

UNIVERSITY OFFICE OF INTERNATIONAL PROGRAMS

STRATEGIC PLAN: 2009-2013



“Global Citizenship, Global Leadership”

“At Penn State we understand that the answers to the world’s most pressing problems can only come from an educated citizenry whose knowledge spans international boundaries.”

-President Graham Spanier, 2006

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EXECUTIVE SUMMARY

By any measure, Penn State is already a world-class University with significant international engagements. We are sending our graduates out into an increasingly globalized world. As the world becomes “smaller,” world-class universities are placing internationalization at the top of their agenda. In order to remain globally competitive and relevant, Penn State will vigorously promote and engender broader internationalization into its core tripartite mission of teaching, research, and service. Our **vision** is for *all* Penn State students to become *global citizens*, who *think globally while acting locally*, and for Penn State to attain *global leadership in scholarship and international engagements*. The ultimate outcome is to produce the *Global Penn State*.

This strategic plan will use the overarching network of Penn State Global Engagement Nodes (GENs) as the primary vehicle for realizing this new vision. The GEN strategy is an educationally-driven, University-wide approach to internationalization that will bolster and enhance all aspects of International Programs. It will involve a network of partnerships (of which Penn State is the hub) with select institutions in other countries that have the knowledge-base and capacity to provide international educational enrichment for students and/or to tackle some of the critical global challenges of our time. The Worldwide Universities Network (WUN) and the Alliance for Earth Sciences, Engineering, and Development in Africa (AESEDA) are examples of already-existing international partnerships which can serve as models for GEN nodes.

In the interim, while GENs are in development, this strategic plan outlines strategies for significantly enhancing our education abroad offerings, our services for international students, and the internationalization of our campuses. These enhancement strategies were largely informed by the recommendations of a broad spectrum of faculty members and administrators tasked with helping the University develop strategic direction for internationalizing the University. Many of the strategic initiatives proposed here are direct responses to the recommendations of these task forces, as well as the recommendations proposed by internal University Office of International Programs committees.

This strategic plan is firmly anchored in the principle of strong *partnership with and service to Penn State’s many academic units*. The broad goals for the time period of 2009-2013 are:

1. Partner with the *faculty* to make *global citizenship* a hallmark of teaching and learning.
2. Partner with *colleges and campuses* to foster vigorous internationalization.
3. Partner with *global institutions* to enhance Penn State’s global presence and leadership.
4. Create accessible *centralized resources* to support Penn State’s global engagements.
5. Partner with *government* to promote Pennsylvania’s global economic competitiveness.

More specific goals and plans are outlined below for international student services, education abroad services, and for the general internationalization of Penn State’s campuses.

Education Abroad: Three primary goals will be pursued for the Education Abroad unit. The first goal is to strengthen partnerships with academic departments by working closely with the faculty to develop new study abroad programs, increase curricular integration, and establish transparent protocols for promoting study abroad programs. The second goal is to increase enrollment and diversify the participants and geographic locations of our study abroad portfolio. Lastly, we will increase the service-learning component of our study abroad programs to enrich both students’ experiences and the communities in which they serve.

International Student Services: Three distinct goals are set for enhancing international student services. The first goal is to enhance our recruitment activities so as to remain competitive in the increasingly fierce global competition for the most talented students. The second goal is to improve pre-arrival services by taking proactive measures to improve logistics in Initial Document Services and by making better use of technology. The last goal

is to enhance students' overall positive experience at Penn State. This will be achieved through an expanded and dedicated focus on programming and promotion, an electronic advising system, and by partnering with academic departments to enhance students' success.

Internationalizing the Campus Environment: It is critical to incentivize greater faculty international engagement and to enhance internationalization of the overall campus environment. The drive toward global citizenship can be encouraged among Penn State's faculty, staff and students by creating fellowships and funds to promote faculty engagement in the University's broad internationalization mission; by integrating scholarship of global engagement in the reward and recognition system; by supporting scholars-in-residence; by embedding staff into faculty-led study abroad programs; by integrating a global component into Penn State curricula; by enhancing the overall international "feel" of the campus; and by designating a central space to serve as an international cultural center.

Designing a Supportive Structure: A new enabling structure will be put in place to effectively support the broad internationalization of Penn State. Our expanded vision for global engagements necessitates the renaming of the office as the University Office of Global Programs (UOGP) and leadership will be re-titled accordingly. UOGP will be divided into four distinct but closely interwoven directorates, with each headed by a director. The directorates are highlighted below:

1. *Directorate of International Student Advising (DISA):* Responsible for all aspects of legal immigration and residency matters for international students and scholars.
2. *Directorate of Education Abroad (DEA):* Responsible for providing counsel to study abroad students, creating new study abroad programs, and evaluating the success of current ones.
3. *Directorate of Global Relations and Promotion (DGRP):* Responsible for developing programs and public relations initiatives that enhance the overall experience of both international and education abroad students.
4. *Directorate of General Administration and Planning (DGAP):* Responsible for general administration, policy guidance, and human resources management.

New operational protocols that will ensure the best possible service to all of our stakeholders will be instituted along with the restructuring. The specific protocols are: 1) Create, promote, and maintain a positive work environment for staff, 2) Broadly deploy productivity-enhancement technology, and 3) Make customer-centeredness the hallmark of our operation.

This Strategic Plan aims for *comprehensive internationalization*, using J. Knight's definition of internationalization adopted by the American Council on Education: "the process of infusing an international or intercultural dimension into the teaching, learning, research, and service functions of higher education."¹

We are confident that the strategic elements outlined herein will enhance Penn State's global presence, relevance, and prominence, and will improve and broaden the quality of service offered by the office to the wide variety of stakeholders. Penn State is already a world-class University and a leader in international programming. With vision and active planning, it can ultimately become a leading global center of scholarship and international engagement.

¹Knight, J. cited in Olson, C. L., Green, M. F., and Hill, B. A (2005). *Building a Strategic Framework for Comprehensive Internationalization*. Washington, DC: American Council on Education.

VISION, MISSION, AND GOALS

Internationalization of universities has become a world-wide phenomenon as global economic integration continues to make its way forcefully into higher education. This issue has risen to the top of the agenda of most world-class universities across the globe. Like the corporate world, in order to be and/or remain globally competitive and globally relevant, world-class universities like Penn State must promote and engender broad internationalization into their core missions (in the case of Penn State, the tripartite mission of teaching, research, and service).

A widely-recognized fact is that strong faculty engagement is the principal key to success in achieving broad internationalization objectives. This stems from the recognition that the faculty is the prime engine of the academic enterprise. Therefore, many of the strategic initiatives proposed here are a direct response to the recommendations of a set of faculty task forces that examined Penn State's international activities with respect to undergraduate education, research and graduate education, and outreach and professional education. These task forces involved a broad spectrum of faculty members who were tasked with developing strategies for internationalization while taking into account Penn State's land-grant mission.

This strategic plan presents a bold vision for vigorous internationalization of Penn State that would transform it from the status of a world-class university to a leading global university. It is a radical departure from the past modality wherein study abroad and the education of international students have been the principal vehicles for internationalization. We liken the existing modality to a two-sided silver coin where on one side is written "go" and the other side "come," connoting sending hundreds of our students to gain educational experience and cultural immersion abroad while inviting many international students and scholars to study at our campuses. The new vision represents a three-sided coin approach with the third side bearing the bold inscription, "partnership." While there are opportunities for expanding the two sides of this coin, the third side presents the greatest opportunity for achieving the broad internationalization for which we aim. It must be emphasized that our attention to increasing Penn State's study abroad programs and international student population will not be lessened as a result of this new initiative. In fact, we strongly believe that this third dimension provides strategic partnerships needed to enhance both the quality and impact of the other two traditional dimensions while opening a new avenue for global engagements.

The third dimension of internationalization is anchored in the overarching network of Penn State Global Engagement Nodes (GENs) as the primary vehicle for realizing this new vision. The GEN strategy is an educationally-driven, University-wide approach to internationalization that will bolster and enhance all aspects of International Programs. It will involve a network of partnerships (of which Penn State is the hub) with select institutions in other countries that have the knowledge-base and capacity to provide international educational enrichment for students and/or to tackle some of the critical global challenges of our time. As the primary vehicle for achieving global leadership in scholarship and international engagements, GENs will take time and resources to develop. Meanwhile, we will vigorously pursue strategies that will significantly enhance our education abroad offerings, our services to international students, and efforts to internationalize our campuses.

Our **vision** is for *all* Penn State students to become *global citizens*, who *think globally while acting locally*, and for Penn State to attain *global leadership in scholarship and international engagements*. The ultimate outcome is to produce the *Global Penn State*.

The **Mission** of the office charged with overseeing international engagements is to vigorously support the actualization of Penn State's vision of *global leadership in scholarship and international engagement*.

The **Strategy** is to forge strong partnerships with the faculty, academic colleges, campuses, and select international institutions to enhance Penn State's *global presence, relevance, and prominence*. This will strengthen already successful programs and promote the creation of new strategic ones.

Upholding the Tradition of Success and Embracing Challenge: Penn State currently serves more than 5,000 international students, scholars, and their dependents from over 130 countries.² In addition, we also serve over 2,500 students on short-term studies and research projects across the globe.³ The staff of the International Programs office provides technical, cross-cultural, and administrative support to academic departments and administrative units to handle all matters related to international engagements. While these accomplishments are remarkable, we do believe that considerable gains can be made in areas such as increasing the enrollment of undergraduate international students and study abroad students, diversifying the countries involved in international engagements with Penn State, making the Penn State brand recognizable world-wide, and internationalizing the experience of domestic students. These are the most salient drivers of this Strategic Plan.

The Strategic Goals: This Strategic Plan, anchored in the principle of strong *partnership with and service to Penn State's many academic units*, outlines methods for enhancing our international engagements in all ramifications. The broad goals for the time period 2009-2013 are:

1. Partner with the *faculty* to make *global citizenship* a hallmark of teaching and learning.
2. Partner with *colleges and campuses* to foster vigorous internationalization.
3. Partner with *global institutions* to enhance Penn State's global presence and leadership.
4. Create accessible *centralized resources* to support Penn State's global engagements.
5. Partner with *government* to promote Pennsylvania's global economic competitiveness.

The Overarching Framework: The broad internationalization of Penn State will be anchored in the concept of Penn State Global Engagement Nodes (GEN), which is briefly described below. The full description is found in Appendix C.

²The Pennsylvania State University: International Student Services (2007). *Student Profile 2006*. Retrieved March 31, 2008 from <http://www.international.psu.edu/iss/pdf/ISSprofile2006.pdf>

³The Pennsylvania State University: Education Abroad. *Education Abroad Student Profile 2006-2007*. Retrieved March 31, 2008 from <https://www.international.psu.edu/ea/>

GEN Strategy—Overarching Strategy for Internationalization

The Penn State Global Engagement Nodes (GENs) strategy is an educationally-driven, University-wide approach to internationalization that will bolster and enhance all aspects of International Programs. GEN *is a partnership between Penn State and an institution or a group of institutions in a country/region with the knowledge-base and capacity to provide international educational enrichment for students and/or to tackle some of the critical global challenges of our time.* The global imperatives of the 21st Century necessitate that Penn State transform itself from a world-class University and a leader in international engagements into a leading *global center of scholarship and international engagement.* The University can accelerate the realization of this vision through global strategic partnerships, constituting a network of GENs (of which Penn State is the hub) whose activities integrate education, research, and outreach.

The GEN strategy has a three-fold objective namely, to: 1) make Penn State the most internationalized university in the nation and, ultimately, in the world; 2) promote global citizenship among Penn State's students, faculty, and staff and 3) increase Penn State's name recognition globally.

In order for a partnership to be designated a GEN, five criteria must be met: 1) The partnering institution must offer a comprehensive education; 2) Penn State's three missions (teaching, research, and service) must be involved; 3) The institution must exhibit strength in at least one of the specified global challenge areas; 4) The institution should have reasonably strong international engagement; and 5) It must be driven by an existing strong faculty engagement (research, education, or outreach). The overall strategic focus of a GEN may be geographic, thematic, or both. A thematic focus should be anchored in one of the global challenges of our time such as energy security, sustainable environment, food security, global health, global poverty, migration and immigration, etc.

Through this strategy, Penn State will significantly enhance its broad internationalization via the *three-sided coin approach* – *coming* to Penn State, *going* from Penn State, and *interacting* globally through strategic partnerships. The strategy of *true partnership* anchored in GENs will vigorously promote global citizenship - *thinking globally while acting locally*, among Penn State's students, faculty, and staff. The strategic partnerships will enhance Penn State's global presence, relevance, and prominence and provide sites for rich academic and cultural experiences for our students, whether they are studying abroad, pursuing research, or engaging in service activities.

II. STRATEGIC ELEMENTS

1. EDUCATION ABROAD

1.1 Mission of Education Abroad

The principal **mission** of Education Abroad is to provide the best culturally-sensitized academic international experience for our domestic students. The goal is to prepare American students to achieve the immersion component of their transformation into global citizens in an increasingly interdependent global community. The main vehicle for enriching students' global perspective is study abroad in all its various formats such as: semester/multiple-semester programs, faculty-led short-term embedded programs, and other programs such as international service-learning and international internships. As noted by the Education Abroad Task Force,⁴ enrollments in traditional semester-length and academic year EA programs have increased by an average of 7.5% annually for the past few years and there are currently about 150 discrete study abroad programs (nearly 200 if counting various tracks on individual programs).

1.2 Education Abroad Statistics

Penn State's Education Abroad program is notably ranked 4th in the nation in terms of number of study abroad students (2,168 students) according to *Open Doors 2007* published by the Institute of International Education.⁵ This ranking is impressive; however, UOIP plans to increase its efforts in order to continuously raise the number of students studying abroad. In addition, UOIP plans to focus on diversifying the countries to which we send our students, as well as facilitating the ease of incorporating a study abroad component in broader areas of study. Currently, Liberal Arts is the most highly enrolled program (26%), with Business Administration (25%), coming in second and Communications and Health and Human Development in a tie for third (9%).⁴ Also, statistics show that, by far, the most popular location for study abroad is Europe, with 75% of Penn State Education Abroad students choosing to study there. Other top locations include Australia/New Zealand (9%) and Asia (7%).⁴ These statistics are depicted in Figs. 1 and 2 below.

The implementation of the GEN strategy will greatly enable the involvement of students with more diverse majors (such as science and engineering) in study abroad experiences and will also focus on less-traveled geographical areas such as Africa, South America, South Asia, South East Asia, East Asia, and the Middle East.

⁴ Education Abroad Task Force. *Education Abroad Strategic Plan: 2008-2013*. May 23, 2008.

⁵ Institute of International Education (2004-2008). *Open Doors 2007*. Retrieved March 31, 2008 from <http://opendoors.iienetwork.org/>

Figure 1: College of Study for Students on Education Abroad Programs 2006-2007

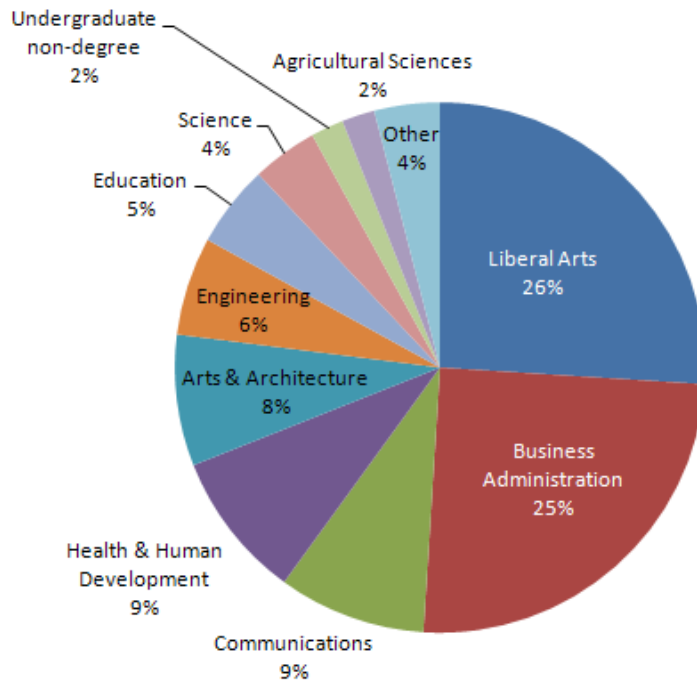
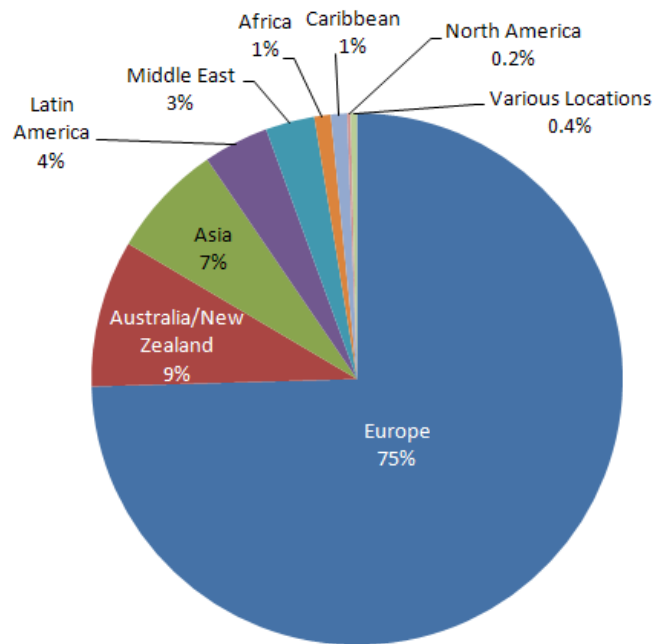


Figure 2: Region of Study for Students on Education Abroad Programs 2006-2007



Institute of International Education (2004-2008). *Open Doors 2007*.

