Arizona State University

South America
ASU Charter

ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

New American University

Arizona State University has become the foundational model for the New American University, a new paradigm for the public research university that transforms higher education. ASU is committed to excellence, access and impact in everything that it does.
We are proud that ASU is the academic home of more than 190 students from South America, and that the university has impacted the lives of more than 1,420 alumni from South America.

We are committed to helping our students succeed — not just academically, but throughout their lives — and be prepared for a rapidly changing world where new careers are constantly evolving.

Our legacy of excellence in education grows because of the strengths of our award-winning faculty who invest in collaborative, interdisciplinary and solution-focused approaches to research, education and entrepreneurship.

We look forward to working with you to empower the workforce and leadership of the 21st century through discovery and impact.

Warmest regards,

Julia Rosen
Vice President of Global Academic Initiatives
Office of University Provost
South America is defined by the University Office of Institutional Analysis as including: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands, French Guiana, Guyana, Paraguay, Peru, South Georgia and the South Sandwich Islands, Suriname, Uruguay and Venezuela.
199 students from South America enrolled at ASU in fall 2020.

136 undergraduate students.

63 graduate students.

137% increase in international student enrollment from South America from 2009 to 2020.
**Student enrollment**

**Top ASU programs chosen by students from South America in 2020**

- Non-degree seeking: 21
- Leadership and innovation: 17
- Economics: 11
- Business: 10
- Global management: 7
- Computer science: 7
- Industrial engineering: 7
- Civil, environmental and sustainable engineering: 6
- Management: 6
- Music: 5

Total majors: 78

Of the remaining 68 majors, students from South America pursued degrees in applied mathematics for life and social sciences, Spanish, legal studies, anthropology, psychology and aeronautical management technology.

**Amelia Madueno** (Venezuela)
Sociocultural anthropology, PhD

Amelia’s hometown is Maracaibo, Venezuela. Before applying to ASU, Amelia contacted two professors in the School of Human Evolution and Social Change. She expressed a desire to work with them as a graduate student. She believes that these professors, one of whom is her primary advisor, have made all the difference in her academic endeavors and her emotional well-being.

“I chose to come to ASU for three reasons: First, I was accepted with a full scholarship for five years. Second, because of my advisors and the fact that the anthropology program at ASU is ranked first in the nation. Third, I love Arizona. It’s wonderful to know that we have an amazing support system in place for us and that people here care about us and want us to succeed. Being here at ASU means that my lifelong dream of being an anthropology professor will become true.”
Student stories

Bruno Streck Rodrigues (Brazil)
Musical theatre performance, MS

Bruno is originally from São Carlos, Brazil. He came to ASU because it has one of the top master’s programs in musical theatre in the U.S. He works at the ASU Writing Center as a graduate writing tutor and as a graduate assistant with the School of Film, Dance and Theatre.

“When I came to my audition I fell in love with my welcoming committee (some students from the musical theatre Department), as well as the weather and the gorgeous campus. I have already become a better singer and dancer, as well as gained a lot of new friends and matured.”

Pablo Ortega (Colombia)
Political science, PhD

Before coming to ASU’s School of Politics and Global Studies, Pablo obtained a BA in political science at the Pontifical Javeriana University (Bogotá, Colombia) and worked as a researcher in the Colombian-based Conflict Analysis Resource Center. He was attracted to ASU and the school, the leading academic institution in areas such as human rights, violent conflict and women’s political representation, because of the supportive and renowned scholars in the political sciences.

“In addition to cutting-edge academic training, ASU has shown me that a research university can be both a beacon of academic excellence and a driver of development in the local, national and global spheres. I am keen to see this model replicated in Colombia and Latin America: meaningful research addressing the most pressing issues in the world and a partnership between scholars, civil society and government able to provide solutions to these problems. I aim to be an ambassador of these ASU scientific standards and public values.”
Student stories

Gabriela Dongo Arévalo (Peru)
Spanish, PhD
School of International Letters and Cultures

Gabriela is originally from Lima, Peru. She has worked in different educational levels, from primary school to university, teaching Spanish for native speakers and Spanish for second language learners in Peru, England and the U.S.

“At ASU, I have lived experiences that enriched me as a teacher and human being. I learned new techniques and technological tools to lead face-to-face and online classes and discovered new teaching and research interests that will accompany me for the rest of my career. I traveled in the U.S. and abroad, and got involved in various activities with different groups in the Phoenix area that reinforced for me how it is more important to give than to receive, how to be grateful for life, and how justice, equity and equality do not have anything to do with skin color, social status or cultural background. I interacted with people who live according to their beliefs, and that was very inspiring and motivating for me. ASU definitely gave me more than I expected. As an institution and as a community, ASU has been a milestone in my life, and its influence will be with me forever.”

Orlando Cordova (Ecuador)
BS Aeronautical Management Technology
(Air Transportation Management)

Orlando is originally from Quito, though his family is spread out around the world. After high school, he wanted to improve his English, so he registered for the Global Launch program at ASU, researched majors and found the aviation program. He has also joined the Lambda Sigma Upsilon Latino Fraternity, Inc., which became his second home, and worked at the Sun Devil Fitness Complex on West campus. Orlando says that through his experience at ASU and coming to the U.S. on his own, he’s matured, become more independent and grown—not only personally but also professionally.

“The professors at ASU are awesome. My favorite professor, one of my first, is Anthony Wende. He is always willing to help you become a better version of yourself.”
Alumni

1,416 alumni from South America earned a degree from ASU between 1981 and 2020.

502 alumni from South America have graduated from ASU from 2012 to 2020.

ASU alumni chapters
The ASU Alumni Association has chapters in Argentina, Brazil, Chile, Colombia, Ecuador and Peru.

ASU Thunderbird alumni chapters
The ASU Thunderbird Alumni Association has chapters in Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Peru, Uruguay and Venezuela.

Juan Carlos Quiroga (Bolivia)
Global management, MS
Juan traveled a productive path across countries and cultures to pursue his goals in international business development. At ASU’s Thunderbird School of Global Management, he became a campus ambassador and a member of the honor council, student government and the Latin American Club. He also co-founded the Bolivia Club.

He traveled to Madagascar with Thunderbird Emerging Markets Lab (TEM Lab), a competitive consulting opportunity available to students, to work with Rio Tinto.

