



# Bridging the Gap: Raising Global Awareness at Penn State

Presidential Leadership Academy  
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Oren Adam, Briana Adams, Stephanie Metzger, Esther Park

Presidential Leadership Academy

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“ATTRACTING INTERNATIONAL STUDENTS IS JUST ONE OF THE WAYS THAT WE CONTINUE TO STRENGTHEN OUR WORLDWIDE REACH. WE ARE LIVING AND WORKING IN AN INCREASINGLY GLOBALIZED WORLD, WHERE INTERNATIONAL COMPETENCY AND COLLABORATION ARE ESSENTIAL. WE ARE COMMITTED TO HELPING OUR STUDENTS PREPARE FOR THE NEW GLOBAL ECONOMY AND ALSO IN SERVING THE WORLD THROUGH OUR RESEARCH, TEACHING, AND SERVICE.”

- OUTGOING PRESIDENT RODNEY ERICKSON

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# Problem Identification

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In line with recent trends, Penn State is becoming increasingly globalized, with the help of international students. In the fall of 2012, Penn State enrolled on its main campus 6,786 international students, representing 131 countries (Penn State Admission Statistics). According to the latest numbers from the International Education's "Open Doors" report, this makes Penn State –and more specifically, its University Park campus– the institution with the tenth highest number of international student enrollment in the United States, and first in Pennsylvania. These figures reflect the efforts of the administration to enrich the university through diversity, as evidenced by Penn State's outgoing president Rodney Erickson's statement: "Attracting international students is just one of the ways that we continue to strengthen our worldwide reach. We are living and working in an increasingly globalized world, where international competency and collaboration are essential. We are committed to helping our students prepare for the new global economy and also in serving the world through our research, teaching, and service." This view was echoed by Dr. Michael Adewumi, vice provost for Global Programs at Penn State: "Being among the top institutions with the most international students helps us to build a robust pool of international applicants to the University and convince students and their parents that ours is a conducive environment for learning and research. It is one of the points that I constantly bring across as I speak to potential students and their parents around the world."

Both members of the administration emphasize the significance of international students and promote the interactive, global learning environment to which they contribute; and when observing just the numbers, it seems that there is an abundance of international cultures and diverse resources present on the University Park campus from which students, both domestic and international, can benefit. However, the following

results of a survey show that perhaps the university community is not as harmonious as the administration makes its goal to be.

The first survey, conducted by Yuka Narisako, a reporter for Onward State, found the integration of international students to be limited. The responses from 200 international students revealed that majority are not involved with typical aspects of student life; less than half have gone to a football game, 38.8 percent participate in THON, and only 10 percent are involved in Greek life (Onward State). These are just three of the countless opportunities offered at Penn State, but when this low participation rate is combined with the statistic that 39 percent of the respondents spend majority of their time with other students of the same country of origin, it shows that there may be a gap between domestic and international students.

The results of the second survey, an assessment of student engagement conducted by the Student Affairs office, also shows that international students feel disengaged from student life. Even the response rate for international students were severely low compared to that of domestic students; of the 773 participants of the Pulse survey, only eight percent were international students, while an overwhelming majority of the participants, around 90 percent, were domestic students. The results of the survey itself reiterated this point, revealing that on average, “domestic students (mean = 4.1) felt a significantly greater sense of belonging in the State College community than did international students (mean = 3.7)” (Pulse survey). Additionally, it was found that domestic students perceived the community to be more open and accepting of different groups of people (mean = 3.1) than did international students (mean = 2.9).

