

# ANNUAL REPORT 2018-2019





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# ABOUT PENN ABROAD



Each year the University of Pennsylvania sends over 3,000 Penn students to more than 50 countries around the world on semester study abroad, summer internships, service learning, and short-term programs. Penn Abroad serves as the hub for student global opportunities at the University of Pennsylvania.

Our dynamic team is dedicated to providing and facilitating global opportunities for all Penn students, faculty, and staff. We are committed to providing every Penn student with a meaningful global experience. Being responsive to the needs of students by taking a creative approach to the evolving field of education abroad is at the core of what we do.

## Our Team

### **Nigel Cossar**

Director

### **Kristyn Palmiotto**

Associate Director

### **Jamie Nisbet**

Marketing and Events Manager

### **Greta Kazenski**

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### **Jillian Cener**

Global Programs Manager

### **Josh Pontrelli**

Global Programs Manager

### **Amy Wei**

Global Programs Coordinator

# FROM THE DIRECTOR

The 2018-2019 academic year has seen significant milestones for abroad programming at Penn. Penn Abroad has welcomed a record number of students through our doors in support of their global experience and saw increases in both the number of student applications and the number of diverse global destinations they selected across all three of our pillar programs, allowing more Penn students to study, intern, and conduct research abroad more than ever before.

This past year also saw Penn rise in the Institute for International Education (IIE) Open Doors 2018 Report rankings. Based on participation results for the 2017-2018 academic year, during which Penn sent more than 3,000 students abroad on programs offered through Penn Abroad and beyond, Penn rose from 21 in the nation to 14, and cemented our position as the leading Ivy League university in sending students abroad. The significant number of students participating in Penn Abroad's global programs, along with those going abroad via Penn's schools, departments, and centers, underscores the global engagement strategies that our entire University is committed to as we set out in fulfilling Penn's Strategic Framework for Global Initiatives.

The student experience is central to our mission, with a significant focus placed on this as we look ahead to new program development and to a more seamless experience for students when they engage with our office. To support this, we implemented a number of enhancements to our systems and processes in the past year that benefit our many campus partners. These new systems also help to streamline the experience for students as we continue to strive towards a "one stop shop" model.

Success is not only measured in total number of students that are able to take advantage of a global experience at Penn, but also in the quality of such endeavors. Through the creation of the Penn Abroad Leaders (PALs) program this past year, for example, ambassadors of Penn Abroad programs have provided constructive feedback on the student experience, and ways in which various aspects can be improved for future student participants. This level of student engagement is critical to our ongoing success as an institution and in providing every Penn student with a meaningful global experience.

With Best Wishes,



Nigel Cossar  
Director



# YEAR IN REVIEW

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**907** students participated in a Penn Abroad program (Increase of 14.5% from 2017-2018)

**212** incoming exchange students studied at Penn (Increase of 3.9% from 2017-2018)

**50** countries, spanning six continents, traveled to on Penn Abroad programs

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**33** students completed an internship or conducted research in Central & South America on the Global Research and Internship Program

**445** students traveled to Europe while studying, interning, or conducting research

**70** students traveled to Africa on a Penn Global Seminar in the following countries: Ghana, Uganda, and South Africa

**41** students studied in Asia on a semester or year abroad program

**70** students traveled to Australia and the Pacific Islands while studying, interning, or conducting research

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**2830** students visited the Penn Abroad Office (increase of 39.3% from 2017-2018)

**2021** students were advised for a Penn Abroad program (increase of 27.6% from 2017-2018)

# Meaningful Global Experience

Pillar #1 of the Penn Strategic Framework for Global Initiatives, Educate Global Citizens, outlines our division's commitment to providing a meaningful global experience to every Penn student. As the team of Penn Global leading student engagement abroad, Penn Abroad has embarked upon the task of defining what makes a global experience meaningful to a Penn student. Students defined "meaningful" in a variety of ways, and many students indicated that their global experience was meaningful in more than one way.

**97%** of student respondents to the 2018-2019 Penn Abroad post-program survey indicated that their global experience was meaningful

Penn students described a meaningful global experience in nine common ways:

- Academic development
- Career/Professional Development
- Cultural Exposure/Immersion
- Language Competency
- New Perspectives
- Personal Growth/Independence
- Relationship Building
- Travel/New Experience
- Experiential Learning

*"[My global experience] was meaningful in every way imaginable. Academically it was enriching, and culturally it opened my eyes to the insights I had never been exposed to before. I also feel like I grew and matured a lot as an individual, which I am grateful for."*

*Semester Abroad Participant, King's College London*

*Fall 2018*

# OUTREACH INITIATIVES

The 2018-2019 academic year saw an expansion of Penn Abroad's outreach initiatives, with a focus on providing interested students more ways to learn about global opportunities, highlighting the student experience abroad, and connecting returned students with their peers.