1.3 Goal #1: Strengthen Partnership with Academic Departments

A collaborative approach between UOIP and Penn State's academic departments is necessary in order to accomplish the University's internationalization objectives. Keeping the ultimate goal of a global GEN network in mind, UOIP will develop strong partnerships with the University's departments to achieve the following goals:

1.3.1 Establishing new study abroad programs with the help of faculty members. UOIP strongly believes that the faculty is central to internationalizing Penn State. Once the faculty is "on board," then students follow their lead. One method of making faculty members good role models of global citizenship is encouraging them to create study abroad programs. UOIP can encourage the creation of such faculty-led programs by making the process as easy and incentivizing as possible. Some options include:

- Encouraging the development of embedded study abroad programs. These classroom courses with a several weeks of international immersion component are often more attractive to students and faculty because they represent less of a time commitment and minimal curricular interruption. UOIP will assist faculty in the creation of more of these embedded programs by offering comprehensive resources which outline the steps for creating embedded courses. We will also continue and expand the "faculty toolkit" project. This partnership with the Schreyer Center for Teaching Excellence and the College of Education aims to develop a "toolkit" for short-term, faculty-led international programming. The toolkit will provide faculty members with strategies for course design, development of learning outcomes, and program evaluation.
- Striving to make policies and procedures transparent, thereby making the program creation process as hassle-free as possible and enhancing buy-in. Transparency can be accomplished by outlining all procedures in a clear and systematic manner on UOIP's planned web portal. In particular, the process of approval for Faculty Travel Grants will be streamlined and clarified.
- Assessing and restructuring the current financial model for education abroad. UOIP will accomplish this task in consultation with Penn State central administration. The new financial model will be less complex, but more comprehensive. It will include the building of endowments with University Development and will also feature built-in incentives for faculty and department partnerships. For example, UOIP believes that international curricular and research development experience should be considered as part of the tenure and promotion process in order to motivate faculty to increase their global focus.
- Establishing criteria for evaluating the success of study abroad programs, taking into consideration faculty and student input, adviser's reports, pre- and post-experience of the student participants, and financial solvency.

1.3.2 Increasing curricular matches to make it possible for all students to engage in study abroad. UOIP will work with Penn State's academic departments and with institutions abroad to increase the number of curricular matches in order to make studying abroad academically feasible for all students. Students often elect not to pursue a study abroad experience because they are afraid of "losing a semester" due to the fact that not enough courses exist which can be substituted for degree requirements. A paradox exists – students often lack the focus necessary to engage in study

abroad during their first two years of college; however, by the time they reach their third and fourth years it becomes more difficult to find major-specific classes abroad with transferrable credits. Several solutions to this problem exist:

- Encourage departments to collaborate with institutions abroad to craft curricula with both general education and upper level course equivalents for all majors.
- Encourage departments to introduce new *minors* where students can earn all (or most) of the credits necessary for a minor during their time abroad (e.g., the Marine Science minor with the University of Southampton in the United Kingdom).
- Offer more upper-level classes via the internet so that students can catch up on classes they may have missed while abroad
- Encourage departments to develop ways for graduate students to study abroad. Research is sure to develop out of such arrangements.

1.3.3 Establishing protocols for avoiding and resolving issues that might affect the success of students abroad. UOIP will work with Penn State's academic departments in order to make sure that students receive appropriate education about the purpose for studying abroad. UOIP has seen a marked increase in students engaging in risky, illegal, or troublesome behavior while abroad. In addition, many students are not suitably prepared for the style of education of their host country and suffer from poor grades during their time abroad. It is believed that these unfortunate situations can be avoided and resolved if the following steps are taken by each academic department in partnership with UOIP:

- Establish a preparatory course which will ready students for their study abroad experience. This preparatory course will inform students about the language, culture, style of education, history, etc. of the country in which they will be studying. It will also establish rules for how students are expected to conduct themselves abroad as representatives of Penn State University. It is important that students are aware of the fact that there is more to their study abroad experience than fun, freedom, and sightseeing. The experience is a privilege and must be taken seriously. In addition, it is necessary for any faculty advisers who are leading trips abroad to be similarly prepared.
- Establish clear protocols for how various situations involving study abroad students will be addressed. These situations can range from emergencies, student infractions, parent concerns, etc. Since UOIP's time is becoming increasingly consumed by "putting out fires" related to such situations, it would be helpful for each academic department to work with UOIP to establish protocols and to help enforce them. Students must be made aware that these protocols exist before they leave the country and should be briefed on exactly what consequences their actions may have. Application of the consequences must be prompt, impartial, and consistent.

1.4 Goal #2: Increase and Diversify Student Enrollment in Education Abroad Programs

While Penn State has a high level of activity in Education Abroad programs compared to other universities, continuing to increase enrollment is an ever-present goal. In addition, it is important to

focus attention on diversifying the type of students who travel abroad, as well as their study abroad destinations. This goal can be accomplished via the following methods:

1.4.1 Increasing student awareness of study abroad programs by expanding student outreach programming, working more closely with first year seminar instructors and the Undergraduate Admissions Office, conducting more classroom visits, and enhancing general publicity.

1.4.2 Increasing the level of student aid available for EA programs by increasing grant monies and endowments (merit and need-based) for student study, encouraging colleges and campuses to raise funds targeted for study abroad, and implementing a new scholarship scheme that will improve access to EA programs for undergraduates whose socio-economic backgrounds have not permitted or encouraged their participation.

1.4.3 Making study abroad academically feasible for students in all areas of study by working more closely with the international liaisons from College's and commonwealth campuses to improve curriculum integration. Penn State's Global Engagement Nodes will be critical in facilitating curriculum integration due to the multidisciplinary nature of the GEN strategy.

1.4.4 Diversifying geographic options for students studying abroad to include less-traveled, but high-interest areas such as Africa, South America, South Asia, South East Asia, East Asia, and the Middle East. In addition, UOIP will facilitate travel to countries that have previously been prohibited for study abroad (e.g. Israel, which has a high level of interest from Penn State's Jewish students in particular). UOIP believes that measured risks must be taken for the sake of pursuing Penn State's global agenda. Committees will be formed to determine which areas in previously prohibited countries are safe to send students.

1.4.5 Increasing non-traditional student participation in study abroad by teaming with Office of Disability Services, Equal Opportunity Planning Committee, and Upward Bound (for first generation and low income students).

1.4.6 Maintaining a student friendly website to facilitate the dissemination of information about study abroad

1.4.7 Increasing Fall semester participation (to alleviate the Fall/Spring enrollment imbalance) by providing merit scholarships for the Fall semester only

1.5 Goal #3: Increase Dedication to Service-Oriented Study Abroad

Penn State's mission is threefold: teaching, research, and service. This tripartite mission is also one of the cornerstones of the GEN strategy. While most study abroad programs address the first two parts of the University's mission, the service portion is often neglected. Therefore, during the 2009-2013 period, UOIP will strive to introduce new study abroad programs with a distinct service learning orientation. Penn State students possess the skills, knowledge, and drive to alleviate some of the world's most pressing concerns. Therefore, UOIP believes that their talent and passion should be harnessed and put to good use. Giving students a taste of how their actions can affect the world at large will help spark a

lifetime interest in service. Some options for incorporating service and outreach into study abroad include:

1.5.1 Partnering with faculty (and with GEN institutions) to create international service-oriented embedded programs. These programs will involve both a classroom component and an intensive and immersive service-learning component. Students will work in any number of needed areas – providing disaster relief services, building houses in economically challenged areas, teaching at community schools, providing aid at health clinics, working to empower women, spreading a message of AIDS awareness, etc. The service-learning component will take place either during academic break periods or during the summer.

1.5.2 Incorporating service and outreach elements into already-existing study abroad programs. UOIP will work to collaborate with existing program providers, departments, and partner institutions to promote and develop service learning initiatives. These initiatives will serve to complement students' academic programs abroad.

2. INTERNATIONAL STUDENT SERVICES

2.1 Mission of International Student Services

The principal mission of International Student Services (ISS) is to provide support and services that contribute to the academic, cultural, social, and personal experiences of students and scholars from around the world during their stay at Penn State. This mission is accomplished by offering full-service immigration advising services and a wide range of high-quality support services, including: pre-arrival services, orientation programs, immigration and general advising, workshops, and cultural programs to enable students to develop and practice the skills necessary to become global citizens. The continued fulfillment of this mission is evidenced in the following achievements noted by the International Student Services Task Force:⁶

- Student satisfaction with all aspects of the office (from pre-arrival services, to advising and programming) has increased within the last several years.
- The office continues to develop positive relationships with key stakeholders and to increase awareness of international students across the Penn State community.
- Programming activities have been significantly expanded.
- Collaboration with international student organizations and Penn State campus units has significantly improved.

2.2 International Student Services Statistics

According to *Open Doors 2007*, Penn State ranks 23rd in the nation in terms of number of international students (3,681 students) and 34th for hosting international scholars (907 scholars).⁷ (Also, according to

⁶ International Student Services Task Force. *International Student Services Strategic Plan*. May 23, 2008.

⁷ Institute of International Education (2004-2008). *Open Doors 2007*. Retrieved March 31, 2008 from <http://opendoors.iienetwork.org/>

the *International Programs Fact Sheet* on the UOIP website, Penn State has ranked first in the U.S. in outgoing Fulbright scholars for seven of the last ten years.⁸)

ISS’s internal statistics show that, overall, Engineering is by far the most highly enrolled college among the international population, with 1,032 students in 2007. Science and Business Administration come in second and third with 440 and 371 students, respectively (as shown in Fig. 3).

Figure 4 illustrates that more than 2/3 of all international students are graduates (2,489 students in 2007) and about 1/3 are undergraduates (1,147 students).

Figure 3: Penn State’s International Students (Top 3 Colleges) in 2007

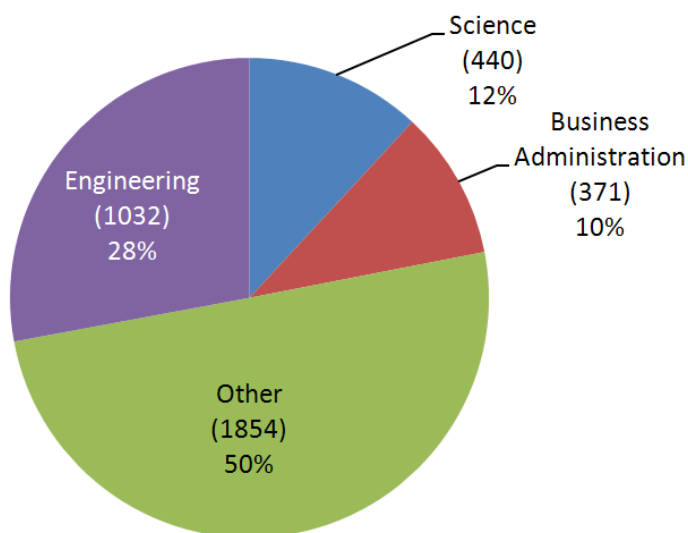
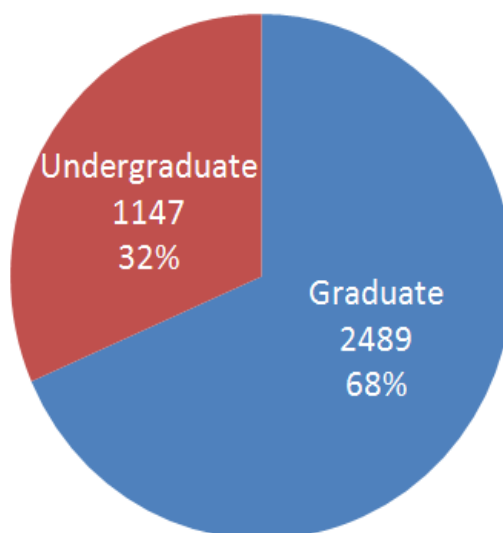


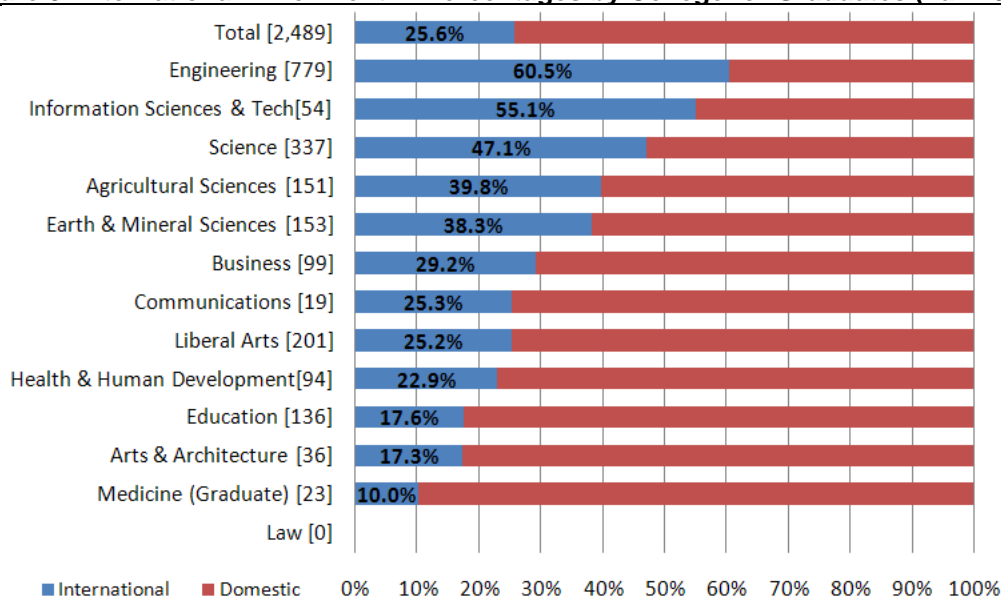
Figure 4: International Students (Graduate & Undergraduate) in 2007 [Total: 3,636]



Figures 5 and 6 depict percentage of enrollment in various colleges by graduate and undergraduate students using data from the Penn State Fact Book. At the undergraduate level, as a fraction of total enrollment in each college, the four colleges with the highest percentage of international students are Earth & Mineral Sciences, Business, Engineering, and Science, in that order (Fig. 6).

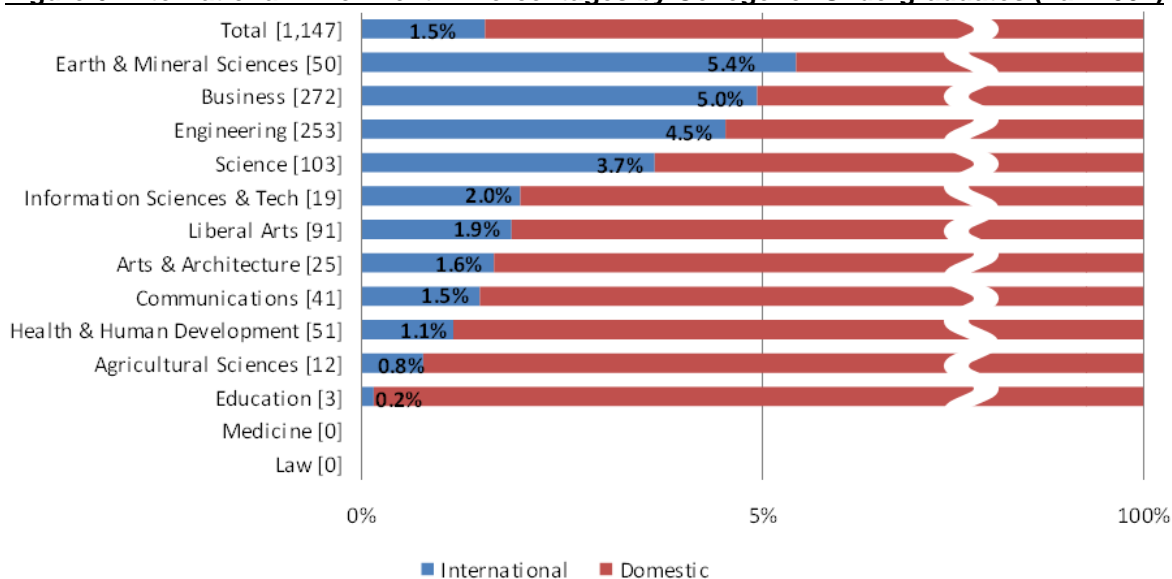
⁸ The Pennsylvania State University: International Programs (2007). *International Programs Fact Sheet*. Retrieved March 31, 2008 from http://www.international.psu.edu/about_office/fact_sheet.html

Figure 5: International Enrollment in Percentages by College for Graduates (Fall 2007)



Total graduate student headcount enrollment = 9,707 as of Fall 2007⁹

Figure 6: International Enrollment in Percentages by College for Undergraduates (Fall 2007)



Total undergraduate student headcount enrollment = 74,632 as of Fall 2007¹⁰

Notes:

- 1) The figures in [] following the college names are the numbers of international enrollments.
- 2) Commonwealth campuses are not listed as the number of international enrollments is relatively small.
- 3) In spite of the exclusion on the list described above, the total number of international students include these colleges and campuses.

