

We cherish our relationships with our neighbors, relationships that have strengthened Penn academically while increasing the vitality of West Philadelphia.

—President Amy Gutmann, inaugural address, 2004

Chapter 3: Local Engagement

Introduction

Penn aspires to be a leading citizen of our city and our neighborhood. Over the past decade, we have increasingly placed local engagement and community service at the heart of undergraduate life, expanding three major centers of civic engagement and also a wide scope of activities that involve students across curricular and extracurricular activities. While these activities are not a required component of a Penn undergraduate education, they can add immeasurably to the student experience and reflect the University's abiding interest in developing strong citizens as well as outstanding scholars.

The civic roots of the University of Pennsylvania are deep. Benjamin Franklin's founding vision for the University was to establish an institution that would instill in students a deep civic commitment or, as he put it, "an inclination joined with an ability to serve mankind, one's Country, Friends and Family." Franklin envisioned an educational institution dedicated to equipping future civic and business leaders with practical knowledge for the betterment of the local community.

As Thomas Ehrlich, former Penn Provost and former Penn Term Trustee, put it, "civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivations to make that difference" (*Civic Responsibility and Higher Education* (American Council on Education/ Oryx Press, 2000), vi.). There are three, interrelated ways to think of civic engagement:

1. It includes activities that have no obvious "public good" intent, but nonetheless represent a kind of community-building, such as socializing with people of other races/ethnicities, discussing religion, playing a musical instrument, or attending a religious service.
2. It includes activities that serve some larger public good but are done outside of the realm of traditional politics/government institutions and processes: for example, volunteering, tutoring a student, or participating in course-based community service.
3. In the political domain, it includes activities designed to influence or work through "government" and its representatives: for example, discussing politics, voting in a student election, or participating in a demonstration.

This report focuses on the second and third ways of understanding engagement. The first is important in the development of a well-rounded citizen, and it pervades student life at Penn in ways that make it all

but indistinguishable from the overall undergraduate experience. Indeed, almost 95% of seniors report participating in at least one formally organized co-curricular activity during their undergraduate experience, and there is no doubt that informal activities are even more ubiquitous. Community and political engagement are also pervasive. More than 43 percent of seniors report being engaged in community volunteer activities during their undergraduate experience, and nearly 18 percent of each entering cohort take at least one academically based community service course. Although political engagement is broader than participating in a political group, 11 percent of seniors report doing so.

In 2006, Penn was selected as one of the initial institutions for the *Community Engagement Classification* of the Carnegie Foundation for the Advancement of Teaching. The heart of this civic work is members of a community (inside and outside the University) working together to solve pressing problems in order to create a healthier, safer, and more just world. Local engagement activities not only help the community but also are a powerful means to fulfill Penn's mission as a research university, through engaged teaching, learning, and research that aims to produce positive change in society.

There are two ways that Penn organizes its efforts in local and national engagement for undergraduates. The first is through the activities of three University-wide centers focused on developing these opportunities: the Barbara and Edward Netter Center for Community Partnerships, the Civic House, and the Fox Leadership Program. The second is through the curricular and co-curricular programs of the four undergraduate schools, as well as activities organized through the graduate and professional schools.

Working Group Charge and Process

The charge to the Local Engagement Working Group was to evaluate Penn's efforts at local engagement as those efforts relate to undergraduate education. The group was asked to articulate what is important about Penn's current local engagement efforts and how those efforts could be improved in the future, within the framework of the MSCHE Standards of Excellence, especially Standards 7, 11, and 14.

The Working Group gathered data on activities involving Penn faculty and students that contribute to the civic and democratic development of Penn undergraduates, conducted a direct survey of faculty, incorporated data and analysis from two pilot projects that developed from an institutional planning meeting convened by the Vice Provost for Education, and drew upon the ongoing assessment work of the Netter Center for Community Partnerships. Some of the specific research questions that framed the group's work were:

- What local engagement activities are occurring at Penn, and to what extent are faculty and students involved in this work?
- How are local engagement efforts being characterized across the University?
- How might Penn deepen its commitment to local engagement by integrating it into other aspects of the University's work, especially the undergraduate experience?

University Centers for Local Engagement

Netter Center

Penn's Center for Community Partnerships was founded in 1992. Renamed the Barbara and Edward Netter Center for Community Partnerships in 2007, it helps connect Penn faculty and students with community partners in order to promote community-based teaching, learning, and research. The work of the Netter Center is based on three core propositions:

- Penn's future and the future of West Philadelphia/Philadelphia are intertwined.
- Penn can make a significant contribution to improving the quality of life in West Philadelphia/Philadelphia.
- Penn can enhance its overall mission of advancing and transmitting knowledge by helping to improve the quality of life in West Philadelphia/Philadelphia.

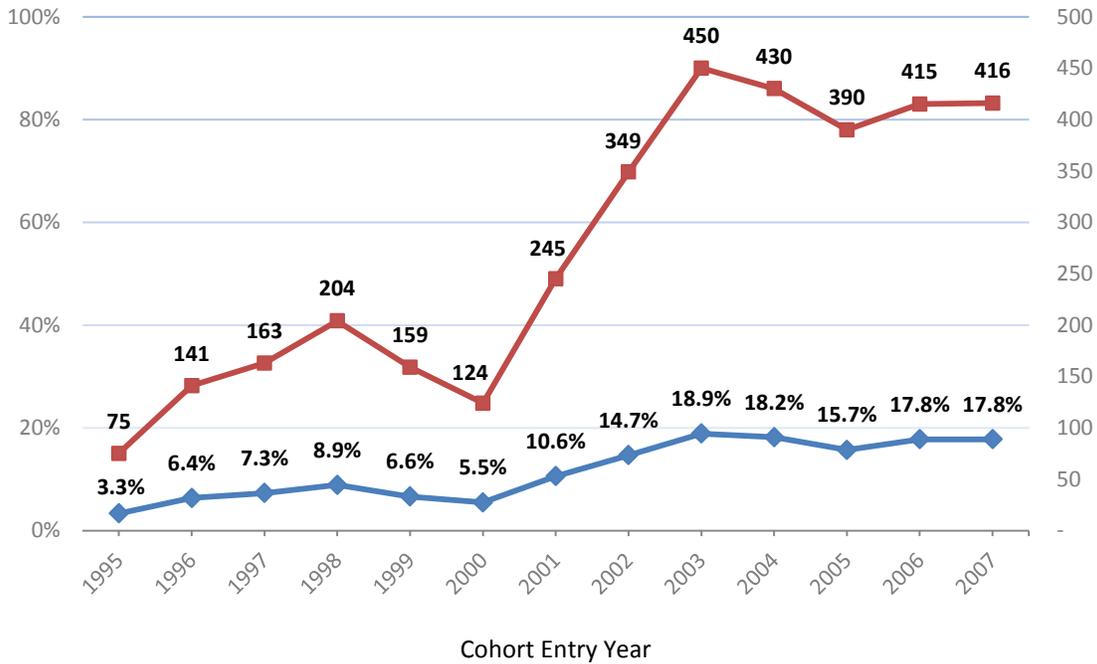
The Center, housed in the Office of Government and Community Affairs, works to achieve the following objectives:

- Improve the internal coordination and collaboration of all University-wide community service programs.
- Develop democratic, mutually beneficial, mutually respectful partnerships between the University and the community.
- Create and strengthen local, national, and international networks of institutions of higher education committed to engagement with their local communities.

Through the Netter Center, the University currently engages in three types of activities: academically based community service (ABCS), direct traditional service (volunteer work), and community development. The Center currently has approximately 50 staff members and a budget of around \$5,750,000. Approximately half of the Center's funding comes from external grants, while the rest comes from the Office of the President, the School of Arts and Sciences, and a combination of term gifts and endowment revenues.

Service learning is at the core of the Center's work. The Netter Center runs a competitive process each year and provides some course development grants to Penn faculty interested in developing ABCS courses. ABCS courses focus on problem-solving research and teaching, promote learning through service, emphasize student and faculty reflection on the service experience, and foster structural community improvements, including supporting public schools, neighborhood development, and community organizations. The Center's work aspires to reaffirm Ben Franklin's belief that: "The great Aim and End of all Learning... is service [to society]."

Figure 3.1
Percent and Number of Traditional Undergraduate Entering Cohort
Taking ABCS Courses



Enrollment records demonstrate a substantial growth in the number of ABCS courses (currently about 60 courses offered in 23 departments in six schools) and the number of students taking these courses (Figure 3.1). Approximately 17-19 percent of each entering cohort takes advantage of this opportunity. More detailed analysis of the data reflects some trends that are seen nationwide. Students majoring in engineering and business are less likely to participate than are those majoring in the arts and sciences. Women are also more likely to participate in ABCS courses than men. This may in part be explained by discipline. For example, students in the School of Nursing are predominantly women, and all take some coursework with a community-based component. However, unlike at many institutions at which students with greater financial need find it difficult to participate in community-based work because of the time commitment, students at Penn with such needs are slightly more likely to participate in these courses. This may be because of Penn's generous financial aid policies, which mean that these students are not required to work extensively while in school. In addition to students enrolled in ABCS courses, the Netter Center provides opportunities to over 300 students each year through community service federal work-study positions, to approximately 100 students through non-work-study internships, and to approximately 200 students through volunteer positions.

Civic House

Civic House is the University's hub for student-led community service and social advocacy work, helping student leaders develop mutually beneficial collaborations with partners in West Philadelphia and beyond. Through education, community connections, and other resources, Civic House prepares

students for responsible and effective civic engagement and leadership. It aims to support Penn students in responsible community engagement and inspire them to serve as lifelong, thoughtful citizens and advocates for social change. Founded in 1998, Civic House has five staff members and is part of the Division of the Vice Provost for University Life.