**Figure 1. Students' Sense of Belonging in State College Community**

<b>Domestic Students</b>	<b>Mean = 4.1</b>
<b>International Students</b>	<b>Mean = 3.7</b>

**Figure 2. Students' Sense of Community Openness to Different Groups of People**

<b>Domestic Students</b>	<b>Mean = 3.1</b>
<b>International Students</b>	<b>Mean = 2.9</b>

This may explain the difference in the perspective of international and domestic students, which may have contributed to the challenges that international students may face in integrating into the Penn State community. The results of the two surveys, combined, reveal an underlying issue plaguing Penn State, one that may hinder the integration of international students and deprive the community of opportunities to take advantage of the diversity their presence offers: cultural insensitivity. Recent events, such as the Chi Omega sorority's Mexican themed party and the Twitter incident criticizing black students and stating that "the HUB is not a playground," have called for an increased cultural awareness and respect. The University Park Undergraduate Association has, serving as the representative student body, has addressed this issue, encouraging students to take part in the Penn State cultural survey conducted by the Office of Unions and Student Activities, and working to pass a legislation in reaction to the results found (The Daily Collegian). However, in order for substantial change in the atmosphere to take place, the promotion of not only the presence of diversity, but the integration of its members must be supported by the administration. In this paper, our group will propose a variety of cost-effective solutions that can be implemented in order to make diversity more visible at Penn State, in the hopes that the visibility of diversity will promote a raised global awareness and facilitate a more direct approach and appreciation towards every part of our diversity.

# Global Environment

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Since 2006, the total number of international students at U.S. colleges and universities has grown to more than 764,000 in less than six years, according to data collected by the Institute of International Education and the Department of State. With this in mind, Big Ten universities have been expanding their programs and resources provided for international students to create a better global climate and environment in their respective colleges. The Pennsylvania State University currently ranks 10th in international student enrollment according to the International Education's "Open Doors" report, but the university still needs to do more. To promote a more global environment at Penn State, the presence of diversity must be made more visible to all students and faculty. To accomplish this, we propose that global landmarks be placed throughout campus, First Year Seminars incorporate a cultural simulation program acclimating students to the differing cultures and perspectives, and faculty and administrators learn to include international perspectives in the classroom.

## Global Landmarks

In order to create a global environment and foster more cross-cultural communication between domestic and international students, physical markers that show the different distances of major worldly cities or that show how many countries are represented at Penn State should be placed throughout University Park. Having diversity manifested as a physical presence on campus would be beneficial to the community as a whole. It would show not only that international students represent a large portion of

campus from a variety of different countries and cultures, but also that current and incoming students can physically see and appreciate the global presence at Penn State. The recognition of these various countries and cultures by Penn State as an institution would communicate that the university supports and takes pride in students from all different backgrounds. Furthermore, flags from every country that has representation at Penn State can be placed along Pollock Road to give a more prominent view of the multitude of students studying at Penn State. Additionally, Penn State could place a crossroads sign that would show what direction and how far prominent cities like London, Jerusalem, Paris and others are in comparison to Penn State. Placing this sign in front of the central administrative building, Old Main, would be an indication that a global environment is central to Penn State University. The goal is that when an international student steps on campus for the first time, he or she will truly feel welcome.

## **First Year Seminar**

The importance of a global community extends beyond just physical representations of diversity. Our policy group believes that this global mentality needs to be brought into our classrooms. When each incoming student arrives at Penn State, one of their first academic experiences is within their First Year Seminar. According to a 2008 First Year Seminar Senate Report, there are two main goals of the program: “To engage students in learning and orient them to the scholarly community from the outset of their undergraduate studies in a way that will bridge to later experiences in their chosen majors,” and to “Facilitate students’ adjustment to the high expectations, demanding workload, increased liberties, and other aspects of the transition to college life.”

While these two goals do highlight important aspects of Penn State's First Year Seminar Program, our policy group believes that a third fundamental goal should entail acclimating students to the various cultures and perspectives at Penn State. Currently over 46,000 students occupy Penn State's University Park campus, with a plethora of states, regions, and countries represented. The importance of adjusting students to these various cultural, ethnic, and geographic groups is essential in ultimately preparing students to become world citizens, allows them to engage in cross-cultural discourse, and lastly helps challenge preconceived notions about our constantly evolving world.