⁹ The Pennsylvania State University: Penn State Fact Book. "Graduate/First Professional Fall Enrollment, 2007 and 2006." Retrieved August 22, 2008 from <http://www.budget.psu.edu/FactBook/>

¹⁰ The Pennsylvania State University: Penn State Fact Book. "Undergraduate and Graduate/First Professional Fall Enrollment, 2007 and 2006." Retrieved August 22, 2008 from <http://www.budget.psu.edu/FactBook/>

Our statistics also show that, consistently, the highest nationalities represented at Penn State have been China, India, and Korea. In 2007, 26.6% of all graduate international students were Chinese, 23.5% were Indian, and 11.7% were Korean. The undergraduate international population is slightly more diverse, but the 2007 statistics still show that China, India, and Korea are most represented. These percentages are depicted in Figs. 7 and 8, below.

Figure 7: Graduate International Students by Country in 2007 [Total: 2,489]

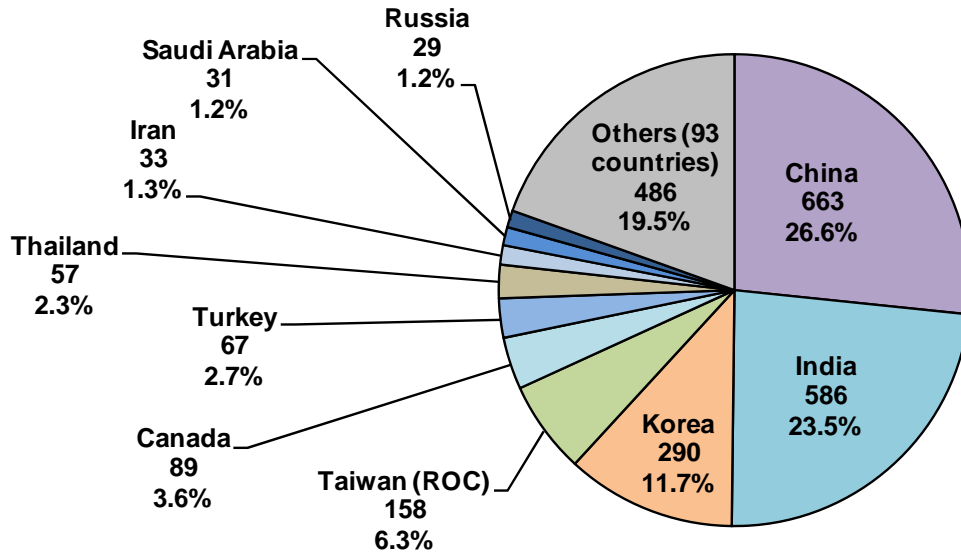
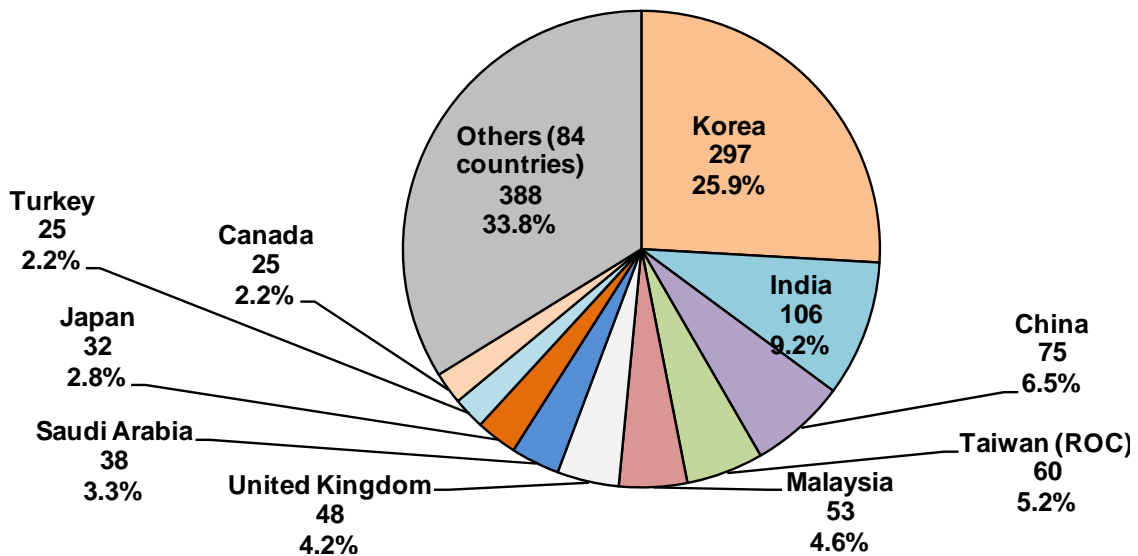


Figure 8: Undergraduate International Students by Country in 2007 [Total: 1,147]



Overall, the vast majority of Penn State’s international students hail from Asian nations (76.1% of graduates and 62.5% of undergraduates). See Figs. 9 and 10.

Figure 9: Graduate International Students by Region in 2007 [Total: 2,489]

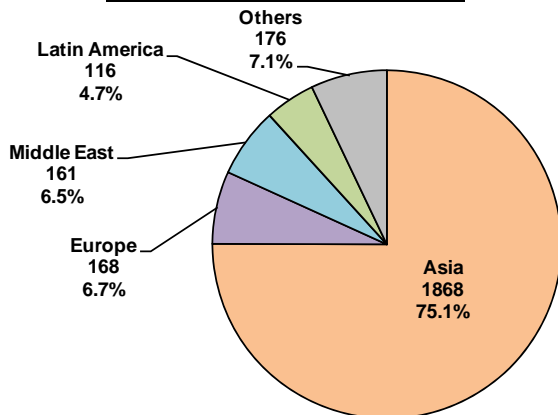
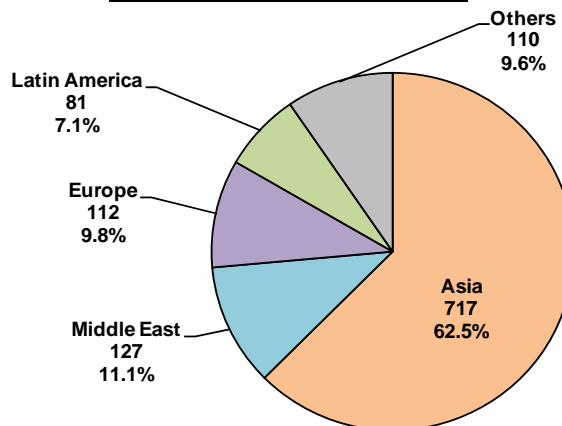


Figure 10: Undergraduate International Students by Region in 2007 [Total: 1,147]



These numbers represent a good starting point. However, UOIP plans to increase overall international student enrollment (particularly at the undergraduate level) and focus upon diversifying the countries from which international students are recruited and the colleges to which they enroll. The 2009 – 2013 Strategic Plan will continue to expand ISS’s success while taking steps to overcome challenges and harness opportunities in the following ways:

2.3 Goal #1: Enhance Recruitment Activities

UOIP aims to not only increase its total enrollment rate, but to specifically target the enrollment of students from previously less-represented countries. Some strategies for accomplishing this goal include:

2.3.1 Increasing Penn State’s overall marketing efforts abroad. Penn State still has room to grow in terms of achieving the same kind of international name recognition that other peer institutions enjoy. Penn State must intensify its advertising efforts in order to attract high-caliber international students. The positive word-of-mouth generated by Penn State’s work with GEN partnering institutions is sure to play a large factor in increasing the University’s global reputation.

2.3.2 Partnering with the Undergraduate Admissions Office. Both UOIP and the Office of Admissions have similar goals—the recruitment of top-quality students. With stronger partnership between the two units and by leveraging their resources and efforts, we will maximize efficiency. In addition, UOIP can help augment the system in place at the Office of Admissions (which is set up primarily for domestic students) so that it is more “international-student friendly.”

2.3.3 Partnering with Schreyer Honors College. A key part of the Honors College mission statement is “building a global perspective.”¹¹ Therefore, UOIP will forge a stronger partnership with Schreyer’s in order to encourage the Honors College to increase admission of top quality students from less-tapped, emerging countries, perhaps offering them financial incentives to attend Penn State.

¹¹ The Pennsylvania State University. (2008). *About the Schreyer Honors College*. Retrieved July 24, 2008 from <http://shc.psu.edu/about/>

2.3.4 *Partnering with corporate and government sponsors.* In order to recruit top students from developing countries (such as Saudi Arabia and Malaysia) one possibility is to forge stronger partnerships with corporate and government sponsors who fund students' schooling in exchange for later employment. These partnerships will serve to diversify Penn State's population and increase our international reputation, and will also aid in the development of emerging countries.

2.3.5 *Partnering with international alumni.* UOIP will work with Penn State's alumni association in order to generate stronger alumni support. Former international students who cherish their positive experience at Penn State will be an important resource for promoting the University.

2.4 Goal #2: Expand Pre-Arrival Services

Since front-end interactions create a first and lasting impression with faculty, staff, international students, and sponsoring agencies, ISS must aim to strengthen its pre-arrival presence. Improvement of these processes through increased staffing and technology, reduced response time, more active development of relationships, and greater accessibility will better prepare students for their arrival and will increase Penn State's reputation as a student-centered institution. Some methods for increasing pre-arrival services include:

2.4.1 *Utilization of technology.* Technology can improve pre-arrival services in the following ways:

- Technology can be used to bypass department collection of visa documentation and enable student applicants to directly upload necessary documentation. This will improve the speed of I-20 production. An added benefit is that this process will provide greater security for student financial information and will further ensure a blind process for assistantship application review.
- The internet offers many new and easy-to-use means of contacting international students to prepare them for their arrival at Penn State. Options such as live internet chats, message boards, blogs, and virtual tours can be utilized to answer students' questions, provide them with necessary information, and allow them to meet other incoming students before even setting foot on campus.

2.4.2 *Improvement of Logistics.* We will take proactive measures in Initial Document Services (IDS) to improve logistics in order to decrease 2nd quarter backlog of I-20 and DS-2019 document production. This will ensure that students have adequate time to pass lengthy security clearances and obtain visas. This will also enable staff to provide additional pre-arrival support and facilitate a smoother transition for international students.

2.5 Goal #3: Enhance International Students' Overall Positive Experience

One of ISS's primary goals is to fully integrate international students into the life of the University through adequate programming and activities. We strive to ensure that all of our visiting students have a positive experience during their time spent at Penn State. This is both an important goal in-and-of-itself, and also crucial for continued increases in international enrollment. After all, good word-of-mouth is a major form of advertizing for any organization. If students enjoy their experience at Penn State, they

will share this information with friends, family, and acquaintances—encouraging others to attend. Methods for enhancing international students’ overall positive experience include:

2.5.1 Utilizing an electronic advising system. UOIP will significantly improve the overall quality of its advising services by utilizing an electronic advising database. Implementing a “paperless” system is sure to be much more convenient and time-saving for students and staff alike.

2.5.2 Expanding programming activities. In order to improve and expand upon ISS programming, feedback must first be gathered from staff members and international students. This input will be used to establish future programming goals, keeping in mind ISS’s resources and mission and students’ needs and wants. In order to continue to offer high-quality programming, ISS may need to explore options such as expanding staffing, working in partnership with academic units, and/or looking into sponsorship opportunities.

2.5.3 Partnering with academic departments to enhance students’ success. UOIP can only do so much to ensure that international students perform well academically. The responsibility must also be shared with the students’ academic departments. It is important for each college or department to work with international students to ensure that they are acclimatizing to the U.S. system of education and receiving the extra assistance they may require in order to succeed in their course work.

3. INTERNATIONALIZING THE CAMPUS ENVIRONMENT

UOIP’s ultimate goal is for Penn State to achieve renown as a leading global center of scholarship and international engagement. In order to attain such a prominent worldwide status, Penn State must first start by effecting change at home. All of the University’s campuses must become true models for internationalization, allowing students to learn in an environment that promotes global understanding and perspectives. Methods for globalizing Penn State’s campuses include:

3.1 Encouraging “Global Citizenship”

Penn State should espouse a motto of *thinking globally while learning locally* in order to encourage all students, faculty, and staff to become globally competent citizens. Forums must be created to interactively engage our international students and scholars so as to foster an environment of mutual understanding and engender global perspectives on important issues of our time. This may include a discussion series on topical issues that bring a wide array of students together. The institution of the GEN strategy will be an important and publicly visible step in putting this motto into action.

3.2 Incentivizing College/Campus Internationalization

UOIP will promote partnerships with colleges and campuses for the development of internationalization initiatives that will have a transformative impact on college/campus programs and that fit well into the broad internationalization mission of the University. Special funds will be provided by the provost and administered by UOIP to support select strategic initiatives proposed by colleges/campuses. The *Provost Internationalization Incentive Funds* can be used to buy faculty time to allow faculty members to devote their time to the transformative initiatives. The funds may also be used to support other forums for

engagement, such as travel and on-campus program development activities (joint courses with international institutions, etc.) The college/campus will have the freedom to determine the best use of the funds to support their internationalization objectives within the broad internationalization mission of the University.

3.3 Faculty Internationalization Fellowships

UOIP will award *Provost's Internationalization Fellowships* annually on a university-wide, competitive basis. These fellowships will support individual faculty members with innovative initiatives that promote international engagement, enrich research and teaching, and have the potential to significantly and broadly impact the faculty member's program. One of the leading criteria is evidence that such a program has a very good chance of attracting external support to render itself self-sustaining, engendering a long-term internationalization commitment.

3.4 International Scholars-in-Residence

UOIP will invite select individuals from the international community to Penn State and will support their short-term presence at the University. These scholars will have the stature and experience to significantly contribute to the broad internationalization mission of Penn State through lectures, research, workshops, interactions with faculty and students, etc. Typically, these individuals would be regional or global leaders whose presence and interaction with Penn State faculty, students, and staff can significantly enrich our global engagements.

3.5 Internationalizing Penn State's Curricula

UOIP will partner with the University Faculty Senate to set in motion the process of internationalizing Penn State's curricula. The University should strongly encourage all faculty members to incorporate an international element to their regular teaching curriculum. Students are living (and will soon be working) in an increasingly global world. They must be made aware of how the knowledge they are gaining can be utilized in an international milieu.

3.6 Embedding Staff in Faculty-led Education Abroad Programs

Faculty members are often reluctant to engage in faculty-led, embedded study abroad programs due to their lack of expertise in handling the logistics of maintaining the safety and general welfare of students under their charge. These types of activities are often deemed to be better handled by professional staff. UOIP will begin to offer such services on a trial basis. Staff members will be deployed for a series of short-term trips (lasting a maximum of several weeks) and the success of the offered service will be evaluated for future use.

3.7 Designating a Central Space to Serve as an International House

We strongly support the designation of a central space on the University Park campus to serve as an International House. Making the effort to create such a space would prominently display Penn State's commitment to internationalization. Such a facility would serve primarily as a social and cultural center for international activities. Specifically, it will have a three-fold purpose: 1) It would serve as the

building from which all our operations are conducted; 2) It would serve as a short-term residence for visiting scholars from abroad; and 3) It would serve as an informal social space. (We want visiting scholars to mix with Americans when they are here, but they also need a “safe” space to retreat to when things get a little difficult in this new environment). In addition, it would be good to have a venue for cultural events to promote internationalization on campus. The International House would serve as a visible symbol of Penn State’s advocacy of diversity and global connectedness. The designation of such a facility would firmly establish to students, staff, visitors, and alumni the importance that Penn State places upon creating a campus that practices intercultural respect and collaboration. In the interim, because of the acute need for affordable housing for short-term visiting scholars, we will devote efforts to working with local hotel/motel owners and property owners to work out some strategies for housing these scholars. It is most desirable to foster many formal and informal interactions among students, staff, and faculty. This facility would serve that purpose, but it would need to be in the core campus region.

3.8 Using the World Campus as an Effective Tool for International Engagement in Education

The World Campus delivers undergraduate, graduate, and certificate programs in all 50 states and in over 40 countries on 7 continents. It is “designed to meet the educational goals of a diverse set of learners.”¹² If utilized properly, World Campus can serve as an effective forum for interaction between Penn State students all over the globe. In President Graham Spanier’s welcome statement on the World Campus website, he states that students involved in distance learning will have opportunities to do homework with others in their classes and join in discussions led by faculty members. UOIP will encourage World Campus instructors to maintain a high level of student interaction in their classes (such as what President Spanier espouses) to promote true global citizenship.

3.9 Partnering with Media Outlets and Businesses

Penn State has a history of forming groundbreaking partnerships to provide students with free and discounted services. The free newspaper program created in 1997 and 2003’s collaboration with Napster music service are two prime examples of alliances that have been replicated by other universities. UOIP believes that Penn State can pursue similar partnerships to enhance the international feel of our campuses. Examples include: purchasing licenses to *Rosetta Stone* language software and making it available to students for free or at a discounted price, free international newspapers available on campus, and international television channels in lounges and/or in residence halls. These services will make international students feel more welcome on campus and give domestic students a broader global perspective.