“Thunderbird gave me the opportunity to meet people from all over the world and to expand my cultural condition and mindset. Ideally I would like to go back and do things for my country. I believe that life isn’t just about receiving — you have to give back.”
Alumni

Cintia Krueger Ceneviz (Brazil)
Engineering management, BSE
Cintia chose to study at ASU’s Ira A. Fulton Schools of Engineering to gain a deeper understanding of technology and exposure to a culture of innovation. She believes her education in engineering has changed the way she views the world. She plans to go on to obtain a master’s degree in data science and then apply the breadth of her experience to tackle some of the world’s significant challenges.

“I always saw engineering as a field with tremendous opportunities, but I was very excited to discover engineering management. It combines the endless possibilities of engineering with practical business knowledge.”

Zoila Bardales Harris (Peru)
Economics, BS
Zoila found inspiration while she was a student at ASU’s W. P. Carey School of Business. She took a business writing course from English instructor Elizabeth Ferszt, who uses the book by Blake Mycoskie, the founder of Toms Shoes. She returned to her home country of Peru in 2018 with a big idea: Zoila’s Suite Escape, an eco-friendly boutique hotel that houses her nonprofit Zoila’s Closet and employs local people. The gift shop is filled with crafts made by local artisans.

“I have a passion for helping others, but to do it efficiently. That course changed my view about how we help people. I realized that I wanted to be an entrepreneur, using entrepreneurship to help people. I wasn’t planning to do this when I came to ASU, and now I’m a CEO.”

Cindy Bonilla-Cirocco (Colombia)
Latin American literature and culture, PhD
When Cindy entered the School of International Letters and Cultures as a graduate student, a professor told her that these would be the best years of my life.

“I can say now, without a shadow of doubt, that these years at ASU have been the most memorable so far. During my time at ASU, I grew as an individual, as an intellectual and as an educator.”
Research funding

2017–2020 papers co-authored by ASU and South American researchers

533 co-authored papers with 220 collaborating institutions in South America from 2017 to 2020.

220 institutions

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<tr>
<th>Country</th>
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<tr>
<td>Argentina</td>
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The top three institutions in South America for co-authored publications were from Argentina, Brazil and Chile.
Since 2015, more than $5.4 million in grants have supported research studies ranging from forests and microbes in Amazonian forests to teacher exchange and training in Brazil and Argentina.

The largest single award ($1.79 million) was from Conservation International to support the innovation in global development PhD program developed by professors Netra and Nalini Chhetri with the School for the Future of Innovation in Society, College of Global Futures, in partnership with faculty at the University of Guyana.

Notable ASU faculty

Gregory Asner
Professor, The College of Liberal Arts and Sciences

Asner is the director of ASU’s Center for Global Discovery and Conservation Science. He serves on the faculty of the School of Geographical Sciences and Urban Planning and the School of Earth and Space Exploration. Asner is an ecologist recognized for his exploratory and applied research on ecosystems and climate change at regional to global scales. His research spans the areas of spatial ecology and biodiversity, terrestrial carbon cycle, animal-habitat interactions, and climate change. He develops scientific approaches and technologies for investigation and conservation assessments of large ecoregions.

One of his current projects focuses on the challenge of developing a spatially explicit forest carbon indicator for monitoring forest carbon in the Peruvian Amazon. Asner has published hundreds of scientific articles and has served in numerous national and international programs with NASA, the U.S. State Department, and the United Nations. He is a recipient of multiple scientific and sustainability awards and is an elected member of the U.S. National Academy of Sciences.
Notable ASU faculty

Jane Buikstra
Regents Professor, The College of Liberal Arts and Sciences
Buikstra is a Regents Professor in the School of Human Evolution and Social Change at ASU. Buikstra is a renowned bioarcheologist and is known for forming the discipline of bioarcheology, which combines archeology with forensics, pathology, genetics and other fields to understand the lives of past peoples. She is currently working on a number of efforts that explore the experiences of ancient humans from around the world. These include projects on the everyday lives of those who lived in Athens, Greece during the eighth through fourth centuries BC.; the spread of M. tuberculosis from South to North America and how it evolved as it moved between humans and other hosts; the connections between environmental change and social complexity for ancient indigenous peoples who lived along North American river systems; and how the Chiribaya culture of South America made radical social changes between 1,000 to 1,500 years ago. She is a member of the National Academy of Sciences and the American Academy of Arts and Sciences. Her field experience spans North America, Argentina, Brazil, Peru, Honduras, Turkey, Spain and the Eastern Mediterranean.

Osvaldo Sala
Regents and Foundation Professor, The College of Liberal Arts and Sciences
Sala is the Julie Ann Wrigley Regents and Foundation Professor at ASU, where he contributes to both the School of Life Sciences and School of Sustainability. He is also the founding director of the Global Drylands Center and the leader of the Extremes Focal Area, which is part of the Julie Ann Wrigley Global Futures Laboratory. The Global Drylands Center has worked in many regions of the world, from the Patagonian Steppe in Argentina and grasslands of the Great Plains of North America to arid ecosystems of South Africa and the annual grasslands of California. Currently, most of the experimental work is focused on the Chihuahuan Desert, at the Jornada Long Term Ecological Research site. His research effort is closely integrated with ASU’s education and outreach mission. He collaborates with several institutions, including Asombro Institute for Science Education and SOGES. He is an elected member of the American Academy of Arts and Sciences, the Academy of Sciences of Argentina, a fellow of the American Geophysical Union, the American Association for the Advancement of Science and the Ecological Society of America.
Amber Wutich
President’s Professor, The College of Liberal Arts and Sciences

Wutich is a President’s Professor of anthropology and director of the Center for Global Health at ASU. Her two decades of community-based fieldwork are concerned with how inequitable and unjust resource institutions impact people’s well-being, especially under conditions of poverty. An expert on water insecurity and mental health, she directs the Global Ethnohydrology Study, a cross-cultural study of water knowledge and management. Wutich maintains longstanding ties in her field sites in Paraguay and Bolivia, and manages a strategic alliance between Universidad Católica–Itapúa (Paraguay) and ASU. Her teaching has been recognized with awards such as the Carnegie CASE Arizona Professor of the Year. Wutich has raised more than $34 million in research funds, as part of collaborative research teams, from the National Science Foundation, USDA, and other funders. Wutich’s latest book, coauthored with Professor Alexandra Brewis, is “Lazy, Crazy, and Disgusting: Stigma and the Undoing of Global Health” (2019, Johns Hopkins University Press).
Featured ASU faculty

