iceland | Togo |
| Iraq | Tunisia |
| Ireland | Uganda |
| Jamaica | Ukraine |
| Kazakhstan | Uruguay |
| Kenya | Uzbekistan |
| Kosovo | Yemen |
| | Zimbabwe |



View interactive GIS maps at:

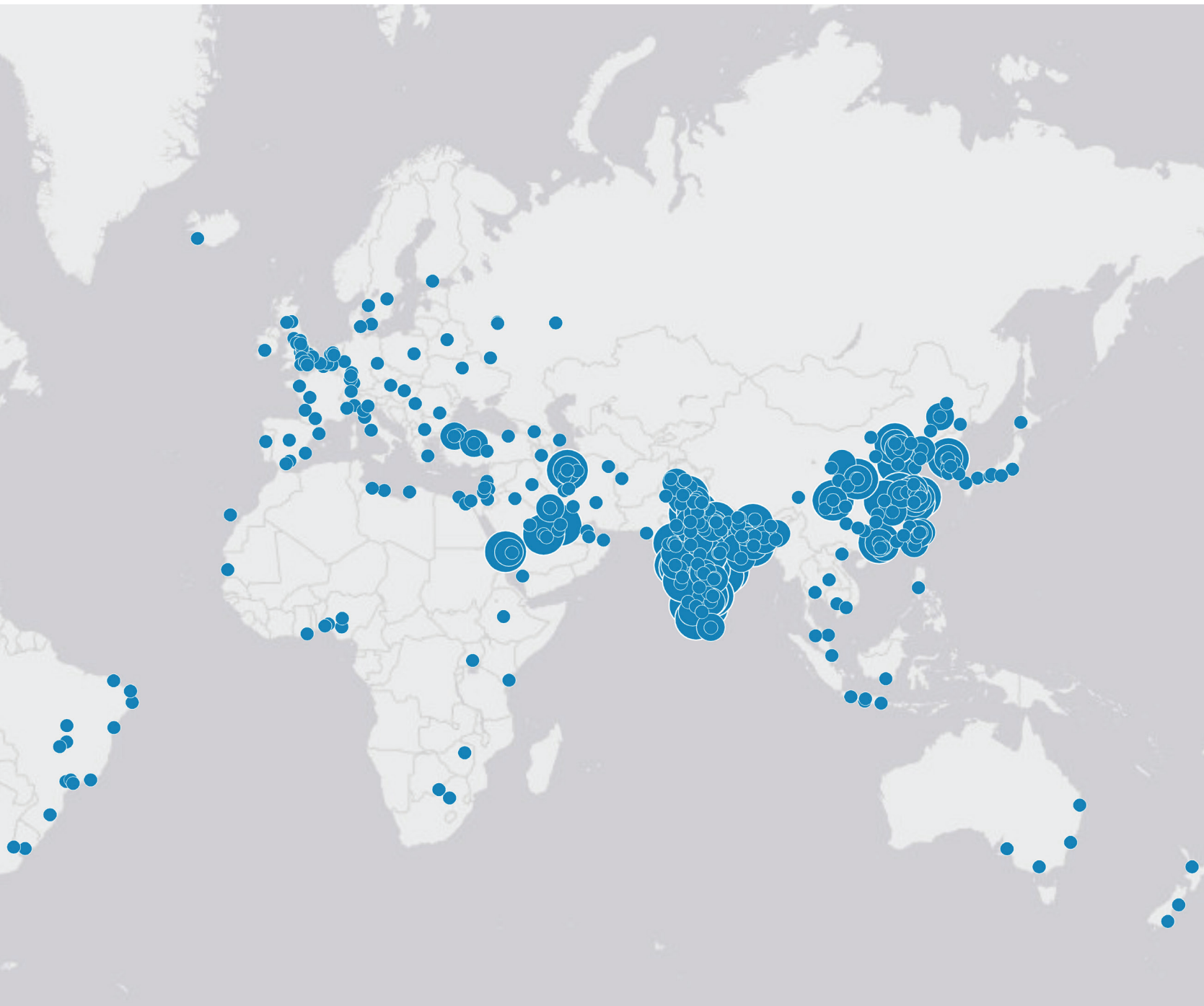


2015/2016 Academic Year ASU International Graduate Students by Sending Institutions

Blue circles represent cities of sending institutions. The size of the circle is proportional to the number of students sent by an institution (legend to the right). Overlapping circles of different sizes show multiple institutions in a city. In some cases, cities containing multiple institutions sending the same number of student are represented by a single circle.

Figure 1
2015/2016 Academic Year
ASU International Graduate Students by Sending Institutions





- 10 or more students
- 5-9 students
- 1-4 students

Table 4 2015/2016 Graduate Top 10 Sending Countries of Citizenship*

Top 10 Sending Countries of Citizenship	India	China	South Korea	Iran	Saudi Arabia	Taiwan	Canada	Mexico	Turkey	Kuwait	TOTAL
Engineering	1751	494	41	87	33	39	3	16	18	8	2490
CLAS	57	178	23	23	25	5	18	13	4	4	350
W. P. Carey Business	130	102	21	11	4	17	5	5	4	2	301
Herberger Design and The Arts	28	98	25	11	2	8	6	1	1	5	185
Thunderbird Global Mngmt.	48	17	1		26	1	1	3		1	98
CPSCS	4	21	15		1	5	2				48
Teachers College	2	8	7			3	2	1	2		25
Health Solutions	9	8		1	1	1	1	3			24
Law	2	2	2		6		9	2			23
Sustainability	12	3	1								16
New College		10			4		1				15
CISA		7				4			1		12
CONHI	1		1		1		2				5
Future of Innovation in Society		1	1				1	1			4
Journalism and Mass Comm.		4									4