As a result of the new strategic outreach plan, Penn Abroad connected with a significant number of students through in-person outreach, in addition to the many students engaged online. This plan allowed the team to gain increased visibility on campus and to educate students about global opportunities at any stage in their Penn career. Highlights include:

- Implementing a new communications plan to engage with students online and make them more aware of opportunities, timelines, and the student experience
- Introducing students to global programs through pop-up advising sessions in accessible locations across campus.
- The addition of drop-in hours for students to discuss their options and how global opportunities can fit into their time at Penn.
- Participation in the New Student Orientation Student Services Expo, Quakers Days, and Family Weekend.
- Hosting Penn Abroad 101 (PA101) information sessions in partnership with various campus organizations, including the many college houses, the Office of Fraternity and Sorority Life, cultural centers, and centers that support first-generation, low-income students.

Penn Abroad also hosted one of the most successful Penn Abroad Fairs to date, welcoming nearly 500 students to learn about the breadth and depth of global opportunities available to them at Penn. The Fair included regional and program-specific information tables as well as concurrent information sessions on a range of topics, from school-specific opportunities abroad to learning about financial aid and funding for study abroad. Students engaged with Penn Abroad staff as well as returned student ambassadors, exchange students, and representatives from Penn's undergraduate schools and Penn Summer Abroad.

To cap off these efforts, Penn Abroad also implemented a new system for tracking student engagement with outreach initiatives in order to measure the success of these efforts, plan better events, and ultimately provide a greater level of service to students.

## Student Engagement

**1245** students participated in an event or drop-in hours

Class Years Represented:

- 39.5% Sophomores
- 18.8% Juniors
- 3.8% Seniors
- 7.1% Exchange and Other
- 30.8% Freshmen



*“Deciding whether to go abroad is a critical moment in one’s college career – it’s an incredibly exciting and yet also very nerve-wracking decision. As a Penn Abroad Ambassador, it was a true joy for me to have the chance to support fellow students in the process by meeting with them, listening to and easing their concerns, and reliving my own time abroad by sharing stories and thoughts.”*

*Elana Burack, CAS ‘19  
Semester Abroad, Spain*



## GLOBAL AMBASSADORS

This year, Penn Abroad introduced new ways for returned students to share their experiences abroad. Launched in August 2018, the Penn Abroad Ambassadors program has grown significantly, becoming a community of more than 100 students representing all three of Penn Abroad’s programs and 37 host countries. As returned students, Ambassadors give their peers valuable information as they explore programs and prepare to go overseas. Each Ambassador has an online profile, allowing the student to be a voice for their program(s) and have an outlet to reflect on their experiences abroad. Ambassador profiles also list their email address, allowing interested students to connect with them on a personal level and ask questions.

Working to strengthen Penn’s global community, our Ambassadors also attend Penn Abroad events to share their unique perspectives and answer questions. Ambassadors were present at numerous events throughout the year, including Quaker Days for prospective Penn students and families, PA101, information sessions, and program pre-departure orientations, among many others.

### Penn Abroad Leaders

The Penn Abroad Leaders (PALs) are a subset of Ambassadors that serve as Penn Abroad’s student advisory board. PALs represent all three Penn Abroad programs as well as incoming international exchange students and are selected after a competitive application process. Working together, the PALs planned and executed a returnee student event during the spring semester called *Fall in Love with Abroad*, an event where students spoke with each other about their experiences abroad through a “speed-reflection” icebreaker. The PALs also provided feedback on programming that other Penn students may want to see, considering factors such as academic credit, term, and program length.



The 2018-2019 PALs during their planning retreat.