**Arianne Cease**
Associate professor, College of Global Futures

Cease is a sustainability scientist at ASU's School of Sustainability, with a focus on the ecology and physiology of organisms in coupled natural and human systems. She is also the director of ASU's Global Locust Initiative. A major focus is on locust plagues and phenotypic plasticity in response to agricultural practices in China, Australia, West Africa and South America. She is leading a team of natural and social scientists to investigate the interactions among human behavior, market forces and ecological systems in situations in which human decisions to overstock and overgraze rangeland alter plant nutrient content, increasing the likelihood of locust outbreaks. A key goal of her research is to improve sustainable ecosystem management and rural livelihoods. Her FFAR project, designed to solve locust plagues, developed workshops to identify and address institutional barriers to sustainable locust management. The first workshop took place in Tucumán, Argentina in February 2020. It brought together 38 participants from Argentina, Bolivia, Paraguay and Uruguay working in national and provincial locust control agencies, as well as researchers, farmers and representatives of farming associations and ministries and discussed the main strengths, opportunities for improvement and threats for the sustainable governance of the South American locust.

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**Hinsby Cadillo-Quiroz**
Associate professor, The College of Liberal Arts and Sciences

Cadillo-Quiroz studies how microbes participate in an ecosystem and in applied processes. He and his research team in ASU's School of Life Sciences are investigating whether microbe-mediated organismal and environmental interactions drive ecosystem processes, particularly carbon cycling. They are also examining how the environment, in turn, affects the evolution of microorganisms. Cadillo-Quiroz and his collaborators focus on methane-producing Archaea from anaerobic, high carbon-content environments, as well as bacteria and the ecological interactions between Archaea and bacteria. He received a National Science Foundation CAREER grant to study the geochemical and functional controls of methane-mediating microbes in Amazon peatlands through 2023. His team also studies new groups of microbes, microbe community patterns, and the diversity and ecological implications of microbe genomics. The team's research may be used to predict changes in greenhouse gas levels and develop bioenergy applications.
Featured ASU faculty

**Erica Forzani**
Associate professor, Ira A. Fulton Schools of Engineering

Forzani is an associate professor of chemical engineering, as well as a joint faculty member in the mechanical engineering graduate program in the School for Engineering of Matter, Transport and Energy at ASU. Forzani also has a joint appointment with the Biodesign Center for Bioelectronics and Biosensors, where she is the deputy director. She received her doctorate in chemistry and bachelor’s degree in biochemistry at Cordoba National University in Argentina. Prior to ASU, she received prestigious fellowships from the Argentinian Research Council to support her doctoral and postdoctoral studies in Argentina. Forzani’s current research interests are the development of novel hybrid chemical and biosensors and the integration of sensors into wireless, non-invasive and inexpensive sensor devices. She is focused on health applications, and environmental health and safety. Currently, she has more than 40 peer-reviewed publications, seven patent applications and two transferred intellectual properties.

**David Hinds**
Associate professor, The College of Liberal Arts and Sciences

Hinds is an associate professor of African and African American studies with a concentration in Caribbean and African diaspora studies in the School of Social Transformation. Originally from Guyana, his research interests include governance and politics in the Caribbean; race, ethnicity and politics in the Guyana, the African diaspora and African diasporan popular music and sports as political discourse; and Black political leadership. His books include “Bob Marley: Lyrics of Resistance” (Guyana-Caribbean Politics Publications, 2014), “Ethno-politics and Power Sharing in Guyana: History and Discourse” (New Academia Press, 2011), and “Race and Political Discourse in Guyana” (Guyana-Caribbean Politics Publications, 2004).
Magda Hinojosa
Professor, The College of Liberal Arts and Sciences

Hinojosa is the interim director and a professor in the School of Politics and Global Studies at ASU. Her research focuses on the political incorporation of women in Latin America, particularly on the role of candidate selection in explaining women's descriptive representation. She is the author, with Miki Caul Kittilson, of “Seeing Women, Strengthening Democracy: How Women in Politics Foster Connected Citizens” (Oxford University Press, 2020). This work examines how the increased descriptive representation of women as legislators affects citizens’ political engagement. The book draws on a panel survey of 1,200 Uruguayans, funded by USAID, that was carried out before and after the implementation of a national gender quota.

Silvie Huijben
Assistant professor, The College of Liberal Arts and Sciences

Huijben's work in evolutionary biology to understand malaria and antimalarial drug resistance has taken her around the globe, including to Guyana. Huijben researches the evolution of antimalarial resistance using an in vitro culture of malaria parasites and maintains a mosquito rearing facility where the evolution of insecticide resistance of the local mosquito species is studied. A faculty member in ASU’s School of Life Sciences and the Center for Evolution and Medicine, she is passionate about not only sharing her expertise with her students, but fostering a new generation of critical thinkers. She received the ASU Centennial Professorship Award in 2020.
Featured ASU faculty

**Kelly Knudson**  
Professor, The College of Liberal Arts and Sciences  
Knudson is a professor in the School for Human Evolution and Social Change and the director of the Center for Bioarchaeological Research. Among the studies conducted at the center is her National Science Foundation-funded work “Construction Childhood in the Ancient Andes.” In this project, bioarchaeological and biogeochemical data from archaeological human remains at Tiwanaku-affiliated sites in the Bolivian Lake Titicaca Basin heartland and the Moquegua Valley hinterland of southern Peru will be used to address questions regarding the complex constructions of several intersecting social identities. While also incorporating gender, class and community identities, her team focuses particularly on age identities, the experiences of juveniles in the Tiwanaku polity and reconstructions of Andean childhoods. Partners in this effort are the University of Vermont and the Centro de Investigaciones Arqueologicas y Administracion de Tiwanaku.