Table 5 **2015/2016 Master's Top 10 Sending Countries of Citizenship***

Top 10 Sending Countries of Citizenship	India	China	South Korea	Iran	Saudi Arabia	Taiwan	Canada	Mexico	Turkey	Kuwait	TOTAL
Engineering	1584	200	6	9	13	24	2	6	2	4	1850
W. P. Carey Business	123	74	6		4	16	4	1		1	229
Herberger Design and The Arts	28	74	8	8	2	1	2	1	1	3	128
Thunderbird Global Mngmt.	48	17	1		26	1	1	3		1	98
CLAS	6	48	1		10		1	2		2	70
CPSCS	2	17	3		1		2				25
Teachers College	1	6	4			3	2	1			17
New College		10			4		1				15
CISA		5				4			1		10
Health Solutions	5	2			1		1				9
Law					6		3				9
Sustainability	6	1									7
Journalism and Mass Comm.		3									3
CONHI					1		1				2
Future of Innovation in Society		1									1

Table 6 **2015/2016 Doctoral Top 10 Sending Countries of Citizenship***

Top 10 Sending Countries of Citizenship	India	China	South Korea	Iran	Saudi Arabia	Taiwan	Canada	Mexico	Turkey	Kuwait	TOTAL
Engineering	167	294	35	78	20	15	1	10	16	4	640
CLAS	51	130	22	23	15	5	17	11	4	2	280
W. P. Carey Business	7	28	15	11		1	1	4	4	1	72
Herberger Design and The Arts		24	17	3		7	4			2	57
CPSCS	2	4	12			5					23
Health Solutions	4	6		1		1		3			15
Law	2	2	2				6	2			14
Sustainability	6	2	1								9
Teachers College	1	2	3						2		8
CONHI	1		1				1				3
Future of Innovation in Society			1				1	1			3
CISA		2									2
Journalism and Mass Comm.		1									1
New College											0
Thunderbird Global Mngmt.											0

*Degree-seeking, non-visiting/non-exchange, holding F1 or J1 visas. Original data from IA census.

View interactive GIS maps at:



2016/2017 Academic Year ASU International Graduate Students by Sending Institutions

Blue circles represent cities of sending institutions. The size of the circle is proportional to the number of students sent by an institution (legend to the right). Overlapping circles of different sizes show multiple institutions in a city. In some cases, cities containing multiple institutions sending the same number of student are represented by a single circle.