III. STRATEGIC STRUCTURE

1. BACKGROUND

One of the common threads that run through the reports of the three separate task forces referred to earlier was the need for a central office that provides overall strategic direction and visibility to the

¹² The Pennsylvania State University: Penn State | Online. Retrieved on August 6, 2008 from <http://www.worldcampus.psu.edu/>

internationalization efforts of the University. There was a consensus around renaming UOIP as the University Office of Global Programs (UOGP) and re-titling the position of vice provost accordingly. We concur with this recommendation. In addition, there is the general feeling strongly expressed by the task forces that such a central unit needs to be empowered by the provost and President to be the voice for all global activities. UOGP should be responsible for promoting the overall internationalization of Penn State, creating and enforcing policies, and acting as a one-stop shop and central resource for students, staff, and faculty engaged in international activities. We believe that such empowerment is being actualized with the appointment of the vice provost for International Programs. Both the President and provost have often sought and used his counsel on all matters relating to our international engagements. He reports directly to the provost and interacts with all of his staff. It would be helpful for the provost to issue a public proclamation to the Academic Leadership Council (ALC) and the Council of Academic Deans (CAD) to the effect that the vice provost is given oversight responsibilities for all our international engagements.

In addition, there are two prominent areas of ambiguity that are inherent in some of our processes: 1) the fact that the Office of Human Resources (OHR) handles immigration matters for international scholars, and 2) misunderstandings regarding short-term, faculty-led study abroad programs being run by Conferences and Institutes (C&I). Addressing and removing these ambiguities would alleviate confusion for staff, faculty, and students.

Currently, International Scholars and Faculty Visa Services (ISFVS), a unit within OHR, is responsible for taking care of immigration processes for international scholars. While there may be some historical justification for this assignment because of the human resources component of the H-visas, J-visas, etc, it makes the most sense for this operation to be under the oversight of UOIP. The staff members at UOIP are better equipped to deal with visas, rules, and regulations. They can work in partnership with OHR to determine competitive salaries, etc. In fact, most inquiries in this regard are first directed by faculty and staff to UOIP and they are usually surprised when we refer them to the Office of Human Resources. This is an area where partnership between UOIP and OHR would be essential and effective since OHR determines “prevailing wages” needed as a part of the visa application process.

The most compelling argument to merge the processes for international students and scholars is the need to reduce or eliminate confusion among students, visiting scholars, faculty, staff, and visitors to Penn State. The consolidation being proposed will achieve the following important objectives for the sake of faculty, scholars, and students affected:

- Reducing or eliminating confusion among clientele by having a *one-stop-shop* for international engagements. This will enable UOIP to represent and oversee the big picture as strongly recommended by all of the task forces.
- Placing all staff dealing with immigration issues in one office. This will facilitate the exchange of ideas and promote effectiveness.
- Consolidating all Student & Exchange Visitor Information System (SEVIS) work in one office.
- Providing a unified communication channel with the Penn State community from one office.

It should be noted that Penn State is the only school in the CIC (apart from the University of Wisconsin) which does not handle all immigration processes in one office. This indicates that the “one-stop-shop” approach is indeed superior.

One other area of ambiguity centers on the Conferences and Institutes (C&I), which runs some faculty-led, short-term summer study abroad programs. This often creates confusion and even absurdity for the faculty members who expect UOIP to administer such programs. At times, in fact, faculty members shop between UOIP and C&I as if the two are competing units. It is our considered opinion that these programs should be administered by UOIP, which can decide to outsource to C&I if need be.

Bearing in mind these ambiguities and the strong recommendations of the three Task Forces, we propose a re-structuring of UOIP that promotes a more vigorous internationalization of Penn State. The goal of this new structure is to create a unified Office of International Programs.

We propose the renaming of UOIP as University Office of Global Programs (UOGP) and the re-titling of the leadership of that office as Vice Provost for Global Programs. UOGP will have the principal responsibility for building internationalization capacity among Penn State's faculty and students by providing support and services critical to the University's engagement in international research, teaching, and service. The proposed new structure would organize the office according to missions critical to Penn State's internationalization strategy. Three unified missions are identified which must be anchored by the new structure. They are highlighted below.

2. PRINCIPAL MISSIONS OF THE NEW STRUCTURE

2.1 Mission #1: Create Opportunities for Globally-Enriched Learning and Scholarship

The salient elements of this mission include the following:

- A globally-spanning network of Penn State Global Engagement Nodes (GENs) focused on geographic and/or thematic areas and global issues of critical importance in the 21st century;
- UOGP serving the University's central role of promoting globally enriched learning and scholarship;
- Curricular integration of study abroad into students' degree programs at Penn State;
- Globally-enriched learning (via workshops, colloquia, exchange, joint programs, etc.);
- Effective and accessible central resource for faculty-led, staff-embedded short-term study abroad;
- Reciprocal global learning interactive experiences for domestic and international students;
- Integrated immigration support services for students and scholars in UOGP; and
- Centralized pooling of faculty's international engagement data/experiences (geographical/cultural).

2.2 Mission #2: Develop Ample Opportunities for Staff and Faculty to Become Global Citizens

Strategic initiatives will include:

- Regional working groups for the GENs;
- Incentives for faculty engagement in global programs (reward/recognition);
- Creative opportunities for faculty and staff interactions on global programs;
- Staff and faculty training/development/engagement; and
- Intercultural communication workshops.

2.3 Mission #3: Develop Adequate Support Services for the Core Business

Administrative protocols and processes must be in place for smooth operation of the core business of UOGP. The elements will include the following:

- Human Resources Management;
- IT Support and Management;
- Public Relations/Campus Liaison;
- Contracts, Agreements, and Risk Management;
- SEVIS Management; and
- Writing and Editorial Services.

3. OPERATIONAL GOALS OF UOGP

In order for UOGP to fulfill these three missions and serve the broad need of the University's international engagements, it must adopt a more customer-centered, service-oriented approach in conducting its business. This is a common thread that runs across the reports of the three Task Forces commissioned by the vice provost in partnership with the appropriate vice president (Research/Graduate Education, Undergraduate Education, and Outreach). In response to these recommendations, UOGP will adopt a **CPR** approach (**C** – Customer-centeredness, **P** – Professionalism, **R** – Respect, Reward and Recognition). *We will pursue this as the prevailing culture of the Office as a whole and each unit will be required to create a clear plan for actualizing, monitoring, and measuring success in this endeavor.* Hence, UOGP sets three broad operational goals towards which its staff and management must strive:

3.1 Goal #1: Create, Promote, and Maintain a Positive Work Environment for Staff

Our new emphasis is on creating and maintaining a positive and purposeful work environment for all UOGP employees. This goal is anchored on the principle of *respect, reward, and recognition* for all staff. A positive work environment produces job satisfaction that results in employees who are focused, creative, and productive. The responsibility of developing such an environment lies in the hands of both supervisors and staff members. A positive work atmosphere can be created both through personal attention to how each member of UOGP treats his/her co-workers and through an office-sanctioned reward and recognition system. Each unit within UOGP must develop their own strategies for achieving a pleasant and supportive work environment and must continuously monitor and improve the overall climate in the unit. Below are some suggested strategies for promoting a positive work environment:

3.1.1 Increase in staffing. Increasing staff strength is critical in order to keep abreast of the growing number of study abroad and international students, as well as the growing number of services that UOGP provides. This will prevent excessive workload and give employees time to pursue areas of interest that will promote personal growth. Part of this process will include benchmarking with other CIC institutions to determine a reasonable level of workload.

3.1.2 Development of a cross-training process. It is important to develop a cross-training/back-up process that will maintain a smooth work flow when employees are absent from the office. To help ensure success and develop positive work relationships from the beginning, UOGP will establish initial training programs so that new employees will move confidently into their job assignments. UOGP believes that this arrangement will result in a variety of positive outcomes, namely:

smoother everyday operations due to a more knowledgeable, flexible, and well-prepared staff; better employee coverage during times when staff members are out of the office; and increased opportunity for upward mobility due to staff having a broader knowledge base.

3.1.3 Involvement in professional development. Staff involvement in larger international activities is conducive to creating a positive work environment. ISS will plan for staff development strategically as a unit to meet the needs of the office and also to ensure that coverage can be in place when staff members must be away to participate in these learning activities. To encourage staff to become global citizens, they should participate in international activities, host counterparts from overseas, and visit partners overseas. Once staff members have participated in these activities, a mechanism will be in place to formally share their knowledge and ensure their ability to create actionable ideas from their growth.

3.1.4 Development of a reciprocal evaluation system. UOGP will work with the Office of Human Resources to develop an evaluation system that encourages two-way feedback. Not only will this system establish criteria for routine staff performance reviews, it will also allow staff members to voice their thoughts about the performance of their supervisors and of the office as a whole. Instituting an open line of communication between supervisors and staff will promote personal accountability and establish an atmosphere that encourages free-thinking and constructive suggestions. UOGP firmly believes that a self-analyzing attitude and an open flow of dialogue are necessary for continued growth and progress.

3.1.5 Development of specific programs to recognize success. UOGP will work to increase awareness of unit successes and will create a fund devoted to celebrating accomplishments. It is important for employees to be acknowledged for their hard work and effort in order to keep morale high and to maintain a positive work environment.

3.2 Goal #2: Deploy Productivity-Enhancement Technology Broadly Throughout

With emphasis on the use of technology to enhance overall services and productivity on one hand and improved interactions with stakeholders on the other, UOGP will embark on strategic initiatives that will promote the effective use of technology. Effective use of technology will significantly reduce paper trails and travel time for information that needs to be shared, exchanged, and acted upon. It will streamline processes and protocols for our core business. Mobilizing these efforts will ultimately lead to ease of operation, greater efficiency and effectiveness, and increased information sharing, which encourages collaboration. Achieving this goal is imperative for maintaining Penn State's competitiveness in an ever-progressing society. Some examples of effective technology usage include:

3.2.1 Development of an electronic advising system. In today's electronic age, our student clientele have come to expect information acquisition at the click of a mouse. Therefore, it is antiquated to continue to use a paper filing system for advisees. UOGP is actively working on digitizing files and instituting an electronic advising system for both International Student Services and Education Abroad. This "paperless" system will allow students to set up appointments online, input their questions, fill out necessary forms ahead of time, and allow advisers to familiarize themselves with the student's case even before he or she walks through the door. Each visit will be documented in the system, creating an easy-to-access, electronic advising history for every student that UOGP

serves. A system such as this will eliminate confusion, save time, and enhance the overall quality of student/adviser interaction.

3.2.2 Creation of an international programs web portal. Task force members have noted that, currently, a centralized repository of information about Penn State’s international initiatives does not exist. UOGP believes that the creation of such a repository (an International Programs Web Portal) is a necessity. Once created, this web portal will be available to faculty, staff, students, and the public (with varying levels of accessibility). Users will be able to search for all instances of Penn State international involvement in a multitude of search categories (e.g., country/region, major, topic of study, research, study abroad, service projects, etc.) This web portal will be a valuable resource for all of Penn State’s stakeholders. For example: Students can search for international travel opportunities, faculty members can gain insight on forging international research collaborations by learning from their peers’ experiences, etc. Furthermore, since the entire University will be making use of this web portal, the broad use will serve to standardize international engagements (e.g. developing and making available a standard Memoranda of Understanding (MOU) template). All MOUs entered into for international engagement will be done through UOGP and the portal will house all of them with access by faculty and staff. The creation of such a centralized information repository will, undoubtedly, be a big asset to UOGP and to the public at large.

3.2.3 Providing technology training for all UOGP personnel. Many of today’s technological advancements make previously time-consuming tasks much more swift and efficient. However, not all staff members have the knowledge and tools necessary to make full use of these advancements. Therefore, an effort will be initiated to provide all staff members with the training necessary to best utilize today’s technology. UOGP will make use of the services of Penn State’s Information Technology Services training programs and those of external providers to accomplish this goal. The type of training administered will be based upon technology currently in use by staff, as well as new initiatives for the future.

3.2.4 Increase UOGP’s “virtual presence.” UOGP will enhance its presence on the internet by offering as many of our services online as possible. We will work continuously on the design of our website to ensure that it is functional, aesthetically pleasing, and easy to use. UOGP will also consider utilizing new web technologies such as live online chats, virtual tours, blogs, podcasts, videos, etc. to enhance our services and increase promotion.

3.3 Goal #3: Make Customer-Centeredness the Hallmark of our Operation

As Penn State’s gateway to vigorous global engagements, the University Office of International Programs recognizes its great responsibility as a model of global citizenship and a facilitator of the internationalization of the Penn State community. UOGP strives to be recognized as an exemplary unit that is highly competent, customer-oriented, and capable of effectively addressing the widely varying needs of its stakeholders, and consistently endeavors for excellence in service. Attaining and maintaining this position of respect and recognition requires UOGP to be proactive, responsive, and attentive to the need of stakeholders and to “have its finger on the pulse” of new developments, needs, and opportunities, both at the University level and worldwide. UOGP must adopt an attitude of enthusiastically tackling challenges and envisioning new possibilities for development. Some methods for maintaining respect and positive recognition include:

3.3.1 *Utilization of a routine “customer service” survey.* UOGP will regularly survey its stakeholders (international and study abroad students, faculty, other University departments, foreign partnering institutions, etc.) to check on our level of performance in a variety of categories. If our performance slips in any categories (or a suggestion has been made which we feel is worth pursuing), immediate action will be taken to improve the services that we provide.

3.3.2 *Development of a system for keeping up-to-date on new developments.* UOGP will develop a system for keeping up-to-date on new developments in areas that have a direct impact on UOGP activities. These areas include: student needs, new technological developments, Penn State activities with an international perspective, other universities’ international initiatives, advancements in international education, and general global concerns. This can be accomplished through daily media searches, developing relationships with contacts at various University departments and outside organizations, regular attendance at conferences, etc. UOGP will hold informal gatherings where staff members can share new information and ideas with one another. It is highly important for UOGP to stay on the cusp of new developments so that we do not fall behind the times or miss out on exciting opportunities.

4. OUTLINE OF FOUR-DIRECTORATE STRUCTURE

In order to actualize these three principal missions, the following re-structuring is proposed. We propose the division of UOGP into four closely interwoven and complementary directorates. This system is designed to provide coherence and operational focus. The directorates are described below.

4.1 Directorate of International Student Advising (DISA)

The principal mission of DISA is to facilitate and maintain the legal residency status of our international students and scholars. This directorate will focus on all aspects of legal immigration and residency matters of all international students and scholars. We will do this by establishing seamless operational protocols and a transparent legalization process using a combination of electronic advising (eISA) and face-to-face professional advice for students and scholars.

Face-to-face immigration advice is about 80% of the responsibilities of the current International Student Services (ISS). In fact, most international student advisers (ISAs) see their roles as dealing with such matters as opposed to any structured programming that would look after the general welfare of our international student population. The ISAs are usually detailed-oriented, as they must be, given the ever-changing rules of immigration. They must be on top of these very fluid and sometimes fuzzy regulations. Through the process of electronic advising, every adviser will have instant access to all information pertaining to a student’s legal residency standing and the history of advice provided. Electronic advising will make it easier for workload to be more evenly spread out without the sense that a particular adviser is the repository of knowledge for a particular student/scholar.

The director of this unit should be someone with the following qualifications and qualities:

- A doctorate degree with 5 years of experience in international education or M.S. degree with 10 years of experience in international education
- Preference for someone with foreign language skills

- Significant international experience
- A proven track record managing people and processes
- An ability to think strategically and embrace the vision of UOGP
- Extensive experience in immigration matters
- A professional mindset
- A keen sense and attention to details
- An ability to act as an enforcer with a human face

S/he and DISA staff will be responsible for the following:

- Making sure that incoming students have the best advising experience possible
- Efficiently handling legal immigration and residency matters
- Keeping up-to-date on changing rules and policies
- Working closely with the Director of International Programming and Promotion

4.2 Directorate of Education Abroad (DEA)

The principal mission of DEA is to provide the best, culturally-sensitized academic experience for our students participating in education abroad programs. DEA will do this through a number of vehicles that provide students with:

- A wide, menu-driven selection of academically and experientially meaningful education abroad programs;
- Succinct, useful information and services that prepare students for their study abroad experience (e.g. visas, housing, transportation, etc.);
- Post-experience support that facilitates students' re-entry into the system;
- Continued opportunities to engage and utilize newly-acquired knowledge.

The focus of the DEA is to provide counsel to study abroad students, help them decide which education abroad program suits their needs, and to provide support for their integration back to the United States. In addition, the DEA is responsible for the creation of new study abroad programs, while evaluating the success of current ones.

While there is no substitute for face-to-face professional advice, the DEA will also make ample use of the proposed Penn State global web portal. The web portal will serve as an informational and planning tool for our students and their families. It will utilize technology such as videos and blogs to help answer questions and alleviate pre-departure anxiety. Using web tools to address routine questions will enable DEA advisers to focus on more substantive issues and help personalize the experience for each student and their family. In addition to professional staff, DEA will continue to utilize peer-advising as an effective tool to complement their efforts.