Civic House promotes and supports student engagement through such activities as advising student organizations, conducting skill-based workshops to train students working in the local community, and administering civic engagement programs. Organizations affiliated with Civic House engage some 2,200 students locally, nationally, and globally; the great majority of those students (more than 1,900) are involved in local community initiatives. Civic House Associates Coalition (CHAC) is an umbrella organization for student-led service and advocacy organizations whose efforts range from tutoring and mentoring in local schools to projects addressing the arts, health, and housing/homelessness. CHAC's "Think About It" series brings together experts to discuss issues such as AIDS, affirmative action, full-service schools, and other topics of interest to constituent organizations.

Civic House programs include PennCORP, Franklin Community, and Careers in the Public Interest. PennCORP is a pre-orientation program that introduces new students to Philadelphia through community service projects, interactive workshops, and social activities. Developed in collaboration with College Houses and Academic Services, the Netter Center, and the Greenfield Intercultural Center, Franklin Community is a learning and living community in Harnwell College House, open to sophomores through seniors dedicated to issues of social justice, civic engagement, social entrepreneurship, and intercultural understanding. In partnership with Career Services, Civic House assists students interested in working in the public and non-profit sectors through educational programming and a variety of internships and post-graduate service and volunteer opportunities.

Civic Scholars was founded in 2006 by Walter H. Annenberg Professor of History Walter Licht, in consultation with civically engaged faculty and senior administrators. While many Penn students participate in curricular and co-curricular civic engagement, Civic Scholars provides some of the most deeply involved students with a sustained and sequential four-year experience that includes close faculty mentorship. Each cohort of up to fifteen students begins with a pre-orientation program, then completes proseminars during their freshman and sophomore years, engages in community service or social advocacy initiatives, enrolls in selected courses, participates in summer internships in the public interest, and conducts capstone research projects aimed at public policy recommendations.

Fox Leadership

The Fox Leadership Program defines its work along three main dimensions: leadership-for-service initiatives, leadership-focused courses, and leadership-building experiences. The most visible leadership-for-service initiative is Penn Leads the Vote, which promotes student participation in federal elections. Other programs include partnerships with national service organizations such as Big Brothers/Big Sisters and Girl Scouts USA, student-led campus initiatives such as PennMERT (Medical Emergency Response Team), and student trips to New Orleans to assist with post-Katrina rebuilding.

Fox Leadership promotes ABCS courses including *Leadership and Democracy*, *Ending Hunger in Philadelphia*, *Politics of Food and Agriculture*, and *Engagement and Elections*. Among the leadership programs offered are Fox Fellowships for Undergraduates and Alumni, which provide one- or two-year fellowships at leading non-profit and government agencies in New Orleans and Philadelphia; and “Fox Leadership Events,” informal mealtime gatherings that offer opportunities to meet with leaders from a range of fields to exchange ideas, build relationships, and learn about the personal and professional paths guests have taken to success.

Other Central Support for Local Engagement

Other central offices that support local engagement include athletics teams, fraternities and sororities, many offices in the Division of the Vice Provost of University Life, and College House and Academic Services. Athletic teams are involved in a number of service and philanthropic efforts, including one-time service events connected to national or local charities—some involving athletic activity, and others not—as well as ongoing service projects directly connected to a sport. These involvements are generally initiated at the team level, by coaches and/or athletes, and are as varied as the teams themselves.

Like athletic teams, fraternities and sororities participate in a range of service and philanthropic activities. According to the Office of Fraternity and Sorority Life, the Greek system as a whole performed an annual average of 21,805 hours of community service over a recent five-year period and raised more than \$500,000 for local and national philanthropies. Many of the hours represent one-time service efforts performed locally by chapters; the fundraising is done for both local and national philanthropies with which the Greek chapters are involved. Notably, the member organizations of the Multicultural Greek Council—the umbrella organization for the historically African-American, Latino/a, and Asian Greek letter organizations at Penn—are predominantly focused on community service and conduct many of their efforts in Philadelphia and the surrounding community.

Most offices in the Division of the Vice Provost for University Life provide civic engagement opportunities for their students. Students involved in the Community Outreach Program of La Casa Latina tutor and mentor in North Philadelphia schools and teach ESL to recent immigrants in South Philadelphia. The Greenfield Intercultural Center supports Focus First Philly, a student-run vision screening initiative for pre-school-age children in West Philadelphia. The Office of Equity and Access Programs also offers opportunities for Penn students to become involved with local learners through several educational programs.

The College Houses, where approximately 60 percent of Penn’s undergraduates live, offer a variety of programs for local engagement. These programs typically focus on an academic theme (e.g. education/mentoring, social justice, women in science) on which residents collaborate with the community. Du Bois College House hosts the ASE Academy, an African-centered enrichment program in Philadelphia, which works with sixth and seventh grade students on Saturdays during the academic year.

Finally, there are several student-led organizations involved in local efforts ranging from educational support to health care. Several are affiliated with a University office or faculty/staff member, while others operate more or less independently, often in partnership with a local nonprofit organization.

The Office of Student Affairs works with these organizations to help ensure the most productive integration with local initiatives.

Undergraduate Schools and Local Engagement

The academic component of local engagement is provided by the undergraduate schools and academic departments. One important way that undergraduates engage the local community is through research activity. The Working Group produced a list of recent undergraduate research projects involving the local community (Appendix 3.1). While the ABCS program helps fund courses and coordinate with the community, the courses are taught and evaluated by the faculty of the schools. Below are some of the key activities in each of the undergraduate schools.

College of Arts & Sciences

The College of Arts and Sciences is deeply involved in civic engagement, with many of these efforts built directly into the curriculum through academically based community service (ABCS) courses. Faculty members collaborate with the Netter Center to engage with local public schools in the Philadelphia School District, as well as other nonprofit community-based organizations, including the city's Mural Arts Program and Prometheus Radio Project.

Social sciences. Participating departments in the social sciences include Africana Studies, Anthropology, Psychology, Sociology, Urban Studies, and interdisciplinary programs in the Center for Africana Studies and the Asian American Studies Program. Many of the College's social science courses involve civic engagement, problem-based learning, and field research in the surrounding Philadelphia community. In several departments, faculty supervise students conducting fieldwork and other research on local communities and organizations, government-run institutions such as the criminal courts, and public urban spaces. For example, the Urban Studies major requires that all juniors conduct fieldwork in the city through an unpaid internship, which provides students the opportunity to work closely with a community group, public agency, nonprofit or private organization. The Sociology Department invites undergraduates to participate in the Penn Urban Ethnography Workshop, which promotes and supports social science research on urban cultural affairs, including ethnographic fieldwork conducted in urban spaces throughout the surrounding Philadelphia region.

Math and science. The two largest programs in math and science are Moelis Access Science and Penn Science Across the Ages. The Moelis Access Science Program, now in its twelfth year, grew out of a course offered by the Biology Department entitled "Learning Biology by Teaching Biology in a Local High School," and was initially supported by an NSF grant administered by the Mathematics Department. The program is now run by the Netter Center for Community Partnerships. Moelis Access Science annually supports students enrolled in approximately a dozen STEM ABCS courses, as well as 25 undergraduates, who work with teachers and students in the public school system to provide teacher-training and intensive learning experiences for students from kindergarten through high school. Penn Science Across the Ages (PSAA) is a student-run organization founded in 2008, dedicated to enhancing science and math education in the public school system. The 79 undergraduates currently involved in

PSAA work with small groups of children to implement lesson plans that are part of the students' regular curriculum, as well as to run an Environmental Science Fair. They are trained in inquiry-based teaching methods, which they use in the classroom and in after-school programs. They most recently worked with the Alexander Wilson Elementary School and the Science Leadership Academy in Philadelphia.

Arts and humanities. There are three large streams of civic engagement activity in the arts and the humanities at Penn: student-initiated work, sometimes led by an affiliated or full-time faculty member; academically based community service courses, usually but not exclusively led by faculty; and a new Art and Culture initiative to make the arts more central to student experience on campus through civic engagement. In addition, the Kelly Writers House sponsors a children's literacy program that serves local elementary schools in the West Philadelphia area and collaborates with Philadelphia organizations on programs that bring together new audiences and communities of writers from beyond the Penn campus.

School of Engineering and Applied Science

Civic engagement is a defining feature of Penn Engineering's commitment to prepare its students to become global leaders in technology-based fields. Many of its research centers host educational activities and organize outreach programs and activities for the local community. Some of the centers have dedicated full-time outreach coordinators as part of their funding structure. Examples of programs and activities hosted at Penn include summer training programs for high school teachers, summer research internships for high school students, and "Open House" days and lab tours where visitors learn about current research. Outreach programs include participating in the annual Philadelphia Science Festival; offering presentations by individual faculty members/researchers at nearby high schools; and hosting the Philly Materials Science and Engineering Day, an annual event co-sponsored by Penn and Drexel University to educate children and the general public about materials science and engineering.

Other initiatives include Communitech, a "digital inclusion" student club, which partners with a West Philadelphia nonprofit, Turning the Tide, to provide computer instruction to adult community learners. Penn's student chapter of Engineers Without Borders runs several sustainable development projects on two high school campuses, mentoring local students in the process. These students staff weekly classes at Saul Agricultural High School and Girard College to teach students about water resource issues. Penn Engineering's Summer Academy in Applied Science and Technology is an intensive three-week summer residential academy for high school students in which participants take courses in biotechnology, computer graphics, computer programming, nanotechnology, robotics, or networked systems. It offers generous need-based financial aid to encourage broad and diverse participation.