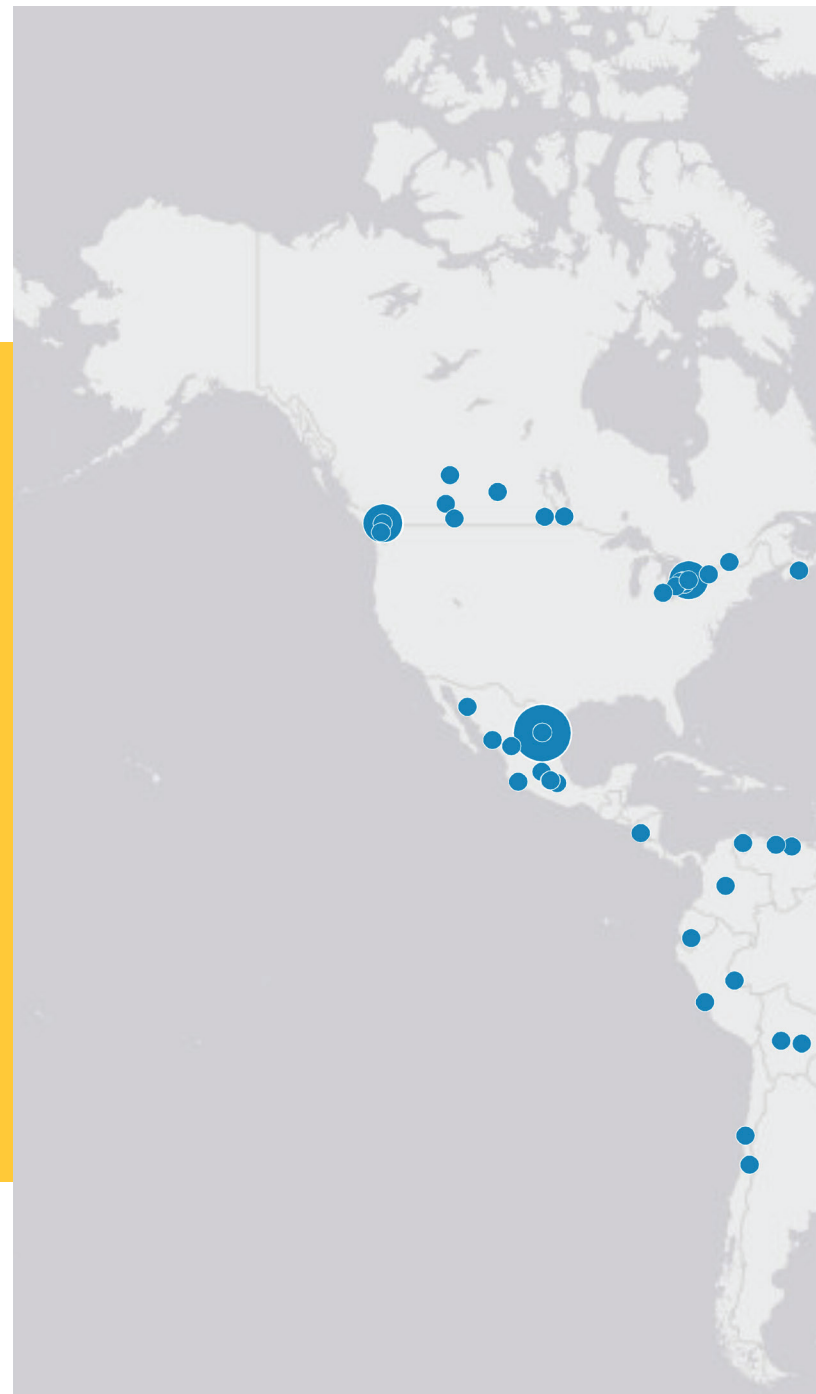
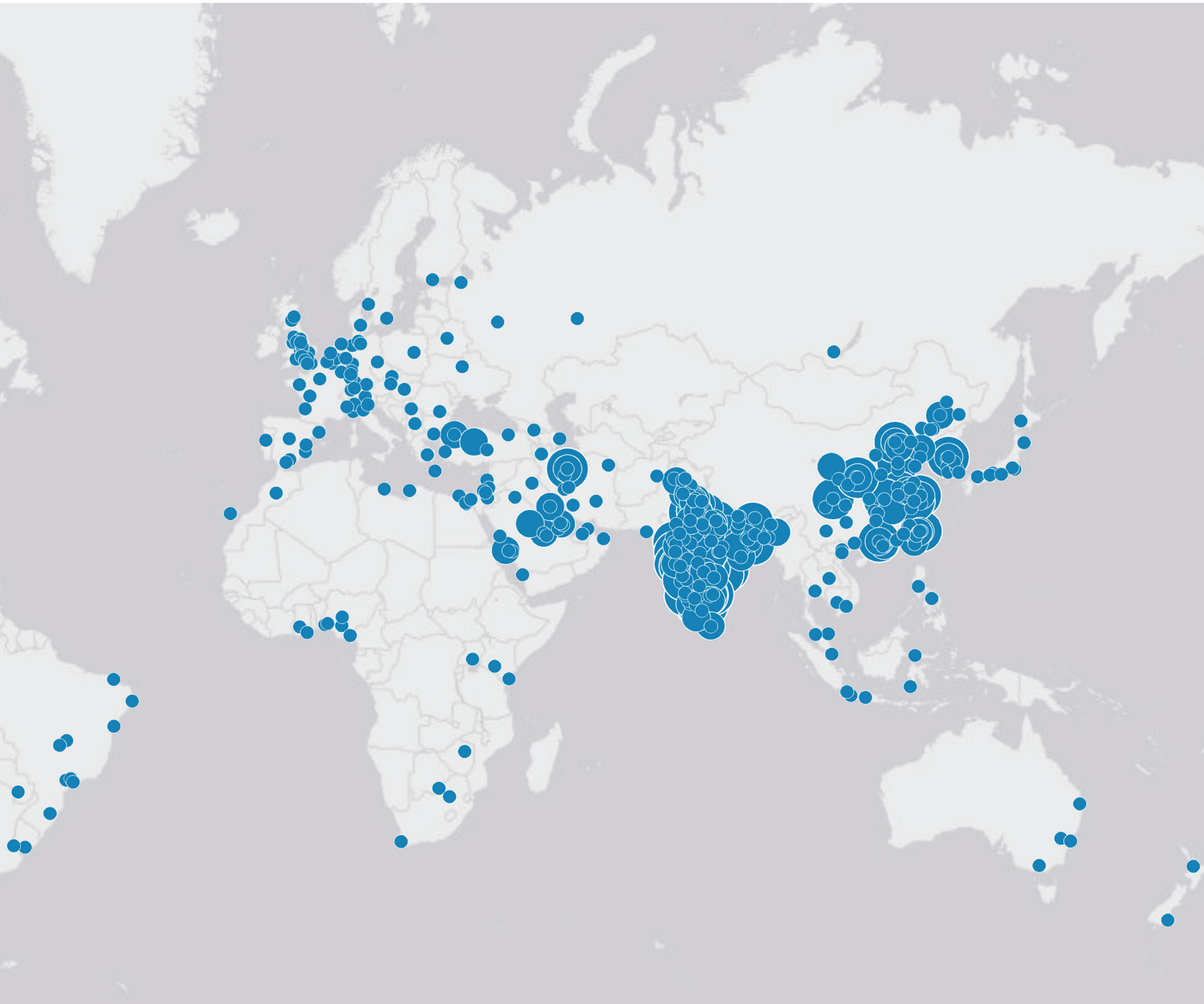


Figure 2
2016/2017 Academic Year
ASU International Graduate Students by Sending Institutions



- 10 or more students
- 5-9 students
- 1-4 students

Table 7 2016/2017 Graduate Top 10 Sending Countries of Citizenship*

Top 10 Sending Countries of Citizenship	India	China	South Korea	Iran	Saudi Arabia	Taiwan	Canada	Mexico	Turkey	Pakistan	TOTAL
Engineering	1735	457	41	92	39	40	2	14	15	15	2450
Business	134	130	17	16	4	16	4	6	6	4	337
Liberal Arts and Sciences	53	172	28	20	22	4	15	13	4	3	334
Design and the Arts	24	108	25	10	2	9	9	1	2		190
Global Management	27	18		1	5	6	1	1			59
Public Service & Community Solution	4	15	19		1	4	1			1	45
Health Solutions	9	9		2	2	1	1	3			27
Teachers College	2	10	6				2	1			21
Law	2	2	2		7		6	1			20
Sustainability	9	3	1							1	14
Journalism		4			2		1	1			8
New College		4	1		2			1			8
Integrative Sciences and Arts	1	3				2		1			7
Future of Innovation in Society		1	1				3	1			6
Nursing and Health Innovation		1	2								3



