

*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?

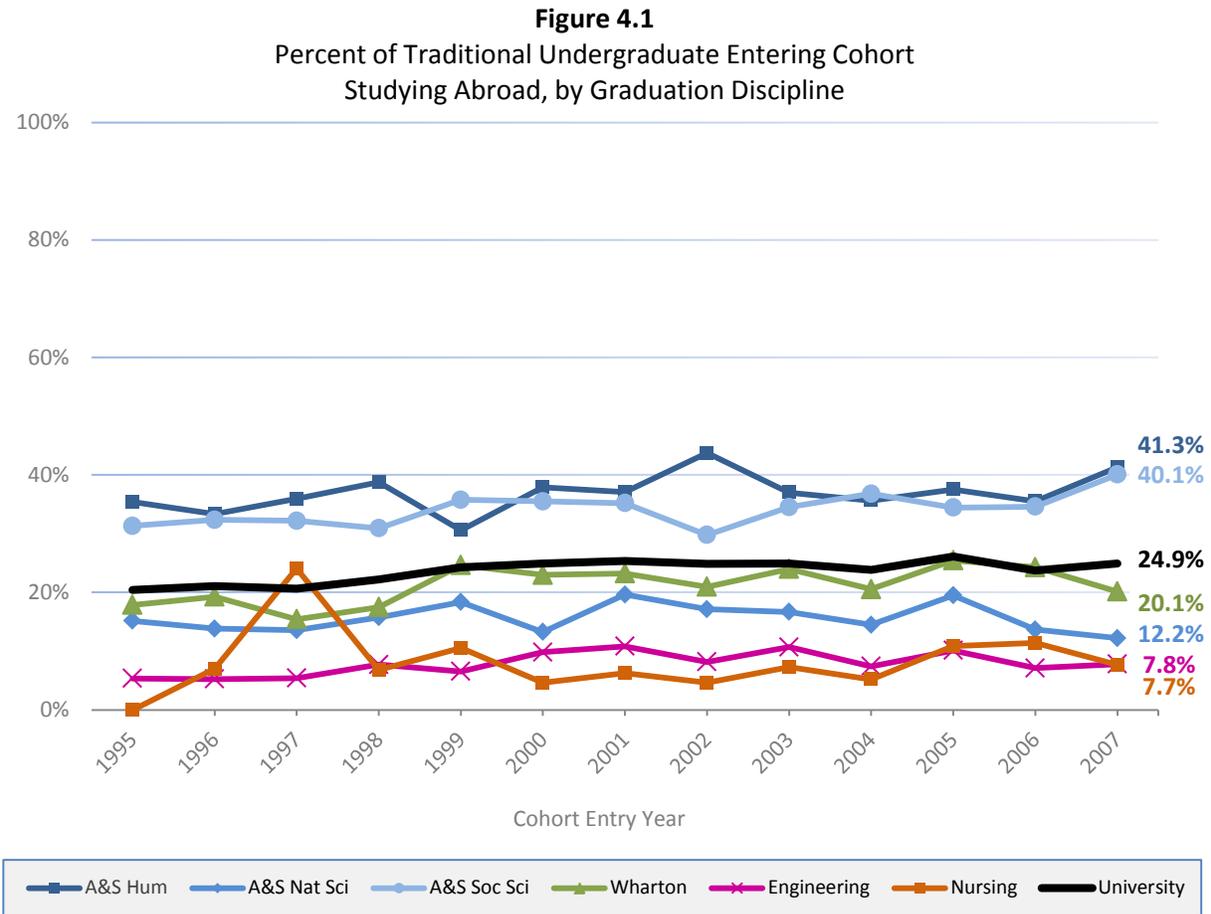
## **International Opportunities for Undergraduates**

