



FY19 IDEAS Grantees – Final Summaries

Baldwin Wallace University

Location: Berea, OH

Institutional Profile: Four-Year, Private

Program Title: Diversifying Study Abroad through Technology and Public Health in Guatemala

Destination: Guatemala

Foreign Policy Goal(s) Addressed: Cyber Issues; Public Health

Grant Period: August 1, 2020 – August 1, 2023

Through its IDEAS grant, Baldwin Wallace University's (BWU) *Computing in Guatemala* program successfully partnered with a non-profit organization, Mission Guatemala, to increase study abroad participation among BWU computer science major students, an underrepresented major in study abroad. Specifically, faculty utilized IDEAS funding to internationalize a two-semester software engineering capstone course and expand opportunities for students to study in Central America. By the end of the project, 40 computer science students and 10 faculty had worked to develop, deploy, and maintain a custom medical record software system for the Mission Guatemala health clinic. Nine of those students traveled to Guatemala, a less common study abroad designation, in May 2023, representing a 200% increase in computer science students from BWU studying abroad. Students who participated in the program gained concrete computer science and software engineering skills as well as international experience by collaborating virtually and in-person with Mission Guatemala. Moving forward, future computer science cohorts will build upon this initial work to expand the software and will continue to travel to Guatemala to provide maintenance and train Mission Guatemala staff. The program was featured in a 2023 [BWU news article](#).

"Thank you for the opportunity to explore this idea I had to bring Computing to Guatemala. It has surpassed all my expectations for my students, university, and myself. I thought it would be a simple software project for Mission Guatemala and a handful of students to travel to Central America. But it became so much more. It is now a signature program for our university and a reason why students

select our computer science program. Even the faculty and students who do not get an opportunity to travel are impacted by this project as they support the effort from the classroom. What might impact the handful of students who travel has impacted over 40 students and 10 faculty as this program has truly internationalized our software engineering program. Students feel a sense of worthiness when they work on the project, knowing they are using their skills for good. Thank you for making the project possible and making my work feel worthwhile, too." –Rachelle Kristof Hippler, Faculty Lead, Computing in Guatemala; Coordinator and Professor, Software Engineering



Figure 1: BWU students training Mission Guatemala staff on how to utilize the medical records software.



College of DuPage

Location: Glen Ellyn, IL

Institutional Profile: Two-Year, Public, Asian American and Native American Pacific Islander-serving Institution

Program Title: College of DuPage Africa Initiative

Destination: Kenya

Foreign Policy Goal(s) Addressed: Infrastructure; Natural Resources/Sustainable Agriculture

Grant Period: August 1, 2020 – September 30, 2023



Figure 2: College of DuPage faculty and staff at Brackenhurst Conference and Retreat Center in Limuru, Kenya.

Through its IDEAS grant, the College of DuPage successfully implemented its Africa Initiative project by developing and implementing an interdisciplinary service-learning program titled *Sustainability in Kenya: Biology, Architecture, and the Arts*. Using IDEAS grant funding, five College of DuPage faculty and one staff person worked to establish a partnership with EDUAfrica to plan and implement the program. During the summer 2023 term, those faculty and staff traveled with nine students to Kenya, an underrepresented study abroad destination, for the inaugural program. Students represented two underrepresented majors: environmental sustainability and sustainable architecture, and participated in an overarching humanities course focused on human rights issues while studying history, culture, and faith traditions. After successful implementation of this pilot program, College of DuPage is planning to utilize this program model for study abroad opportunities in other disciplines and locations.

Colorado Mountain College

Location: Glenwood Springs, CO

Institutional Profile: Four-Year, Public

Program Title: Creation of a New Study Abroad Experience in Chile – Pucon Kayak Retreat Cooperative Leadership and Management Program

Destination: Chile

Foreign Policy Goal(s) Addressed: Closing the Skills Gap; Energy and Natural Resources; Entrepreneurship and Innovation

Grant Period: August 1, 2020 – December 31, 2022

Through its IDEAS grant, Colorado Mountain College developed a new [long-term study abroad program in Chile](#) that built upon the success of its existing short-term study abroad program in the region. The program teaches entrepreneurial business and recreation industry skills focused on sustainability to rural U.S. community college students who are traditionally underrepresented in study abroad. Grant funding supported faculty training, exploratory trips to Chile, curriculum development and materials, and program marketing to establish this new program. As a result of IDEAS grant-funded activities, Colorado Mountain College students will have the opportunity to engage in a long-term study abroad program focusing on topics relevant to their local economy and career prospects in a diverse destination.