Table 8 **2016/2017 Master's Top 10 Sending Countries of Citizenship***

Top 10 Sending Countries of Citizenship	India	China	South Korea	Iran	Saudi Arabia	Taiwan	Canada	Mexico	Turkey	Pakistan	TOTAL
Engineering	1556	174	8	12	13	22	2	5	1	9	1802
W. P. Carey Business	130	102	2	2	4	15	3	1	2	4	265
Herberger Design and The Arts	24	79	10	7	2	2	5		1		130
CLAS	5	42	2		8		2	1			60
Thunderbird Global Mngmt.	27	18		1	5	6	1	1			59
CPSCS	2	10	9		1						22
Teachers College	1	8	2				2	1			14
New College		4	1		2			1			8
Law					7						7
Health Solutions	1	2			1		1				5
Journalism and Mass Comm.		3					1	1			5
CISA	1	1				2					4
Sustainability	3	1									4
Future of Innovation in Society		1					1				2
CONHI		1									1

Table 9 **2016/2017 Doctoral Top 10 Sending Countries of Citizenship***

Top 10 Sending Countries of Citizenship	India	China	South Korea	Iran	Saudi Arabia	Taiwan	Canada	Mexico	Turkey	Kuwait	TOTAL
Engineering	179	283	33	80	26	18		9	14	6	648
CLAS	48	130	26	20	14	4	13	12	4	3	274
W. P. Carey Business	4	28	15	14		1	1	5	4		72
Herberger Design and The Arts		29	15	3		7	4	1	1		60
CPSCS	2	5	10			4	1			1	23
Health Solutions	8	7		2	1	1		3			22
Law	2	2	2				6	1			13
Sustainability	6	2	1							1	10
Teachers College	1	2	4								7
Future of Innovation in Society			1				2	1			4
CISA		2						1			3
Journalism and Mass Comm.		1			2						3
CONHI			2								2
New College											0
Thunderbird Global Mngmt.											0

*Degree-seeking, non-visiting/non-exchange, holding F1 or J1 visas. Original data from IA census.

View interactive GIS maps at:



2017/2018 Academic Year ASU International Graduate Students by Sending Institutions

Blue circles represent cities of sending institutions. The size of the circle is proportional to the number of students sent by an institution (legend to the right). Overlapping circles of different sizes show multiple institutions in a city. In some cases, cities containing multiple institutions sending the same number of student are represented by a single circle.