Our policy group recommends creating an additive pedagogical framework within the First Year Seminar Program that incorporates Global Ambassadors in facilitating different cultural simulations. This will ultimately aid in promoting interaction and integration between international and domestic students. Regarding cultural simulations within the classroom, the Global Ambassadors would be instrumental in highlighting language and cultural barriers in the world, and ultimately in bridging those gaps. After completing CSA 400, Global Ambassadors will be responsible for facilitating and moderating ACERIMA, an interactive cross-cultural simulation that acquaints participants with immigration procedures international students must go through before arriving at a U.S. institution. According to a presentation by the Center for Global Engagement at Florida State University, ACERIMA is "an interactive experience that helps sensitize participants to some of the stresses and challenges that international students experience when preparing to come to the U.S. to study." Within the simulation are a number of roles, ranging from being a general ACIREMA facilitator, all the way to being a Passport Officer. Each Global Ambassador would be well versed in these

different roles within the simulation, so that both international and domestic students can receive the finest learning experience. Our policy group believes that this is just one of many possible role playing exercises that is paramount in helping to bridge the gap between both sets of students. As Dominic Scott, Chief Executive of the UK Council for International Student Affairs once said, “It is very important that integration takes place within the first few weeks [of classes.] [...] The good universities put a lot of time into orientation, mentoring, and volunteering programs-all of which can really help bring students and the local community together.” In summary, this emphasizes the importance of two key factors in the integration of international and domestic students to Penn State University: timing and interaction.

To continue the discussion of improving Penn State’s cultural awareness within the classrooms, our policy group believes in addition to our previous suggestion, that Penn State’s faculty also get involved in promoting a globally centered community. In order to fulfill this goal, Penn State should mandate its faculty training programs with respect to diversity. Currently, there are no faculty programs that address issues of diversity in the classroom. Our policy group recommends that a training program that acclimates faculty to the importance of inter-cultural learning will help Penn State move away from lectures solely based on American ideologies and values. As a global community, it is important that Penn State moves away from ethnocentrism in the classroom. Our policy group recommends creating a faculty development program similar to Purdue’s University program that “assists instructors to be stewards in optimizing and transforming classroom teaching and learning by integrating global issues, activities, and experiences into class content and learning objectives, so that all

students, international and national alike, have a venue for unique, realistic global experiences and global learning.” This program provided a number of suggestions for faculty that would ultimately lead them to being not just a professor, but as a resource for international students as well. Some suggestions included: “Developing and adding some aspect of global understanding in course content as a measurable learning objective,” and “Design[ing] in-class activities where all students are required to interact with each other, especially cross-culturally.” These are just some of the many suggestions Purdue University provides its faculty to help improve the learning environment within the classroom, from both a faculty and a student perspective.

## **Global Learning**

In order to expand upon and create greater international perspectives at Penn State, we decided to address not only the physical environment and campus at PSU, but the classroom environment as well. The physical presence of a global environment on campus needs to transfer into the classrooms as well for it to be truly part of the University’s culture. In order to combat an ethnocentric classroom, it is necessary that all professors are as aware of international students as possible in the classroom. As an American University, Penn State must be wary that lectures are not centered on the premise that the majority of the students in the room are American; this assumption unintentionally creates a mentality that pits America against the rest of the world. If Penn State claims to be a globally focused University, it must ensure that classrooms are not exclusively ethnocentric. This will benefit both domestic and international students by challenging each group’s preconceived notions of each other; ultimately redefining and

removing ingrained biases. In order for this to come to fruition, a global awareness education should be incorporated and expanded into faculty training curriculum.

This short introduction to a global education can be extended into the student's required blogging aspect of the class. First-year students can interact with current Penn State students who are studying abroad by commenting and reflecting on the students who are abroad's blog posts. This integrates two sets of students, and is a first hand experience with the global nature and focus at Penn State. A blog exchange would give first-year students a peer to interact with, who is learning and consistently reflecting on their experience abroad, a chance to see and understand another cultural viewpoint. In return, Penn State students studying abroad would be helping other students to grow, and have a consistent partner to reflect on their experiences abroad with. It's important to engage our first-year students right away, and the best way to do that is within the first-year seminar. Penn State Professor Taricani taught a CAS 470 non-verbal communication class that integrated met with Mizuki Moriysau from the Japanese club to organize a small group of students in the club. This class was a CAS 470-non-verbal communication class that went out to dinner with these Japanese students in order to help them with their English, and to use the experience for a project in class. Both sets of students were helping each other achieve their goals of either mastering a language or completing an assignment, in a way that provided a more valuable global education.