Many of Penn Engineering's efforts encourage young women to pursue careers in science and engineering. The Society of Women Engineers (SWE) organizes a Girls in Engineering and Related Sciences (GEARS) Day in which female high school students participate in a day of hands-on engineering lab activities, gaining exposure to the different engineering disciplines. The Women in Computer Science Club also runs a Shadow Day to introduce female high school students from the Philadelphia area to engineering and computer science. The Advancing Women in Engineering (AWE) program offers high school junior girls the opportunity to come to campus for a weekend to learn about engineering. Each fall, students

are paired with undergraduate women engineers who live on campus, and they have the opportunity to visit classes, eat in the dining hall, hear from current students, and meet with faculty and staff in Engineering. AWE also hosts an annual week-long program in the summer—Girls in Engineering, Math, and Science (GEMS)—which offers middle school girls opportunities to participate in hands-on science, math, and engineering labs. Content areas include bioengineering, nanotechnology, materials science, mechanical engineering, robotics, graphics, and computing.

School of Nursing

Community partnerships are central to the mission of the School of Nursing. Undergraduates are engaged with Philadelphia and the surrounding community through coursework, including ABCS courses, research projects, and clinical practice. The School's Healthy in Philadelphia (HIP) initiative is a health community partnership with members of the West Philadelphia community. HIP capitalizes on the School's existing activities and strengths to improve health, address health care disparities, and improve the quality of care for residents of West Philadelphia. The Netter Center for Community Partnerships, the Office of Government and Community Affairs, and other partners across campus support HIP. Several of its focus areas build on the School's existing strengths and initiatives, including: 1) health promotion and care for vulnerable populations; 2) healthy nutrition and obesity prevention; 3) healthy interpersonal and sexual relations; 4) violence and injury prevention; and 5) prevention of tobacco and other substance use.

The undergraduate curriculum of the School of Nursing is deeply engaged in community health. Three required undergraduate courses focus on engagement with the community: Women's Health Clinical (NURS 215), Psychological Clinical (NURS 235), and Community Clinical (NURS 380). In addition, students choose from among 10 case studies that offer them opportunities to study a specialty area of practice with an expert in a small group environment. Community engagement is incorporated into the experience to facilitate the understanding and application of the case study content. In addition, Nursing faculty offer a number of ABCS courses in which students and faculty collaborate with West Philadelphia public schools, local communities of faith, and other community organizations to address critical community healthcare issues, including a Community Based Participatory Research program. Each year, Nursing students and high school students present data from the ABCS project at national meetings and conferences.

Wharton School

The Wharton School is committed to training students to be leaders in both business and the community. The Wharton Social Impact Initiative harnesses the knowledge, creativity, and resources of the Wharton community to investigate, develop, and implement solutions to enduring social problems. Wharton Social Impact efforts include undergraduates in academic and co-curricular experiences. There are over 25 Wharton Social Impact Interns who work on community-based projects for a year, and two key Wharton classes offer students opportunities to engage with the local community. Management 100 is a required class, usually taken during a student's first or second year, in which student teams participate in over 70 community service projects. Each team spends an average of 300 hours working with local organizations and, at the end of the semester, delivers an oral presentation to members of the organization and instructors. The Wharton Field Challenge (MGMT 353) is a project-based class for juniors and seniors.

Wharton has also recently instituted a secondary concentration in Social Impact, which includes a required experiential learning component.

There are several examples of faculty-student partnerships or student-led initiatives at Wharton that engage the local community. One such partnership is the Financial Literacy Community Project, which provides financial literacy programs in West Philadelphia schools. The Social Impact Consulting Club also provides consulting services to local nonprofit organizations. Members of this club organize their own working teams and work closely with the managers of the nonprofit. Student groups also sponsor special events to engage with the community. For example, Wharton Women in Business organizes a one-day conference for local high school girls that focuses on financial literacy and its importance in life choices.

Evaluation of efforts across units and schools

Penn expends enormous energy and resources to build and deepen partnerships and to improve community life in Philadelphia and the surrounding areas. Efforts to evaluate these programs have grown over the past few years and show high levels of civic engagement by our undergraduates and meaningful outcomes for those who participate in community service activities. Student academic work involving local engagement is evaluated primarily through coursework: a student works in a community setting, produces written work, and is graded by a faculty member. This is the most direct and important way that a university can and should measure student learning, but there are other ways to evaluate these efforts as well.

In 2009, the Vice Provost for Education convened a group of faculty and staff from across campus to discuss how the University might better understand the impact of a Penn education on the civic development of its students. Those meetings led to two promising pilot projects. Matt Hartley, Associate Professor in the Graduate School of Education, led a series of moderated focus groups of Penn undergraduates to learn more about their experiences at Penn, including their civic involvement. A first set of focus groups drew together first-year students from each of Penn's undergraduate schools, exploring their experiences in high school, their decision to attend Penn, and the process by which they selected extra-curricular activities, especially those with a civic or community emphasis. A subsequent set of focus groups of upperclassmen from each of the undergraduate schools sought to understand how student involvement in activities changed over their four years and the degree to which civic engagement was important in their curricular and co-curricular experiences.

The study revealed several important themes. First, the first year is often decisive in determining the activities in which students will participate at Penn. Students who became involved in local engagement were far more likely to continue to do so. By sophomore year, co-curricular activities were established, and by junior year students began to focus on activities that would help them with their post-graduation goals. Second, there is an "embarrassment of riches" for co-curricular activities at Penn. Students initially felt overwhelmed by opportunities to become involved and have so many choices that it can be difficult to develop a useful strategy of engagement. Third, first-year students reported feeling reticent about becoming involved in activities that took them away from campus. Fourth, a number of students reported stumbling upon ABCS courses and wishing they had known about them earlier. Further, students who took ABCS courses felt it would be helpful to have guidance about courses they might take that would

build on their previous experience. The findings from this exploratory study point to a number of areas in which Penn might make inroads in encouraging more involvement in local engagement.

A second pilot study was undertaken by Michael X. Delli Carpini, Professor of Communication and the Dean of the Annenberg School for Communication. With support from the Office of Institutional Research and Analysis, Dean Delli Carpini developed and analyzed a data set from one cohort of students who enrolled at Penn in 2006 and graduated in 2010. The data provide a portrait of Penn students’ involvement in local (i.e., campus and community) engagement activities. For example, the Senior Survey asked about students’ involvement in 14 co-curricular activities (Figure 3.2). While many of these activities might better be seen as “pre-cursors” to the more explicitly civic and political engagement of central interest, they are nonetheless illuminating. Of particular note, 43 percent of seniors report having engaged in community volunteer activities. Combining all 14 of the activities listed in Figure 3.2 into a single measure of engagement (Figure 3.3) reveals that almost all (95%) of Penn seniors report participating in at least one of these activities while at Penn, and over half (53%) in four or more such activities.

Figure 3.2
Engagement During Time At Penn
Senior Survey 2010

ACTIVITY	YES	NO
Non-Sports Clubs	47%	53%
Volunteer Activities	43%	57%
Fraternities	27%	73%
Cultural Awareness Groups	24%	76%
Intramural Athletics	24%	76%
Cultural Groups	22%	78%
ABCS Courses	21%	79%
Religious Groups	19%	81%
Music/Theatre	17%	83%
Sports Clubs	16%	84%
Student Publications	15%	85%
Intercollegiate Sports	11%	89%
Political Group	11%	89%
Student Government	7%	93%

Figure 3.3
Percentage Distribution of Total Extra- & Co-Curricular Activities

# of Activities	None	1-3	4-6	7-9	10-12	13-15
Percentage of Students	5%	42%	45%	7%	1%	<1%

The study also provided some preliminary but suggestive indications of what determines the likelihood that a student will become engaged during their time at Penn. The consistently strongest predictor of engagement while at Penn (among the variables we could measure) is prior engagement in high school. This is most clearly seen by looking at the correlation between students' overall engagement at Penn and in high school ($r=.24$). Participating in an internship within the US while at Penn is also modestly though significantly correlated with increased engagement ($r=.15$), as are certain attitudes developed at Penn, such as questioning beliefs about one's own or others' religion ($r=.14$), different sexual orientations ($r=.15$), and/or different ethnicities and races ($r=.21$). Satisfaction with various aspects of campus life (e.g., events, social activities, and intramural sports) all correlated modestly but significantly with greater local engagement. Students who believed they were able to achieve a good balance between academics and extracurricular activities were also more likely to be engaged ($r=.16$), and students enrolled in the School of Nursing were more likely than those enrolled in one of the other three undergraduate schools to participate in volunteer activities ($r=.29$).

The report also suggests factors that do *not* appear to consistently influence engagement: whether a student went to a private, public or parochial high school; academic performance while in high school or at Penn; parental education or income; race and ethnicity; and major while at Penn (with the exception of Nursing). Further analysis may enable us to understand more fully how particular kinds of experiences or sequences of experiences tend to produce greater civic and political awareness and agency among Penn undergraduates. Because a number of Penn's peer institutions also participate in the freshman and senior survey, it may be possible to work collaboratively with them to engage in more nuanced survey questions and comparative benchmarking.

The work currently undertaken by the Netter Center for Community Partnerships also enriches our understanding of the effects on students of participating in ABCS courses. Studies of the Netter Center's work by its Director of Evaluation, as well as others, have found positive outcomes of ABCS courses on student learning. For example, a recent study by Professor Emeritus of Anthropology Francis Johnston who serves as Co-Chair of both the Netter Center's Faculty Advisory Board and its Evaluation Oversight Committee, compared the experiences of Penn undergraduates taking ABCS courses with students in similar courses without a community engagement component. Of the students who had taken ABCS courses, 47 percent reported an increase in research skills, as compared to 36 percent of non-ABCS students. Additionally, students in ABCS courses more often reported an increase in their desire to act

morally and ethically, to become an effective community leader, to develop a meaningful philosophy of life, to be concerned about urban communities, and to become a volunteer in the community.

Strategic Considerations

The large number and vibrancy of civic engagement programs and courses—and their ability to cultivate the widest range of student leadership—may be attributed to the absence of a single structure or uniform requirements. However, our service learning activities might be better communicated if they were somewhat more coordinated. For example, it is not always clear to new students how they should become affiliated with one of the three University centers for local engagement. Focus groups suggest that, even when a student is involved in one center, he or she has little understanding of the others. A stronger orientation and training program could help students gain a better overall understanding of the opportunities available to them, as well as helping to introduce them to the educational opportunities available in Philadelphia and the surrounding community.