Figure 3: Colorado Mountain College faculty and students in Chile.

“As the manager of the grant, I learned a tremendous amount. I feel fortunate as well as slightly overwhelmed with the knowledge of what it takes to run a successful study abroad program...Perhaps one of the biggest learning moments occurred while we were traveling in Chile. Through our discussion I learned just how similar our communities are even though we are literally on the other side of the world. Additionally, learning how our students have the same hopes and aspirations has only fueled my desire to connect them to other cultures and experiences. We all struggle to find funding to

connect our students to these dreams, but there are also many people that have a passion for helping these students succeed.” – Matthew Jost, Assistant Dean of Instruction

Community College of Baltimore County

Location: Baltimore, MD

Institutional Profile: Two-Year, Public

Program Title: Expanding Study Abroad for Underrepresented Students in a Maryland Community College Consortium

Destinations: Dominican Republic, United Kingdom

Foreign Policy Goal(s) Addressed: Entrepreneurship and Innovation; Public Health

Grant Period: August 1, 2020 – September 30, 2023

With its IDEAS grant, the Community College of Baltimore County (CCBC) successfully developed two new faculty-led study abroad programs to the United Kingdom and the Dominican Republic and delivered targeted study abroad faculty leader trainings to over 90 faculty and staff. The two new study abroad programs, created by a consortium consisting of six partner community colleges in Maryland, were designed to expand study abroad access for students who are underrepresented in study abroad including racial/ethnic minority and rural community college students from Maryland in occupational fields of study, with a particular focus on public health and entrepreneurship. In May 2023, 21 students, three faculty leaders funded by the IDEAS grant, and two trainee faculty leaders traveled to Swansea University in Wales. To expand programming in the African Diaspora, grant funding also supported eight faculty members’ travel to the Dominican Republic on an exploratory site visit in August 2023. In addition, a total of 48 faculty and staff



Figure 4: CCBC faculty and students in the United Kingdom.



Figure 5: CCBC faculty in the Dominican Republic visiting a health center.



from seven colleges participated in a collaborative study abroad faculty leader training workshop, and more than 50 faculty and staff from seven colleges attended a three-part series titled *Delving into the African Diaspora for Educators*. As a result of these grant activities, CCBC faculty and staff have the opportunity to lead expanded study abroad opportunities.

Georgia State University

Location: Atlanta, GA

Institutional Profile: Four-Year, Public

Program Title: Increasing African American Male Participation in Study Abroad

Foreign Policy Goal(s) Addressed: Closing the Skills Gap

Grant Period: August 1, 2020 – June 30, 2022

Georgia State University’s (GSU) IDEAS grant focused on addressing the underrepresentation of African American men in its study abroad programs through a systematic outreach effort utilizing existing and new structures, partnerships, and networks that support these students. Specifically, GSU trained African American male faculty and student peer advisors to engage African American male students and share the feasibility and relevance of study abroad. Grant funding from the IDEAS Program also helped the university to establish a new advisor position in the study abroad office to focus on engaging with African American students, who are traditionally underrepresented in study abroad nationally. Ultimately, GSU reached approximately 200 African American male students and 17 faculty on campus through its IDEAS grant-funded activities. This expanded outreach has increased the number of prospective Black male study abroad participants and Black faculty study abroad program leaders, thereby broadening the potential for gaining critical career skills among this underrepresented population.



Figure 6: An active GSU student mentor in the African American Male Network Program participating in a study abroad program.