## Global Ambassadors

Within the Office of Global Programs are Global Ambassadors/Education Abroad Peer Advisers, study abroad returnees who volunteer their time to advise other students on education abroad opportunities at Penn State. These students explain program options, give an overview of the study abroad process, as well as provide anecdotal information from their own experiences. Evidently, Penn State has seen significant growth in Education Abroad participants. In 2011-12, Penn State recorded that 59.2% of students participated in semester or yearlong education abroad programs. While this is certainly a notable achievement for the study abroad department, there are issues that need to be addressed regarding the adjustment and integration of international students on campus.

One primary concern is that the Office of Global Engagement, housed within the Office of Global Programs does not possess the staff necessary to tend to the personal, social and emotional conflicts of Penn State international students. Every international student at Penn State has access to an adviser through DISSA, The Directorate of International Student and Scholar Advising that is trained to maintain their immigration records through a system referred to as the Student and Exchange Visitor Information System (SEVIS). In addition, every international student has a traditional academic adviser that assists them in scheduling classes, fulfilling major requirements, and providing insight into an academic plan. Yet, there is no designated place for international students to go to with problems and concerns that they are facing at the University..

Darla Deardorff, research scholar in education at Duke University suggests that, “It’s not enough to just provide orientation and give [international students] the basics; how do we continue to meet their needs once the ‘honeymoon period’ has worn off?” (Academic Impressions). Several institutions in the Big 10 conference and have

already taken strides to address this issue. For example, within Ohio State University's Office of International Affairs, there are scheduled Academic Success workshops presented by specialists from the Walter E. Dennis Learning Center. These workshops are intended to assist international students with a variety of academic tasks that range from writing papers to giving presentations. Beyond the academic realm, Ohio State also conducts Global Engagement Nights every Tuesday evening that allow both domestic and international students to exchange cultural information while making friends and having fun.

Another exemplary model of international student programming was executed by Binghamton University. Binghamton was recognized for its successful internationalization where guidance counselors are assigned to an international student to check on them on a regular basis for their progress and inform them of involvement opportunities. In addition, the Friendship Family Program consists of families from Binghamton University and the surrounding community who welcome international students to the community by offering friendship and assistance as part of the adjustment process (Friendship Family Program).

As displayed by these other universities, it is evident that international students require increased support beyond the traditional academic adviser and immigration records keeper that Penn State provides. In order to better serve international students at Penn State it is recommended that Global Programs expand the role of the Global Ambassadors to include: holding office hours to discuss social, mental, and emotional concerns that international students may have, present during First Year Seminars to introduce global engagement into the classrooms, and to provide student support beyond the Global Programs staff.

These already globally minded are ideal candidates for this role because many

global ambassadors return from their study abroad experiences wishing to engage with international students in efforts to quench their thirst for language and culture. In order to train these students to counsel and guide international students in their social, mental and emotional development, our group proposes that global ambassadors undergo a training similar to the course CSA 397A, which Resident Assistants must take in the preliminary process of their training. The aforementioned three-credit course is housed under the College of Student Affairs and is entitled: *The Role of the Resident Assistant*. The new global ambassador training program would be modeled in a similar fashion to this course but would instead be referred to as: CSA 400: *The Role of the Global Ambassador*. This class would also be 3 credits and available in the fall and spring to accommodate students studying abroad in either semester. The course CSA 400 would have the following objectives:

1. Analyze the role of the Global Ambassador to include: an interpersonal facilitator, conductor of cultural simulations, and counselor for emotional and personal concerns.
2. Learn the aspects of global leadership by participating in serious conversations and cultural simulations such as modeled by the Global Engagement and Leadership Experience through the Office of Global Programs.

With this additional training, global ambassadors will be able to have a significant impact on the international student experience by providing an additional resource to ensure their success at Penn State.