# EXPANDING ACCESS

Penn Abroad's commitment to increasing access to global opportunities played a central role in the office's programming and initiatives during the 2018-2019 academic year. Highlighted initiatives to expand student access included:

- Guaranteed full-funding for eligible Highly Aided students admitted to the Global Research & Internship Program (GRIP) in partnership with Student Registration & Financial Services (SRFS), and minimum guaranteed funding award amounts for all GRIP participants, allowing for an increasingly transparent funding process.
- The institution of a \$950 flat program fee for all Penn Global Seminars (PGS) , and the first ever PGS critical writing seminars, designed specifically for first-year students.
- Increased advising and participation in campus-wide events like Quaker Days and New Student Orientation, helping to break down misconceptions regarding semester study abroad early on in students' time at Penn.
- The creation of the Penn Abroad Ambassador program, which includes more than 100 returnees who are now available to provide guidance and information to Penn students interested in going abroad, including those who identify as first-generation, low-income, and traditionally underrepresented students in global opportunities.
- Continued collaborating and knowledge-sharing with Penn's campus centers and departments through the Diversity Abroad Advisory Board (DAAB) with the goal of supporting every Penn student before, during, and after a global experience.

Looking ahead, Penn Abroad will continue our endeavors to increase access and diversity in the 2019-2020 year by further streamlining financial processes for GRIP & PGS, continuing to offer early and frequent advising for all programs, and ensuring that future events, such as passport days, continue to reach the most important Penn populations.

## By the Numbers

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**49%** of participants identify as students of color compared to 29.2% national average of global program participants (Open Doors Report 2018)

**14%** of students identify as first-generation college student

**44%** of students receive financial aid

**11%** increase in the number of STEM majors who participated in a global program

# Passport to Penn Global

As part of Penn Abroad's collaboration with campus centers and departments to support the needs of all students interested in going abroad, Penn Abroad hosted its first passport event. The event was supported by Penn First Plus, the Division of the Vice Provost for University Life, and the Gender, Sexuality and Women's Studies program to provide fully-funded passports to financially aided undergraduate students, with the goal of supporting diverse students who are underrepresented in international education. With the help of trained USPS passport agents, nearly 40 first-generation, financially aided, and traditionally underrepresented students received passports, allowing them to fully participate in global opportunities in the future.



# ACADEMIC COLLABORATIONS

Campus collaboration with academic partners is fundamental to the successful development and implementation of an increasingly diverse portfolio of global programs, as well as for ongoing program assessment. During the 2018-2019 academic year, Penn Abroad built upon existing campus partnerships and furthermore invested in a number of new initiatives to ensure that Penn faculty and academic department voices are included in our strategic planning efforts.

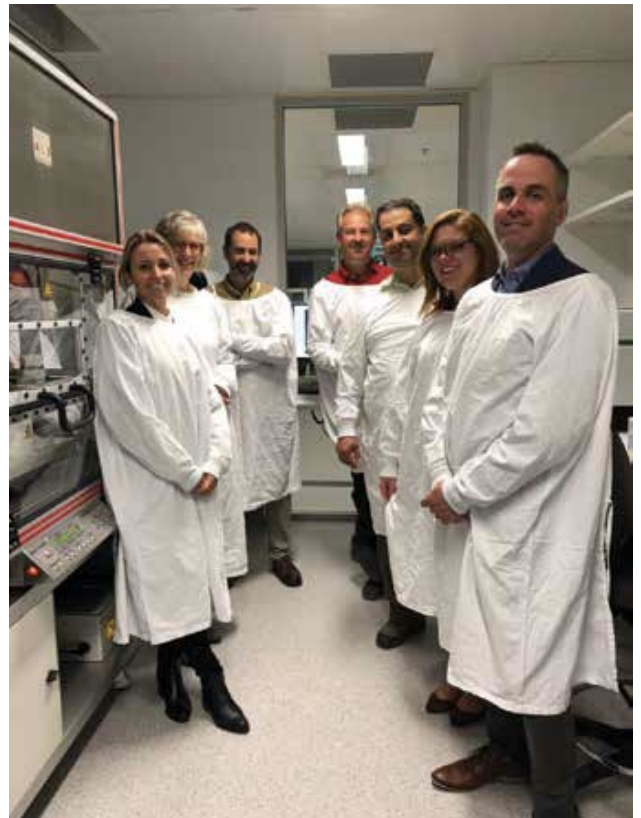
## Global Partnerships Initiative

In October 2018, Penn Abroad piloted the inaugural Global Partnerships Initiative (GPI), an opportunity for Penn faculty from STEM disciplines to travel abroad to seven top universities in Australia and New Zealand to meet with current and prospective partners and take a deep dive into academic opportunities in the region. A delegation of five faculty from Nursing, Biology, Physics and Astronomy, Earth and Environmental Science, and Integrated Studies joined Penn Abroad's Director, Nigel Cossar, and Senior Associate Director, Erica Sebastian, to learn first-hand about the diversity and rigor of global opportunities available to their students.