Kennesaw State University

Location: Kennesaw, GA

Institutional Profile: Four-Year, Public

Program Title: Ghana: Gateway to Africa

Destination: Ghana

Foreign Policy Goal(s) Addressed: Democracy and Human Rights; Economic Development and Trade Policy; Entrepreneurship and Innovation

Grant Period: August 1, 2020 – September 30, 2023

Through its IDEAS grant, Kennesaw State University (KSU) increased its capacity to engage U.S. undergraduate students from underrepresented groups in study abroad – such as first-generation students, students with disabilities, and racial, ethnic, and gender minorities – so that more students graduate with the global knowledge and skills needed to spur entrepreneurship, innovation, and economic development in their local communities. Specifically, KSU developed information sessions, workshops, and physical and virtual promotional materials for a study abroad program to Ghana



targeted at underrepresented students to improve the visibility of study abroad on campus and promote its benefits. These materials serve as long-term resources for intentional and sustained outreach and recruitment efforts on campus. KSU collaborated with the University System of Georgia Africa Council, Savannah State University, and Albany State University (both Historically Black Colleges and Universities in the Georgia state system and recipients of their own IDEAS grants) on recruitment activities to increase effectiveness and engagement with students from a range of backgrounds. In addition, IDEAS grant funds supported faculty travel expenses for the student program to Ghana in summer 2022.



Figure 7: KSU students and faculty in Ghana.

“Thirteen students made the trip to Ghana. This was the first time in years that we had double digits... What made the difference? Unquestionably, by funding faculty expenses, the IDEAS grant indirectly reduced program costs for students and made the program affordable for this group of students who probably would not have considered studying abroad because of the cost... We expect recruitment of underrepresented students for the 2023 program to be at or above the 2022 level. The IDEAS grant most definitely made a difference.” –Nurudeen Akinyemi, Director of the Center for African and African Diaspora Studies; Associate Professor of Political Science

Lincoln University

Location: Lincoln, PA

Institutional Profile: Four-Year, Public, Historically Black College or University

Program Title: Global Opportunities to Advance the Lincoln Legacy

Destination: Ghana

Grant Period: September 1, 2020 – September 30, 2021

Through its IDEAS grant, Lincoln University, a historically Black university, created a faculty-led, short-term hybrid study abroad program in Ghana, a less common study abroad destination. The grant also funded a new study abroad position focusing on study abroad advising, outreach, and application management. As a result of the IDEAS grant, Lincoln University students participated in a virtual exchange, Lions in Ghana, with partners in Ghana in the summer of 2021. This program equipped students with the skills, knowledge, and experience to thrive in a globally connected world through education abroad.



Figure 8: Lincoln University students and staff who participated in the Lions in Ghana virtual program.



Massasoit Community College

Location: Brockton, MA

Institutional Profile: Two-Year, Public

Program Title: Study Abroad at Massasoit

Destinations: Morocco, Portugal

Grant Period: August 1, 2020 – March 30, 2023



Figure 9: Massasoit faculty on their exploratory trip to Morocco.

Through its IDEAS grant, Massasoit Community College formalized a framework for faculty-led study abroad programs targeting students traditionally underrepresented in study abroad including racial and ethnic minorities, low-income, and/or first-generation students. Specifically, IDEAS funding supported faculty professional development through site visits to Morocco and The Azores in Portugal and five professional

development activities that allowed the institution to create a replicable course design for faculty-led study abroad programs that provide accessible, affordable, and consistent experiences for students. As a result, two study abroad programs to less-common study abroad destinations, Morocco and The Azores, Portugal, were developed. 12 students participated in the inaugural program focused on Arabic, Portuguese, and Spanish language study. Massasoit Community College also created a global learning certificate program through its IDEAS grant, which allows Massasoit students to explore interdisciplinary understandings of contemporary global issues.