## International Student Module

Prior to the arrival of every first year student, he or she must engage with the online modules SAFE and AWARE that stress the realities of alcohol awareness and sexual harassment of the college experience. These concepts have been deemed important in the acclimation process of many first year students in their adjustment to Penn State. Our policy group hopes to apply this same principle to the implementation of an international student module. After interviewing Felix Weigel, assistant within the Office of Global Programs, our group discovered that many international students arrive at the University Park airport and are completely unaware of what the state of Pennsylvania looks like. They are also unfamiliar with basic aspects of Penn State such as the CATA Bus, and Nittany Lion Football team. Our group proposes that this international student module could be a collaborative effort between Admissions and the Office of Global Programs that would showcase:

1. Footage of the Pennsylvania area as well as the University Park campus
2. International and domestic students engaging with the Nittany Lion in a variety of languages
3. Pivotal Penn State clubs and activities such as THON

With the implementation of the international student module, our group believes that this will help alleviate some of the fear and anxiety that many international students have prior to arriving on campus. Once these international students possess the knowledge of the landscape of Pennsylvania, Penn State, and key terms that may Penn Staters use, they will feel more at home and welcome.

However, global awareness is a goal that both domestic and international students must strive for. In an effort to accomplish this goal, our group also proposes that

domestic students watch a 1-2 minute module introducing them to all the diverse aspects of Penn State and showcasing the array of countries represented by our international students. This will hopefully encourage domestic students to interact and engage with international students and their cultures or even immerse themselves with a study abroad opportunity.