The director of this unit should be someone with the following qualifications and qualities:

- A doctorate degree with 5 years of experience in international education or M.S. degree with 10 years of experience in international education
- Preference for someone with foreign language skills

- Significant international experience
- A proven track record managing people and processes
- An ability to think strategically and embrace the vision of UOGP
- An ability to manage unexpected international crisis

S/he and DEA staff will be responsible for the following:

- Making sure that outgoing students have the best advising experience possible
- Providing advice and support services
- Facilitating students' decision-making processes
- Providing post-experience support for integration back to Penn State
- Working closely with academic departments and faculty members to create new study abroad programs and evaluate the success of current programs
- Managing crisis situations
- Working closely with the Director of International Programming and Promotion

4.2 Directorate of Global Relations and Promotion (DGRP)

The principal mission of DGRP is to develop and promote programs to enhance the overall experience of both international and education abroad students. While DISA and DEA are primarily focused upon the legal and logistical matters of international education, the Directorate of Global Relations and Promotion handles all of the programming components that contribute to positive student experiences. Catering to students' needs is important because 'satisfied customers' become the best ambassadors for the University. In a time when there is such high global competition for recruiting talented students, it is in Penn State's best interest to have thousands of unpaid sales folks representing the University, both domestically and abroad. Examples of programming include information sessions, social events, award and recognition ceremonies, cultural happenings, promotional events, etc. A great asset of merging international student services and education abroad into one programming unit is the opportunity to promote interaction between the incoming and outgoing student groups as well as the staff of both. Both groups have a wealth of unique experiences and they can serve as great resources to one another.

Furthermore, DGRP will also act as the promotional and public affairs component of UOGP. This unit will work hard to make the Penn State brand recognizable worldwide. DGRP will cooperate with the Undergraduate Admissions Office to build partnerships with sponsoring corporate entities and governments around the world in order to enhance yield from international recruitment activities.

The director of this unit should be someone with the following qualifications and qualities:

- A doctorate degree with 5 years of experience in international education or M.S. degree with 10 years of experience in international education
- Preference for someone with foreign language skills
- Significant international experience
- A proven track record managing people and processes
- An ability to think strategically and embrace the vision of UOGP
- An ability to build and maintain relationships with a wide array of stakeholders

- A keen sense and attention to cultural nuances

S/he and DGRP staff will be responsible for the following:

- Creating outreach programs to ensure that incoming/outgoing students have the best overall experience possible
- Working with the Undergraduate Admissions Office for recruiting purposes
- Creating and nurturing partnerships with corporate sponsors and sponsoring governments
- Offering faculty capacity building workshops
- Promoting public relations for UOGP and spreading the word of Penn State's capabilities
- Increasing Penn State's overall marketing efforts abroad
- Expanding the international alumni network in partnership with Office of Alumni Association
- Managing sponsored student programs in partnership with appropriate units
- Working closely with international student advisers and education abroad advisers

4.3 Directorate of General Administration and Planning (DGAP)

The primary **mission** of DGA is to provide general administration of UOGP by guiding policy making, fostering an environment of compliance with University policies and managing the day-to-day human resources issues of the Office. This unit will assist the vice provost by embracing most of the daily administration of UOGP. The person in this role should be an experienced manager/administrator who understands administrative protocols and policies of Penn State. He or she should have the following qualifications:

The director of this unit should be someone with the following qualifications and qualities:

- A Ph.D. with significant experience on the faculty
- Good understanding of Penn State policy protocols
- Proven administrative experience
- A deep understanding of staff issues
- An ability to think strategically and actualize the vision of UOGP
- A proven track record of managing people and processes.

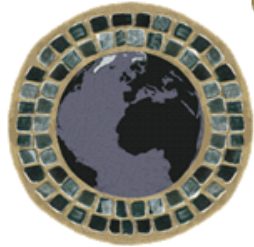
S/he and DGA staff will be responsible for the following:

- Coordinating GENs
- Providing oversight and incentives for faculty engagement
- Promoting the broad use of information technology
- Creating policies and promoting conformance with University policies
- Providing oversight for human resources
- Providing oversight for legal agreements and international crisis management

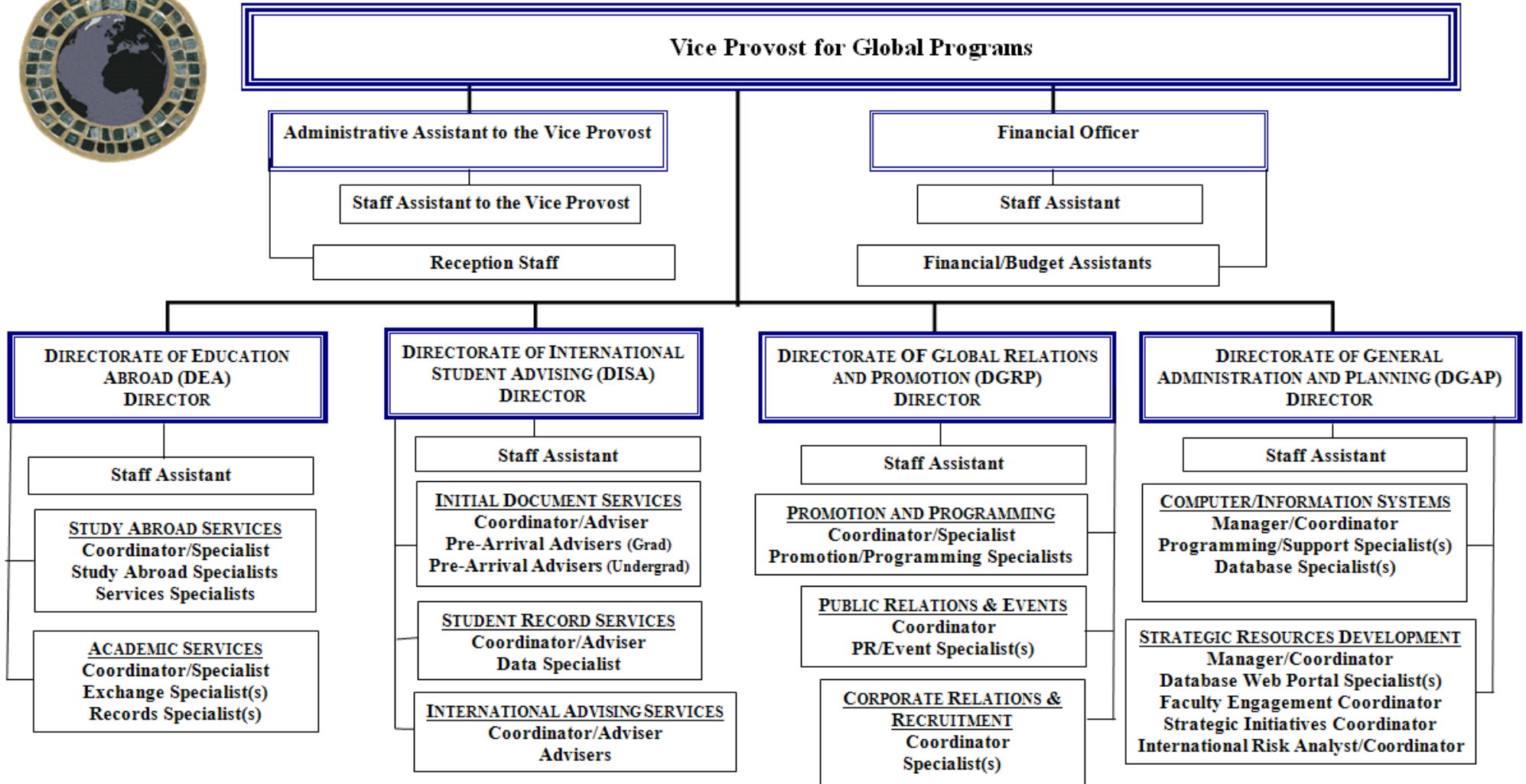
5. INTERNATIONALIZATION ADVISORY COUNCIL (IAC)

The Internationalization Advisory Council will advise the provost and the vice provost on strategic directions, as opposed to day-to-day operational issues. IAC members and the chair will be appointed to a 2-year term, renewable at the discretion of the provost. The vice provost will serve as an ex-officio member. The IAC will be a mix of deans/chancellors, faculty members, senior administrators, and students. Its membership will be approximately 15, with about 12 being members of the Penn State family with up to three prominent figures outside the University joining the group as *International Council Fellows*. Membership in IAC will not represent colleges/campuses, but rather the larger interest of the University. IAC members will be selected with these points in mind.

Figure 11: UOGP Organizational Chart



University Office of Global Programs



IV. STRATEGIC INVESTMENT

Strategic investment of resources (money, time, and efforts) must be made in order to achieve the goals outlined in this strategic plan. The required resources will be generated through a combination of strategic re-direction of internal resources, request for new resources, and external fund-raising. The resulting pool of resources will be strategically invested in three categories briefly described below:

1. DIRECT INVESTMENT IN FACULTY AND COLLEGES/CAMPUSES

We will pursue a number of major initiatives that will essentially invest significant resources in the colleges/campuses aimed at promoting the internationalization objectives of the faculty and the academic units. UOGP will be supporting the priorities of the academic units, within the broad framework of the University's strategic objectives. As resources become available, we plan to institute the following programs: College/Campus Internationalization Incentive Funds (CIIF); Faculty Internationalization Fellowships (FIF); International Scholars-in-Residence Funds; and the embedding of staff in faculty-led education abroad programs. These programs will be co-funded with the colleges/campuses and the provost.

2. INVESTMENT IN RESTRUCTURING AND OPERATIONAL EFFICIENCY ENHANCEMENT

Major reorganization of UOGP is proposed and this will necessitate re-assignment, realignment of resources, and re-focusing of responsibilities. In some cases, new critical areas of responsibilities are identified that will promote overall internationalization of the University. The overall objective is to create an enabling structure needed to achieve the stated vision. The most salient aspects are set below:

2.1 Stronger Leadership of Education Abroad

UOGP will undertake a national search to recruit a director with the leadership drive and experience to transform Education Abroad and take it to an unprecedented level. The current structure lends itself to an era when study abroad was considered a "side kick" and not a part of our core business. The position, as it is currently structured, is a holdover from the era when the position was filled through a selection from the faculty rank as a fixed-term, part-time assignment. This is grossly inadequate to manage the increasingly complex array of current offerings as well as future growth projection. By appointing and empowering a candidate with significant experience in higher education administration and a passion for international education, we will raise the profile of Education Abroad at Penn State. The leadership provided by the director will go a long way to support the study abroad agenda of the colleges, generate revenues, and take the entire education abroad enterprise to a much higher level, making Penn State a leader in this area.

2.2 International Crisis Management

Crisis management for study abroad programs has become a major and critical undertaking which requires much greater expertise and attention. Our broad education abroad portfolio, which consists of more than 200 programs around the world involving more than 2,500 students, needs a full-time specialist to manage the enormous and increasing risks associated with study abroad. We plan to engage

a full-time professional that will monitor and manage international crises (which are inevitably inherent in Study Abroad programs). This individual will prepare students and faculty to have safe and positive international experiences, continuously assess the international risks associated with our international engagements (especially in establishing GEN sites), and establish protocols and provide contract oversight for all international partnerships. This is an area of critical need for us and it is one in which we are lagging behind some of our peers. It will free up staff time to devote greater attention to creating and servicing EA programs. It will provide a one-stop-shop for parents and other stakeholders when crises do arise.

2.3 e-Operation of UOGP

Using geographic information system (GIS) software as the primary tool, we will develop and manage a database of all international activities being undertaken across the University and develop a web-based GIS tool with mapping capabilities. This centrally managed resource will assist faculty and colleges in developing international teaching, research, and service-learning activities and will put an easily-accessible, user-friendly central resource at the fingertips of our faculty, students, administrators, and parents. This resource will allow them to know what we are doing, where we are doing it, and who is doing it. In addition, we will pursue the e-transformation of all feasible components of our operations in such a way that improves efficiency and facilitates access of students to critical information on a continuous basis. IT/GIS specialists will be engaged to undertake and manage these efforts.

2.4 Other Mission-critical Initiatives

The new strategic direction, as well as the growth in our traditional areas of operation, necessitates additional human resources in such areas as coordination of strategic initiatives, financial management, additional professional advisers, and support staff. We performed a benchmark analysis against several peer institutions and, in most cases, we are lagging behind in terms of number of personnel vis-à-vis our level of operation. This needs to be promptly corrected.

3. INVESTMENT IN TECHNOLOGY FOR OPERATIONAL EFFICIENCY ENHANCEMENT

Improvement of operational efficiency and programmatic deliverability is at the forefront of the re-organization of UOIP. We plan to deploy the best available technology to foster this process. The specific areas include the following:

3.1 SEVIS 2.0 Software Upgrade

This software is required in order to maintain compliance with the federal government mandate to allow admission of international students to Penn State beyond the September 1, 2009 deadline.

3.2 e-ISA Initiative

The changeover to electronic document files to replace physical paper files will radically transform the processing of initial documents for international students and enhance advising services to improve the overall experience of international students. The addition of digital billboards will aid in the

dissemination of information related to SEVIS deadlines, new procedures, as well as communicate current local, state, and world events. The installation of kiosk hardware in the UOGP reception area will enable international students to efficiently and effectively log-in to complete, review, and update information in their electronic ISA files.

3.3 Information Technology and Telecommunications Enhancements

These enhancements are needed in order to put Penn State at the forefront of internationalization efforts and forge global initiatives via the creation of GEN sites. The use of videoconferencing will allow participants from all campuses as well as international stakeholders to interact and discuss issues related to the development, establishment, growth, and maintenance of GEN sites. Videoconferencing will also support and augment world campus efforts and enhance connectivity with campuses in support of *one university geographically dispersed*. In addition to digital videoconferencing equipment, GIS software for global mapping capabilities and VMware will be needed.

4. BUDGET RECYCLING PLAN

UOGP's five-year budget recycling plan describes the adjustments that will be necessary for the unit to recycle centrally up to 1% of its permanent operating budget each year for five years. The five-year recycling target amount is \$119,201. The amount recycled per year and methods of recycling are detailed in the outline and table below.

YR1: \$23,217

- \$15,000 reduction in mailing costs for International Student Advising (ISA); use of electronic document transmittal (e-ISA initiative).
- \$ 7,000 reduction in Education Abroad (EA) travel budget; strategic travel and professional development planning.
- \$ 1,217 reduction in telephone usage and voice mail costs due to implementation of VOIP.

YR2: \$23,996

- \$12,000 reduction in mailing costs for ISA; electronic document transmittal (e-ISA initiative).
- \$ 3,596 reduction in printing costs for ISA; electronic document transmittal (e-ISA initiative).
- \$ 6,400 reduction in copier maintenance agreements and overages due to transition to University copier-lease program.
- \$ 2,000 reduction in telephone usage costs due to implementation of VOIP.

YR3: \$23,996

- \$17,996 elimination of part-time budget assistant in finance office; duties to be assumed by EA financial assistant.
- \$ 6,000 reduction in mailing and printing costs for ISA; electronic document transmittal (e-ISA).

YR4: \$23,996

- \$ 7,996 reduction in office supplies expense due to efficiencies and enhanced use of technology.
- \$14,000 begin phase-out of front desk reception in second half of fiscal year.
- \$ 2,000 reduction in membership costs; eliminate five NAFSA memberships.

YR5: \$23,996

- \$17,996 elimination of front desk reception as ISA and EA workflow is decentralized and handled within each unit.
- \$ 6,000 reduction in non-computer equipment due to transition to University copier-lease program

Table 1: 5-Year Budget Recycling Plan

UNIT: International Programs
 5-Year Recycling Target: \$119,201

Recycling						Source of Recycled Funds
YR1	YR2	YR3	YR4	YR5		
\$0					YR1:	\$15,000 reduction in mailing costs for International Student Advising (ISA); use of electronic document transmittal (e-ISA initiative). \$7,000 reduction in Education Abroad (EA) travel budget; strategic travel & professional development planning. \$1,217 reduction in telephone usage and voice mail costs due to implementation of VOIP.
\$23,217						
\$23,217						
	\$23,217				YR2:	\$12,000 reduction in mailing costs for ISA; use of electronic document transmittal (e-ISA initiative). \$3,596 reduction in printing costs for ISA; use of electronic document transmission (e-ISA initiative). \$6,400 reduction in copier maintenance and overage costs due to transition to University copier-lease program. \$2,000 reduction in telephone usage and voice mail costs due to implementation of VOIP.
	\$23,996					
	\$47,213					
		\$47,213			YR3:	\$17,996 elimination of part-time budget assistant position in finance office; duties assumed by Education Abroad financial assistant. \$ 6,000 reduction in mailing and printing costs for ISA; use of electronic documentation transmittal (e-ISA initiative).
		\$23,996				
		\$71,209				
			\$71,209		YR4:	\$7,996 reduction in office supplies expense due to efficiencies and enhanced use of technology. \$14,000 begin phase-out of front desk reception position in second half of fiscal year. \$2,000 reduction in membership costs; eliminate five NAFSA memberships.
			\$23,996			
			\$95,205			
				\$95,205	YR5:	\$17,996 elimination of front desk reception position as ISA and EA activity is decentralized and handled within each unit. \$6,000 reduction in non-computer equipment due to transition to University copier-lease program.
				\$23,996		
				\$119,201		

1. IP must recycle 5 percent of its permanent operating budget over the 5-year period, but may propose to contribute differently across the 5 years based on the timing of the potential savings.
2. Row 1 for each year = total previous recycling
3. Row 2 for each year = proposed annual recycling
4. Row 3 for each year = cumulative dollars recycled

4. RESOURCES FOR GEN STRATEGY

In order to properly execute the Penn State Global Engagement Nodes strategy, resources will be needed. The programming portion of the GEN strategy will not require funding if it is set up as an exchange program (with students from Penn State traveling to GEN universities and students from GEN universities traveling to Penn State). However, funding will be required for travel, administrative support, supporting faculty International Fellows at UOGP to work at GEN institutions, embedded staff members, etc. A more detailed budget will be produced as the GENs are identified.