The travel provided these academic colleagues a robust perspective on innovative methodologies and technologies for learning, gave Penn faculty in key STEM areas a strong understanding of and interest in Penn Abroad's programs, and overall deepened the relationship between the participating academic departments and Penn Global. As a direct result of the successful GPI, we have identified a new potential exchange partner for the School of Nursing, new study abroad opportunities tailored for Ben Franklin Scholars, and expanded internship and research opportunities for students in STEM disciplines



University of Auckland Unleash Space



UNSW Lowy Cancer Research Center in Sydney



University of Melbourne



University of Melbourne

## Faculty Site Assessments of Semester Abroad Programming

Penn Abroad is committed to ongoing assessment of global partners and programs and leads a collaborative annual program review process that serves to accomplish a three-fold objective:

- Verify the rationale for maintaining current partnerships, which are considered to be strong.
- Address partnerships identified as problematic or weaker partners.
- Identify gaps in programming within a given region and/or discipline, for consideration of new partnership additions in the future.

During the 2018-19 academic year, Penn Abroad was pleased to include faculty in the semester abroad program review on-site assessment process. Academic colleagues from Hispanic and Portuguese Studies, French and Francophone Studies, Italian Studies, and the College Advising Office conducted site assessments in Spain, France, Italy, and the Czech Republic, respectively, in partnership with Penn Abroad. The chance to see each overseas program “in action” and meet with colleagues abroad proved critical to the program evaluation process and will remain an integral part of these annual program assessments in future years.

## SEAS Global Course Matching

Over the past year, Penn Abroad has worked closely with our advising and faculty colleagues in the School of Engineering and Applied Science to conduct a global course mapping project across all ten SEAS majors. In collaboration with each academic department, the team is in the process of matching common courses taken by Penn engineering students to courses offered at seven top study abroad partner universities around the world, including the University of Edinburgh, ETH Zurich, Hong Kong University of Science and Technology, University College London, Queen Mary University of London, University of New South Wales, and the University of Sydney.

This intensive, highly collaborative project will simplify the overseas program and course selection process in study abroad that is so critical to SEAS student academic planning and completion of degree requirements. The result will be an increase in the accessibility of study abroad for engineering students and strong buy-in by each SEAS academic department in the value and academic rigor of study abroad programs.

## Standardization of Global Academic Credit Equivalencies

One of the most successful initiatives during the 2018-19 year was the completion of a semester study abroad Credit Equivalency Guide. Produced in collaboration with advising staff and departmental XCAT credit approvers from across the four undergraduate schools, this now-published guide ensures that semester study abroad course credits are evaluated accurately, fairly, and consistently for all students and by all departments.

# SEMESTER ABROAD

Semester and academic year study abroad continues to provide an unparalleled opportunity for Penn undergraduates to receive academic instruction in a new culture and environment, while simultaneously working toward their undergraduate degree.

The Semester Abroad team paid great attention to improving internal and external processes to create uniformity for campus partners, and to enhance the student experience. Highlights and accomplishments include:

- Shifts to the advising model that have allowed advisors to meet face-to-face with more students throughout the semester.
- The development of a new set of advising materials that clearly outlines important next steps as well as financial and academic considerations. Each student that participates in a Semester Abroad advising appointment takes away basic steps and essential information to help them better plan and prepare to go abroad.
- Updated marketing efforts that have driven students to think about studying abroad at an earlier point in their academic career and to understand advising and application timelines.
- The creation of a new online pre-departure orientation model and process, which allows students to easily access important information such as travel logistics, health and safety, and cultural adjustment.

## New Program Offerings

Over the year, Penn Abroad focused on expanding the slate of approved programs to meet the needs of Penn's undergraduate student population. Penn Abroad carefully examined program offerings within Asia, making strategic decisions to add an exciting partnership with The Education Abroad Network's program in Shanghai at Fudan University (approved for College, Wharton), and a new Communications, Business + Political Economy program in Taipei through CIEE (College-only). Additional newly approved programs for Wharton students include: CIEE Lisbon Language & Culture, an Entrepreneurship track through Tel Aviv University International, and an English-speaking track at the ESADE school, also for Wharton students.