## Needs Assessment

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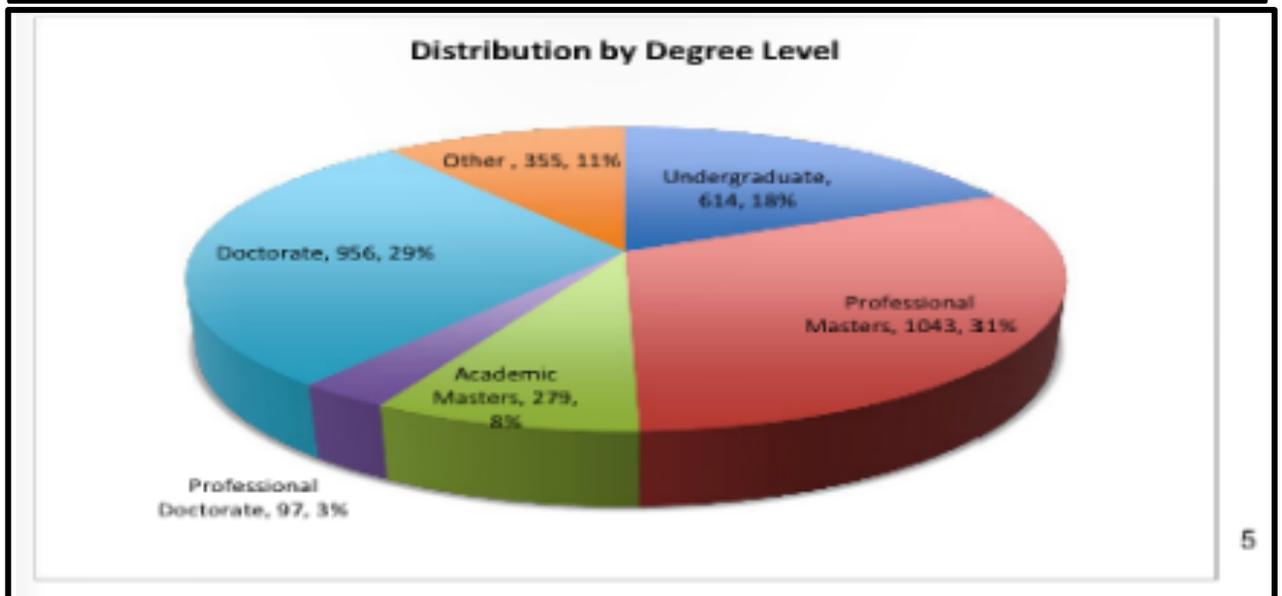
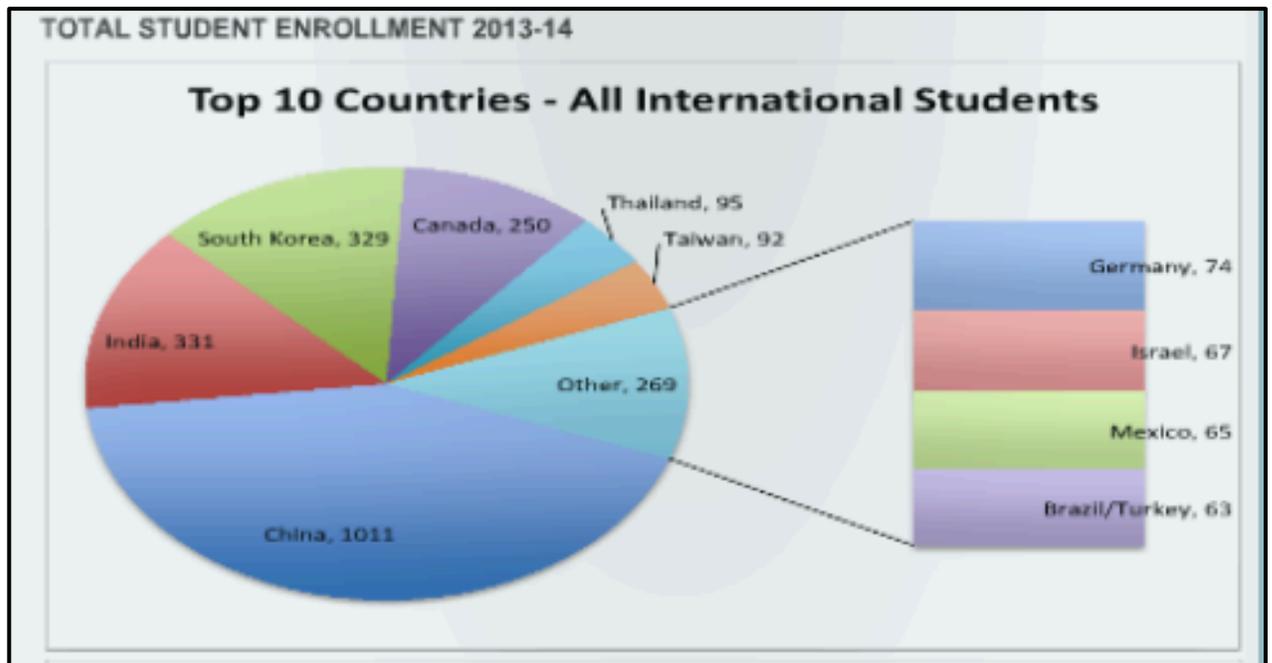
While this policy paper seeks to address the current problems international students face, along with creating a more global environment and education, often there is little to no data on international students here at Penn State. In order to address how international students are faring and to fully comprehend their current circumstances, there must be some measures in place to survey and quantify the current status and issues specifically international students face. When comparing Penn State with other Universities, especially within the Big Ten, it becomes evident how far behind Penn State is in taking the first steps to assess these needs.

Penn State currently conducts a PULSE survey to evaluate first-year students transition to University Park. The topics covered by the survey include students' first impressions of Penn State; their involvement in and the effectiveness of New Student Orientation (NSO), Convocation, and Welcome Week; and their familiarity with campus, class, and community expectations (New Students 2013). While this survey as a whole addresses the entire first-year student body at Penn State, it fails to differentiate the answers of domestic versus international students. To gain valuable insights into the transition for international students, it is recommended that a separate PULSE survey evaluate the transition of international students into the university to gain a better understanding of their needs.

Penn State is already behind other Big Ten Schools that have had these surveys in effect, such as Northwestern University, Michigan State, Indiana University, and Purdue. Northwestern University's International Office runs a statistical report each year by first detailing the basic layout of the international student body. This is an essential and basic step in first assessing and identifying this basic layout of the international student body.