5. ACKNOWLEDGEMENTS

The University Office of International Programs would like to acknowledge the invaluable assistance of members of the task forces as well as internal planning committees. These individuals dedicated a great deal of time and effort to developing internationalization strategies as well as ways in which International Programs can improve operations. Their feedback has been extremely helpful in crafting the 2009-2013 Strategic Plan. The members of each task force and committees are listed in Appendix A.

6. APPENDICES

APPENDIX A: LIST OF COMMITTEE & TASK FORCE MEMBERS

A.1 Strategic Initiatives Committee:

Negar Davis	<i>-Chair of the Task Force and Director of International Student Services</i>
Masume Assaf	<i>-Associate Director, International Programs</i>
John Keller	<i>-Director of Education Abroad and Fulbright Adviser, International Programs</i>
Ruth Mendum	<i>- Former Faculty Liaison, International Programs</i>
Sherry Miller	<i>-Finance and Business Services, International Programs</i>

A.2 Education Abroad Committee

Julia Kisner	<i>-Education Abroad Adviser, International Programs</i>
Kristi Wormhoudt	<i>-Academic Coordinator, International Programs</i>
Kelli Burns	<i>-Exchanges Coordinator, International Programs</i>
Valerie Schreiner	<i>-Education Abroad Adviser, International Programs</i>

A.3 International Student Services Committee

Rachel Helwig	<i>-Chair of the Task Force and Education Abroad Adviser, International Programs</i>
Linda Brady	<i>-Former International Student Adviser, International Programs</i>
Pat Coleman	<i>-International Student Adviser, International Programs</i>
Michael Crandall	<i>-Pre-Arrival Coordinator, International Programs</i>
Lindsay Moist	<i>-Staff Assistant, International Programs</i>

A.4 Operational Strategic Committee

Sherry Miller	<i>-Chair of the Task Force and Assistant Financial Officer</i>
Ruth Mendum	<i>-Former Faculty Liaison, International Programs</i>
Joel Reed	<i>-Supervisor - Computer and Information Systems, International Programs</i>
Rachel Helwig	<i>-Education Abroad Adviser, International Programs</i>
Linda Brady	<i>-Former International Student Adviser, International Programs</i>
Julia Beth Grim	<i>-Education Abroad Adviser, International Programs</i>
David Younger	<i>-Former Education Abroad Adviser, International Programs</i>
Carol Fantaskey	<i>-Staff Assistant, International Programs</i>
Lynn Yecina	<i>-Administrative Assistant to the Vice Provost, International Programs</i>

A.5 Globalization of Outreach and Professional Education Task Force

Mike Ostroski	<i>-Co-Chair of the Task Force and Executive Director, Outreach Conferences and Institutes</i>
Mark Wardell	<i>-Co-Chair of the Task Force and Associate Dean of Graduate Student Affairs, The Graduate School</i>
Alene Bowers	<i>-International Student Adviser, International Programs</i>
Dennis Buffington	<i>-Professor of Agricultural and Biological Engineering, Department of Agricultural and Biological Engineering</i>
David DiBiase	<i>-Director, Dutton e-Education Institute, College of Earth and Mineral Sciences</i>
Meredith Doran	<i>-Assistant Professor of French and Applied Linguistics, Department of French and Francophone Studies</i>
Peter Forster	<i>-Associate Director, International and Homeland Security, Outreach</i>
Ruth Mendum	<i>-Former Faculty Liaison, International Programs</i>
Veronica Montecinos	<i>-Professor of Sociology, Penn State Greater Allegheny</i>
Ken Udas	<i>-Executive Director, World Campus</i>

A.6 Globalization of Research and Graduate Education Task Force

Peter E. Schiffer	<i>-Co-Chair of the Task Force and Associate Vice President for Research</i>
Regina Vasilatos-Younken	<i>-Co-Chair of the Task Force and Senior Associate Dean, The Graduate School</i>
Collins O. Airhihenbuwa	<i>-Department Head and Professor, Biobehavioral Health</i>
Deanna M. Behring	<i>-Director for International Programs</i>
Michael J. Chorney	<i>-Professor of Microbiology, College of Medicine</i>
Robert G. Crane	<i>-Professor of Geography, Director of AESEDA</i>
Keith J. Crocker	<i>-Professor IRE, The William Elliott Chaired Professor of Insurance and Risk Management, Smeal College of Business</i>
Negar C. Davis	<i>-Director, International Student Services</i>
Norman Freed	<i>-Associate Dean, Eberly College of Science</i>
Austin J. Jaffe	<i>-Director of International Programs</i>
Soundar Kumara	<i>-Allen E. & Allen M. Pearce Professor of Industrial Engineering, College of Engineering</i>
Tiyanjana Maluwa	<i>-Associate Dean for International Programs</i>
Gunalan Nadarajan	<i>-Associate Dean for Research and Graduate Studies, College of Arts and Architecture</i>
Spencer G. Niles	<i>-Department Head/Professor</i>
Anthony Olorunnisola	<i>-Department Head/Associate Professor</i>
Brian Orland	<i>-Interim Associate Dean for Research and Graduate Studies, College of Arts and Architecture</i>
John L. Selzer	<i>-Associate Dean for Graduate and Undergraduate Studies, The College of the Liberal Arts</i>
Ping Werner	<i>-Administrative Fellow to Eva J. Pell; Professor of Engineering, Penn State Dubois</i>

A.7 Internationalizing the Undergraduate Curriculum Task Force

Peter Johnstone	<i>-Co-Chair of Task Force and Associate Dean, Penn State Abington</i>
Tanya Furman	<i>-Co-Chair of Task Force, Professor of Geosciences, and Associate Director of AESEDA</i>
Christian Brady	<i>-Dean of Schreyer Honors College</i>
Catherine Dufour	<i>-Corporate Foundation Relations Officer</i>
Renata Engel	<i>-Associate Dean of Undergraduate Studies</i>
John Gamble	<i>-Professor of Political Science, Penn State Erie, The Behrend College</i>
Paul Greene	<i>-Associate Professor of Ethnomusicology and Integrative Arts, Penn State Brandywine</i>
Brian Hesse	<i>-Director of Jewish Studies Program</i>
Jerrold Hoeg	<i>-Professor of Spanish, Penn State Fayette</i>
Julia Kisner	<i>-Education Abroad Adviser, University Office of International Programs</i>
Susan Knell	<i>-Director of the Science Cooperative Education Program and Science International Programs, Eberly College of Science</i>
Mukund Kulkarni	<i>-Senior Associate Dean of Academic Affairs, Penn State Harrisburg</i>
Catherine Lyons	<i>-Associate Dean for Educational Equity, College of Earth and Mineral Sciences</i>
Jamie Myers	<i>-Associate Professor of Education</i>
Randy Ploog	<i>-Affiliate Assistant Professor in Art History and Coordinator of International Programs for the College of Arts and Architecture</i>
Jack Spillan	<i>-Associate Professor of Business Administration, Penn State DuBois</i>
Jamie Vaughan	<i>-Staff Assistant, University Office of International Programs</i>
Fred Vondracek	<i>-Senior Associate Dean and Professor of Health & Human Development</i>
Vernis Welmon	<i>-Assistant to the Dean for Diversity Enhancement and International Programs, Smeal College of Business</i>

APPENDIX B: MAJOR POINTS OF TASK FORCE REPORTS

B.1 Executive Summary of Globalization of Research and Graduate Education Task Force¹³

The Task Force on Globalization of Research and Graduate Education was charged by the Senior Vice President for Research and the Dean of the Graduate School and the Vice Provost for International Programs to assess several aspects of Penn State's engagement with the global community through its research and graduate education programs. The Task Force was composed of faculty and staff representatives of a number of colleges and units, each of whom had significant engagement with international activities and therefore was knowledgeable about the issues involved. The Task Force gathered information about Penn State's current global engagement through a survey of all graduate faculty at most of the campuses in the Penn State system at which graduate education occurs. Colleges were also surveyed as to existing agreements with international entities, and internationally active faculty were interviewed in small groups both about Penn State's current efforts and about possible opportunities.

The Task Force was able to reach several conclusions about the state of global engagement in research and graduate education:

1. International engagement has several goals, including enhancing research at Penn State through interacting with colleagues abroad, attracting excellent students to our graduate programs, providing expanded educational opportunities to our graduate students in an increasingly connected world, gaining access to unique scholarly opportunities which exist only in other parts of the world, gaining resources through international funding opportunities, and providing service in other nations which may benefit from our capabilities. These multiple goals necessitate a many-faceted approach which must reflect the differing needs of various units within Penn State and even the differing needs of various faculty within a given unit.
2. Penn State already has vast international engagement in research and graduate education, although there is no broad picture of the engagement available. Current efforts are focused in those areas of the world where research has historically been strongest. The region with which Penn State interacts most is Western Europe, followed by the East Asia and Canada. The most common interactions are student exchanges and individual faculty collaborations in various forms.
3. There is little coordination of existing international efforts in research and graduate education at Penn State. For example, there is no central listing of existing agreements with international institutions and no guidelines for the establishment of such agreements.
4. There are significant internal barriers to improving our efforts. Included among these are a lack of generally accepted and uniformly applied policies for a range of international activities, a lack of a service-oriented approach among some staff in the University Office of International Programs and a lack of short-term housing for international visitors. The need for more resources dedicated to international efforts in some units of the university was also noted.

¹³ Globalization of Research and Graduate Education Task Force. *Final Report: Task Force on Globalization of Research and Graduate Education*. March 20, 2008.

The Task Force developed several specific recommendations for advancing global engagement in graduate education and research:

1. Penn State should adopt a global vision statement to guide its efforts.
2. Penn State should designate the University Office of International Programs as the leader in its international efforts. UOIP should undergo a significant reform of its process and personnel to become more service-oriented and serve the community better. It should also create a new high-level staff position to allow the Vice Provost to focus on strategic issues.
3. Penn State should create a standing Advisory Council for Globalization to advise the Vice Provost and assist with implementation of strategic initiatives.
4. Penn State should establish clear universal administrative guidelines for procedures involved with global engagement. Primary among these issues are the establishment of international agreements such as Memoranda of Understanding, which should be recorded in a central database to allow for strategic planning.
5. Penn State should establish facilities and processes for the short term housing needs of international visitors.
6. The Task Force could not recommend focusing Penn State's efforts on any particular area of the globe, since the opportunities vary widely for different units. The Task Force also does not make a recommendation for establishing a campus abroad. Instead a number of educational mechanisms are suggested, including concurrent degrees and certificates as well as on-line courses. Service-oriented graduate education experiences appear to be an especially valuable model. Joint laboratories or adjunct positions could also enhance Penn State's global presence.
7. Penn State should establish a centralized web portal which would prominently display the vast global engagement across the university and contain links to all of the different internationally relevant programs. Such portals at other universities are seen as especially effective tools for marketing international efforts.

In addition to the above recommendations for action at the University level, the task force has a number of other recommendations which may be appropriate for specific units.

In summary, the Task Force sees great purpose and potential for Penn State in global engagement of its graduate education and research efforts. The complexities of the goals and the differences between Penn State units and differences between parts of the globe all combine to preclude the recommendation of a simple generic policy with which to move forward. On the other hand, there are multiple individual steps which could greatly enhance our global presence, and have substantial impact on the Penn State as well as allow Penn State to have a greater impact on the global community, and key to these are greater and more effective centralized support.

B.2 Executive Summary of Globalization of Outreach and Professional Education Task Force¹⁴

Penn State has a long history of outreach and professional education as well as a long history of engagement with individuals and entities in other countries. The best way to characterize these two histories, however, is to say that they have occurred in parallel processes rather than in a single strategically integrated process. Moreover, external interests and demands have historically driven both outreach and professional education activities. As the Faculty Senate Committee on Outreach (March 2008) reported, the term “outreach” typically has suggested a one-way flow of information and assistance, from the university to the community, rather than a reciprocal and mutually beneficial two-way exchange. Effectively, much of the outreach and professional educational efforts to date have been individual efforts absent the broad scope of the University and a concentration of its vast knowledge capital. Clearly, individual-driven projects are important to faculty, departments, and colleges, and they should be encouraged to continue.

Going forward, however, the University also should develop mutually sustainable partnerships with anchor organizations in key regions around the world. Anchor organizations include universities, private corporations, and governmental entities that stand to benefit from the knowledge capital the University might offer through the integration of research, education, and outreach opportunities. From the translation and application of knowledge capital, the anchor organizations and surrounding regions should be impacted positively in transformative ways.

Toward realizing this broad strategic goal, the Task Force on Globalization of Outreach and Professional Education recommends the following objectives:

Recommendation I: Create an Information Repository regarding college/faculty international initiatives and programs.

Recommendation II: Expand the reach of Penn State's educational resources through an open-access environment.

Recommendation III: Develop sustainable partnerships for integrating teaching, research, and outreach in specific regions of the world.

Recommendation IV: Strategically cultivate and steward relations with international alumni.

Recommendation V: Utilize the resources of the Commonwealth of Pennsylvania to advance strategic global initiatives.

Recommendation VI: Create a position within each college or campus that focuses on globalization.

Recommendation VII: Integrate global engagement activities within one University entity.

¹⁴ Globalization of Outreach and Professional Education Task Force. *Strategic Report on Globalization of Outreach and Professional Education*. May 23, 2008.

B.3 Recommendations of Internationalizing the Undergraduate Curriculum Task Force¹⁵

The results of our survey and conversations indicate that Penn State has at present a diffuse and loosely organized suite of embedded international offerings. The extent of international activity varies greatly between campus, college, and even department units. There is a lack of central organization for embedded, internship, and service learning opportunities, and the resources of the Office of International Programs are not well utilized. Despite the difficulties inherent in communicating opportunities to students effectively in this system, we do not feel that a standardized or geographically-restricted set of international experiences would be preferable. We recognize also that Penn State enrolls a student body with a tremendous range in prior experiences that should be considered when choosing an international experience for an individual student. Our recommendations below are directed at enhancing the coordination of opportunity design, communication and integration within the academic curricula.

1. Provide information about study abroad to students early in their academic careers.

In order to integrate one or more study abroad experiences into the curriculum, students should learn about the opportunities and challenges early in their academic careers. Study abroad information is included in the FTCAP process by Education Abroad. It should also be included in the FTCAP process within academic units and in first-year seminars, and incorporated into advising sessions at the college and departmental levels so that students and their advisers can plan effectively for the type of experience most appropriate to the individual.

2. Enhance and coordinate dissemination of information to academic advisers.

A study abroad experience of any nature involves advance planning, and should be discussed in detail between the student and his/her academic adviser. Advisers must be familiar with the relevant academic policies and procedures, as well as knowledgeable about the range of opportunities available within the unit (and broadly at Penn State) and the ways in which they can be incorporated into the curriculum. Information sessions to educate professional and faculty advisers about the process and to answer their most frequently asked questions can help them to provide the best advice to their advisees. In order to accomplish this goal, unit-level representatives will need to receive timely information from departments as well as from the University Office of International Programs.

3. Emphasize curriculum integration and identify ways in which particular study abroad experiences can complement various curricula.

Study abroad experiences should be chosen for their ability to enhance and complement the academic plans of the individual student. The nature, timing and duration of the international experience will vary between programs, and emphasis should be placed on finding the most effective way to fulfill academic and co-curricular goals. Without this guidance towards making educated decisions, students tend to make choices based on geographic location or advice from friends, rather than working with an adviser to achieve an academic goal.

4. Identify experiential opportunities abroad (internships, volunteer experiences, etc.) especially for students in majors that face challenges in identifying equivalents for upper-level course requirements.

¹⁵ Internationalizing the Undergraduate Curriculum Task Force. *Final Report: Task Force on Internationalizing the Undergraduate Curriculum*. April 14, 2008.

Experiential education can help students gain exposure to other cultures while also providing opportunity to use and develop skills that will assist them in their future careers. More students are seeking these types of experiences as a complement to their degree programs. By identifying and communicating these experiences to students, they can avoid the perception of having to choose between studying abroad or staying in the U.S. to complete an internship or co-op assignment to gain these skills.

Study abroad internships can be developed through increased collaboration with government agencies, industry organizations, and international associations that organize the placement of students in internships related to their chosen professions. These agencies and organizations may be more prevalent in particular disciplines. Faculty partnerships with academic colleagues abroad should be approached as a discovery opportunity and developed through collaborations with key partner universities. These initial points of contact should then be developed to facilitate the placement of students in courses, internship, research, and service experiences. Internship opportunities should be viewed as a key initiative as many more students apply for them than are currently available.