Mississippi Valley State University

Location: Itta Bena, MS

Institutional Profile: Four-Year, Public, Historically Black College or University

Program Title: Expanding Horizons: Building Study Abroad Capacity at a Small, Southern, Rural Institution

Destinations: India, Japan

Grant Period: August 1, 2020 – September 30, 2023

Through its IDEAS grant, Mississippi Valley State University (MVSU), a historically Black university, strengthened study abroad initiatives and increased institutional support for study abroad by engaging students, faculty, staff, and administrators through a broad series of activities. For students, MVSU used IDEAS grant funding to develop and implement a year-round marketing campaign including virtual and



Figure 10: MVSU students learning about Japanese culture during a Travel Tuesdays event.



in-person pre-study abroad programming events such as Travel Tuesdays, Delicious Destinations, and an International Mixer to inform and recruit students for international education opportunities. For faculty, IDEAS grant funding established trainings and resources to help them develop new study abroad programs and internationalize their curricula. For university staff and administrators, the IDEAS grant supported site visits to India and Japan, two less-common study abroad destinations, to build academic collaborations for future faculty-led programs.

Montana State University, Billings

Location: Billings, MT

Institutional Profile: Four-Year, Public

Program Title: General Education Model for Study Abroad

Destinations: Belize, Italy, North Macedonia, Peru

Foreign Policy Goal(s) Addressed: Democracy and Human Rights; Energy and Natural Resources; Food Security/Sustainable Agriculture/Natural Resource Management; Public Health; Women’s Empowerment

Grant Period: August 1, 2020 – September 30, 2023

With its IDEAS grant, Montana State University Billings (MSUB) increased student participation in international education opportunities through the creation of an easily replicable model for study abroad. Specifically, the institution created a new model of faculty-led, short-term programming with full credit general education courses. IDEAS grant funding supported four faculty members’ participation in exploratory trips focused on programs promoting the study of natural resources, human rights, women’s empowerment, public health, and migration concerns in Belize, Italy, North Macedonia, and Peru. As a result of the IDEAS grant, 14 students in total participated in the new programs. This new model of study abroad programming for the university will be replicated for students in the years to come.



Figure 11: MSUB student and faculty in Belize.

New Mexico State University

Location: Las Cruces, NM

Institutional Profile: Four-Year, Public, Hispanic-serving Institution

Program Title: Expanding Study Abroad Engagement Through Academic Advising Collaboration

Destination: Costa Rica

Grant Period: August 1, 2020 – September 30, 2022



Figure 12: MSUB students and faculty in Peru.

Through its IDEAS grant, New Mexico State University trained advisors from its Center for Academic Advising and Student Support on how to help students navigate the study abroad process so that students could smoothly integrate international experiences into their academic plans. IDEAS grant funding also supported faculty and staff travel on a study abroad program, where they were able to



observe and experience the impact of study abroad first-hand. As a result of the IDEAS grant, advisors shadowed Office of Education advisors, participated in study abroad fairs, and attended education abroad-specific professional development opportunities. The newly trained advisors are now actively involved in creating a campus culture that values education abroad participation by disseminating messages about the value of study abroad for their students.

Northern Arizona University

Location: Flagstaff, AZ

Institutional Profile: Four-Year, Public, Hispanic-serving Institution, Native American-serving Nontribal Institution

Program Title: Community Development Experiences in Malawi

Destination: Malawi

Foreign Policy Goal(s) Addressed: Entrepreneurship and Innovation; Infrastructure; Women's Empowerment

Grant Period: September 1, 2020 – September 30, 2023

Through its IDEAS grant, Northern Arizona University's Center for International Education and the College of Engineering, Informatics, and Applied Science filled a gap in programming by offering a program to Sub-Saharan Africa for engineering students. Specifically, the institution created a faculty-led study abroad program in collaboration with the Malawi University of Science and Technology and other local partners. IDEAS grant funding supported a faculty member's travel to Malawi, a less-common study abroad destination, to develop partnerships leading to the development of the student study abroad program and related syllabus. As a result of the IDEAS grant, engineering students were offered the opportunity to collaborate with local community organizations on projects related to topics important to U.S. foreign policy, such as entrepreneurship, infrastructure development, and women's empowerment.