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

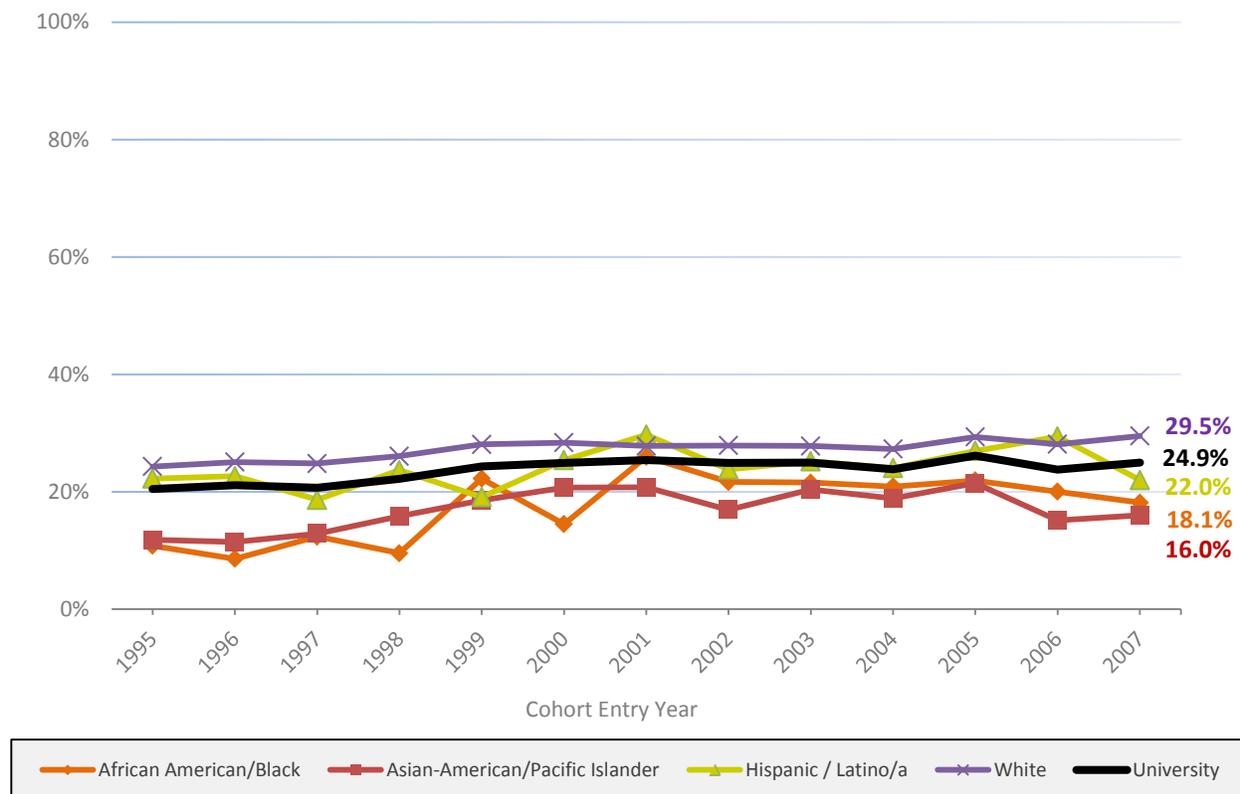
participate at much lower rates than their counterparts in the humanities and social sciences (Figure 4.1). These differences are explained in part by the fact that STEM fields and nursing do not allow as much flexibility in course sequencing. Additionally, many fields in the humanities and social sciences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