*“Learning about derivative trading and angel investing in Italy, witnessing first-hand the architecture and artwork I had done case studies on in my history classes at Penn, making friends with people from six different continents, and experiencing new cuisines made my semester abroad one of the most memorable experiences of my life.”*

*Mehdia Haider, Wharton '20  
Semester Abroad, Italy*



### Top Destinations

1. UK – 164
2. Australia – 58
3. Spain – 57
4. France – 52
5. Italy – 27
6. Hong Kong – 22
7. Israel – 19
8. Belgium – 12

### 521 committed students 2018-2019

*Increased 4% from 2017-2018*

- Fall 2018 - 183
- Spring 2019 - 328
- Year- 10

### Home Schools

- CAS – 63.5%
- Wharton – 19.8%
- SEAS – 3.2%
- Nursing – 1.5%
- Dual-Degree – 12%

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## LOOKING AHEAD

In the summer of 2019, Penn Abroad will review its portfolio of semester abroad programs in Europe and Latin America. In collaboration with the undergraduate schools, academic departments, and other campus partners, Penn Abroad will examine existing relationships with overseas partners, and seek new opportunities that will meet the shifting strategic needs and interests of students at Penn.

### Global Correspondents

In continuing efforts to expand student access to information about our semester abroad programs, Penn Abroad developed a new student-focused initiative, the Global Correspondents Program. Five students studying abroad in Fall 2019 were selected to become Global Correspondents, students dedicated to sharing their abroad experience with the Penn community. Through their writing, photographs, and videos, the content that Global Correspondents produce over the Fall 2019 semester will provide an authentic voice to their peers and serve as a conduit for the Penn community to glimpse into the world of semester abroad.



Global Correspondent Thomas Maggiola, Fall 2019 semester in Brazil

# INBOUND EXCHANGE

Penn Abroad facilitates a dynamic student exchange program, allowing undergraduates from its international partner institutions to experience a new academic culture and unique learning opportunities.

- During the 2018-2019 academic year, Penn Abroad welcomed one of its largest exchange student cohorts ever, with a total of 212 students coming from more than 40 countries. With a priority on enhancing the exchange student experience, highlights and successes of the year include:
- A student mentorship program was developed in coordination with the Assembly of International Students, which saw nearly 75% of exchange students opting to be partnered with a Penn student mentor prior to arrival.
- A new joint orientation program in partnership with the College of Liberal & Professional Studies' International Guest Student Program.
- A wide variety of events and excursions for exchange students, including hikes in Wissahickon Park, a visit to Amish country, a trip to Hershey Park, and other activities focused on exposing exchange students to US culture.

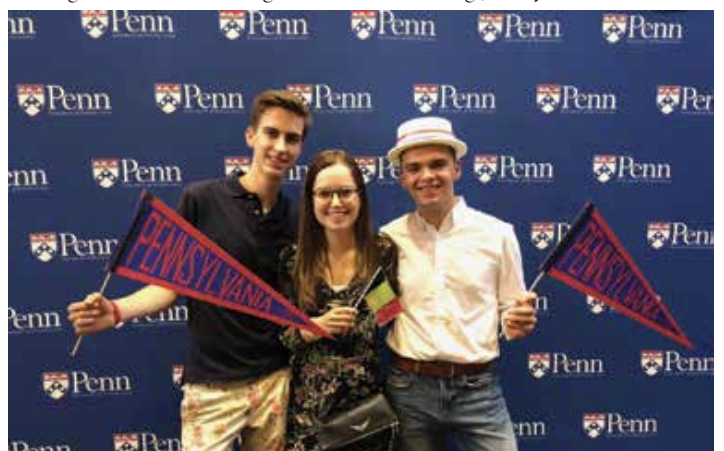
Exchange students were also extremely involved in campus life at Penn. In addition to taking on academic challenges within the classroom, some exchange students founded their own extracurricular clubs, played rugby, hosted their own radio program, played in Penn Band, volunteered during break periods, and much more.