More generally, we may want to help students think about their local engagement developmentally. While students have many opportunities to be involved in the community, they are offered little guidance about how they might “scaffold” these experiences. What courses might be most useful to a student interested in becoming involved in the community for the first time? If a student has already taken a course that spurred interest in local engagement, what other courses or opportunities would best build on that experience? How might a student link involvement with a particular community partner across several courses to create a deeper form of engagement? Exploring these and other questions could help students develop a set of paths and experiences through which they can maximize the educational and other benefits of local engagement.

We could assist students in this regard by mapping key University partnerships with local groups and institutions. So many local engagement activities are occurring that students may well be collaborating with the same institution without realizing that others at Penn are involved. A system that maps local engagement partnerships, much along the lines recently undertaken to better depict Penn’s global engagement footprint, would be an effective tool in orienting both students and faculty to Penn’s efforts.

We might also do well to encourage faculty involved in community-based teaching and research to come together and discuss their work, exploring avenues of collaboration. The Netter Center’s Moorman-Simon Program for Education and Schooling for Democracy and Citizenship has launched a series of faculty seminars in areas such as the environment, health and nutrition, culture and the arts, college access and democracy, and community-based teaching and learning. These groups have drawn together faculty members across Penn’s schools to discuss their work and support local engagement activities. Civic House is currently developing a faculty group to support the efforts of student leaders. These initiatives and others like them could be effective means to advance Penn’s work with the local community.

Recommendations

The array of co-curricular or extra-curricular activities examined here are by definition voluntary and thus not a required part of a Penn undergraduate education. At the same time, the impressive range of civic engagement activities undertaken by Penn students adds to the educational experience in extraordinarily valuable ways, reflecting and affirming the University's deep institutional commitment to community and public service.

To further extend and focus Penn's important role in civic life, the University should strengthen the coordination of its local and national engagement initiatives for undergraduates. The Office of the Provost, the Council of Deans, the Council of Undergraduate Deans, and the Undergraduate Working Group should work with the leaders of Penn's three major centers of community engagement (Civic House, Fox Leadership Program, and Netter Center) on methods for improving communication to first-year students and coordinating efforts to collect and analyze information about the local and national engagement activities of Penn undergraduates. It would be particularly useful for Penn's three major centers of community engagement to work together to map key local engagement partnerships, including student and faculty collaborations. This engagement map would help current and future participants understand the larger picture of Penn's local engagement, identify ongoing projects and partnerships to join, and suggest where new efforts might be directed.

Through our collaborative engagement with communities all over the world, Penn is poised to advance the central values of democracy: life, liberty, opportunity, and mutual respect.

—President Amy Gutmann, inaugural address, 2004

Chapter 4: Global Engagement

Introduction

Penn is an American university with a global perspective that prepares its students to be the leaders of an increasingly global society. To implement this mission of global engagement, we have provided students with increasingly robust opportunities for study and internships abroad—in both longer-term and shorter-term formats—and also forged a campus community that is vibrantly global in both character and scope. Moreover, we have significantly increased our initiatives designed to make an impact in the global arena, especially improving global health and increasing access to education around the world through open learning.

In 2011, Penn strengthened its longstanding commitment to global engagement by appointing its first Vice Provost for Global Initiatives, charged with providing strategic direction for Penn’s global endeavors; collaborating with schools and centers across Penn; and overseeing the central offices that support global engagement: [Penn Abroad](#), [International Student and Scholar Services](#), and [Global Support Services](#).

In 2012, the University adopted a *Strategic Framework for Penn’s Global Initiatives* designed to chart the University’s global engagement over the next five years (Appendix 4.1). The Framework has three pillars: preparing Penn students for an increasingly globalized society; strengthening Penn as a global agenda-setter; and promoting healthy, inspiring, and productive lives around the world. The University also launched a comprehensive Penn Global website to provide a far-reaching overview of all of Penn’s global activities and initiated efforts to strengthen the evaluation and coordination of those activities. And in 2013, the University announced the establishment of the Perry World House, to serve as a focal point and gathering place for global engagement at the heart of campus.

In addition to this activity on campus, the University’s global engagement is defined by programs around the world, which are included in detail on our [Global Activity Map](#). For example, the new Penn-Wharton China Center in Beijing will provide a major intellectual presence in this critical region, bringing together faculty engaged in research in China and hosting conferences, workshops, and other major educational programs.

Undergraduate education is central to Penn’s global engagement. Undergraduate students take part in diverse study abroad and international internship opportunities that significantly enhance their Penn experience. Our wide range of international students creates a truly global campus. The curricula of the four undergraduate schools bring knowledge of the world into our classrooms and enrich the learning experiences of all Penn students. And after graduation, Penn undergraduates remain deeply connected to the institution in ways that expand and sustain Penn’s global reach.

Working Group Charge and Process

The charge to the Global Engagement Working Group was to evaluate Penn's efforts at global engagement, especially as those efforts relate to undergraduate education. The group was asked to articulate what is important about Penn's current global engagement efforts and how those efforts could be improved, within the framework of the MSCHE Standards of Excellence, especially Standards 7, 11, and 14.

The group gathered a variety of data on the global activities of both faculty and students. In addition to collecting information about the extent of student engagement, the group also considered the processes in place to make students aware of the international activities and opportunities available to them. Specific questions that framed the group's work included:

- What are the goals of global engagement for Penn's undergraduate students?
- How do members of the Penn community understand global engagement as it relates to undergraduate education?
- What are some of the ways in which Penn currently encourages global engagement in its undergraduate educational programs?
- What is the role of international undergraduates in our global engagement initiatives, and what are the best strategies to continue to recruit and support the most outstanding international undergraduates to Penn?
- What are key metrics that might guide future planning for undergraduate education in relation to global engagement?

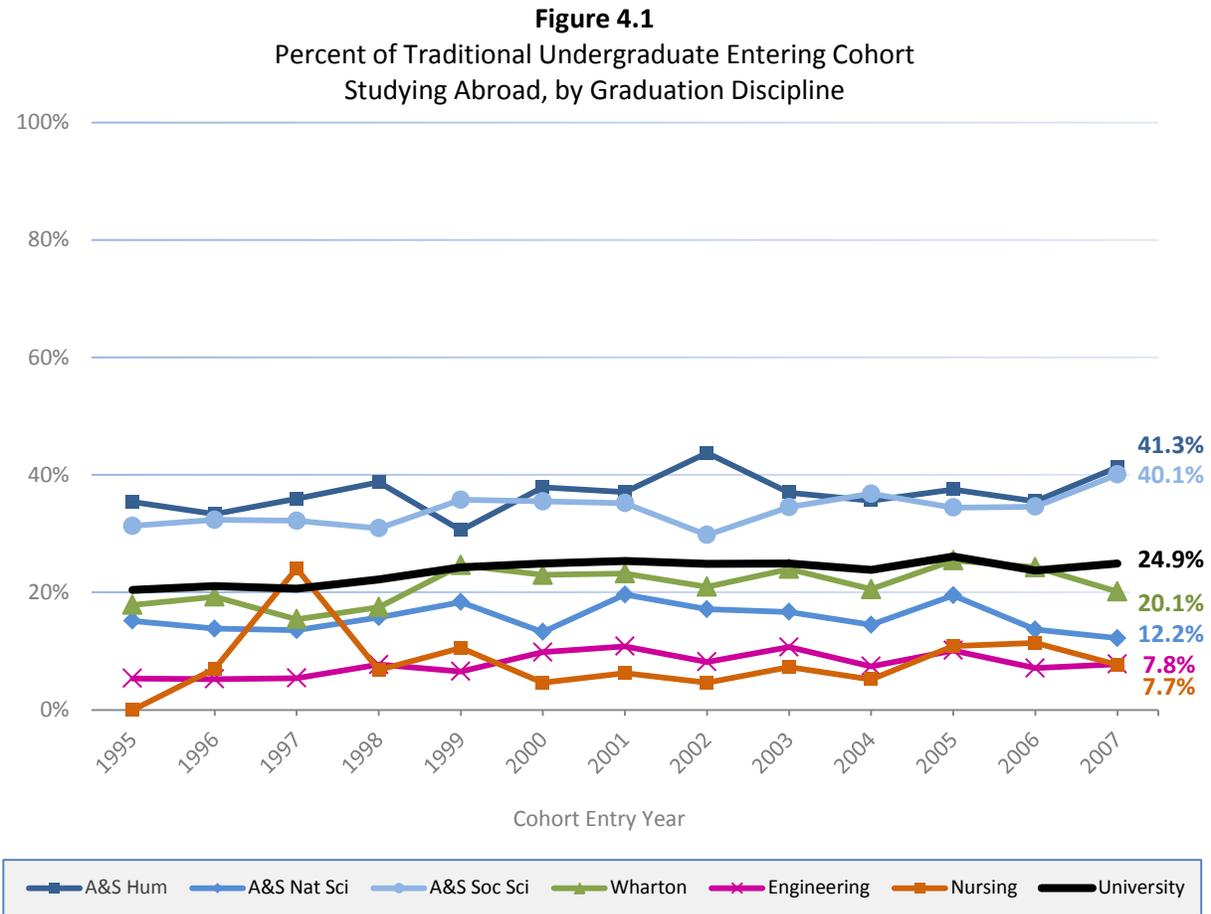
International Opportunities for Undergraduates

Undergraduate study abroad programs at Penn are administered by two offices: Penn Abroad, managed centrally by the Office of the Vice Provost for Global Initiatives, and Penn Summer Abroad, part of the College of Liberal and Professional Studies (LPS) in the School of Arts and Sciences. Penn Abroad offers semester- and year-long study abroad experiences, as well as international summer internships. Penn Summer Abroad offers a variety of short-term, for-credit international experiences. In addition to these two offices, there are program- and school-specific programs in the four undergraduate schools. The Working Group focused on two basic questions about Penn Abroad and Penn Summer Abroad: 1) What are the characteristics of those who study abroad? 2) Where do these students study?