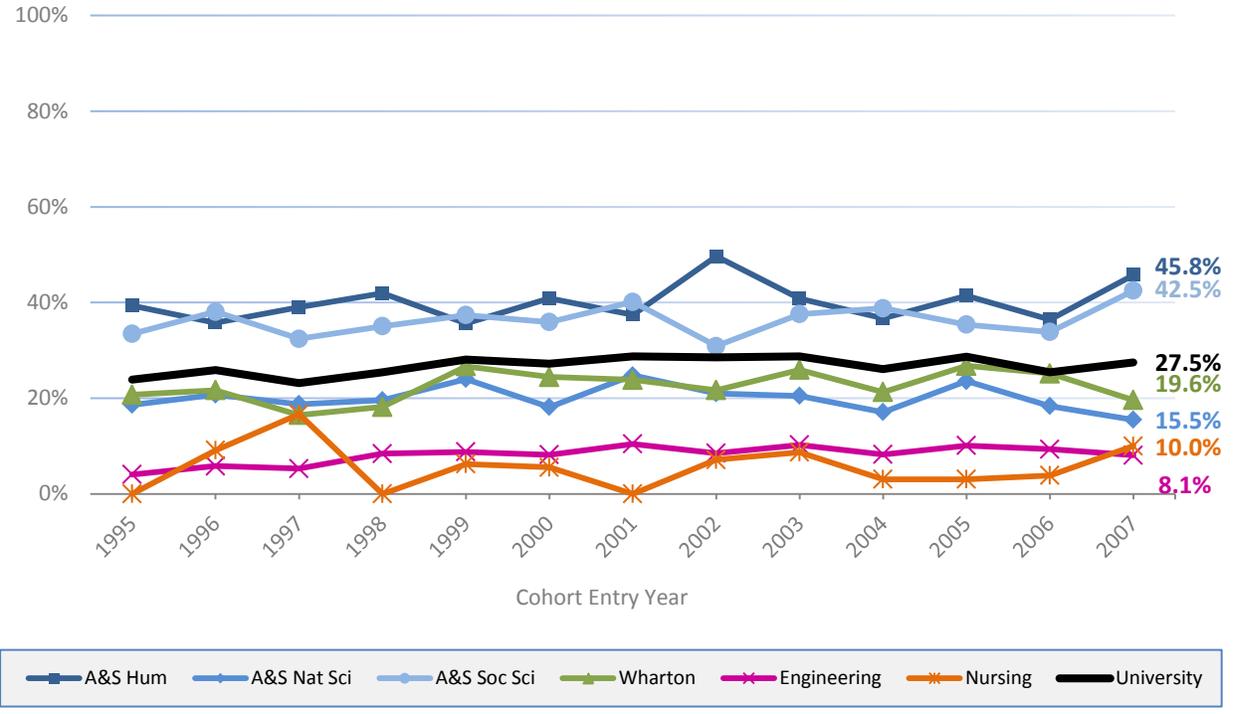
Mirroring national participation rates in study abroad, there are differences in participation based on race/ethnicity, with White students being significantly more likely to participate in study abroad. In the 2007 entering cohort, 30 percent of those students identifying as White studied abroad at 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