Spring 2019 exchange students celebrating Valentines Day



Exchange student volunteering on Martin Luther King Jr. Day



Fall 2019 Exchange Students



*“I thoroughly enjoyed the classes I took at Penn. Picking classes based on my personal interests allowed me to grow academically, make strong connections with people that will end up in very different industries, and give me a taste of an educational system I would have otherwise never experienced.”*

*Thomas Bonte (left), KU Leuven  
Wharton, Fall 2018*



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## By the Numbers

**212** incoming exchange students at Penn

*(Increase of 3.9% from 2017-2018)*

### Schools Enrolled

- CAS 44%
- Wharton 37%
- SEAS 17%
- Nursing 2%

### Top Sending Countries

- Australia – 47
- Hong Kong – 26
- Italy – 23
- Spain – 15
- France – 13

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## LOOKING AHEAD

Looking forward to 2019-2020, Penn Abroad expects to host another large cohort of exchange students. With a focus on campus and community integration, the Penn student mentor program will run for its second year and Penn Abroad will collaborate with the Assembly of International Students by offering Penn Exchange Week. This week, slated to occur during both semesters, will include fun events for degree-seeking and exchange students, allowing participants to learn about each other’s cultures and home universities, as well as what makes Penn such a special and welcoming campus.

Penn Abroad is also committed to continuing to build on momentum of previous years’ improvements to the incoming exchange program in order to ensure that visiting students to Penn are having a dynamic and robust academic and personal experience while on our campus. A planning day is scheduled in Fall 2019 to chart further priorities for the upcoming year and beyond.

# GLOBAL RESEARCH & INTERNSHIP PROGRAM



With new research opportunities, industry-based cohorts of interns around the world, and funding initiatives specifically for Penn's Highly Aided population, the Global Research & Internship Program (GRIP) continued to provide undergraduate and graduate students at Penn with rigorous summer internship and research experiences abroad.

Summer 2019's application numbers outpaced those from 2018, with 526 students submitting 745 applications. Ultimately, 183 students were selected and committed to GRIP placements worldwide in fields ranging from marketing, education, and human rights to entrepreneurship and venture capital.

GRIP continues to be an enticing option for all Penn students. Of the committed students, 55% receive financial aid during the academic year, 24% identify as first-generation college students, and 58% of U.S. citizens self-identify as students of color. Revisions to the program's funding model provided increased transparency by guaranteeing minimum funding awards for all and 100% funding to qualifying Highly Aided students.

Student support was also a priority for the GRIP team. The advising process was further enhanced through industry-focused guides, a step-by-step program time line, and robust financial guide. The creation of a new online pre-departure orientation model and process also allowed committed students to easily access important information such as travel logistics, health and safety, and cultural adjustment.

## New Opportunities

With a focus on research, a number of new, exciting placements for Summer 2019 were developed. Opportunities included engineering research at RWTH Aachen University and the National University of Singapore, physics placements with a Penn professor at the International Centre for Theoretical Physics in Italy, and nursing placements at Trinity College Dublin. In addition to research, the GRIP team expanded and focused internship opportunities by utilizing third-party providers to create cohort placements in locations known for success in particular fields, including engineering in Shenzhen, human rights in Rabat, and startups and entrepreneurship in Buenos Aires.

*Not only did I get to learn more about research and global health, but I got to improve my Spanish and got to engage in a new culture. Through this, I was able to gain new perspective on indigenous discrimination. I also got to travel a lot to different towns allowing me to experience new cultures and perspectives. I got to build deep friendships with others and grew in doing so.*

*Heta Patel, CAS '21*

*Guatemala Health Initiative*



## By the Numbers

**183** Committed 2019 participants (Increased 7% from 2018)

**58%** Participants identify as students of color

*Compared to 29.2% national average of global program participants (Open Doors Report 2018)*

**24%** Students identify as first-generation college student

**55%** Students receive financial aid

### Regions Represented

- Europe – 31
- South America – 24
- Asia – 80
- Africa – 13
- Middle East – 15
- Central America – 9
- Australia – 11



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## LOOKING AHEAD

The GRIP team looks forward to another year of offering meaningful pre-professional experiences abroad, ranging from the humanities to the STEM fields in all corners of the world. By further refining the group advising process, conducting a thorough employer review, and working with campus centers and departments, the GRIP team looks forward to building upon the success of the program over the past two years as we prepare for next year's cohort. Highlights will include:

- New research options in the social sciences, humanities, and STEM.
- Additional Cohort programs in China, Italy, and Ecuador.
- Focused advising sessions for students interested in different placement types.

# PENN GLOBAL SEMINARS

The 2018-2019 academic year was the Penn Global Seminars (PGS) program's largest and most diverse to date. The program officially exited the pilot phase and implemented a variety of progressive policies which succeeded in building upon the program's strong foundation to make these global courses more accessible than ever to students.