**Kathleen Kole de Peralta**  
Clinical assistant professor, The College of Liberal Arts and Sciences  
Kole de Peralta is a clinical assistant professor of global history in the School of Historical, Philosophical and Religious Studies at ASU. Her research integrates the history of medicine and environment on early-modern Iberia and Peru to capture the intrinsic and historical relationship between environment and health in urban areas; demonstrate the evolution of health as a fluid and changing concept depending on the cultural context within which it was produced; and use the digital humanities and open-access platforms to make enviro-health history accessible to English- and Spanish-speaking audiences. Her teaching emphasis is in environmental history, the colonial Andes and digital history.
Guillermo Reyes
Professor, Herberger Institute for Design and the Arts

A Chilean-born author, Reyes made a name for himself in the Phoenix Theater scene with plays covering sexuality, gender and Latino identity. He first came to ASU as the head of the MFA playwriting program in 1996. He founded Teatro Bravo, a Latino theater company, in 2000 with partners Trino Sandoval and Daniel Enrique Perez. He is in the School of Music, Dance and Theatre at ASU. Immersed in projects that delve into Italian and Italian American culture and its intersections with Latino culture, most recently he’s written and directed the plays Hit Music, and Valentino and the Chilean Heiress (a Tango Fantasia).
Featured ASU faculty

Kelin X. Whipple
Professor, The College of Liberal Arts and Sciences
Whipple is a geomorphologist with the School of Earth and Space Exploration interested in the interactions among climate, topography and tectonics. His work focuses on developing the capacity to interpret the history of tectonic activity and climate change that is recorded in landforms and associated sedimentary records. Active projects and interests span a range from small-scale modeling and investigation of the physics of bedrock channel erosion, to reach-scale modeling of the dynamics of bedrock channel evolution, to neotectonic studies of active deformation using geomorphic tools, and to quantitative investigation of linkages between tectonics, climate and surface processes at mountain range scale. These efforts integrate field, experimental, remote sensing, and numerical approaches. In southern Peru, his team is determining the primary driver of deep canyon incision in the eastern cordillera, southern Peru, funded by the National Science Foundation.

Julia Sarreal
Associate professor, New College of Interdisciplinary Arts and Sciences
Sarreal is a historian whose work focuses on the Río de la Plata region of South America. Her first book, “The Guaraní and Their Missions: A Socioeconomic History” (Stanford University Press, 2014) integrates quantitative and qualitative analysis to shed light on the experiences of the Guaraní Indians residing in Catholic missions during the 18th century. Socioeconomic in focus, her work takes a new approach to ethnohistory. She spent her sabbatical year from ASU, 2015 to 2016, in Argentina, which fueled a project that combined economic and cultural history to trace the transition of yerba mate from an Indian good to a beverage of important cultural significance that is consumed daily throughout the southern cone of South America. Prior to obtaining her PhD at Harvard and joining ASU’s School of Humanities, Arts and Cultural Studies, she volunteered with the Peace Corps and lived in Curuguaty, Paraguay where she taught at a local university and worked in rural development.
Milagros Zingoni Phielipp  
Associate professor, Herberger Institute for Design and the Arts

Zingoni Phielipp is an associate professor at The Design School at ASU. Originally from Argentina, Zingoni Phielipp believes that innovation comes from communication between disciplines and collaboration between the community and professionals with perhaps different backgrounds but similar goals. Her experience as both designer and educator provides a fresh lens to understand student-centered approaches, physically and pedagogically. Her research includes explorations of the environmental settings that address new ways of learning and pedagogical approaches that can emphasize problem solving skills, empathy and collaboration to create communities of learning. Zingoni Phielipp studies focus on community and commitment to public engagement, especially working with underrepresented youth in the design fields as a means to expose underserved populations to design thinking and design process. Zingoni Phielipp was recognized in 2019 by the Interior Design Educators Council with the National Teaching Excellence Award, by the American Institute of Architects Arizona Chapter with the honor of 2019 AIA Educators of the Year Award, by the annual Design Intelligence rankings as one of the top 12 most admired educators in the country and by ASU with a 2020 Outstanding Faculty Mentor Awards. She is a registered architect in Patagonia, Argentina, and has also studied habitat design and urban and environmental planning.
Academic partnerships in South America

7 General collaboration agreements
University-to-university agreements seeking a broad variety of collaboration opportunities across both institutions.

1 International accelerated degree program agreement
Accelerated plans of study for master’s degrees.

1 Memorandum of understanding
Signed agreements between universities.

University partners
1. Pontificia Universidad Catolica de Chile
2. Technical University of Ambato
3. The University of Guyana
4. Universidad Autonoma de Occidente
5. Universidad de Investigacion de Tecnologia Experimental Yachay
6. Universidad de los Andes
7. Universidade Federal do Parana
8. Universidad Nacional de Colombia

Partnership countries
Brazil
Chile
Colombia
Ecuador
Guyana
Student exchange programs

**Argentina**

**ASU: Language, culture and human rights in Argentina**
Students earn six credits in Spanish language or culture and examine the history and scope of human rights in Argentina with particular attention to the “Dirty War” (1976–1983) and its aftermath. Activities include visits to the Plaza de Mayo, Casa Rosada, Recoleta, Teatro Colón, Malba and Museo Evita. The program includes a visit to Colonia — a town frozen in time — in neighboring Uruguay.

**GIE: Antarctica: The frozen continent**
ASU’s only study abroad program to the world’s most remote continent. Students learn about the history, wildlife and environment of Antarctica in the classroom and in person. This program combines a credit course in fall 2021 with a two-week trip to the continent during winter break 2021. There are several days of daily trips to the mainland to visit wildlife colonies and hike to historic science stations. Also, there are opportunities to see orcas, whales, seals and penguins.

**IFSA-Butler: Psychology in English in Buenos Aires**
Students take psychology classes in English while exploring Argentina, the country that boasts the highest number of psychologists per capita in the world. They take integrated university classes with local degree-seeking students and study Spanish language at all levels to make the most of interactions with locals. Students live and learn in the cosmopolitan city of Buenos Aires, capital of Argentina, also called the “Paris of South America” for its blending of European charm with South American warmth. There are also group excursions and co-curricular activities focused on the art, culture, sports and lifestyle that make Buenos Aires one of the world’s most exciting cities.