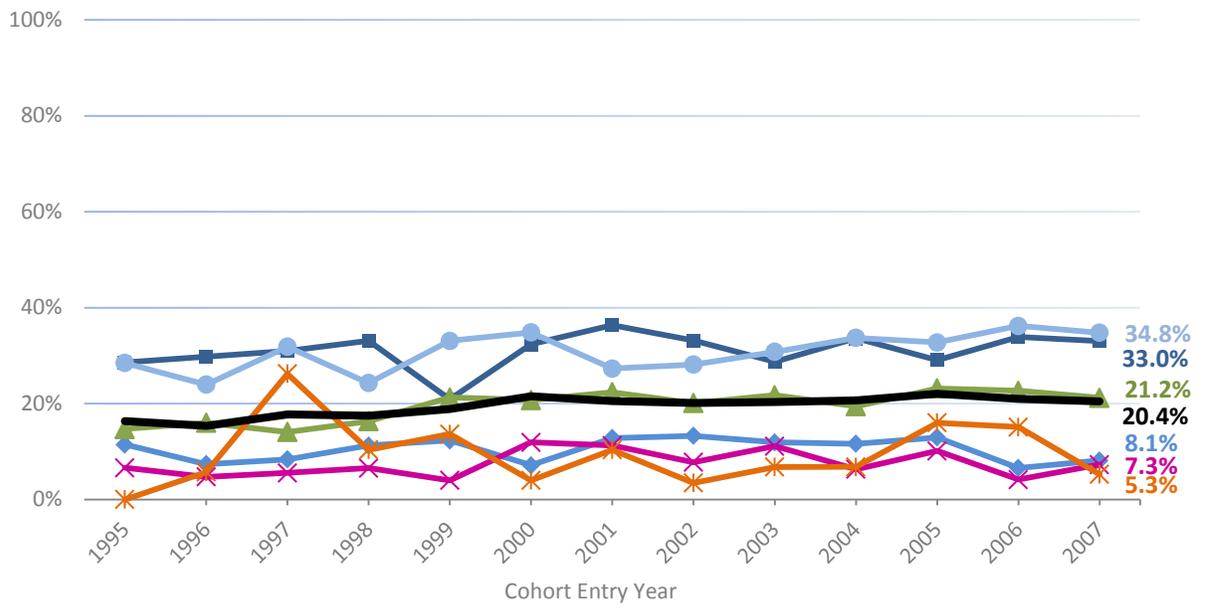


Unlike students at many universities and colleges, Penn students receive Penn credit, not transfer credit, for courses completed on Penn Abroad programs. This means that in most cases, a student’s financial aid can be applied toward a Penn approved study abroad program. This practice makes it easier 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

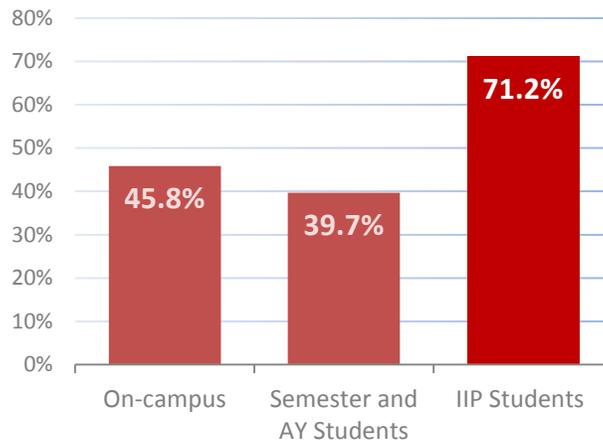


*Where do study abroad participants choose to study?*

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

<b>TOTAL</b>	<b>64</b>
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**

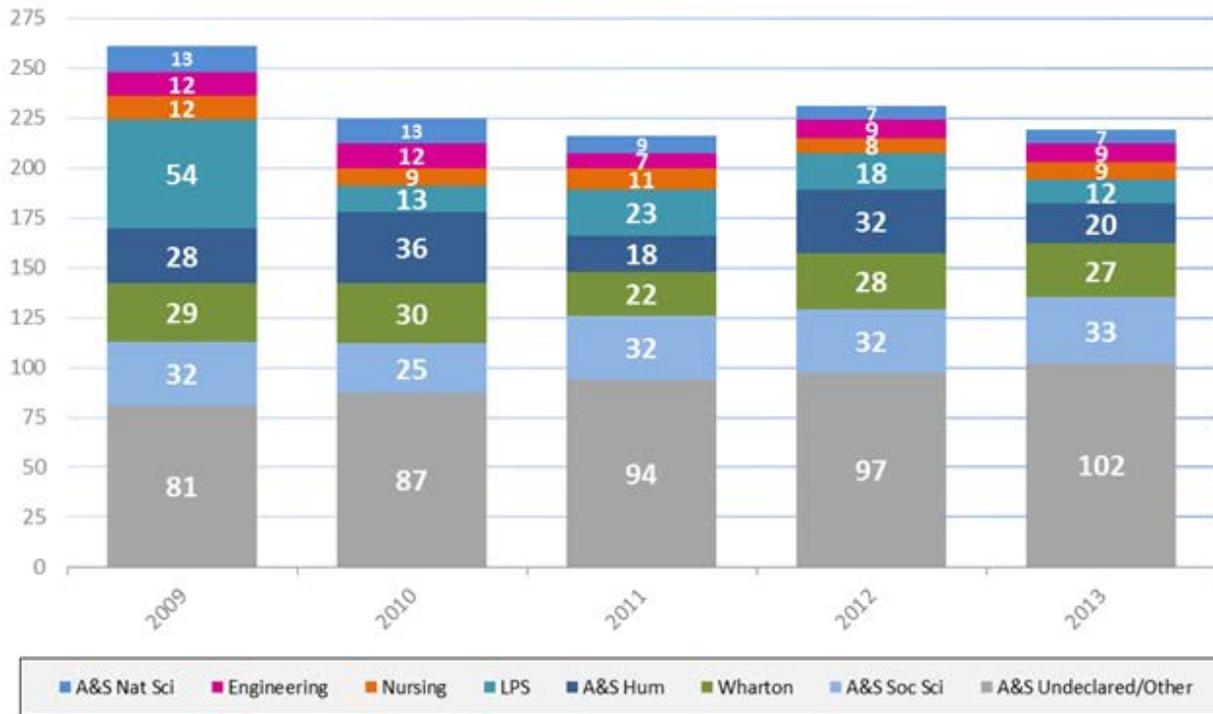
Penn Abroad programs are reviewed based on six core standards: 1) academic quality, 2) cultural and linguistic integration, 3) student enrollment and exchange balance, 4) partner responsiveness and communication, 5) diversity of destinations and disciplines, and 6) financial feasibility. No single factor 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)