The Penn Global Seminars program executed 12 courses, an increase from last year's nine, and engaged 203 students, an increase of 67% from the 2017-2018 academic year. For the first time, students paid a flat fee of only \$950, which covered nearly all aspects of their course travel, including round-trip airfare, lodging, ground transportation, entry fees, and group meals. The implementation of the program fee significantly increased access to students and lowered attrition rates by a staggering amount.

The 2018-2019 academic year also represented a period of increased efforts to target first-year students, including a collaboration with the Critical Writing Program to introduce two writing seminars to the PGS portfolio. By standardizing the length of the travel components and increasing the average number of students from 14 to 18, the program was able to serve more students.

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## By the Numbers

**203** students participated in 2018-2019

(Increased 67% from 2017-2018)

**27%** of students identify as a first-generation college student

**67%** of students receive financial aid

(Increased 7% from 2017-2018)

## Class Years

- Freshmen – 25.4%
- Sophomores – 29.4%
- Juniors – 28.4%
- Seniors – 16.8%

*The time I spent in South Africa opened my mind and changed the way I think... Throughout the trip, I appreciated the theme of art and transformation. Being able to see the authentic side of South Africa instead of being a tourist truly made a difference in my experience.*

*Mercedes Owens, CAS '21*

*Seeing, Hearing, and Encountering South Africa*



# Looking Ahead

The Penn Global Seminars program will offer a robust portfolio of 12 courses in the 2019-2020 academic year, which represents a wide array of disciplines and destinations. In order to uphold the PGS program's commitment to providing a diverse range of opportunities, the portfolio will consist of two courses each in the Middle East, Europe, Latin America, and Africa, and four courses in Asia. In addition to several courses rostered in the School of Arts and Sciences, the portfolio will also include opportunities based in the School of Nursing and The Wharton School.

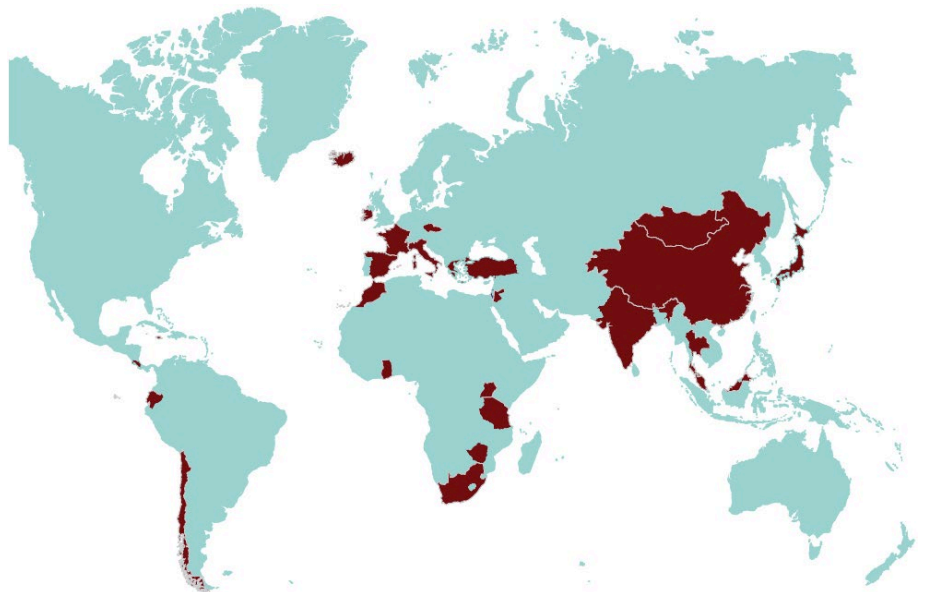
Major highlights for the upcoming 2019-2020 academic year include:

- Building upon last year's successful collaboration with the Critical Writing Program, the Penn Global Seminars program will grow the number of writing seminars within the portfolio to three and continue to target first-and-second-year students for these opportunities.
- The introduction of a hybrid language course to the Global Seminars portfolio, allowing students with or without French language skills to participate in a course centered on Paris under the German occupation.
- An increase in Global Seminars taught in partnership with faculty and students in the program destination. One such course centers on security and anxiety at international borders and will be co-taught by Penn Integrates Knowledge Professor Beth Simmons and Professor Müftüleri-Baç of Sabanci University (Istanbul, Turkey).