**ISA: Latin American studies and courses with locals at the University of Belgrano**
Students take courses alongside local students in Spanish in areas such as art, history, geography, psychology, business and more. They can participate in the Bridging Cultures Program to help ease the transition into the study abroad experience. Students can spend a semester or calendar year in the colorful, multicultural city of Buenos Aires and enjoy excursions to locations such as El Tigre, Colonia del Sacramento, Día de Campo, and more.

**ISA: Latin American studies at the University of Belgrano**
Students experience immersion in Spanish language and Latin American studies through intensive language instruction and content courses instructed in Spanish or English. They can participate in the Bridging Cultures Program to help ease the transition into the study abroad experience. Students can spend a semester or calendar year in the colorful, multicultural city of Buenos Aires and enjoy excursions to locations such as El Tigre, Colonia del Sacramento, Día de Campo, and more.

**ISA: Summer intensive Spanish language at the University of Belgrano**
Students immerse themselves in Spanish language through intensive language instruction. They can spend one or two summer sessions in the colorful, multicultural city of Buenos Aires. Students can also participate in the Bridging Cultures Program to help ease the transition into the study abroad experience.
Student exchange programs

Bolivia

ASU: Bolivia and Peru: Cultural diversity in the Andes (Fall session A)
A five-week overland odyssey from the Pacific coast of South America to awe-inspiring Machu Picchu, Cuzco, Nazca, the Colca Canyon, Arequipa, Puno, Lake Titicaca, Tiwanaku, La Paz, Potosi and Sucre, this cultural and geographical adventure in Peru and Bolivia is a unique opportunity to study the challenges and triumphs of diverse populations, civic and cultural leaders, and historic organizations in the heart of the Andes Mountains. Students will gain experience with the complex economic and social settings of the developing world through visits to historic cities, remote indigenous villages, and cultural and natural wonders of the world.

Brazil

GIE: LEADers in Brazil: Practicing cultural engagement and leadership development
LEADers in Brazil traveled to São Paulo, Brazil in 2020. Students had the opportunity to use co-creation to learn from Brazilian nongovernmental organizations about solving a problem the students had identified. In addition to a similar project, students will experience a vastly different culture and examine their own cultural lens that shapes their views. São Paulo, Brazil is a diverse city in which challenges of our time present themselves in the most definite ways — sustainability and social development are urgent calls for citizens to act upon. Students are given the opportunity to work with Brazilian leaders on these challenges while gaining cultural insight to Brazilian history, culture and creative and innovative skills. This program promotes intercultural interactions with local learners and communities.

Chile

USAC: Santiago, Chile program and Summer in Santiago, Chile program
Students improve their Spanish through intensive language courses, immersion in Spanish culture, volunteering opportunities, internships and excursions. They experience Santiago’s diverse cultural blend of native, Spanish and international residents. Students can also explore the outstanding natural beauty of a country flanked by the Andes and the Pacific, and enjoy the benefits of a large urban city that has preserved the hospitality and accessibility of a small community.

Universidad Adolfo Ibañez
Universidad Adolfo Ibañez is ranked among one of the top business schools in Latin America. Enrollment in this program is open to all majors, although W. P. Carey business students will receive priority. Most classes are taught in Spanish with local students, and ASU students can study in either the Peñalolén, Santiago campus or the Viña del Mar and Valparaíso campus. Courses instructed in English are available, but are limited at both campuses. Priority enrollment in English-taught courses is for fee-paying students. As space allows, exchange students are able to enroll.
Student exchange programs

CIEE: Global internship in Santiago
Students spend their semester taking courses and then interning full time in Santiago de Chile, one of the most modern cities in Latin America with booming green industry and startup sectors and a large, dynamic financial district. A big urban metropolis surrounded by nature, Santiago is ideal for adventure sports and cultural activities such as exploring the markets, restaurants, museums and concert halls.

Colombia
ISA programs with Universidad del Norte
Three types of ISA programs for students are offered with locals at the Universidad del Norte. The university’s many amenities include computer labs, study halls, gaming rooms, cafeterias and restaurants, library, and athletic facilities. There is a Bridging Cultures Program that students can participate in to help ease transition into the study abroad experience. Nearby are beaches, a short bus ride from the Universidad del Norte campus, as well as other notable natural areas, such as Cartagena de Indias, Guajira Peninsula, Tayrona National Park, Totumo Volcano, and more.

- ISA: Latin American studies, international business, engineering and other courses with locals. Students can take Spanish language courses at various levels, as well as courses instructed in English in areas such as business, economics, engineering and courses instructed in Spanish in fields such as engineering, science, art, business and more. There is also the Univoluntarios program for those with high-intermediate or advanced Spanish, volunteering in the local community for class credit.

- ISA: Summer science, technology, engineering and mathematics. Students can take classes in English or Spanish alongside local degree-seeking students and international students.

- ISA: Summer Spanish language courses. Students can take classes alongside local degree-seeking students and international students.

Ecuador
ASU: Conservation biology and ecological sustainability in Ecuador and the Galapagos Islands
Students experience three distinct ecosystems: Andes Mountains, Amazon Jungle, Galapagos Islands. They visit the “Middle of the World,” rain forest, hot springs, butterfly ranch, the largest indigenous market in South America, the Galapagos Islands, and more.

ASU: Indigenous sustainability in the Amazon
Students are immersed in the most biodiverse rainforest on earth. They hear stories and songs from indigenous people born before contact with the outside world. Students partner with Waorani, one of the world’s most emblematic indigenous groups, to find biocultural solutions for a sustainable Amazon. This experience combines experimental and life-changing experiential learning to acquire skills for working toward a more participatory and sustainable world.
Student exchange programs

**Peru**

**ASU in Peru: Community partnerships for global health (Spring session B)**
Students work with Vive Peru staff to implement community health programs at the household and community level on the coast of Northern Peru.

**ASU: Food, health and identity in Peru**
Students explore Peru’s rich history and modern food scene to investigate how food and culture intersect and shape health and social experiences. There are stays in Lima, the culinary capital of Latin America, and Cusco, the capital city of the Incas, as well as the Sacred Valley and Machu Picchu (Aguas Calientes). In addition, there are tours of Machu Picchu, Pachacamac and other famous archaeological sites and museums, and trips to Lake Piuray, and the villages of Pachacamac, Pucusana, Misminay and Lamay. Hands-on activities include cooking classes, a chocolate-making workshop, tours of food markets, group meals in varied settings, and visits with local fishermen, farmers, salt miners and chefs.