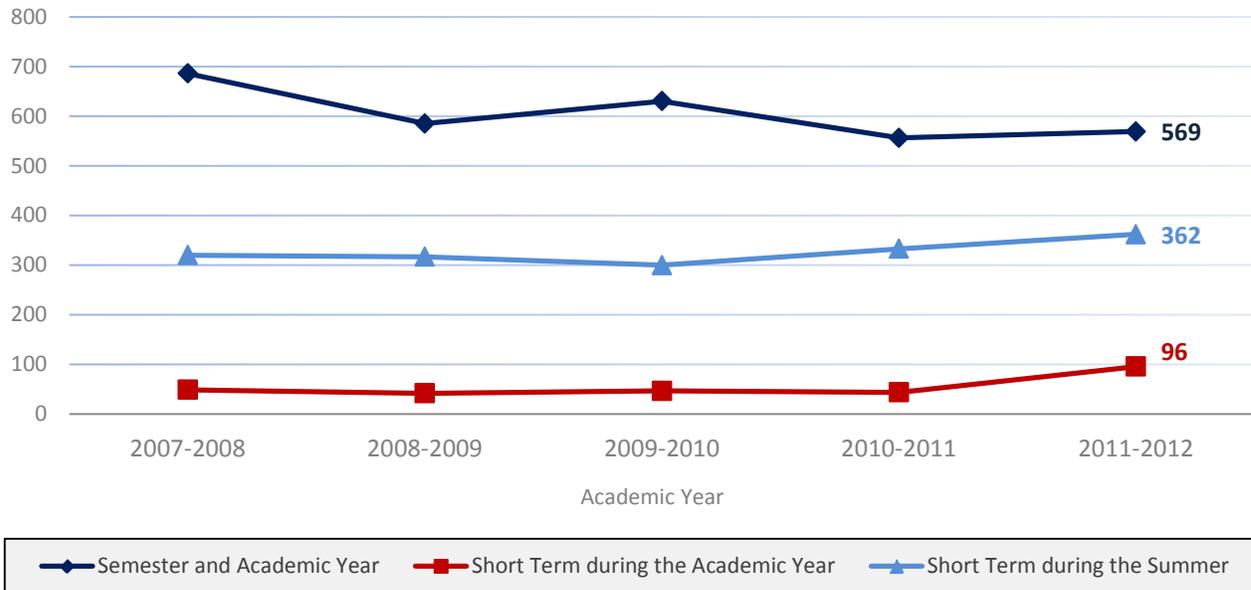


The LPS Summer Abroad Programs are evaluated every summer in two ways: standard online course evaluations and an additional online program evaluation developed by LPS, designed to assess all aspects of students' experiences, including program administration pre-departure and onsite, intended academic 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.