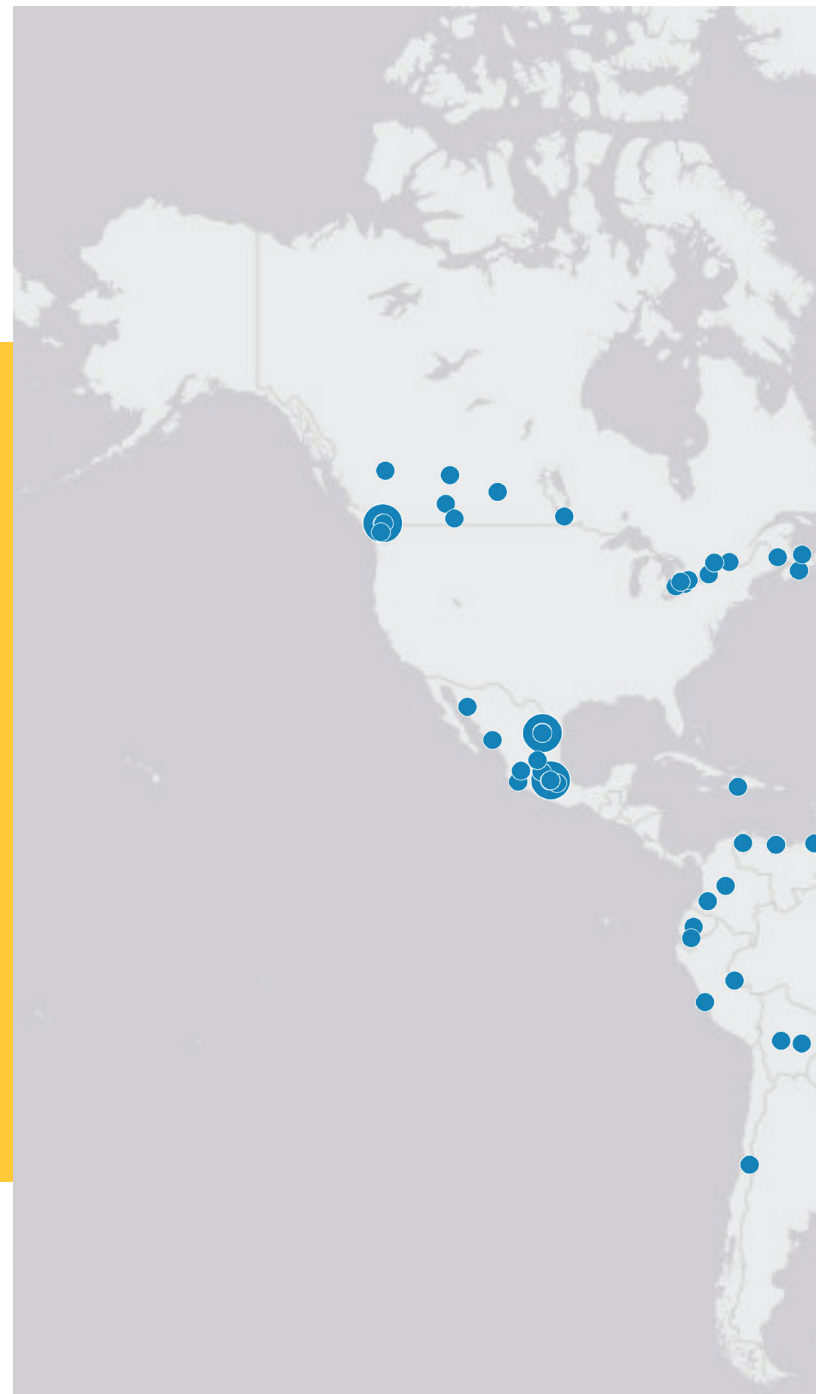
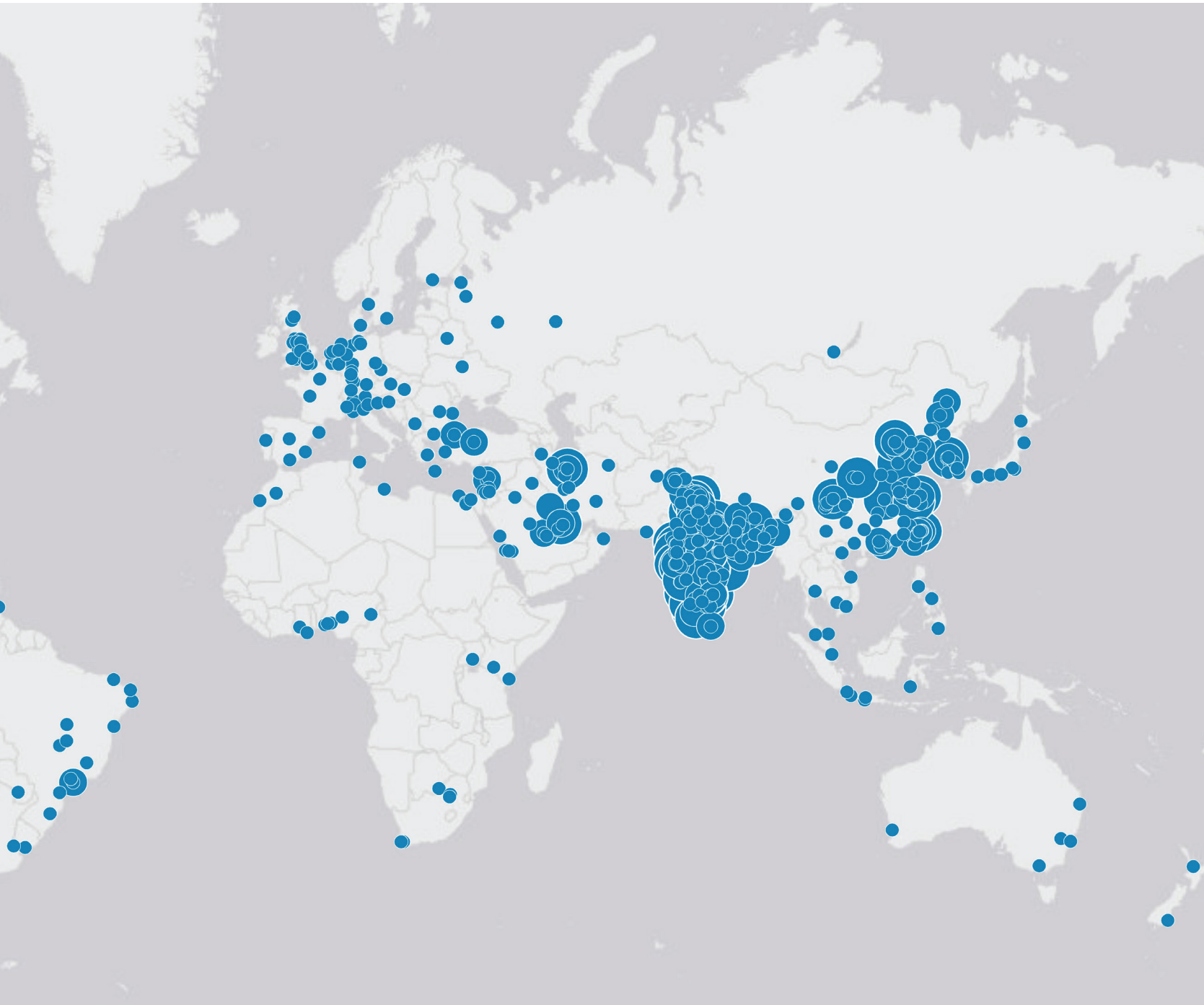


Figure 3
2017/2018 Academic Year
ASU International Graduate Students by Sending Institutions



- 10 or more students
- 5-9 students
- 1-4 students

Table 10 2017/2018 Graduate Top 10 Sending Countries of Citizenship*

Top 10 Sending Countries of Citizenship	Canada	China	India	Iran	Kuwait	Mexico	Pakistan	Saudi Arabia	South Korea	Taiwan	Turkey	TOTAL
Engineering	1	421	1767	103	13	8	16	43	38	52	17	2,479
W. P. Carey Business	6	178	151	11	4	4	5	7	22	42	8	438
CLAS	10	165	55	16	2	13	2	21	25	8	5	322
Herberger Design and The Arts	8	115	15	5	6	2	1	9	17	10		188
Thunderbird Global Mngmt.	1	20	18	2	4	3	2	9		8		67
CPSCS	1	11	4			1	1	1	15	3		37
Health Solutions		11	9	2		3		2		1		28
Law	8	3	2					7	1			21
Teachers College	2	9	2						3			16
Journalism and Mass Comm.	2	5	1			2		3				13
Sustainability		2	7				1		1			11
CISA		3				1			1	4		9
Future of Innovation in Society	4		1			2	1		1			9
New College		5	1					1	1	1		9
CONHI		2	1						2			5