Who participates in Penn Abroad?

Each year, approximately 600 undergraduate students take part in a semester or academic year study abroad opportunity through Penn Abroad. Analysis of first-time full-time cohorts of entering students reveals that approximately a quarter of Penn's traditional undergraduate students have a semester- or year-long study abroad experience prior to completing a bachelor's degree. Most students who participate in a study abroad program elect a semester-long (rather than year-long) program and, of those who select a semester-long program, more than three-quarters select the fall semester. Participation rates in study abroad differ significantly by program of study. Students in the natural sciences, engineering, and nursing

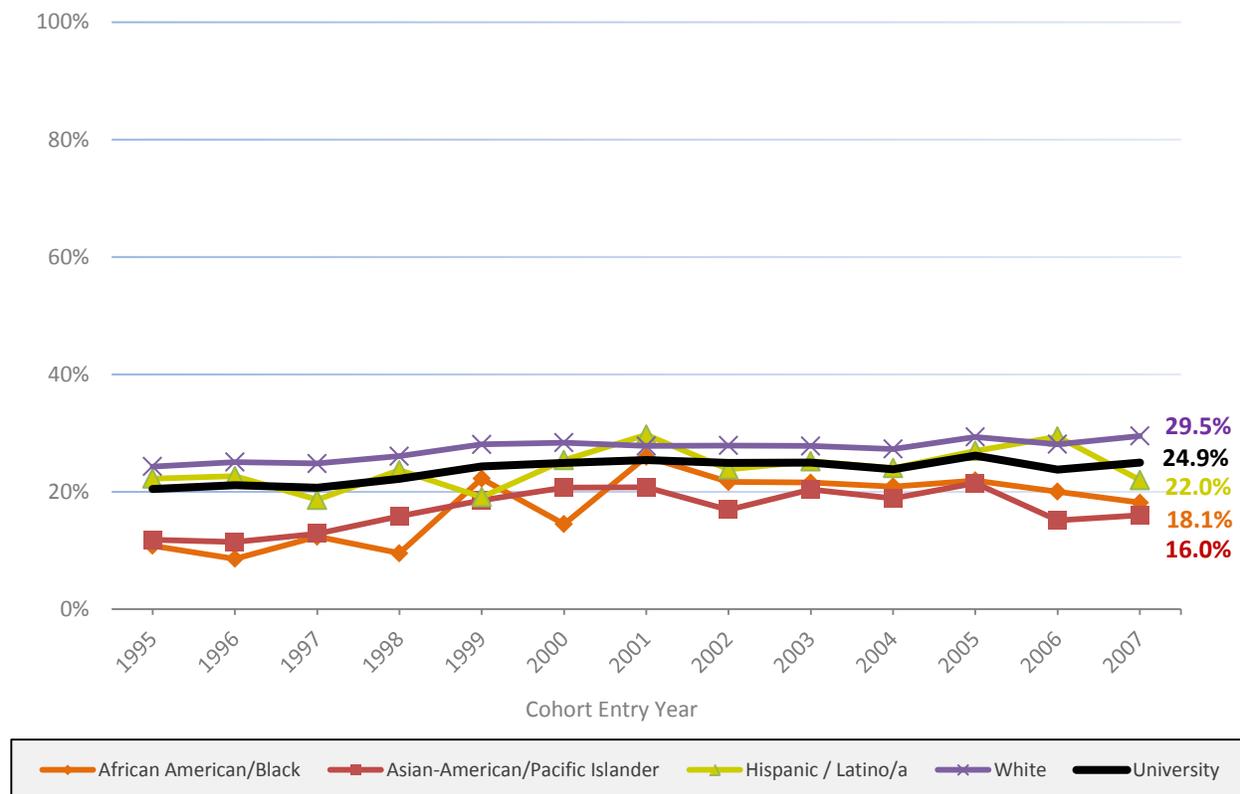
participate at much lower rates than their counterparts in the humanities and social sciences (Figure 4.1). These differences are explained in part by the fact that STEM fields and nursing do not allow as much flexibility in course sequencing. Additionally, many fields in the humanities and social sciences include cultural or international elements that are directly related to study abroad.



Following national trends, undergraduate women at Penn are more likely than their male peers to participate in study abroad. Among those in the 2007 entering cohort, 29 percent of women took part in study abroad while only 21 percent of men did so. This gender difference can be explained in part by differences in academic programs. Women are overrepresented in the humanities and social sciences and underrepresented in engineering, in which relatively few students study abroad. However, the data for cohorts between 2003 and 2007 indicate that women are more likely to study abroad regardless of discipline. Differences in participation rates are greatest in the College, with 9-14 percent more women participating in study abroad, and lower in the professional schools, with 3-7 percent more women taking part in study abroad.

Mirroring national participation rates in study abroad, there are differences in participation based on race/ethnicity, with White students being significantly more likely to participate in study abroad. In the 2007 entering cohort, 30 percent of those students identifying as White studied abroad at some point during their undergraduate careers, compared to 22 percent of Hispanic/Latino/a students, 18 percent of African American/Black students, and 16 percent of Asian American/Pacific Islander students (Figure 4.2).

Figure 4.2
Percentages of Traditional Undergraduate Entering Cohort Studying Abroad - by Race/Ethnicity



Unlike students at many universities and colleges, Penn students receive Penn credit, not transfer credit, for courses completed on Penn Abroad programs. This means that in most cases, a student’s financial aid can be applied toward a Penn approved study abroad program. This practice makes it easier for students with financial need to pursue opportunities abroad. Nevertheless, students with financial need participate in study abroad at lower rates than those with no need. In the 2007 entering cohort, 27.5 percent of students without financial need participated in study abroad (Figure 4.3), while 20 percent of those with financial need did so (Figure 4.4). For complete information about student participation in Penn Abroad programs, see Appendix 4.2: Penn Abroad Data 2008 to 2012.

Figure 4.3
 Percent of Traditional Undergraduate Entering Cohort
 Studying Abroad by Graduation Discipline, WITHOUT Financial Need

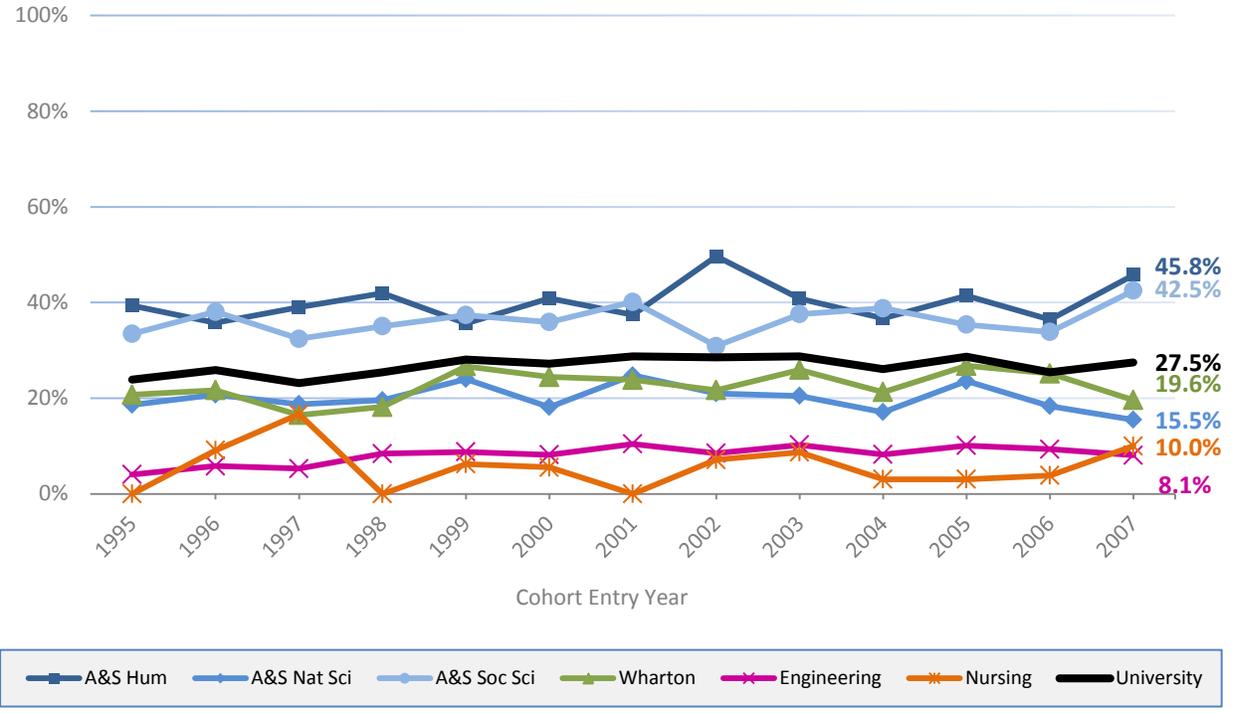
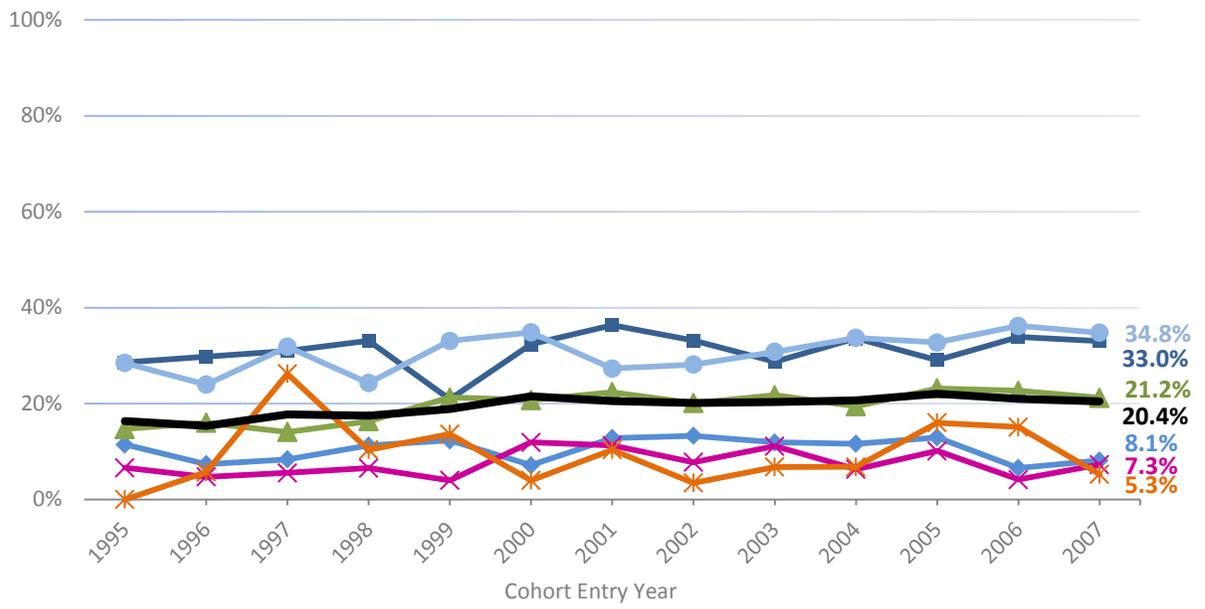