Oakland Community College

Location: Oakland County, MI

Institutional Profile: Two-Year, Public

Program Title: Delivering Globally Focused Education through Virtual Exchange and Study Abroad Partnerships

Destination: Global

Grant Period: August 1, 2020 – September 30, 2023

To address the needs of community college students in the context of a global pandemic, Oakland Community College used its IDEAS grant funding to design 21 cost-effective, scalable, and replicable virtual exchange and study abroad opportunities for a wide range of courses offered at the college. These 21 courses achieved the goal of providing affordable global opportunities with transferable credits to underrepresented community college students. Since receiving the IDEAS grant, Oakland Community College has integrated global immersion experiences into a multitude of courses on its campus, providing over 250 U.S. students access to international education opportunities each semester. Additionally, during its grant period, Oakland Community College established a community of practice for virtual exchange programs on campus, fostering faculty collaboration and collective project development. The college further enhanced its global education initiatives by hosting seven virtual global education events and forming new partnerships with institutions in Colombia, India, South Africa, Vietnam, and the Philippines.



Sinclair Community College

Location: Dayton, OH

Institutional Profile: Two-Year, Public

Program Title: Sinclair Public Health IDEAS

Destination: Colombia, Ireland

Foreign Policy Goal(s) Addressed: Public Health

Grant Period: August 1, 2020 – September 30, 2023

Through its IDEAS grant, Sinclair Community College developed a new short-term interdisciplinary study abroad program to Ireland for health science students, who are underrepresented in study abroad. The College also developed new virtual exchange programming with Universidad Catolica de Manizales in Colombia, a less-common study abroad destination. Specifically, IDEAS grant funding supported three Sinclair health science faculty members’ participation in a professional development workshop in Ireland. Following the workshop the faculty developed the study abroad program focused on exposing students to farming in Ireland, food production, public health, the role of the community nurse in Ireland’s health care system, and Ireland’s emergency management program. Besides being attractive to health science students, faculty anticipate the program will also appeal to students in Sinclair’s nutrition and dietetics, vet tech, and agriculture programs, as well as students in other disciplines. As a result of participating in the Ireland and Colombia programs, students will become better prepared to engage cross-culturally with the increasingly diverse medical patient population in Dayton, Ohio.

Texas Woman’s University

Location: Denton, TX

Institutional Profile: Four-Year, Public, Hispanic-serving Institution

Program Title: Global Bilingual Community Healthcare Initiative at TWU

Destination: Guatemala

Foreign Policy Goal(s) Addressed: Public Health

Grant Period: August 1, 2020 – September 30, 2022

Through its IDEAS grant, Texas Woman’s University (TWU) developed a bilingual, medical immersion study abroad program to Guatemala targeting nursing and health science students, who are underrepresented in study abroad. IDEAS grant funds were used to develop the bilingual healthcare curriculum, conduct partner outreach, and recruit and train faculty and students. As a result of the grant, TWU conducted a 10-day medical immersion experience in Guatemala, a less-common study abroad destination, for 13 health science and dental health students focused on themes of public health and women’s empowerment. The program helped to fulfill a local community need for bilingual healthcare workers.



Figure 13: TWU students and faculty in Guatemala.

“The TWU GBCHI grant successfully achieved all of its short-term outcomes. It has started to achieve its long-term outcomes as it contributed to the increase in the number of students that passed the Garcia Shilling Int. Language Proficiency Assessment for Medical Professionals which in turn has increased the chances of students working in bilingual healthcare settings.” –William Benner, Associate Professor of Spanish



Towson University

Location: Towson, MD

Institution Type: Four-Year, Public

Program Title: Towson University Tigers Abroad

Destination: Brazil

Foreign Policy Goal(s) Addressed: Closing the Skills Gap; Cyber Issues; Democracy and Human Rights; Economic Development and Trade Policy; Energy and Natural Resources; Entrepreneurship and Innovation; Infrastructure; Public Health

Grant Period: August 1, 2020 – September 30, 2023

To expand its study abroad portfolio and increase access to study abroad, Towson University used its IDEAS grant funding to create and deliver a 12-day experiential faculty-led study abroad program in Rio de Janeiro and Salvador, Brazil, targeting underrepresented and low-income incoming first-year and transfer students. IDEAS grant funding was used to support syllabus development, recruitment activities, and faculty travel costs for the study abroad program. The inaugural program ran successfully in summer 2023 with 12 incoming first-year students and focused on issues of democracy, human rights, infrastructure, and public health. Following their arrival on campus for their first semester in fall 2023, students remained actively engaged with international opportunities and events at the university. The experience in Brazil is highlighted in this [Towson study abroad promotional video](#).