Table 11 2017/2018 **Master's** Top 10 Sending Countries of Citizenship*

Top 10 Sending Countries of Citizenship	Canada	China	India	Iran	Kuwait	Mexico	Pakistan	Saudi Arabia	South Korea	Taiwan	Turkey	TOTAL
Engineering	1	144	1577	10	9	4	12	20	7	34		1,818
W. P. Carey Business	5	154	148	2	3	1	5	7	4	41	3	373
Herberger Design and The Arts	3	78	15	3		1	1	9	7	3		120
Thunderbird Global Mngmt.	1	20	18	2	4	3	2	9		8		67
CLAS		27	6		1	1		6	2	1		44
CPSCS		5	2					1	6			14
Teachers College	2	7	1									10
New College		5	1					1	1	1		9
Law	1							7				8
CISA		2							1	4		7
Health Solutions		4	1					1		1		7
Journalism and Mass Comm.	1	2	1			2						6
Future of Innovation in Society	2					1						3
CONHI		1										1
Sustainability												-

Table 12 2017/2018 **Doctoral** Top 10 Sending Countries of Citizenship*

Top 10 Sending Countries of Citizenship	Canada	China	India	Iran	Kuwait	Mexico	Pakistan	Saudi Arabia	South Korea	Taiwan	Turkey	TOTAL
Engineering		277	190	93	4	4	4	23	31	18	17	661
CLAS	10	138	49	16	1	12	2	15	23	7	5	278
Herberger Design and The Arts	5	37		2	6	1			10	7		68
W. P. Carey Business	1	24	3	9	1	3			18	1	5	65
CPSCS	1	6	2			1	1		9	3		23
Health Solutions		7	8	2		3		1				21
Law	7	3	2						1			13
Sustainability		2	7				1		1			11
Journalism and Mass Comm.	1	3						3				7
Future of Innovation in Society	2		1			1	1		1			6
Teachers College		2	1						3			6
CONHI		1	1						2			4
CISA		1				1						2

*Degree-seeking, non-visiting/non-exchange, holding F1 or J1 visas. Original data from IA census.

View interactive GIS maps at:



2017/2018 Academic Year Sending Institutions in India

Blue circles represent cities of sending institutions. The size of the circle is proportional to the number of students sent by an institution (legend to the right). Overlapping circles of different sizes show multiple institutions in a city. In some cases, cities containing multiple institutions sending the same number of student are represented by a single circle.

Although sending institutions are distributed across most regions in India, these universities seem to be clustering in particular regions. The center of the country has a lower density of sending universities. Examine which sending universities are over- or under-represented in your unit and programs to inform future recruitment and partnership initiatives.

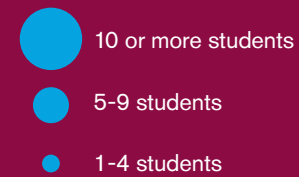
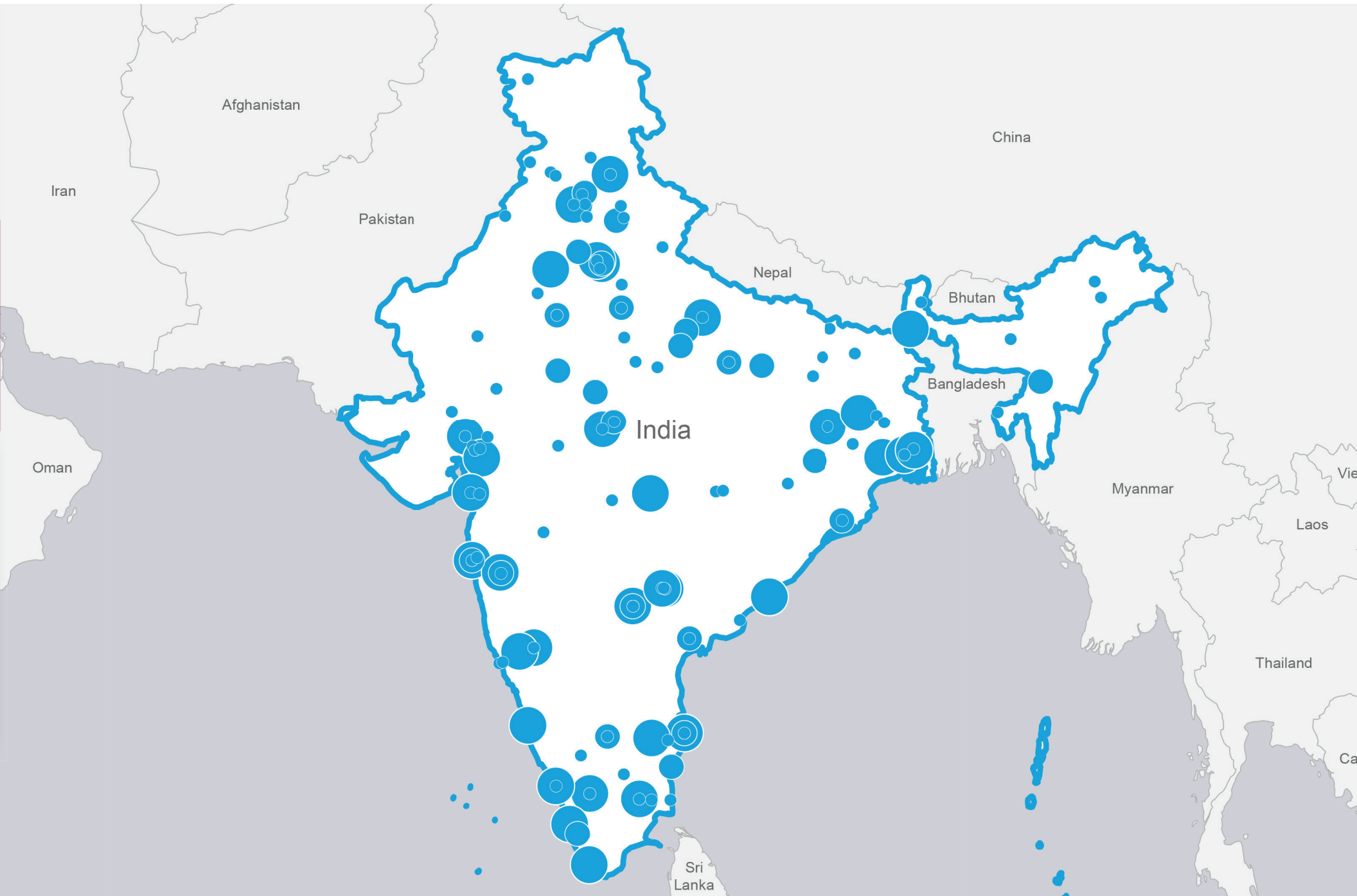