Figure 4.4
 Percent of Traditional Undergraduate Entering Cohort
 Studying Abroad by Graduation Discipline, WITH Financial Need



Where do study abroad participants choose to study?

The majority of students who study through Penn Abroad choose programs taught in English and/or programs located in Europe. There are many possible reasons for these preferences, such as language similarities, choice of academic programs, student family origin, and travel costs. As Penn’s global initiatives move forward, stronger promotion of Africa, Latin America, and the Pacific Rim would encourage a more diverse distribution of experiences and better prepare students to engage with some of the world’s most important developing economies.

Penn Abroad also manages Penn’s International Internship Program. In summer 2013, 65 students participated in 8-to-12-week non-credit internships with non-profit organizations in developing countries, up almost 30 percent from 51 students in summer 2012. Data show that these internships draw high participation from students receiving financial aid (Figure 4.5) with a large number of those students traveling to Africa and Asia (Figure 4.6).

Figure 4.5
Percentage of Undergraduate Students on Need-Based Financial Aid, Summer 2013

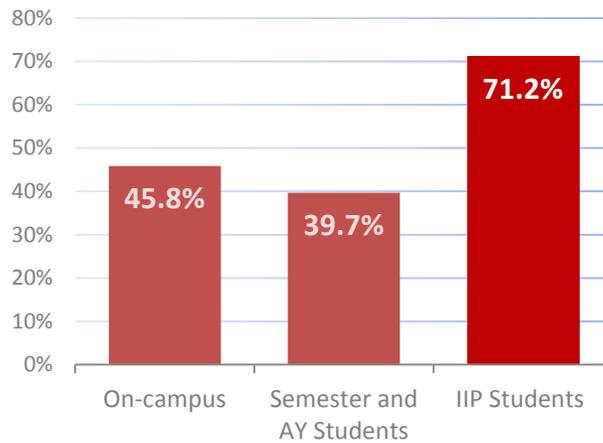


Figure 4.6
International Internship Program (IIP) Participation at Penn, by Country
Summer 2013

TOTAL	64
Botswana	14
India	12
Ghana	7
China	6
Guatemala	6
Singapore	6
Argentina	5
Benin	3
Gambia	2
Brazil	1
Germany	1
Hong Kong	1

Penn Abroad Program Review Process and Outcomes

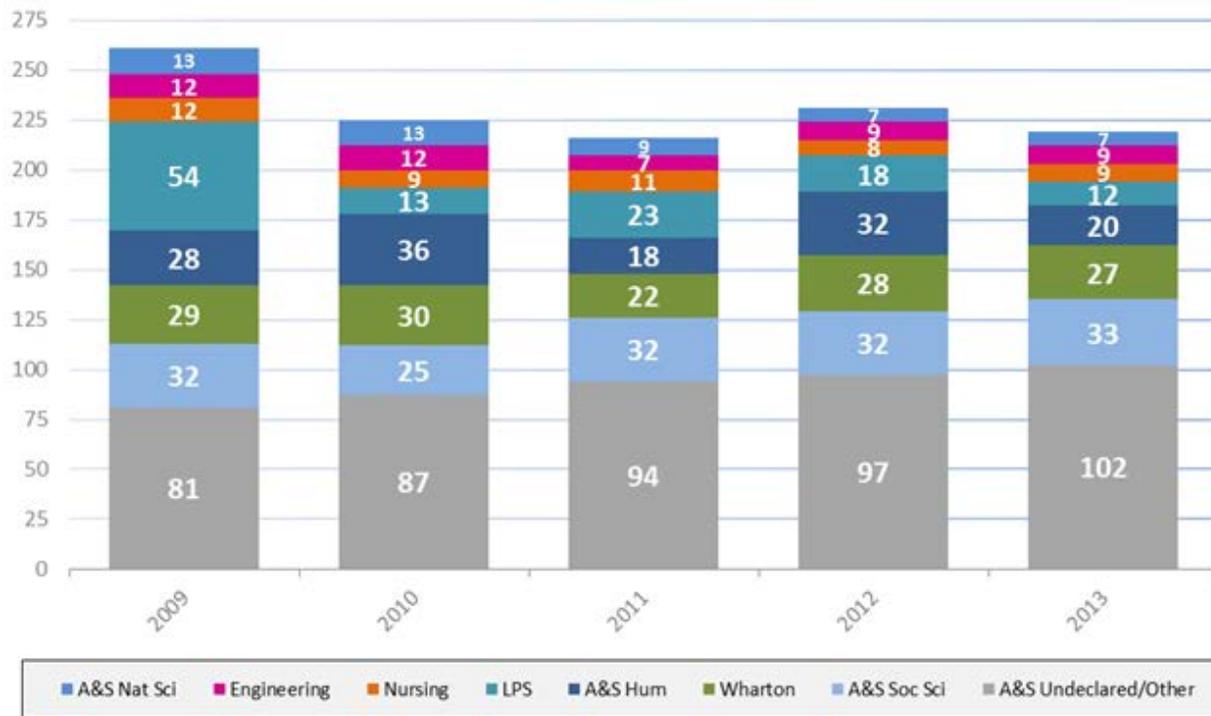
Penn Abroad programs are reviewed based on six core standards: 1) academic quality, 2) cultural and linguistic integration, 3) student enrollment and exchange balance, 4) partner responsiveness and communication, 5) diversity of destinations and disciplines, and 6) financial feasibility. No single factor determines the approval or elimination of a program. However, weak or questionable academic quality, along with minimal opportunities for cultural or linguistic integration, will lead to heightened scrutiny.

In 2011-2012, Penn Abroad reviewed all of its 165 then-approved programs, based on the criteria above. This process confirmed the strength and quality of most programs, while identifying some programs that needed further review or no longer met our students' academic interests and needs. The review resulted in the modification of 16 programs and the removal of 33 programs. We now have 132 approved programs, offered by 108 partner universities (Appendix 4.3). Penn Abroad and the Undergraduate Study Abroad Working Group (USAWG) have developed a four-year cycle for ongoing review of programs. In 2012-2013, Penn Abroad continued to work closely with the undergraduate schools on the programs that needed further review. In 2013-2014, the focus of the review is on programs in Asia.

LPS Summer Programs

The College of Liberal and Professional Studies currently runs 8 summer programs (in Alicante, Spain; Buenos Aires, Argentina; Cannes, France; Grahamstown, South Africa; London, England; Seoul, South Korea; Tours, France; and Venice, Italy). Approximately 220 students enrolled in the summer of 2012 (Figure 4.7), 90 percent of whom were Penn undergraduates. Penn Abroad and LPS coordinate their study abroad programs to help ensure consistency in opportunities for students.

Figure 4.7
LPS Summer Abroad Participation Headcount by School/Discipline
(All Enrollment Levels)

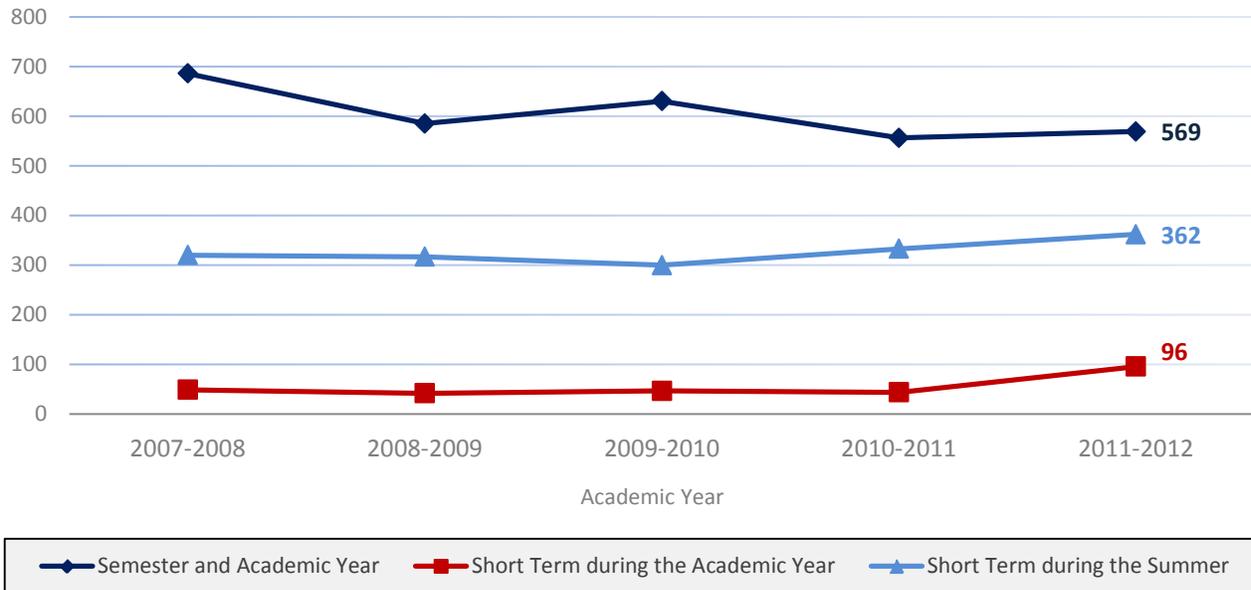


The LPS Summer Abroad Programs are evaluated every summer in two ways: standard online course evaluations and an additional online program evaluation developed by LPS, designed to assess all aspects of students' experiences, including program administration pre-departure and onsite, intended academic outcomes in relation to learning outcomes achieved at the end of the programs, housing, cultural excursions, and other onsite immersion experiences. Results are shared with faculty program directors for their Final Program Reports and also inform annual planning for program changes.