5. Expand international opportunities offered in the first and second year, both at University Park and throughout the Penn State system.

Three factors favor initiation of international experiences in the first and second year: (1) Many Commonwealth Campus locations have strong international programs and, equally important, close mentoring relationships between students and faculty members. (2) Students in several majors face challenges in identifying equivalents for upper-level course requirements within their degree programs. Spending time abroad during the first two years avoids this potential problem. (3) Students who express interest in international education should be encouraged to participate in multiple opportunities during their college careers. Early participation is critical to establishing this pattern of behavior.

6. Provide faculty with a database of contacts, countries, and programs, followed up with workshops and timely support to develop collaborative teaching and research activities.

“Faculty are the key to internationalizing the curriculum.” Students across the entire university may not be aware of the opportunities that do exist for study abroad, and therefore learning of them through engaged and enthusiastic advocates is critical to increasing participation. When students do become aware of international opportunities, and in particular study abroad, their first and foremost questions surround the cost and the integration of the courses into their Penn State degree. Faculty should have access to contacts, courses, and collaborative opportunities in service learning and research in order that they can appropriately advise students of the wide range of opportunities that exist across the university. One comprehensive database of faculty contacts, course proposals and overseas university links is crucial to the future unified internationalization of Penn State.

7. Significantly increase the focus on the development of endowments and scholarships.

The cost of study abroad is a major hurdle in the mind of students as they seek international experiences. In a number of examples existing opportunities to traditionally less expensive locations cannot be maximized due to lack of funding. Some University scholarships exist and some academic units provide additional aid for their students; however, the scarcity of undergraduate study abroad scholarships is of great concern. The university should significantly increase the number of scholarships and awards available to students to increase study abroad opportunities. In keeping with the Lincoln Report proposals Penn State University should attempt to achieve 50% undergraduate participation in a study

abroad experience by 2017. This will not be possible unless there is a sustained and focused approach towards increased endowments for international course participation.

International research activities and internships are forms of study abroad that students often seek as paid opportunities in order to mitigate the additional costs of study abroad. These should be encouraged and expanded.

Embedded programs offer an effective way to increase student experiences abroad through short term courses, a number of these courses include service learning. This is a positive development as it is generally highly cost effective for the students and frequently leads to student interest in extended periods of independent study abroad. However, the university needs to pay attention to the amount of credit that may be offered for these short courses as there appears to be some disparity between the credit attached to a range of courses that have the same period of time spent overseas with a faculty member.

8. Expand the availability of exploratory visits and workshops for faculty and staff

It is crucial that faculty is sufficiently trained in all aspects of course development and delivery to ensure that the quality and safety of international courses, embedded or longer, are sustained. Many faculty express an interest in leading students abroad but have no personal experience of being an international course director. On some campuses faculty and staff have been supported to participate in exploratory study abroad course development experiences. These have proved to be very popular and they have resulted in a significant and immediate increase in the number of embedded courses offered. The value of engaging the entire campus community, rather than exclusively the professoriate, is that it enables any member of the college community to comment positively on the benefits of an international experience. This approach has been commended by NAFSA as a ‘best practice’ and it is recommended for adoption by Penn State.

Curricular innovation workshops can help faculty envision ways to internationalize individual courses and develop global seminar components that bring partners together for specific course activities. Faculty can engage teams of students from international partner universities in course related activities and research projects. The need to develop broader globalized thinking for all students especially involves emerging economies and a stratified level of financial support should be developed by the university to ensure that non-saturated international locations are prioritized for future course development.

9. Increase curricular development and international linkages

Curricular integration of study abroad semesters and years offers an exciting potential to globalize Penn State major and minor degree programs by involving study at multiple international partner universities. This integration can be maximized through key linkages to partner universities that offer multiple programmatic connections to Penn State degrees and colleges, thus make it easier to connect faculty and curricula for ongoing partnerships based on disciplinary collaboration in teaching, research and service activities. With extended collaboration, partner faculty from key linkages can envision degrees that require or build in an option of integrated study at one or multiple partners, and facilitate the process of course equivalency between partner universities. Establishing the ability for students to complete major course requirements as well as general education requirements is essential to increasing the participation of students in international study abroad opportunities. Such coordination would also increase the

opportunities for study abroad for multiple semesters with multiple international partners, and the development of research internships or activities for students through partner university outreach contacts. Dual degrees could arise from such international collaboration and provide additional motivation for student participation. The development of integrated curricula would also facilitate incoming international students at the undergraduate level for study abroad experiences, and we must not lose sight of the impact international students bring to our local Penn State class and student experience. Penn State could provide significant portions of degree study for international students who begin their higher education and international partners, then finish their degrees at Penn State.

10. Strengthen the connection between International Programs and the Colleges and Campuses by providing both a structure that facilitates greater communication and incentives for Colleges and Campuses to meet the University goals in the context of their own programming and curricula.

The survey demonstrated that many units benefit from the services provided the University Office of International Programs (UOIP) and that there is significant innovation in the types of international activities that are being created by the Colleges and Campuses. Many of those activities are directly the result of the initiative and leadership within that unit. Those activities are intended to meet the particular needs of the College or Campus but it also appears that many of those activities are also consistent with the University's goals and/or they complement university-level initiatives; however, in many cases there is an unawareness of each others' goals. It is important that the international activities tie directly to the academic missions so as to increase the likelihood that the efforts will be sustained. Critical to realizing greater gains in both the quality and quantity of international experiences for students is the intentional and appropriate strengthening between central leadership with the distributed leadership of the colleges and campuses. For example, UOIP should provide overarching direction and broad goals, promote effective approaches across units, and support the achievement of the goals identified in the Colleges and Campuses. The units should define more specific goals, utilize existing resources, complement the resources with local support, and communicate their structure and operation to others. An additional and more direct way of enabling greater coordination and achievement is to provide incentives for Colleges and Campuses to pilot broad programming (e.g., multi-department, multi-course, vertical integration, etc.), explore new models, and develop comprehensive implementation, with requirements to evaluate the effectiveness and establish a program that can be sustained.

**APPENDIX C: SYNOPSIS OF PENN STATE'S GLOBAL ENGAGEMENT
NODES (GEN) STRATEGY**

**A Brief Synopsis of
Penn State's Global Engagement Nodes (GEN)
Strategy**

August 2008

Penn State's Global Engagement Nodes (GEN) Strategy: Executive Summary¹⁶

The Pennsylvania State University is a world-class educational institution, and one of the leading research universities in the country. The global issues of the 21st century are multifaceted, complex and often span numerous fields, disciplines and wide geographical spread. They must therefore be addressed through international *partnerships* in scholarship and should take advantage of the diverse background and experiences of faculty spread across international borders in order to most effectively tackle these global concerns. These challenges compel us to develop new strategies that will transform Penn State into a leading *global center of scholarship and international engagement*.

We propose an education-driven strategy to globalize Penn State by placing the university at the hub of a world-wide network of leading academic institutions: a network of Penn State Global Engagement Nodes (GENs). ***The goal of a GEN is to partner with an institution or a group of institutions in a country/region with the knowledge base and capacity to provide educational enrichment to students and tackle the critical global challenges of our time.*** By creating international strategic partnerships through these nodes, Penn State will enhance its global presence, relevance, and prominence.

Penn State must significantly strengthen the *three-sided coin of internationalization* by expanding all the three dimensions – *coming* to Penn State, *going* from Penn State, and *interacting* through strategic partnerships. The last dimension holds the most potential for growth in terms of anchoring Penn State's transformation. The strategy of *true partnership* anchored in GENs will vigorously promote global citizenship (thinking globally while acting locally) among Penn State's students, faculty, and staff.

For a partnership to be designated a GEN, five criteria must be met: 1) the partnering institution must offer a comprehensive education; 2) Potential for involving tripartite mission of teaching, research, and service should be evidenced; 3) The partnering institution should exhibit strength in at least one global challenge area; 4) the institution should have reasonably strong international engagement; and 5) an existing faculty engagement (research, education, or outreach) must already be established. The overall strategic focus of a GEN may be geographic, thematic, or both.

The expectation is that the initial set of GENs will develop based upon existing faculty engagements and/or student exchange programs. Penn State has made major investments and has attained a position of leadership in areas such as Life Sciences, Social Sciences, Humanities, Material Sciences, and environmental and resource issues. The creation of GENs to expand the scope of these areas internationally will build on the success, relationships, and reputation of our faculty. They will provide us platforms for addressing global challenges like energy security; environmental sustainability; climate change and adaptation; food security; global health; global poverty; children, youth, and family issues; and migration and immigration. It is expected that nodes will give rise to others and would be interconnected in such a way that the network of nodes will eventually span the entire globe.

The ultimate objective of the GEN strategy is threefold: 1) To make Penn State the most internationalized university in the nation and, ultimately, in the world; 2) To transform Penn State's

¹⁶ Please send input and/or reaction to Michael Adewumi, m2a@psu.edu

students, faculty, and staff into global citizens; and 3) To increase Penn State's name recognition and develop a positive reputation throughout the world.

I. An Introduction to GENs

A Penn State Global Engagement Node (GEN) is a hub of international engagements which involves Penn State in strategic partnership with an institution or a group of institutions in a country/region with a central focus of tackling a critical global challenge and/or creating innovative exchange and experiential programs for students. The partner institutions are those which are already engaged (or have the capacity to do so) in addressing critical global challenges. The strategic focus of a GEN may be geographic, thematic, or both. In the broad sense, the concept of GEN is a long-term, education-driven strategy to significantly further the advancement of internationalization at Penn State.

Five criteria must be satisfied in order for an international engagement to be designated as a GEN:

- 1) *The partnering institution must offer a comprehensive education.* The course offerings should be sufficiently robust in diversity as to allow for participation disciplinarily diverse students in order to promote students exchange, credit transfer, and to offer broad possibilities for research collaborations.
- 2) *Potential for involving tripartite mission of teaching, research, and service should be evidenced.* The GEN strategy is driven by an emphasis on education as a whole. Therefore, it stresses the importance of all three of the university's missions: teaching, research, and service (outreach).
- 3) *The partnering institution should exhibit strength in at least one global challenge area.* The institution must bring something tangible to the table Penn State (and the world at large) in terms of skills, leadership, or knowledge which pertain directly to solving a major global challenge.
- 4) *The partnering institution should have reasonably strong international engagement.* It would be difficult to partner with an institution that is ill-equipped to handle international populations. Therefore, the school must already have an international program in place that can accommodate the increased global traffic that is sure to result from the cooperative effort.
- 5) *An existing faculty engagement (research, teaching, or outreach) must already be established.* Partnering with institutions with which our faculty and/or students are already engaged provides a firm foundation to build upon. Schools that already have a positive relationship with our university are more likely to be receptive to the idea of establishing a stronger partnership engendered in a GEN.

Since the imperatives of the 21st century are *global* in nature, it is in Penn State's best interest to strategically seek and maintain partnerships with key entities for the advancement of the international mission of the University. The ultimate objective of the GEN strategy is threefold: 1) To make Penn State the most internationalized university in the nation and, ultimately, in the world; 2) To transform Penn State's students, faculty, and staff into global citizens; and 3) To increase Penn State's name recognition and develop a positive reputation throughout the world.

II. GEN --- A Framework for Realizing the University's Internationalization Vision

Penn State's vision is to be a *leading, world-class center for scholarship and international engagement, with global presence, relevance, and prominence.* The mission of the University Office of International Programs (UOIP) is to lead the actualization of this vision by partnering with the faculty and

Deans/Chancellors to build effective programs that will make Penn State the most internationalized university in the world. Recognizing the differences in strategy being pursued by each College/Campus to achieve greater internationalization, the goal of UOIP is to facilitate the process by which *all* Penn State students, faculty, and staff become *global citizens* by being able to *think globally while acting locally*. The GEN strategy will effectively accomplish the university's vision by integrating teaching, research, and service in the global context through international partnerships.

The GEN strategy will enhance Penn State's three missions: teaching research, and service.

- 1) **Teaching:** The network of GENs would have the potential to serve all our students by enriching their global perspective via study abroad, embedded international experiences, research collaboration, outreach, etc. Wherever possible, Penn State's course offerings can and should be taught with a nod to the world at large. The GEN strategy would serve to highlight the global applications of lessons learned in the classroom.
- 2) **Research:** GEN partnership would enable Penn State to more effectively contribute to the global "expansion of knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and professions"¹⁷ as outlined in Penn State's Mission Statement. By combining domestic research efforts with the efforts of scientists and thinkers in other countries, fields of study as a whole will benefit from the shared knowledge.
- 3) **Service & Outreach:** As a land-grant university, Penn State has an excellent tradition of service and outreach. The GEN strategy will expand the mission of "access, outreach, and public service to support the citizens of the Commonwealth and beyond"² Utilizing the concept of service learning, the GEN strategy would contribute to Penn State's mission of service by combining efforts to locate, study, and provide solutions for global concerns that affect millions of people.

III. The Three-sided Coin of Internationalization: *Coming, Going, and Partnering*

We espouse a three-dimensional approach for the broad internationalization of Penn State, namely: *coming, going, and partnering*.

In terms of *coming* (e.g., international students scholars at Penn State) and *going* (e.g. participants in study abroad programs and outgoing scholars), Penn State has been one of the nation's leading universities in the size of its internationally active population. According to *Open Doors 2007* published by the Institute of International Education, Penn State ranks 4th in the nation in terms of number of study abroad students (2,168 students). It ranks 23rd in terms of number of international students (3,681 students) and 34th for hosting international scholars (907 scholars).¹⁸ Also, according to the *International Programs Fact Sheet* on the UOIP website, Penn State has ranked first in the U.S. in outgoing Fulbright scholars for seven of the last ten years.¹⁹

¹⁷ The Pennsylvania State University (2006). *Penn State's Mission and Public Character*. Retrieved July 3, 2008 from <http://www.psu.edu/ur/about/mission.html>

¹⁸ Institute of International Education (2004-2008). *Open Doors 2007*. Retrieved March 31, 2008 from <http://opendoors.iienetwork.org/>

¹⁹ The Pennsylvania State University: International Programs (2007). *International Programs Fact Sheet*. Retrieved March 31, 2008 from http://www.international.psu.edu/about_office/fact_sheet.html

Two other good sources of statistical information about internationalization at Penn State are the university's *2006 Student Profile* and *Education Abroad Student Profile 06-07*. For example, these documents provide helpful insight about which educational programs have the highest enrollment among the incoming and outgoing student populations. Engineering is by far the most highly enrolled program among the international population, with 1,016 students. Science and Business Administration come in second and third with 432 and 308 students, respectively.²⁰ Among Education Abroad students, Liberal Arts is the most highly enrolled program (26%), with Business Administration (25%), coming in second and Communications and Health and Human Development in a tie for third (9%).²¹ Also, these two documents include statistics about the nationalities of international students and regions of study for students in Education Abroad programs. Consistently, the highest nationalities represented at Penn State have been China, India, and Korea, making up 19%, 18%, and 17% of the international population, respectively.⁵ By far, the most popular location for study abroad is Europe, with 75% of Penn State Education Abroad students choosing to study there. Other top locations include Australia/New Zealand (9%) and Asia (7%).⁶

While these are laudable achievements, we can do much more. For instance, as a percentage of the total student enrollment at Penn State, the proportion of those participating in study abroad program is still small. Similarly, the fraction of international students that are undergraduates is also very small. There are, therefore, significant opportunities for growth in these areas. (Figures 1 and 2 give a graphical depiction of the percentage of study abroad and international students compared to other students.)

Figure 1: Percentage of Study Abroad & Int'l Students vs. Other Students (Undergraduates) [Total: 74,632]

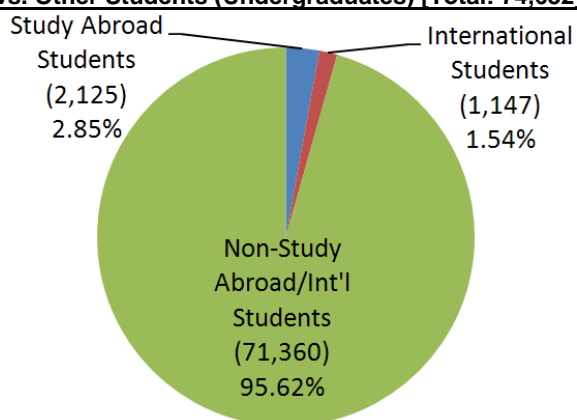
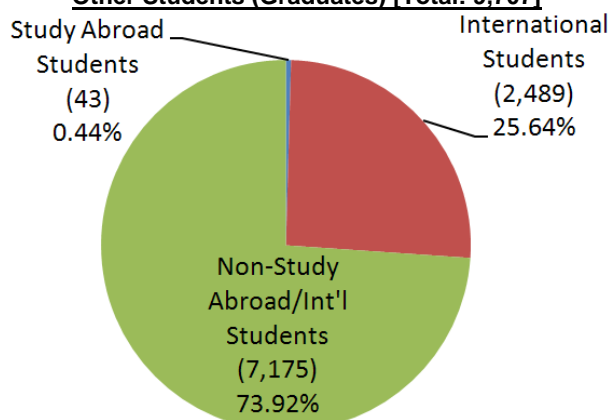


Figure 2: Percentage of Study Abroad & Int'l Students vs. Other Students (Graduates) [Total: 9,707]



Notes:

- 4) Charts were created with data from a variety of sources, including internal statistics. See footnotes.^{6,22,23}
- 5) Data encompasses all Penn State campuses, excluding Dickinson School of Law and Doctor of Medicine students
- 6) It is assumed that study abroad and international students are mutually exclusive, since only a very small percentage of international students engage in education abroad programs.