**ASU: NGSC in Peru: Global impact lab**
Join an adventure in Lima, Peru and work on a small team of students to use design thinking to help a local organization achieve their goals. Students will have the opportunity to work within the community, using their skills and knowledge, to determine their needs and how to best address them.

**ASU: Peru and Bolivia: Cultural diversity in the Andes (Fall session A)**
A five-week overland odyssey from the Pacific coast of South America to awe-inspiring Machu Picchu, Cuzco, Nazca, the Colca Canyon, Arequipa, Puno, Lake Titicaca, Tiwanaku, La Paz, Potosi and Sucre, this cultural and geographical adventure in Peru and Bolivia is a unique opportunity to study the challenges and triumphs of diverse populations, civic and cultural leaders, and historic organizations in the heart of the Andes Mountains. Students will gain experience with the complex economic and social settings of the developing world through visits to historic cities, remote indigenous villages, and cultural and natural wonders of the world.

**ASU: The beauty of mathematics in Peru: A documentary**
Join this adventure in Peru, as we work together to produce a timeless documentary series about the histories of ancient cultures. We will hike through Inca trails, sightsee ancient ruins, and explore aspects of Peruvian history through a mathematical lens. Students discover what they never knew about the beauty of mathematics, minus the overwhelming problem-solving pressure.

**GIE: NGSC in Peru: Comparative cross-sector collaboration analysis**
Explore how other countries approach their complex problems. Join members of the NGSC on an adventure in Lima, Peru that will give students the unique opportunity to study and visit organizations from each sector. Students get the chance to apply what they’ve learned about design thinking and cross-sector collaborations as they
examine how large scale problems are being addressed in an emerging market. Experience the culture, and learn in and with the community. This experience will connect students with leaders from each sector, as well as those they strive to help.

**GGIP: MBA global immersion: Peru**
In this three-credit MBA program, students will participate in a consulting project with a unique Peruvian small business and its related nonprofit in Lima, Peru, with pre-work leading up to the time abroad and final report due afterwards. The program allows students to apply their business and problem-solving skills and provides them with a deeper understanding of the challenges as well as the opportunities associated with doing business abroad.

**ISA: Liberal arts with locals at the Pontifical Catholic University of Peru**
Students take courses alongside local students in Spanish in areas such as art, history, linguistics, political science, business, and more. They can participate in the Bridging Cultures Program to help ease transition into the study abroad experience. Nearby are locations such as Machu Picchu, Cusco, Playas del Sur and Sacred Valley.

**Public health, clinical medicine, and education internships in Peru**
Students work side-by-side with doctors in local clinics and hospitals, volunteer with underprivileged communities, or share their love for music or languages with the children of Peru. In students’ free time, they can explore one of the most ecologically diverse and historically rich countries in the world. Those studying clinical medicine shadow doctors in local hospitals and run medical campaigns, while improving their medical Spanish. Students pursuing health fields work with staff to visit families in the community and work with them to improve their health. Students interested in English and music teaching have the opportunity to run a classroom teaching English or put on concerts to promote music literacy in schools in underprivileged areas.
Academic partnerships and programs

Argentina

Locust outbreak brings ASU expert to Argentina
When a massive locust outbreak struck Argentina in 2016, Senior Sustainability Scientist Arianne Cease flew to the scene to offer her expertise. Cease, a professor in the School of Sustainability, has studied locusts around the world. She and her lab manager arrived to swarms more than four miles long and two miles high — the worst Argentina had seen in 60 years. After assessing the situation and sharing her research, Cease hosted a two-day workshop. Here, she described to university researchers and government officials how to address locust outbreaks using a systems approach. With the aim of creating a rapid-response team to address situations like the one in Argentina, Cease has built a Global Locust Consortium.

ASU Prep Digital project with Belgrano Day School, Argentina
ASU Prep Digital and Belgrano Day School in Buenos Aires, Argentina, have partnered to offer students enhanced educational opportunities on an international scale. ASU Prep Digital is a college prep option where online high school and university courses converge in a unique learning opportunity. Belgrano Day School is a bilingual and coeducational school, offering a national and international curriculum for students ages 2 to 18 years old. Established in 1912, the school has a long-held tradition of academic excellence; achievements in art, drama and music production; and competitive sportsmanship. ASU Prep Digital is part of ASU Preparatory Academy, an innovative and thriving pre-K-12 school chartered by ASU. This is the first partnership with Argentina.

Art Encounters: Brazil and Argentina
This is a fully escorted international trip hosted by ASU Art Museum and Marilyn A. Zeitlin, director and chief curator, and Ted Decker, manager of special museum initiatives. Students had the opportunity to tour, privately and with extra viewing time, the 27th São Paulo Bienal — the largest contemporary art fair in Latin America and acclaimed as one of the best events of its kind in the world. Students also had the opportunity to visit significant architectural sites, gardens and museums, including the MALBA in Buenos Aires and Museu de Arte Contemporânea at the University of São Paulo, the ASU Art Museum's new international partner.

Brazil

Global Launch—Brazil and Peru
ASU Global Launch's assistant director of strategic innovation, Dianna Lippincott, oversees a grant to build teaching capacity in Brazil with partners in the Mary Lou Fulton Teachers College. In 2019, 34 Brazilian K-12 educators attended a teacher training program at ASU as part of the U.S. Department of State and Regional English Language Office Brazil initiative. Participants of the six-week Bilingualism in Brazilian Public Education program engaged in a rigorous in-person training program to improve teaching practices and methodology in Brazilian K-12 schools, as well as to learn innovative best practices for using English as the language of instruction. Global Launch has created more than 30 open, online courses on the Coursera platform and a series of eight English-language instructional courses on ASU's Continuing Education Canvas platform. Customized programs include teacher training for Mexico, Brazil
and Peru, cultural immersion for partner universities in Japan, English through Entrepreneurship for partner universities and governments in Mexico and Brazil, and faculty development for Mexican university professors who wanted to improve their academic presentation and writing skills.