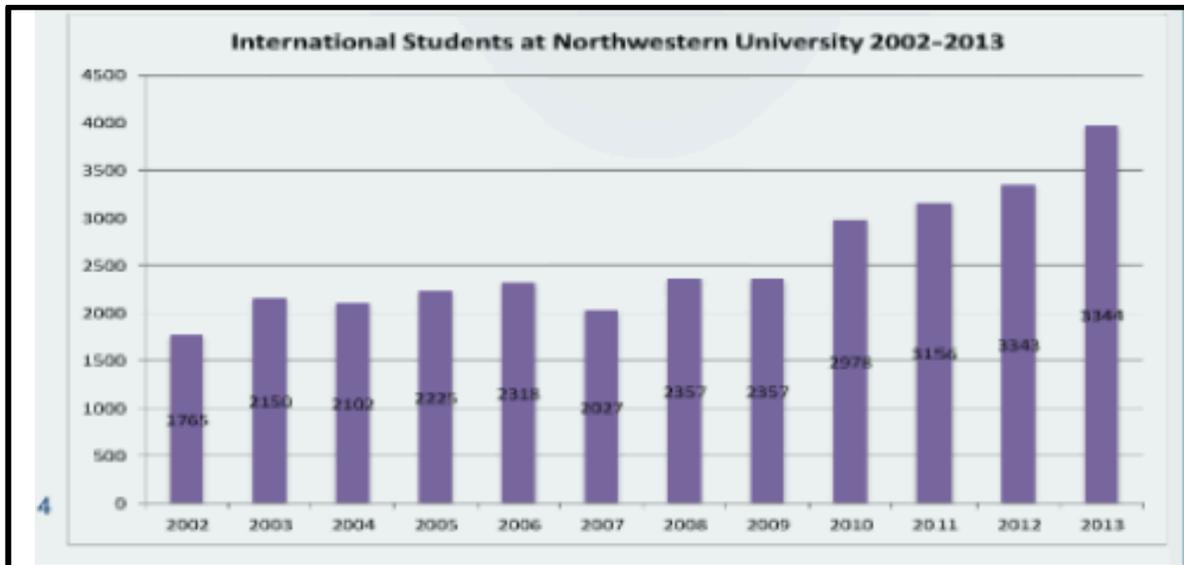
This assessment includes what number of international students are undergraduates, their countries of origin, gender, and current education programs at the University

(International Student Population—A Statistical Report by The International Office).



Additionally, Northwestern University is able to keep track of the trends in international student populations by comparing previous years quantifiable data, something that Penn State lacks. A key part of this survey addresses the educational

programs the international students are located in, an integral identification for a University to clarify in order to gain a greater understanding of who the international students are. Finding that the large majority of international students are concentrated in particular degree programs can also lead to a better and more focused allocation of services to these students if needs arise or identified.



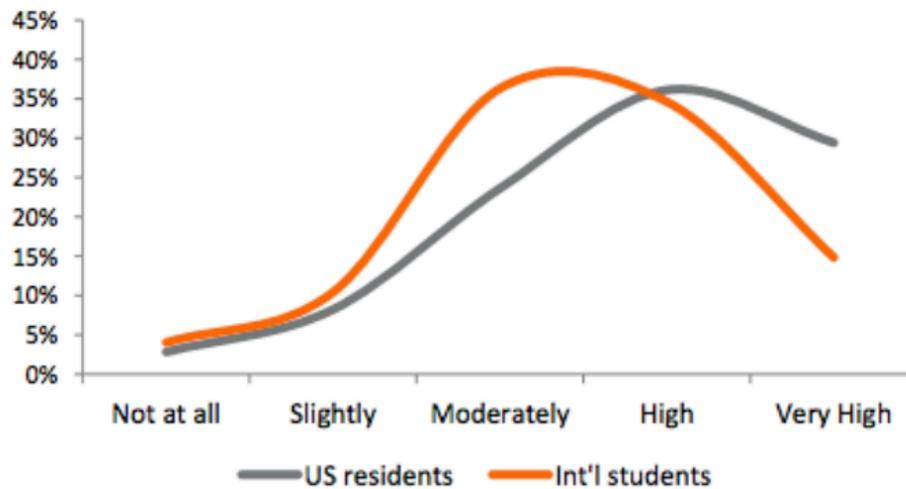
Purdue takes the needs assessment a step further by having Student Affairs evaluate the data and compare it with domestic student answers about their first-year experience. These comparisons between the domestic students answers and international students answers are a key component of a valid needs assessment for addressing international students. In an over 20 page PDF report available to the public online, Purdue measures factors such as students feelings of being connected in a community, involvement in co-curricular activities, and what courses they believe to be most difficult. Determining what courses international students struggle with is another way in helping to address where resources need to be placed to help them. Furthermore, understanding international students' sense of community and feelings of involvement in the community