Figure 4
Map of international sending institutions in India (inset)
by city for 2017/2018 Academic Year.



View interactive GIS maps at:



2017/2018 Academic Year Sending Institutions in China

Blue circles represent cities of sending institutions. The size of the circle is proportional to the number of students sent by an institution (legend to the right). Overlapping circles of different sizes show multiple institutions in a city. In some cases, cities containing multiple institutions sending the same number of student are represented by a single circle.

Note the large regions in northern and western China with few sending institutions and which represents opportunity for development of new agreements and recruitment efforts.



Figure 5
Map of international sending institutions in China (inset)
by city for 2017/2018 Academic Year.



View interactive GIS maps at:



2017/2018 Academic Year Sending Institutions in Middle East

Blue circles represent cities of sending institutions. The size of the circle is proportional to the number of students sent by an institution (legend to the right). Overlapping circles of different sizes show multiple institutions in a city. In some cases, cities containing multiple institutions sending the same number of student are represented by a single circle.

Although international students from the Middle East have a sizable representation in ASU graduate programs, notice that most students come from a relatively small number of universities. Thus, there are significant opportunities to increase recruitment efforts and partnerships in this region. For instance, the emerging initiative from the Abdulla Al Ghurair Foundation promises to have an important impact.

- 10 or more students
- 5-9 students
- 1-4 students

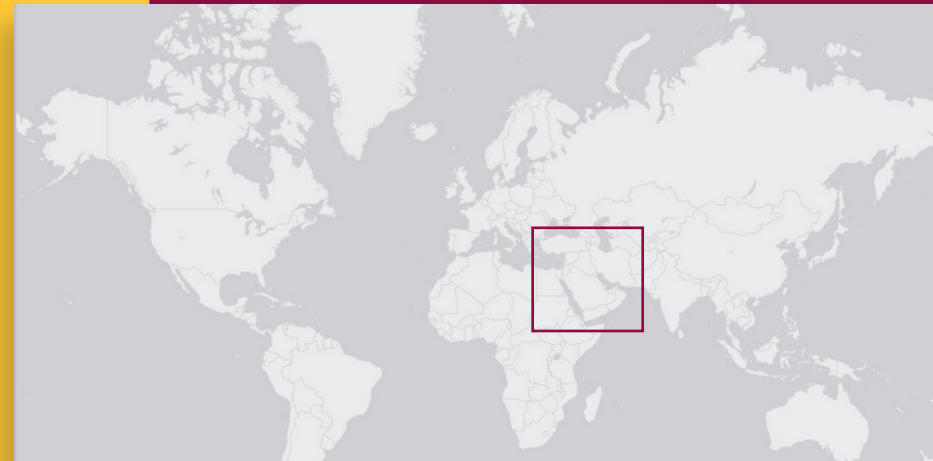


Figure 6
Map of international sending institutions in Middle East (inset)
by city for 2017/2018 Academic Year.



Self-Assessment - International Students Flows and Partnerships

To help each academic unit make use of these data, we offer the following self-assessment questions. Please use these questions to facilitate discussion of your unit's current and desired situations regarding international graduate students and partnerships; and explore what steps can be taken toward unrealized goals in these areas.

If Graduate Initiatives in the Graduate College can be of further service to your unit, please refer to the support contacts on page 29. We can participate in discussions with your unit, and provide more detailed summaries of international enrollments in your specific graduate programs over the last three years.

A. International student flow

Notice from which countries and institutions your international graduate students come.

Do these data reflect the representation of nations and universities you would like to have in your unit? What are the world regions, nations, and universities missing in these data that you would like to target in future efforts?

How does your student flow compare with broader assessments and projections on international student flow? Suggested sources include: Open Doors Data (<http://www.iie.org/Research-and-Publications/Open-Doors>) and EducationUSA (<https://educationusa.state.gov/us-higher-education-professionals>).

B. Programs of interest to international students

Consider current international graduate enrollments at your unit.

Which programs have the largest and smallest representation of international graduate students?

What might explain these trends?