Chile

The Giant Magellan Telescope Organization

The Giant Magellan Telescope Organization is an international consortium of universities and institutions dedicated to building the largest, most advanced optical telescope to date. The Giant Magellan Telescope will give scientists a closer look at the first stars and galaxies to ever exist. It will also help users understand planets outside of our own solar system — including ones that could support life. Destined for Las Campanas Observatory in Chile, the GMT is slated to be the first completed telescope to qualify as an "extremely large telescope." ASU is the 12th member of the Giant Magellan Telescope Organization, which includes Astronomy Australia Ltd., the Australian National University, Carnegie Institution for Science, Harvard University, Korea Astronomy and Space Science Institute, the Säo Paulo Research Foundation, Smithsonian Institution, the University of Texas at Austin, Texas A&M University, the University of Arizona and the University of Chicago.

Colombia

Alumni Consulting Lab, Bogota Colombia

How do eight professionals from around the globe come together for one week in Bogotá, Colombia, meet four growing Colombian businesses, run four sprint-consulting projects and still say at the end of the week: “Crew, this was amazing. I enjoyed every second of it and meeting such a talented (and hilarious) group of people. THANK YOU”? They must be T-birds. The inaugural Alumni Thunderbird Emerging Markets Laboratory or TEM Lab brought all of these components together, along with Professor Tom Hunsaker, for a powerful consulting experience in Bogotá in August 2017. The Fundación Bolívar Davivienda in Bogotá is led by Thunderbird alum Fernando Cortes McAllister, ’99, and the Fundación’s Emprende País program is a proven business accelerator which has worked with teams of Thunderbird TEM Lab consultants over the past few years.

Diverse businesses from the Emprende País program applied for consulting advice from Thunderbird while a unique group of Thunderbird alums applied to be consultants. Clients represented various industries: building façades, cheese, online learning in health care and IT solutions for low-resource countries. All projects were strategic but in different ways — organizational structure, sales, operations, product development, marketing and finance were all represented. The Thunderbird consultants worked in groups of two with a specific company, but a bright spot of the program was that alums got to visit with each business and consulting team, providing exposure to different projects and ideas.
The Thunderbird group of eight came from the full-time, online, and executive programs, and arrived in Bogotá from Africa, North America and South America. While everyone had slightly different goals for participation, all were interested in Latin America and trying their hand at international consulting. Everyone was already engaged in a successful career, but they were intrigued by the challenge of consulting for a growing Colombian business and the learning experience of doing so alongside a Thunderbird professor.

**Ecuador**

**Summer 2018 Global Consulting Lab, Ecuador, Heifer International**
As part of the summer 2018 Global Consulting Lab, students from Thunderbird School of Global Management visited Heifer International in Ecuador. Heifer International is a global nonprofit working to eradicate poverty and hunger through sustainable, values-based holistic community development. Heifer International distributes animals, along with agricultural and values-based training, to families in need around the world as a means of providing self-sufficiency.

**Engineers Without Borders — Water and sanitation project with ASU**
Engineers Without Borders—USA is a nonprofit humanitarian organization established to partner with developing communities worldwide in order to improve their quality of life. It is the U.S. national group representing the larger international Engineers Without Borders in the USA. This partnership involves the implementation of sustainable engineering projects, while involving and training internationally responsible engineers and engineering students. EWB-ASU was awarded the Ecuador Water Project in May 2007. Initial assessment trips were conducted in August 2007 and March 2008 and implementation began in June of 2008. Evaluation trips were conducted in March and July of 2010 and the project was officially closed out in December of 2010.

**Engineering Projects in Community Service program**
The EPICS program involved 325 students in 2020 to help local and international communities find solutions to challenges related to environment, aging, public health and access to clean water. One project involved biomedical engineering major Lucianne Morin and mechanical engineering major Benjamin Voller-Brown, who led a pair of teams to help address an ongoing issue nearly 4,000 miles away in Peru. Two years prior, the teams had traveled to the country in 2018 to work with the nonprofit 33 Buckets (which started as an EPICS project in 2010) on an installation trip. 33 Buckets helps enable access to clean water by developing “self-sustaining community water franchises” in the communities it serves. Some students noticed that 33 Buckets had no current solutions for treating E. coli in infected water. Also JASS, the water board in Occupata, Peru, had stopped water treatment because it was so inaccurate and time-consuming. Morin’s team developed a chlorine sensor for a water purification system that helps remove contaminants like E. coli from drinking water sources. Voller-Brown and his team are working on an autonomous residual chlorine sensor to detect chlorine levels for drinking water in rural Peru.
Academic partnerships and programs

Thunderbird student consultants discuss project for UMCO Ecuador (June 2018)

A group of students from Thunderbird School of Global Management returned from a three-week consulting assignment in Ecuador, where they were tasked with defining a market entry plan for UMCO’s new line of high-end stainless-steel kitchenware. This project was part of Thunderbird’s Global Consulting Laboratory applied-learning program.

YC@T at Siemens in Quito, Ecuador

On Tues., May 29, 2018, the YC@T team made its way to the Siemens, Ecuador offices to make the final presentation. The YC@T team presented its findings to Edwin Chavez (CEO), Fabian Salgado (industry management), Fabian Erazo (energy project manager) and Professor Tom Hunsaker. The presentation focused on business recommendations for Siemens that would enable them to leverage five global megatrends. Student work included:

- Understanding the geopolitical environment and how best to leverage different stakeholders’ wants and needs in the region.
- Understanding the global energy and upcoming consumer trends that would drive Siemens products and sales.
- Analyzing urbanization and demographics to assist in identifying new target markets.
- Understanding best cases for digitization and how they may pertain to Siemens’ business units in Ecuador.
- Understanding relevant future consumer trends.

DreamBuilder: The Women’s Business Creator

DreamBuilder, a free online training and certification program, provides women with the skills, knowledge and confidence they need to start or grow a business. The interactive program includes games, videos and access to helpful tools and templates. An innovative Business Plan Generator guides the learner in the creation of a personalized business plan. Available in Spanish and English, the Spanish-language version features a telenovela that not only entertains, it reinforces the lessons learned and helps the women visualize overcoming the barriers women entrepreneurs might face. DreamBuilder is made possible by the support of Freeport-McMoRan in collaboration with ASU’s Thunderbird School of Global Management. More than 80,000 learners from 110+ countries have started the DreamBuilder program.