Figure 14: Towson students in Brazil.

“Being able to take advantage of an opportunity that allows you to not only see the world from a different perspective but to also educate yourself in different ways while doing so, is something that I thought was very valuable.” – Student testimonial

University of Tennessee at Martin

Location: Martin, TN

Institution Type: Four-Year, Public

Program Title: Rural America in Siena, Italy: Growing UTM Study Abroad

Destination: Italy

Foreign Policy Goal(s) Addressed: Economic Development and Trade Policy; Food Security/Sustainable Agriculture/Natural Resource Management

Grant Period: August 1, 2020 – August 31, 2022

Through its IDEAS grant, the University of Tennessee at Martin developed an innovative study abroad program that provided first-generation, low-income, agricultural science majors, and students of color, all of whom are traditionally underrepresented in study abroad programs, with a unique and affordable semester-long experience in Siena, Italy. The study abroad program focused on sustainable agriculture, connecting the rich agricultural traditions of West Tennessee and Tuscany, Italy to better prepare



students for careers in agriculture, while also giving them an experience abroad. IDEAS grant funding was used to hire a study abroad program coordinator who developed orientation, assessment, and promotional materials. It also supported an exploratory trip to Italy for partnership building and promotional material development. In September 2022, the inaugural cohort of 30 students traveled to Italy. The university continues to expand its partnerships in Siena, now offering a pre-medicine and nursing program to students in the University of Tennessee system.



Figure 15: University of Tennessee at Martin students in Italy.

“We have learned how to better communicate with multiple partner institutions, two of which have different cultural expectations about communications. We have also learned to be more aggressive in recruitment in terms of making it clear that our program is affordable for all UTM students, so that they don’t just assume they won’t be able to participate. We believe we are now set up for a strong future with the program and will be able to continue sending students to Siena for years to come.” – Margaret Lewis, Professor, Department of History and Philosophy

Universidad del Sagrado Corazón

Location: San Juan, PR

Institution Type: Four-Year, Private, Hispanic-serving Institution

Program Title: Diversifying U.S. Study Abroad by Increasing Access for Hispanic Students

Foreign Policy Goal(s) Addressed: Entrepreneurship and Innovation

Grant Period: August 1, 2020 – September 30, 2021

Through its IDEAS grant, Universidad del Sagrado Corazón created a suite of [Spanish-language, audiovisual study abroad resources and materials](#). These resources, developed with IDEAS grant funding, were created to be culturally appropriate and relevant for U.S. Hispanic students and their families, allowing them to be more informed about available study abroad opportunities and scholarships and the benefits of international experience to students. Universidad del Sagrado Corazón and the IDEAS Program have shared these resources via their respective websites, where they continue to be utilized by study abroad offices across the country in their efforts to expand study abroad to underrepresented student groups.

University of Alabama, Birmingham

Location: Birmingham, AL

Institutional Profile: Four-Year, Public

Program Title: World Blazers: Equipping Faculty, Supporting Students, and Expanding Access

Destination: Ecuador, India, Japan, Spain, South Africa, Sweden, United Kingdom

Foreign Policy Goal(s) Addressed: Cyber Security; Democracy and Human Rights; Entrepreneurship and Innovation; Public Health

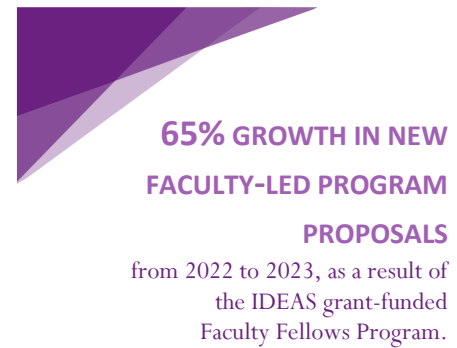
Grant Period: August 1, 2020 – September 30, 2023