²⁰ The Pennsylvania State University: International Student Services (2007). *Student Profile 2006*. Retrieved March 31, 2008 from <http://www.international.psu.edu/iss/pdf/ISSprofile2006.pdf>

²¹ The Pennsylvania State University: Education Abroad. *Education Abroad Student Profile 2006-2007*. Retrieved March 31, 2008 from <https://www.international.psu.edu/ea/>

²² The Pennsylvania State University: Penn State Fact Book. (2007). *Undergraduate and Graduate/First Professional Fall Enrollment, 2007 and 2006*. Retrieved August 22, 2008 from <http://www.budget.psu.edu/FactBook/>

²³ Institute of International Education (2004-2008). *Open Doors 2007*. Retrieved March 31, 2008 from <http://opendoors.iienetwork.org/>

Furthermore, there is a great need for diversity both in terms of destination for our students going abroad and in terms of the places of origin of our international students and scholars (see Figures 3 and 4).

Figure 3: Region of Study for Students on Education Abroad Programs 2006-2007

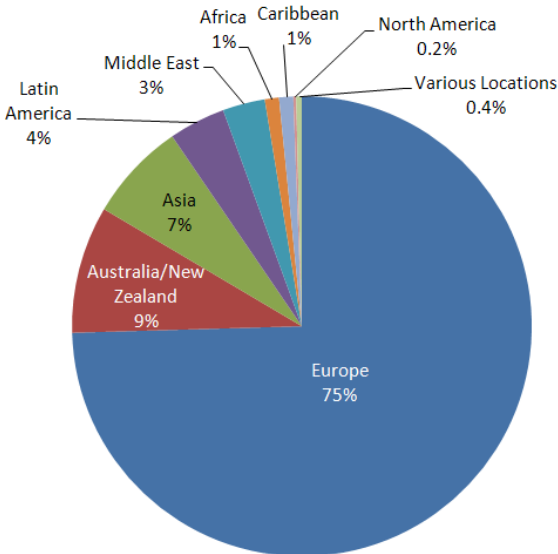
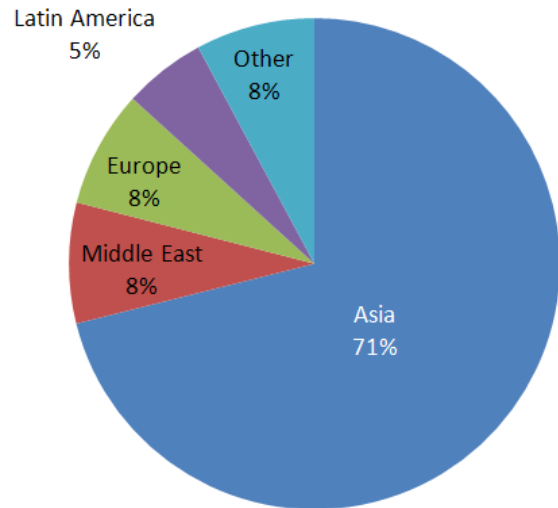


Figure 4: International Students by Region in 2007



In addition to the breadth of mobility (*coming* and *going*), there is also an increasing need for depth of internationalization. This depth is best achieved through *partnership*. Sole reliance upon proximity and time together tends to be insufficient for the promotion of interaction between globally dispersed scholars. Penn State needs to work strategically with partners to develop a variety of joint programs, courses, initiatives, and projects to promote interaction among populations from diverse nationalities.

The strategic *partnership* dimension holds the most potential for growth in terms of anchoring Penn State’s transformation as it will foster ALL three dimensions of internationalization. A strategy of true partnership anchored in GENs will vigorously promote global citizenship (thinking globally while acting locally) among Penn State’s students, faculty, and staff.

IV. Geographic and Thematic Foci of GENs

The strategic focus of a GEN may be geographic (i.e., countries and regions) or thematic (i.e., global issues). Geographic and thematic foci may overlap and strengthen each other. For example, the synergy created by a thematically-anchored geographic GEN focused on Africa with an emphasis on global health would be stronger than a GEN focused on either Africa as a region or global health by itself. Or, to give another example, a geographic GEN focused on China could have a greater global impact by also focusing on the theme of the environment.

Geographic GENs: From International Student Services’ 2006 *Student Profile* and Education Abroad’s *Education Abroad Student Profile 06-07* we can safely assume that Europe, Asia (particularly China, India, and Korea), and Australia/New Zealand, are currently the major areas of student mobility

between Penn State and the rest of the world.^{24,25} The trends in international students' countries and education abroad destinations have not changed significantly for years, and no new emerging emphases are noticeable. We feel that our engagements with Western Europe should continue to expand and that the university should increase attention to the emerging economies of China and India. However, the areas where we can make the greatest impact in the shortest period of time are South America, Africa, and other less prominent Asian countries. Diversifying into these areas holds tremendous potential for making a lasting difference and for increasing Penn State's name recognition across the world. Further investigations into the countries and regions strategically important to Penn State, including the trends and plans about outreach programs, are needed to present a more focused approach.

Thematic GENs: Each thematic GEN should be in an area where Penn State can make a global impact. It should be noted that global issues are diverse and complicated as well as interrelated. For example, the United Nation's *Global Issues on the UN Agenda* lists 51 topics, ranging from themes such as Drugs & Crime, Education, AIDS, Disarmament, Population, and Sustainable Development, to geographic areas such as Africa, Iraq, and Palestine.²⁶ These concerns cannot be resolved without globe-spanning cooperative partnerships, the hallmark of the concept of GENs.

As stated previously, the *2006 Student Profile* reveals that Penn State's international population is most highly enrolled in Engineering, Science, and Business Administration.⁷ While there are apparent reasons for this concentration (among which is Penn State's well-deserved reputation in these areas, and the general obsession of people with *U.S. News & World Report*) there are many programs distributed among all Colleges where Penn State has attained a position of leadership. Many of these programs are not ranked by the popular ranking media and hence their reputation and successes may not be widely disseminated. Efforts should be made to highlight those without diminishing the ones already receiving great appropriate attention. Establishing thematic GENs in regions where it makes sense will definitely help to market these areas more widely.

In addition, Penn State's strategic plans (e.g., *Fulfilling the Promise, The Penn State Strategic Plan for 2006-07 through 2008-09*²⁷ and *Outreach: Strategic Plan 2005-2008*²⁸) repeatedly mention that Penn State has already been successful in gaining an international reputation in some themes such as energy and environment. Moreover, some strategic plans (e.g., *Fulfilling the Promise*) identify Law and Medicine & Life Science as becoming among the priorities of fields of study to promote. Other strategic plans (e.g. *Outreach: Strategic Plan*) particularly express Penn State's continued and increasing commitment to issues such as families and agriculture.

²⁴ The Pennsylvania State University: International Student Services (2007). *Student Profile 2006*. Retrieved March 31, 2008 from <http://www.international.psu.edu/iss/pdf/ISSprofile2006.pdf>

²⁵ The Pennsylvania State University: Education Abroad. *Education Abroad Student Profile 2006-2007*. Retrieved March 31, 2008 from <https://www.international.psu.edu/ea/>

²⁶ The United Nations. *Global Issues on the UN Agenda*. Retrieved March 31, 2008 from <http://www.un.org/issues/>

²⁷ The Pennsylvania State University. *Fulfilling the Promise: The Penn State Strategic Plan for 2006-07 through 2008-09*. Retrieved March 31, 2008 from http://www.psu.edu/president/pia/strategic_planning/strategic_planning_brochure/full_report.pdf

²⁸ The Pennsylvania State University: Penn State Outreach. *Outreach: Strategic Plan 2005-2008*. Retrieved March 31, 2008 from http://www.outreach.psu.edu/weidemann/files/2005Strategic_Plan.pdf

Furthermore, Penn State is making great strides and rapidly attaining prominence and leadership on other pressing global issues such as sustainable energy resources, adaptation to climate change, global food security, and children, youth, and family issues. Some examples include:

- *Penn State Institutes of Energy and the Environment*—an organization striving to expand Penn State's capacity to pursue the newest frontiers in energy and environmental research by encouraging cooperation across disciplines and the participation of local, state, federal, and international stakeholders.²⁹
- *Plant Stress: Global Challenges and Opportunities Workshop*—a workshop jointly organized by colleagues at PENN STATE and the University of Leeds to discuss the effect of climate change on agriculture.³⁰
- *U.N. Intergovernmental Panel on Climate Change (IPCC)*—Five Penn State faculty members were on this panel which shared the Nobel Peace Prize in 2007 with former vice president Al Gore, showcasing Penn State's leadership in the area of climate change.³¹
- *The Social Science Research Institute (SSRI)*—created by the Colleges of [Agricultural Sciences](#), [Education](#), [Health and Human Development](#), and [The Liberal Arts](#) to promote research for solving complex social problems.³² It includes:
 - *The Population Research Institute (PRI)* – one of the foremost research and training programs in the population sciences in the United States, which does important work on the subjects of migration and immigration.³³
 - *The Children, Youth, and Families Consortium (CYFC)* – a university-wide initiative that brings together more than 400 faculty, representing a range of disciplines to promote collaborative research, outreach and teaching that address critical social issues facing children, youth, and families, and serve critical community needs.³⁴
- *The Center for Language Acquisition (CLA)*—a research unit in the College of Liberal Arts which carries out broad-based research on the teaching, learning, and assessment of foreign and second languages.³⁵

Given the above information, we believe that GENs should be selected by anchoring them in the thematic interdisciplinary initiatives in which Penn State has made major investments and attained a position of leadership, and also in those areas that Penn State is striving to assert itself. Therefore, we

²⁹ The Pennsylvania State University (2003-2008). *Institutes of Energy and the Environment*. Retrieved July 3, 2008 from <http://www.psiee.psu.edu/default.asp>

³⁰ *The WUN Global Plant Stress Initiative* (April, 2008) Retrieved July 3, 2008 from http://www.wun.ac.uk/plant_stress/workshop.html

³¹ *Intergovernmental Panel on Climate Change*. Retrieved July 9, 2008 from <http://www.ipcc.ch/index.htm>

³² The Pennsylvania State University (2008). *Social Science Research Institute*. Retrieved July 9, 2008 from <http://www.ssri.psu.edu/>

³³ The Pennsylvania State University (2008). *Population Research Institute*. Retrieved on July 10, 2008 from <http://www.pop.psu.edu/>

³⁴ The Pennsylvania State University (2008). *Children, Youth, and Families Consortium*. Retrieved on July 10, 2008 from <http://www.cyfc.psu.edu/>

³⁵ The Pennsylvania State University (2004-2008). *Center for Language Acquisition*. Retrieved on July 10, 2008 from <http://language.la.psu.edu>

believe that the areas of Life Sciences, Social Sciences, Humanities, Material Sciences, Environment, Energy, Climate Change, and Food Security/Sustainable Agriculture, and global health are strong GEN candidates. We are sure there are others which will come to limelight as we study the new strategic plans of various units and identify their overriding global focal areas. By creating GENs to address these issues internationally, we will build on the success, renown, and reputation of our faculty in these areas. They will provide us platforms capable of addressing major global challenges like energy security; creating a sustainable environment; climate change and adaptation; food security; global health; global poverty; children, youth, and family issues; and migration and immigration.

We expect the initial set of GENs to emerge from existing collaborations upon which we can build. This will allow for organic evolution rather than imposition. We anticipate that there might be a need to nucleate others particularly in areas and or themes that are considered strategic but where we do not yet have major presence. Invariably other GENs with the potential for collaboration across a wide range of disciplines will emerge as a natural progression.

V. Interdisciplinary Collaboration and GENs

The solutions for most global issues inherently need interdisciplinary collaboration. Issues such as the environment, global health, and energy have multi-layered complexities which cannot be fully captured by the knowledge and tools of a single discipline. Therefore, the selection of geographic and thematic areas for GENs should be guided by interdisciplinary consideration.

Interdisciplinary collaboration is easier said than done, particularly in a large comprehensive university such as Penn State. This is due to great diversity in disciplinary culture (e.g., quantitative or qualitative orientations) and distinctive autonomy in disciplinary administration (e.g., budgetary distribution and career paths). However, there are a number of interdisciplinary efforts on campus already (e.g., *Office of the Senior Vice President for Research Strategic Plan, FY2009-FY2013*³⁶), and the GEN strategy could become a catalyst for another big step in that direction. Penn State's Global Engagement Nodes could promote institutional efforts to prominently bring together a variety of its academic fortes in order to advance the global community.

VI. Process of Establishing GENs

The University Office of International Programs aims to support the establishment of half-a-dozen faculty-driven GENs as a starting point. In order to accomplish this goal, we must take advantage of the tremendous international resources already available to us in the diverse background and experiences of our administration, faculty, and staff. The following are steps which have already been taken in the process of establishing GENs, as well as steps which will be taken in the future (Fall 2008 and Spring 2009).

³⁶ The Pennsylvania State University. *Office of the Senior Vice President for Research Strategic Plan, FY2009-FY2013*. Retrieved March 31, 2008 from <http://www.research.psu.edu/about/strategicplan.pdf>

Tasks Already Accomplished:

- 1) Three faculty task forces were commissioned on the topics of Internationalization of Graduate Education, Internationalization of Undergraduate Education, and Internationalization of Professional Education and Outreach. By surveying and interviewing faculty, these task forces summarized the current level of international engagement in all three topic areas, as well as geographic regions of focus.
- 2) One-on-one meetings were held with the Deans of every College at the University Park campus to discuss the strategic direction of internationalization.
- 3) Meetings were held with the senior officers of the university and with the Graduate Council in order to receive their feedback on the topic of Penn State's globalization.
- 4) Meetings were held with Senate Leadership and the Campus Senate Caucus.
- 5) Meetings were held with several alumni societies.

Tasks to Be Accomplished:

- 1) Meetings will be conducted with the Chancellors of Penn State's commonwealth campuses to obtain their input.
- 2) Informal "Town Hall-"style meetings will be held at each of Penn State's campuses to obtain broad feedback from faculty and staff.
- 3) Faculty will also have the opportunity to give feedback during a question and answer period about internationalization strategies that will be offered during Faculty Meetings which are held regularly by Colleges.
- 4) Establishment of strong GENs will be made through a competitive RFP process where groups of faculty will propose GENs that meet the basic criteria outlined. Based on a peer review system and other inputs, the University will select the initial set of half-a-dozen proposals to support.
- 5) Research of various regions of the world will be conducted by UOIP staff and profiles of some of the best institutions around the globe will be made available as a resource to faculty and students to inform their international engagements. This research will include discussions by focus groups of faculty members with engaging knowledge of the region.
- 6) Eventually, it would be beneficial for Penn State to create its own "*Relevance & Prominence Mapping*" of foreign higher education institutions. This kind of mapping may be strengthened by gathering input from Penn State's many Departments and Programs about their experiences with various foreign educational institutions. Currently, the data is not systematic enough, but eventually we would like to use the "Relevance & Prominence Mapping" as a standard of an educational institution's performance.

By making a concerted effort to hold focused discussions with as many interested parties as possible, we hope to ensure that the GEN strategy is a cooperative "bottom up" endeavor with support from the top.

It is our expectation that making the strategy a group effort will result in strong endorsement, strong support and leadership of the GENS by the faculty.

VII. Summary

As part of the process of Penn State's continued transformation into a leading world-class center of scholarship and international engagement, we propose the strategy of using Penn State's Global Engagement Nodes (GENs). This strategy will help the University accomplish its three missions (teaching, research, and service) in a global context. The GEN strategy with our three-dimensional approach (i.e., *coming*, *going*, and *partnering*) is designed to enhance Penn State's global relevance, prominence, and presence. It does so by providing opportunities where all students, faculty, and staff at Penn State can become global citizens through various channels of engagement and working together to tackle global issues with the GEN partners and by serving as sites for global enrichment for our Study Abroad students. The GENs will be structured around geographic regions and thematic concerns. The process of establishing GENS will involve broad input from the faculty via competitive proposal review process, wide consultations with Deans/Chancellors and focused discussions among faculty and staff and study of all pertinent data, rankings, and reports.

The node will be driven by strong faculty interest upon which we will build other initiatives. The node will use the collective resources (intellectual and facilities) of the partner institutions as its base. The node will not work in isolation but be connected as much as possible with other nodes (either geography or theme) and they could also grow or give birth to a network of smaller nodes as needed and/or warranted by opportunities. Each node will be seeded but should quickly become self-supporting and self-propagating. Initially, one can begin with a half-dozen such nodes with the idea of critically focusing our resources. With time, these nodes will generate other smaller nodes around it either in expanded geographical and/or subject coverage. Invariably, this process will end up with an internationally connected intellectual network that span the world, enrich our teaching, research and outreach enterprise and assure Penn State's place in the global equation and expand our global reach, making us a global University.

Using the GENs, Penn State will transform itself into a leading global center of scholarship and international engagement and certainly one of the most internationalized and highly recognized universities in the world.