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## PGS Around the World 2016-2020

Chile, China, Costa Rica,  
Czech Republic, Ecuador,  
France, Ghana, Greece,  
Iceland, India, Ireland,  
Israel, Italy, Jamaica, Japan,  
Jordan, Malaysia, Mongolia,  
Morocco, Rwanda,  
Singapore, South Africa,  
Spain, Thailand, Turkey,  
Uganda, Zanzibar,  
Zimbabwe



# The Year Ahead

## New Programming – Summer

With an increasing number of Penn students participating in global program opportunities as part of their studies, so too has interest in a broader range of program types abroad grown, most notably a significant increase in requests for shorter study sojourns. Over the next year, Penn Abroad will be undertaking an analysis of short-term program options currently available at Penn and at other institutions as we look to establish a new program over the summer for academic credit. This project will allow Penn to compare what peer institutions offer in this type of education abroad experience, and to ultimately identify a model that can be supported by Penn. Global summer programming is already offered across a number of schools and centers, so the aim of summer programming in Penn Abroad is to create something that is complementary, and in all cases ensure we provide ‘one stop shop’ support to students interested in pursuing summer abroad.

## Global Campus Dialogue – Mechanisms for Action

Strategic partnerships were at the very core of Penn Abroad this past year, identifying new ways in which to work with campus colleagues in support of global program offerings for students. Central to this focus was our ability to identify areas for improvement, and subsequently establish mechanisms for action to address these. As Penn Abroad looks ahead to the next academic year, exciting opportunities exist for the team to work with faculty colleagues across schools as part of a broader global campus dialogue in semester abroad for academic credit. Curriculum integration projects will be created, with the School of Engineering and Applied Sciences already piloting this approach as they map majors with popular programs abroad, to establish clearer guidelines for students, and ultimately a roadmap for students undertaking a study abroad semester. By undertaking a deeper dive into major-specific courses, students will be better informed at the start of the process which programs may suit them best academically, and how Penn will consider credit. Developing and strengthening these faculty conversations are essential to ensuring departments not only lead in these academic conversations with students, but also that they have the necessary information and support from Penn Abroad and our global partners to assist. The year ahead will see additional schools added to the curriculum integration project, and Penn Abroad will support schools in enhanced ways.

## Supporting the Advising and Enrollment Experience – Systems

As the advising model and the ways in which we support campus partners and our students continue to evolve, there is a very real need to ensure that systems and processes support these changes and the many individuals and teams that contribute to global programming at Penn. Significant updates to the application management system used by Penn Abroad are now underway. In addition to system enhancements, advising will continue to be a centerpiece of change in Penn Abroad in the year ahead with a pilot of school-specific advising taking shape. Starting for the Fall 2019 semester, both Penn Nursing and the School for Engineering and Applied Science (SEAS) will have a dedicated Global Programs Manager. This position in Penn Abroad will provide more detailed and specific information to students through the advising experience relevant to nursing and engineering majors in a move that will be monitored this year before further rollout is considered.



Front Cover Images:

Arryonna Santos, CAS '20: Semester Abroad, Fall 2018

*The City of Delhi: New, Old, and Unmapped*: Penn Global Seminars, Spring 2019

*Case Studies in Environmental Sustainability*: Penn Global Seminars, Spring 2019

*Exploring Traditional Chinese Medicine*: Penn Global Seminars, Fall 2018

Jacob Kayser, CAS '22: Global Research & Internship Program, Summer 2019

Business in Sydney Cohort Students: Global Research & Internship Program, Summer 2019

Erin Feeney (left), CAS '20: Semester Abroad, Spring 2019

*Culture, Health, and Development in Ghana*: Penn Global Seminars, Spring 2019

Inside Cover Images:

Nicole Posadas, CAS '20: Semester Abroad, Spring 2019

Nelson Ngouenet, SEAS '21: Global Research & Internship Program, Summer 2019

Shichen Zhang, Wharton '20: Semester Abroad, Spring 2019

*Robotics & Rehabilitation*: Penn Global Seminars, Spring 2019

Rachel Hong, CAS '22: Global Research & Internship program, Summer 2019

*Case Studies in Environmental Sustainability*: Penn Global Seminars, Spring 2019

Abigail Presti, CAS '20: Semester Abroad, Fall 2018

Grace Seeley, Huntsman '21: Semester Abroad, Spring 2019

Sam Roth, Wharton '20 (right): Semester Abroad, Spring 2019

*Disability Rights and Oppression: Experiences within Global Deaf Communities*: Penn Global Seminars, Spring 2019

*Seeing, Hearing, and Encountering South Africa*: Penn Global Seminars, Fall 2018



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