Data Overview of Study Abroad at Penn

Figure 4.8 provides an overview of undergraduate for-credit and not-for-credit activities abroad as reported in the Institute for International Education's Open Doors report for 2012. Figure 4.8 indicates that participation in traditional study abroad programs over the past five years has decreased, while participation in short-term study abroad for credit, in both the academic year and the summer, has increased. Penn uses its Global Activities Registry—a travel registry for students, staff and faculty travelling overseas—to aid in the collection of information about not-for-credit international activities. For additional data, see Appendix 4.2.

Figure 4.8
Undergraduate Participation in Open Doors, by Academic Year
(Includes International Students)



Global Activity on Campus

All of Penn’s schools, as well as the [interdisciplinary centers and institutes](#), involve scholars and experts from around the world in their work. Creation of the new Perry World House will galvanize interest in global engagement on campus. A state-of-the-art center for global research, it will serve as a vibrant gathering place for students, faculty, and distinguished visitors. Through its Global Innovations Program, the House will welcome international fellows and professors from institutions around the world, provide opportunities for undergraduate fellows to engage in global research, and host international conferences on critical global issues, enhancing the flow of ideas between Penn research and global policymakers.

The curricula of all four undergraduate schools address global issues in specific ways discussed below. The College, Nursing, and Wharton also require students to complete the equivalent of four semesters of foreign language study. This requirement can be satisfied through coursework, Advanced Placement credit (prior to matriculation), or passing a proficiency exam (on campus). While there is no foreign language requirement in Engineering, roughly half of the school’s students take at least one semester of a foreign language.

College of Arts and Sciences

The College curriculum includes specific requirements that promote cultural competency and the ability to think about issues, people, and theories that may be foreign to one’s experience. The curriculum’s emphasis on broadly useful intellectual capabilities in the Foundational Requirements (including the four-semester

Language Requirement, Cross-Cultural Analysis requirement, and Cultural Diversity in the U.S. requirement) fosters students' abilities to engage globally. The College's Sector requirements are intended to ensure breadth of education across fields of knowledge, along with interdisciplinary explorations that link fields of knowledge, including global topics and research. Many of the courses that fulfill Sector requirements focus on global cultures or topics outside North America.

The Cross-Cultural Analysis requirement ensures the importance of global engagement in the College curriculum, as it requires students to develop their abilities to understand and interpret the cultures of peoples with histories different from their own and to increase their knowledge and understanding of socio-cultural systems outside the United States. This exposure to the internal dynamic of another society should lead students to recognize the values and practices that define their own cultural framework. Additionally, students are required to complete a Cultural Diversity in the United States requirement, which aims to develop their knowledge of the history, dynamic cultural systems, and heterogeneous populations that make up the national culture of the United States, itself composed of global citizens in movement and interaction with one another.

In addition to College-wide requirements, many majors in the College educate their students on global topics and build skills, from those that are explicitly international, such as International Relations, to those focused on specific regions or countries, such as Africana Studies and the five areas within Romance Languages (Catalan, French, Italian, Portuguese, and Spanish). Philosophy, Politics, and Economics offers a globalization theme; Political Science offers an international relations track; and English and History offer such international concentrations as colonial and postcolonial literature and world history. The Assessment of Undergraduate Educational Programs in the School of Arts and Sciences report (Appendix 7.1) includes assessment of the Cross-Cultural Analysis Requirement, Cultural Diversity in the U.S. Requirement, and other majors offered in the College.

The study of languages offers students the opportunity to learn about the world's cultures. The School of Arts and Sciences teaches more than 50 languages, and the [Penn Language Center](#) offers a variety of less commonly taught languages, as well as additional language courses and innovative online instruction. (See Appendix 4.5 for a list of all languages offered at Penn.) Students are especially encouraged to go beyond the Foreign Language Requirement and seek out ways to make further language study part of their curriculum. The College's Language Advisory Board is preparing a report, which should be completed in 2014, assessing the levels of proficiency achieved by students in each language sequence and setting future goals for the language curriculum.

School of Engineering and Applied Science

Penn Engineering strongly encourages students to make international experiences part of their undergraduate education, through both study abroad and service learning projects. In 2012-13, 51 Engineering students studied through Penn Abroad programs, and 62 Engineering students participated in a for-credit summer program. Penn Engineering organizes specialized summer programs abroad in partnership with such international universities as the Engineering Summer Program at University of Cantabria in Spain, the Université de Technologie de Compiègne in France, and the University of Duisburg-

Essen in Germany. There are also a number of opportunities for eight-to-twelve-week summer research internships at one of Penn Engineering's partner institutions abroad, including Ulsan National Institute of Science and Technology in Korea, Ruhr-Universität Bochum and RWTH Aachen University in Germany, and MINATEC in France.

Many Engineering students engage the world outside the US through service learning. Approximately 800 Engineering undergraduates have been involved in global services activities since such programs began in 1999. Three of the most prominent international service learning organizations at SEAS are: [Penn Engineers Without Borders](#), the [Global BioMedical Service Program](#) (GBS), and the [International Development Summer Institute](#) (IDSI).

Penn Engineers Without Borders, a student-run non-profit, helps developing communities worldwide with their engineering needs through hands-on engineering projects, while educating students and the Philadelphia community about sustainable development and engineering.

The GBS and IDSI Programs both entail travel to specific locations, involving approximately 30 Engineering students each year. The GBS Program centers on a 16-day trip to China. First, students' coursework at Penn familiarizes them with building prosthetics, cultural differences, and clinical skills. Then, in China, teams of Penn and Hong Kong Polytechnic University students work with amputees at a local clinic, a six-day process that involves getting to know a patient; measuring, designing and building a prosthesis; and then returning to the clinic to ensure proper fit. The IDSI Program consists of five weeks at Penn followed by four weeks of training at the Kwame Nkrumah University of Science and Technology in Kumasi, Ghana, giving students the opportunity to apply classroom learning in the field, especially in international development.

In January 2014, SEAS will partner with the School of Design to offer a two-semester course focused on point-of-care diagnostics in Sub-Saharan Africa. In January, partners from Ghana and Kenya will visit Penn for two weeks. Over Spring Break, the students will travel to Africa to obtain first-hand knowledge of local needs, constraints, and opportunities for their design project. On returning to Penn, students will design and develop prototypes, which will then be presented to the project's local partners at the end of the fall semester.

School of Nursing

Nursing offers a [Multicultural/Global Health Care Minor](#) for undergraduates, and the student-run [Nursing Students for Global Health](#) organization presents a range of co-curricular and social programs that raise awareness of global health concerns and the School's global initiatives. There are several semester-long, summer, and independent study/internship abroad opportunities for Nursing undergraduates. Semester programs are offered at universities abroad including the University of Queensland in Australia; Oxford Brookes University and King's College London in England; and Hebrew University in Israel. Summer programs include a community health program in Botswana, a summer course in Hong Kong, a course in Thailand that focuses on comparative health systems, a summer course in India that studies Community Health

and Psychiatric-Mental Health Nursing, and a course on maternal and infant care in the Americas that includes classroom, clinical experience, and fieldwork in Latin America and the Caribbean.

Nursing students have opportunities to do independent study or an internship between spring and summer terms (3-4 weeks) or during the summer. Students must design their study abroad experience with a faculty sponsor, develop assignments to complete during or after the trip, and present their study to the school community. In the past, students have done independent studies and internships in such countries as Armenia, Botswana, Cuba, Guatemala, Kenya, and Mexico.

Wharton School

All Wharton undergraduates are required to take 3 credit units (CUs) with substantial international content. Two of these courses must be liberal arts courses that may double-count with the courses that fulfill the General Education requirement.