WE3A: Women Entrepreneurs - Aspire, Activate, Accelerate

In collaboration with the Inter-American Development Bank, ASU’s Thunderbird School of Global Management created an ambitious three-year initiative that aims to change the mindset about women entrepreneurship, activate the women-owned small business sector and accelerate the growth of established women-owned businesses in seven countries in Latin America. The initiative is part of the Women Entrepreneurs Finance Initiative — a collaborative partnership of 14 governments, eight multilateral development banks and other public-private stakeholders — hosted by the World Bank Group. The three-component program supports women entrepreneurs from Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Ecuador and Guyana.
Academic partnerships and programs

**Guyana**

ASU invests $10 million to support ExxonMobil Foundation sustainability project

A collaboration established in 2018 between ExxonMobil Foundation, Conservation International and the University of Guyana promises to advance sustainable employment and conservation in the region. As part of the ASU-Conservation International partnership, CI is working with ASU and other key international universities to develop training on environmental innovation and sustainability and on entrepreneurship in nature-based sectors to advance this initiative. CI has extensive experience in Guyana, having assisted more than 50 indigenous communities in the region by protecting close to three million acres of lands, helping improve their livelihoods. The overall goal of this program is to continue supporting Guyana’s sustainable development by investing in education, research, sustainable management of natural resources and protecting the country’s rich ecosystems.

Conservation International Foundation and University of Guyana

In 2020, Conservation International Foundation signed an agreement with ASU to fully fund about 20 faculty members of the University of Guyana in the doctorate in innovation in global development and master’s in global technology and development programs at the School for the Future of Innovation in Society. This program also involved ASU faculty traveling to Guyana to deliver courses during the summer months.

**Renewable Policy Workshop in Guyana and VOCTEC**

In 2012, an ASU-led delegation headed to Guyana to discuss and identify ways to accelerate the deployment of solar power to help Guyana meet its goals of social and economic development. The policy workshop was part of VOCTEC, which stands for Vocational Training and Education for Clean Energy, a five-year, $10 million agreement ASU’s College of Technology and Innovation (now Ira A. Fulton Schools of Engineering) had with the U.S. Agency for International Development to improve the sustainability of renewable energy investments in developing countries. The VOCTEC-ASU delegation was led by Delia Saenz, then vice provost for international education and institutional inclusion, and included professors Govindasamy Tamizhmani and Martin Pasqualetti, and Ujjwal Bhattacharjee from Tetra Tech, an infrastructure development company that also works closely with USAID.
**Academic partnerships and programs**

**Peru**

**ASU partnership with Conservation International and the Potsdam Institute for Climate Impact Research**

What is the future of coffee in a changing climate? How can we enhance the livelihoods of farmers while protecting the nature that surrounds them? Conservation International and the Potsdam Institute for Climate Impact Research partnered with ASU to help answer these questions. Located in north Peru at the eastern Andean foothills, Alto Mayo is one of the most biodiversity-rich places on earth. It is also the region of Peru with the highest deforestation rates. Increased coffee demand and improved market connectivity from a new highway system have led to an influx of people and unsustainable farming practices.

**Strengthening Women Entrepreneurs in Peru**

Micro and small enterprises or SMEs comprise 98 percent of all businesses in Peru, and women own and operate 40 percent of these businesses. Women have the drive and initiative to start their own businesses, yet they face many barriers to growing their business, including access to capital and business training. As part of Thunderbird for Good’s mission to promote women’s economic empowerment, the school collaborated on a two-pronged campaign called Strengthening Women Entrepreneurs in Peru to serve more than 100,000 women entrepreneurs in Peru over a four-year period beginning in 2010. The $7.5 million commitment includes major contributions from the Australian government, Goldman Sachs 10,000 Women, Mibanco and the Multilateral Investment Fund of Inter-American Development Bank.

**Vive Peru internship for pre-med, social work and engineering students**

Vive Peru is a nonprofit organization with 501(c)(3) status. Participants join a committed team of volunteers, who have come from ASU, University of Arizona, Stanford, USC, Northwestern, Berkeley and Michigan, among others. Vive Peru offers hands-on winter internships in medical clinics, schools and nonprofit organizations for unique leadership and professional experience. Spanish language skills are encouraged.

**Growth Alternatives in Action**

A new company, GAIA, started by ASU students will help farmers in Peru, and eventually in other under-developed countries around the world, to cost-effectively increase their crop production with the use of an ancient method of soil improvement called terra preta, or “dark earth.” Terra preta involves mixing charcoal — or biochar, created from agricultural waste — with natural local fertilizers to create a soil that is very dark and fertile. Biochar improves the soil quality by acting like a sponge, absorbing and storing plant nutrients and soil moisture. Due to the rich charcoal content, the soil also extracts substantial amounts of carbon out of the atmosphere, helping prevent global warming. Growth Alternatives in Action started as an in-class project in the Make Your Ideas Happen class in the Ira A. Fulton Schools of Engineering and is now a nonprofit organization led by ASU alum and CEO Kathleen Stefanik.
Academic partnerships and programs

**Uruguay**

**Keepin’ It REAL Uruguay**

Flavio Marsiglia, director, and Stephen Kulis, director of research, for ASU’s Southwest Interdisciplinary Research Center traveled to Uruguay to begin a cultural adaptation and feasibility trial of the SIRC’s Keepin’ it REAL adolescent substance abuse curriculum. A research collaborator from Mexico, Bertha Nuño-Gutierrez, joined the SIRC team to train local teachers in utilizing the curriculum. Keepin’ it REAL is a culturally grounded drug prevention curriculum for grades 6–9 that has been proven effective for reducing drug use and establishing anti-drug attitudes and beliefs. The program teaches kids how to say no and enhances life skills that encourage good decision-making, communication skills and drug-resistant strategies. SIRC established a research partnership with a local foundation and educational authorities of Uruguay to implement the curriculum in Montevideo middle schools. As one of the first countries in the world to decriminalize cannabis use, Uruguay welcomed this prevention project as one of many efforts underway to ensure that adolescents have access to evidence-based prevention programming. The American embassy in Montevideo committed financial support for the study.
#1 in the U.S. for innovation
ASU ahead of MIT and Stanford
U.S. News & World Report, 7 years, 2015–2022

#1 in the U.S. for global impact
#9 in the world
Times Higher Education, 2021