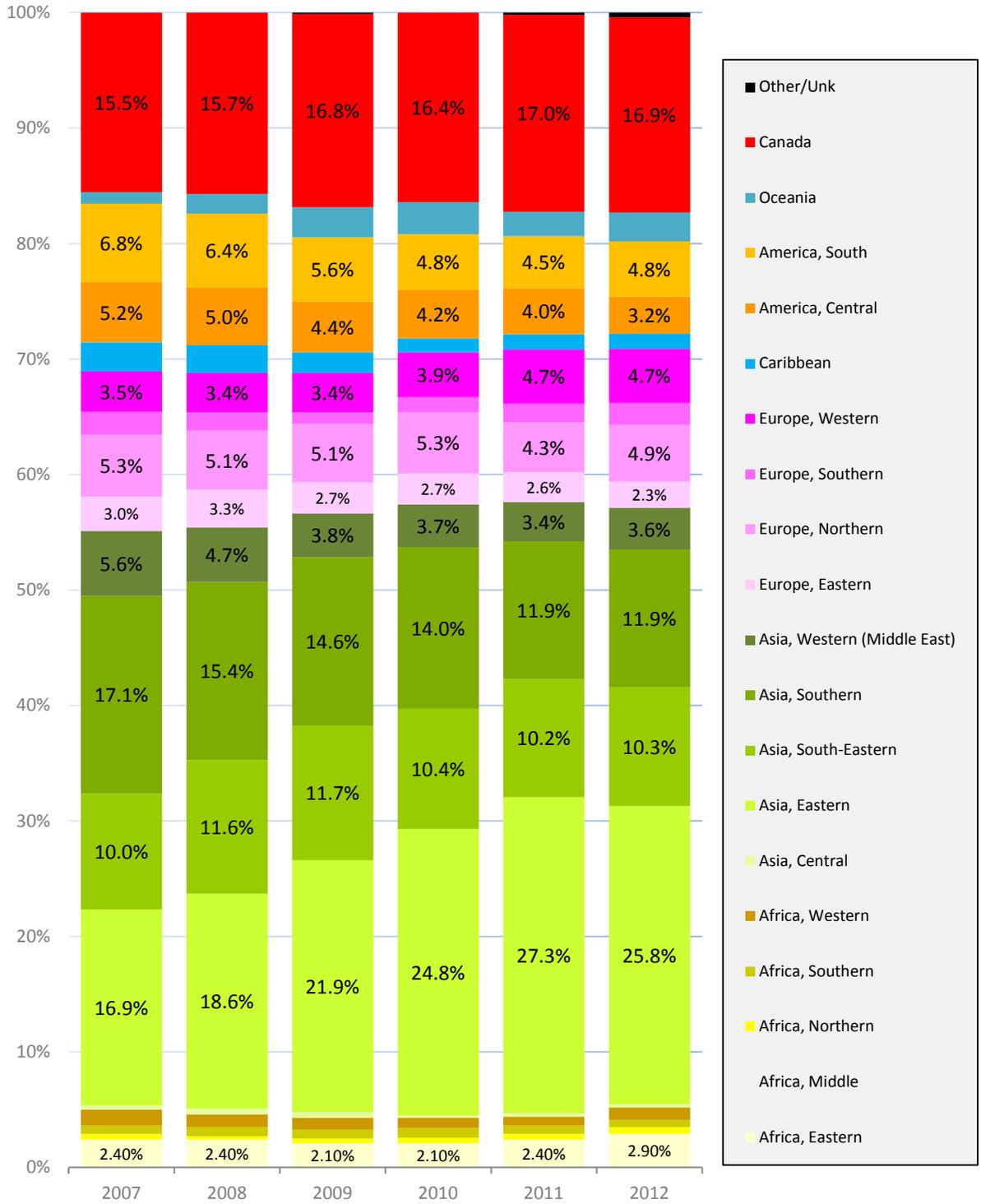
Wharton offers more than 20 undergraduate study abroad programs with business schools around the world, all designed to enhance the Wharton undergraduate curriculum. Undergraduates can also participate in the [Wharton International Program](#) (WIP), a short-term international business course that features 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.