With its IDEAS grant, the University of Alabama at Birmingham (UAB) increased and expanded its short- and long-term study abroad program offerings by engaging, training, and supporting faculty through the development of an Education Abroad Faculty Fellows program. Faculty in this program participated in capacity-building workshops and grant-funded international site visits designed to prepare them to implement high-quality, affordable study abroad programs in fields essential to U.S. foreign policy interests, such as cyber issues and democracy and human rights. IDEAS grant funds also supported the development of an inaugural semester-long study abroad program in Wales. The Education Abroad Faculty Fellows program produced 24 faculty alumni and resulted in nine new programs as of summer 2023. The new UAB in Wales at Aberystwyth University program welcomed three participants for spring 2022 and five students for the second cohort in spring 2023. As a result of the IDEAS grant, UAB now has a broad cohort of trained faculty in study abroad who serve as champions to promote and expand study abroad opportunities for U.S. students, and the partnership with Aberystwyth University continues to grow and promises to become a long-running program at the institution.

University of Florida

Location: Gainesville, FL
Institutional Profile: Four-Year, Public
Program Title: U.S.-Korea Global Design Thinking Alliance for Community College Students
Destination: South Korea
Foreign Policy Goal(s) Addressed: Closing the Skills Gap
Grant Period: August 1, 2020 – September 30, 2023



Through its IDEAS grant, the University of Florida developed a new faculty-led study-abroad program to South Korea, a less common study abroad destination, to expand study abroad participation among community college students studying science, technology, engineering, and mathematics. This seven-week immersive summer program was developed for



Figure 17: Faculty site visit in South Korea.

students in the University of Florida’s Gator Engineering at Santa Fe College program, taught by University of Florida faculty for community college students, who are underrepresented in study abroad. Specifically, the University of Florida used its IDEAS grant funding to conduct site visits and establish and strengthen over 20 partnerships with South Korean universities, research institutions, and companies for this program, including Hanyang University, Sungkyunkwan University, Seoul National University, Korea Advanced Institute of Science and Technology, and Pohang University of Science and Technology. By connecting students with global

engineering opportunities, the University of Florida builds U.S. students’ intercultural competencies and equips them with skills for the modern workforce. The University of Florida will continue its collaborations for student exchanges in South Korea through its newly developed and expanded partnerships.

Figure 16: Graphic highlighting a 65% increase in faculty-led program proposals at UAB.



University of Houston, Clear Lake

Location: Houston, TX

Institutional Profile: Four-Year, Public, Hispanic-serving Institution

Program Title: Food Security in Contemporary Oman: Small Scale Local Producers, the Global Food Industry, and Evolving National Consumption Habits

Destination: Oman

Foreign Policy Goal(s) Addressed: Food Security

Grant Period: August 1, 2020 – September 30, 2022

Through its IDEAS grant, the University of Houston-Clear Lake (UHCL) expanded its study abroad offerings in the Middle East by developing a faculty-led program to the Sultanate of Oman, a less common study abroad destination. The program exposed students to elementary Arabic, one of the U.S. Department of State’s designated critical languages, while focusing on food security, a pressing issue due to growing concerns about climate change. IDEAS grant funds were used to develop promotional materials, conduct site visits, and plan student workshops to encourage and prepare students to study abroad. The IDEAS-funded program to Oman was featured in a 2021 [UHCL news article](#). IDEAS grant funding also supported research analyzing undergraduates who study abroad and those who do not. Results indicated that exposure to study abroad programming, more so than ethnicity, adventurousness, interest in foreign languages, or intercultural communication interest, was the strongest predictor of participation in study abroad. This IDEAS-funded research highlights the importance of having open and frequent dialogue with students to help increase study abroad participation and will guide future outreach and programming at UHCL.