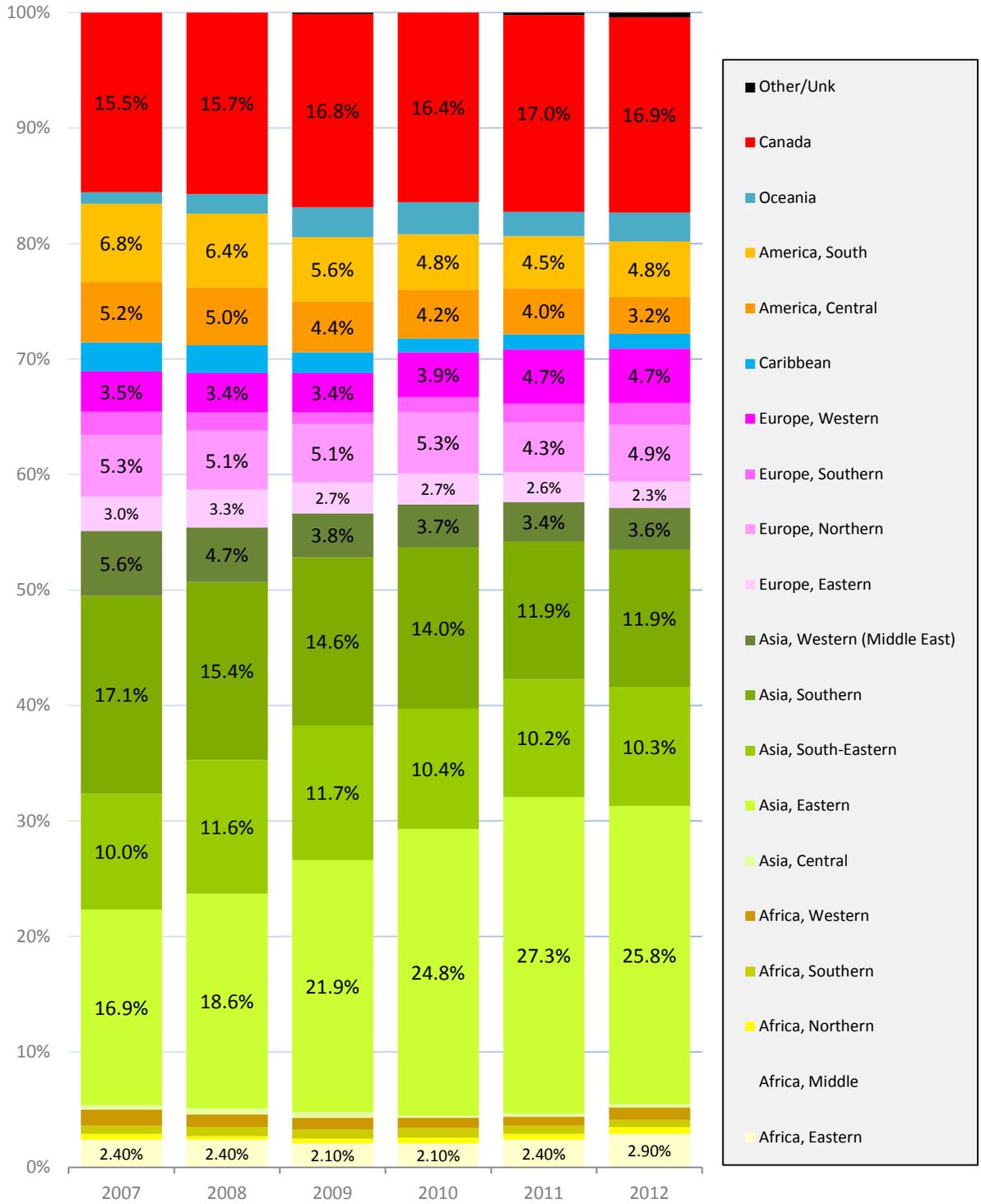
Wharton offers more than 20 undergraduate study abroad programs with business schools around the world, all designed to enhance the Wharton undergraduate curriculum. Undergraduates can also participate in the [Wharton International Program](#) (WIP), a short-term international business course that features business site visits, lectures at our partner schools, cultural excursions, and networking opportunities with undergraduate students and business contacts from the destination countries. Three WIP courses are offered each year, and students earn 0.5 CUs for completing one.

[Wharton Undergraduate Leadership Ventures](#) are outdoor experiential leadership development opportunities that have taken students to such destinations as Iceland, Mexico, Patagonia, and Peru. The Ventures provide opportunities for hands-on experiences in exploring and mastering effective individual and team leadership in business and beyond. Teams of student participants are supported by outfitters, professional guides, and undergraduate division staff. More than 30 undergraduate students participate in expeditionary ventures each year.

International Students at Penn

International students, both undergraduates and those studying in graduate and professional programs, are a crucial element of the vibrant cultural and intellectual environment that is Penn's campus. In fall 2012, international students represented 11.2 percent of Penn's traditional undergraduate population, with more than 1,100 students from 101 countries (Figure 4.9). Among traditional undergraduates, the largest numbers of international students are from Canada (192). More than half of Penn's international students are from Asia, with the largest representations from South Korea (167), India (118), and China (104). Wharton has the largest percentage of traditional undergraduate students who are international (16.2%), followed by Engineering (14.8%). Just over nine percent of the College's students and nearly three percent of Nursing students are international.

Figure 4.9
International Enrollment by Country of Origin – Traditional Undergraduates



Penn has among the highest proportions of international undergraduate students among Ivy League universities. Nonetheless, encouraging more international applicants from low- or middle-income families would further increase the diversity of Penn's campus. Need-blind admission to Penn is limited to citizens of Canada, Mexico, and the United States. With that commitment comes a significant financial obligation, one that is not easily increased. Currently, Penn's endowment can pay for only about 20 percent of its total undergraduate financial aid expenses. The rest must be paid from Penn's operating budget, which also must fund undergraduate schools for key research and educational activities. Increasing the financial aid available to international students and families would require increasing the endowment income dedicated to this purpose.

International students report high levels of satisfaction with the Penn undergraduate experience. Survey results indicate that they are also highly engaged. On the 2012 Senior Survey, they reported greater activity in cultural/ethnic organizations: nearly 60 percent participated in such organizations for at least one year of their undergraduate experiences.

[International Student and Scholar Services](#) (ISSS) supports and guides Penn students from abroad, including assistance with immigration, employment, and overseas travel. In particular, it helps international students adjust to their new home, with an introduction to Penn and Philadelphia during New Student Orientation tailored for students arriving from abroad. The student-run [Assembly of International Students](#) also plays a large role in helping students meet each other and learn more about the resources available to them at Penn and in Philadelphia. Penn programs for international students include: *Academics Plus: A Workshop Series for International Students* offered by the Weingarten Learning Resources Center; the *International Student Discussion Series: Enhancing Well-Being and Success in the US* sponsored by Counseling and Psychological Services and ISSS; and extensive programming for international students by the cultural resource centers in the Division of the Vice Provost for University Life.

Global Alumni

One of the most important ways in which Penn enhances the quality, reach, and diversity of its undergraduate educational programs is by engaging its community of alumni living abroad. Approximately 10,000 Penn alumni from the four undergraduate schools live abroad, one of the most visible manifestations of the University's global presence. The top ten countries are the UK, Canada, Hong Kong, Singapore, South Korea, India, France, China, Australia, and Japan. This total includes some 1,800 alumni who are US citizens living abroad.

Penn engages alumni living abroad in several overlapping ways. The Admissions Office encourages the participation of alumni around the world in interviewing prospective Penn students. Alumni in the UK, Hong Kong, India, Singapore, Canada, South Korea, and China are especially active in helping Penn select its new undergraduate class each year. The Penn Alumni Career Network, launched in 2007, organizes alumni to mentor and provide career advice to undergraduates. As of the end of 2012, it had registered 2,667 alumni mentors, of whom 10 percent live abroad. These efforts could lead to even greater

engagement of alumni living abroad, including enlisting these alumni in helping with overseas internships and encouraging them to participate in campus events through teleconferencing or web services.

Open Learning as Global Engagement

Penn is a founding partner and board member in Coursera, the online platform for open-access, non-credit classes, available at no cost to audiences around the world. We are strongly committed to open learning—a vital part of our mission to increase access, around the world, to the educational resources that can change people's lives.

The platform presents a number of key opportunities for Penn. One is flexibility: our partnership is non-exclusive, faculty participation is voluntary (subject to internal approvals), and the University and instructor retain all rights to our course content. A second is public value: increasing access is at the heart of Penn's mission, and Coursera provides an exciting opportunity to increase access, around the world, to Penn's extraordinary educational resources. A third is pedagogical exploration and value to Penn's students: we expect that the initiative will help develop new forms of teaching and technology—such as out-of class instruction (which may free up valuable in-class time for more hands-on learning), autograded assignments, and other innovations—that may help shape teaching and learning across our own campus. Finally, the structure of the partnership could help to underwrite some of the costs of producing online courses: Coursera anticipates generating revenues, a portion of which would be shared with the University. While we do not expect the project to generate significant income, our investments in these new forms of teaching might be at least partially supported by such revenues.

As of October 2013, Penn has more than 1.5 million enrollments in its Coursera offerings. A survey of 800,000 Penn Coursera students in July 2013 indicated that a large number of them live outside the US: more than 31 percent in Europe, Australia, or Canada, and just over 14 percent in Brazil, Russia, India, and China, who also accounted for nearly 65 percent of the students aged 30 and younger and more than 40 percent of the students with advanced degrees. These figures suggest that open learning has tremendous potential to supplement formal educational programs in these countries—and in others around the world—in the years ahead.

Recommendations

Guided by its *Strategic Framework for Penn's Global Initiatives*, the University should continue its implementation of programs to support international students in adjusting to life on campus, strengthen the evaluation and coordination of global activities, and engage undergraduates with alumni abroad, including increased use of web technologies and social media.

In presenting the Strategic Framework, the University has committed to rigorous analysis and monitoring of progress in these efforts. An important part of these analytic efforts will be examination of the financial implications of shorter- versus longer-term global engagement opportunities for undergraduates and of participation rates in study abroad and international internship programs, so that Penn can optimize the mix of international opportunities made available to students.

In light of the fact that Penn's endowment can pay for only about 20 percent of its undergraduate financial aid expenses and given Penn's on-going commitment to funding the full financial need of all its undergraduates, development initiatives will continue to seek increased endowment for financial aid. These efforts should continue to raise endowment targeted to international applicants from low- and middle-income families, increasing the number of international applicants that Penn can afford to support and thereby allowing more students from around the world greater access to a Penn education.