Are there new graduate programs or certificates that could be created for students from particular nations or regions of the world?

C. Assessing partnership relationships

Consider partnerships.

What correlations do you see between countries, schools-of-origin, and program affinity?

Are there international institutions you would like to partner with? Why? How do you assess the strengths of these institutions?

D. Assessing partnership values

Consider the goals of your academic unit.

How are your goals in sync with your current international efforts?

Consider investing in international partnerships and programs.

What type of ASU international partnerships are suitable for your unit? (See pages 6 and 7.)

Are there identified champions in your unit for international partnerships or programs of interest?

What incentives and opportunities exist to support and advance international initiatives in your unit? (e.g., faculty exchanges, research collaborations, etc.)

Assess the reputational value of your international partnerships.

What ranking resources or processes do you use to assess reputational value? Are any of these resources relevant to your assessment?

- Times Higher Education (<http://www.timeshighereducation.com>)
- Academic Ranking of World Universities (<http://www.shanghairanking.com>)
- U.S. News and World Report (<http://www.usnews.com/best-colleges>)
- QS World University Rankings (<http://www.topuniversities.com/university-rankings>)

How do your current international partnerships align with your reputational expectations?

How do your current and desired partnerships benefit your reputational aspirations?

Assess the potential spillover benefits from your international partnerships.

How do your partnerships allow for alternative student enrollment pathways?

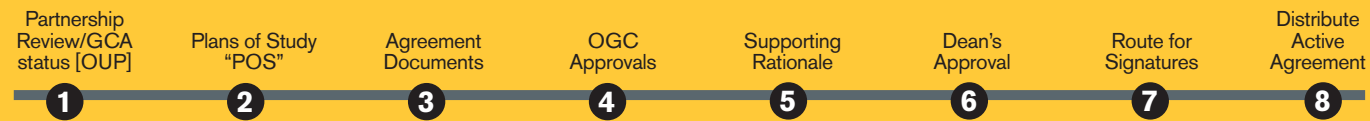
Are there opportunities in your partnerships for broader faculty engagement?

Are there opportunities in your partnerships for broader faculty engagement?

Steps for Creating International Agreements

Graduate Program-Specific Partnerships with International Academic Institutions
(International Accelerated Degree Program (IADP), Dual Degree Program, etc.)

Steps in Brief:



Steps in Detail:

1. Initial Partnership Review:

Coordinate with the Office of the University Provost for review and discussion of broader ASU strategies possibly impacted by, or connected to, this partnership.

- a. The Office of the University Provost will advise if a university-level General Collaboration Agreement (GCA) is also needed with this partner.
- b. Once approved, Graduate College will be looped in to help facilitate the set-up process.

2. Plans of Study (POS) Completion:

Work with your partner school contact(s) to complete a POS for each graduate degree offered through this agreement.

- a. Graduate College can provide most-current POS template(s).
- b. Partner and ASU unit share respective curriculum details and come to agreement on the Plan of Study for each degree combination.

1. Include helpful details

(course #'s, pre-requirements, course descriptions, etc.)

2. Adjust the format of the POS template to fit your program, however needed.
- c. Forward completed POSs to Graduate College to obtain review and final approval from Graduate Program Services at Graduate College.

3. IADP Dual Agreement Document Completion:

Work with partner school contact(s) to complete the details.

- a. Graduate College can provide assistance if questions arise.

4. OGC Approval:

Send completed agreement to Graduate College, to seek all needed approvals from the Office of General Counsel.

5. Supporting Rationale Completion:

Complete a rationale statement for this agreement. Please include:

- a. Unit representative(s) details
- b. Description of partnership
- c. Benefits to ASU
- d. Opportunities this agreement will provide to students/faculty
- e. Enrollment expectations

6. Dean's Approval:

Send Graduate College a statement from your top academic unit dean approving of this program.

7. Signature Routing:

Contracts will require original signatures from parties at ASU and the partner institution. Graduate College will assist with collecting and routing signatures as needed.

8. Distribution of the Fully-Executed Agreement

Support Contacts:

Graduate College (GC)

- Brian H. Smith, Associate Dean, Graduate Initiatives
(BrianHSmith@asu.edu;
Cc: Peggy.Reid@asu.edu)

For questions or additional information:

ASUGlobal@asu.edu

These steps are subject to change as processes are streamlined, or requirements of university leadership or legal counsel change. Please contact the Graduate College to ensure you are working with the most current processes.

Contacts:

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Dean, Graduate College
alfredo.artiles@asu.edu

Brian H. Smith,
Associate Dean, Graduate Initiatives
BrianHSmith@asu.edu

ASU Graduate
College
Arizona State University



Acknowledgement:

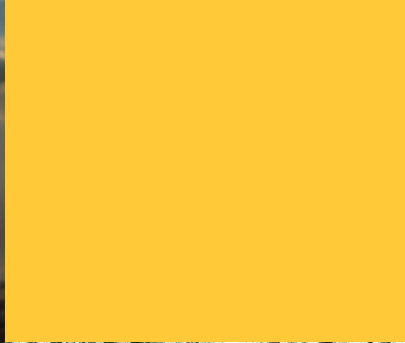
Several people were key to the effort in putting this report together.

Shea Lamar from the School of Geographical Sciences and Urban Planning developed the GIS maps.

RoniSue Lee from the Graduate College oversaw the collating of data from Institutional Analysis for the tables, developed the international partnership chart, and wrote and edited content.

Patrick McCormick and **Peggy Reid** worked on data collating and proofreading.

Tracey Phalen from ASU Provost Communications created the graphic design and layout of the report.



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