University of Wisconsin, Stout

Location: Menomonie, WI

Institutional Profile: Four-Year, Public

Program Title: Advancing Diversity & Inclusion through Heritage-Based Faculty-Led Programs

Destinations: Costa Rica, Thailand

Foreign Policy Goal(s) Addressed: Economic Development and Entrepreneurship

Grant Period: August 1, 2020 – September 30, 2023

With its IDEAS grant, the University of Wisconsin-Stout (UW-Stout) successfully launched a new faculty-led study abroad program series in Thailand and Costa Rica, both less common study abroad destinations. The programming focused on the cultural histories of these countries, designed to engage undergraduate students in multiple disciplines and backgrounds, including Hmong and Hispanic students who are underrepresented in study abroad. Grant funding supported site visits and marketing and outreach designed to raise student and faculty awareness about the importance of intercultural engagement. Through the IDEAS grant, UW-Stout increased awareness on campus of the importance and benefits of studying abroad and developed a successful programming model that could be applied to different country contexts in the future. Receiving the IDEAS grant served as a catalyst for support on UW-Stout’s campus and allowed access to more than \$73,000 in additional donor funding to



Figure 18: UW-Stout faculty site visit in Thailand.



Figure 19: UW-Stout student in Costa Rica.

support students in these programs. “These funds would not have been possible without our 2019 IDEAS [grant] and the matching of institutional priorities toward expanding participation of underrepresented students in study abroad programming,” wrote Scott Pierson.

UW-Stout created a “[Faculty in 3](#)” (faculty-led program in three minutes) video about the program in Thailand.

“When the high-impact practice of study abroad was eliminated during the pandemic, we focused our energies on highlighting the importance of engagement in such practices. During this period of deep reflection, we were able to raise student and faculty awareness, as well as awareness from our alumni base, which resulted in additional scholarship dollars for student participation. These practices allowed us to [emerge from] the

pandemic with renewed purpose and mechanisms to effectively remove barriers.” – Scott Pierson, Director, Office of International Education

Utica University

Location: Utica, NY

Institutional Profile: Four-Year, Private

Program Title: Inter-Professional Education in Healthcare Abroad

Destination: Ecuador, Egypt

Foreign Policy Goal(s) Addressed: Public Health

Grant Period: August 1, 2020 – May 31, 2023

Through its IDEAS grant, Utica College developed new faculty-led study abroad programming for health sciences students in Ecuador and Egypt, both less common study abroad destinations. The new comparative course on healthcare and culture drew upon students from all disciplines within the health sciences field, which is an underrepresented field in study abroad. Grant funds were used to conduct two site visits to explore the locations, medical facilities, and potential partners in both countries.

While three faculty members participated on the Ecuador trip without students, the Egypt team of three faculty members were joined by students who provided valuable perspectives and post-visit assessments that will continue to guide the development of the study abroad course. As a result of the IDEAS grant, Utica College ultimately developed new international health sciences curricula, established a foundation for health sciences study abroad programming, and learned valuable lessons and strategies for creating faculty-led programs in the future.



Figure 20: Utica faculty and students in Egypt.



Worcester State University

Location: Worcester, MA

Institutional Profile: Four-Year, Public

Program Title: Experiential Learning Abroad for Worcester's Working Adult: Faculty-Led Programming in Professional & STEM Fields

Destinations: Bermuda, Dominican Republic, Ireland, Japan, Mexico, Portugal, Sweden, United Kingdom

Foreign Policy Goal(s) Addressed: Human Rights; Infrastructure; Public Health

Grant Period: August 1, 2020 – June 30, 2023

Through its IDEAS grant, Worcester State University (WSU) developed an administrative framework to support students studying abroad across the institution, as well as trained faculty to offer study abroad programming for students in underrepresented majors in study abroad such as science, engineering, technology, and math (STEM) fields. Specifically, IDEAS grant funding supported nine faculty members from eight academic disciplines and the director of international programs in conducting site visits in eight countries. These exploratory trips included a visit to two partners in Ireland, Ulster University and Atlantic Technological University, to reestablish institutional partnerships post-pandemic and plan for two STEM short-term programs. Among students who participated in the first two programs established as a result of the site visits, in Ireland and Portugal, approximately 75% were from underrepresented academic majors in study abroad. IDEAS funding was also used to hire a short-term program coordinator who was instrumental in developing permanent resources which will support faculty and students, including a dedicated webpage of faculty resources and a series of five faculty modules for short-term study abroad programming. As a result of the IDEAS grant, WSU established a comprehensive series of evergreen study abroad resources for both faculty and students, as well as the infrastructure to support 120-180 U.S. students in studying abroad over the next four years.