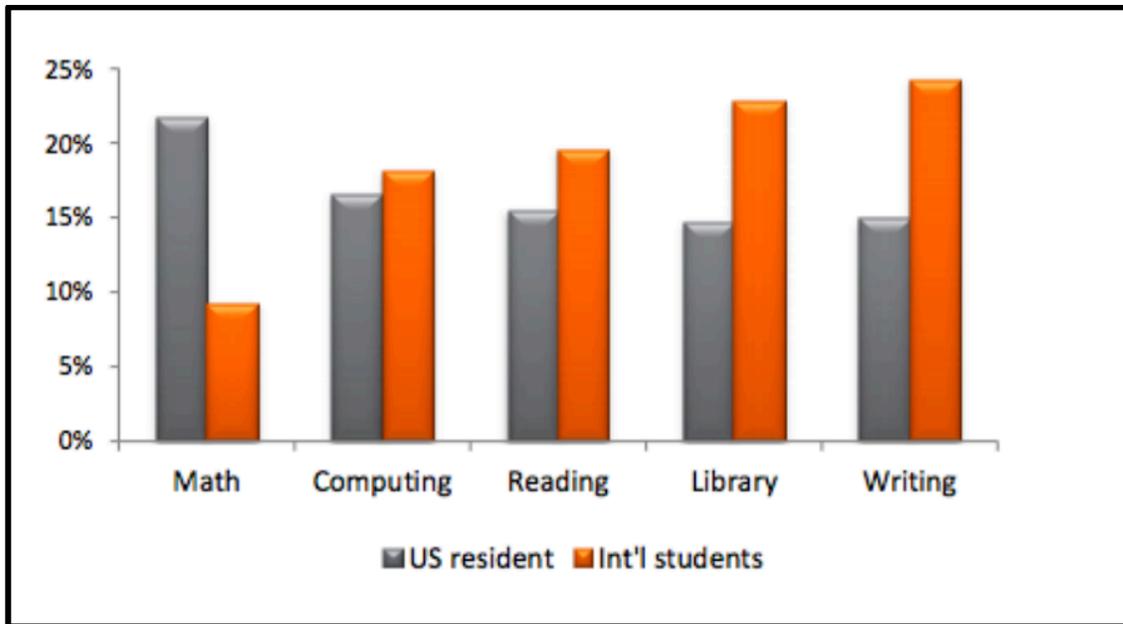
compared to domestic students can help to further determine if there is a gap between international students and the surrounding community that needs to be addressed.

**Table 1**  
**Responses to 10 key measures of student satisfaction**

	International		US Resident	
	Mean	St Dev	Mean	St Dev
My social needs are met	3.46	0.935	3.78	1.037
I feel I belong at Purdue	3.50	0.941	3.78	1.087
Purdue has helped me transition to college	3.57	0.939	3.69	1.029
Purdue is a good value	3.60	0.842	3.75	0.941
Purdue has helped me succeed as a student	3.68	0.877	3.72	0.993
My academic needs are met	3.69	0.879	3.95	0.895
Purdue is a good place for students like me	3.74	0.854	3.92	0.976
Purdue is committed to students' success	3.76	0.895	4.02	1.008
I am satisfied with Purdue	3.81	0.901	4.15	1.036
I would recommend Purdue to friends	3.82	0.924	4.24	0.951

**Chart 4**  
**Adequacy of co-curricular opportunities**





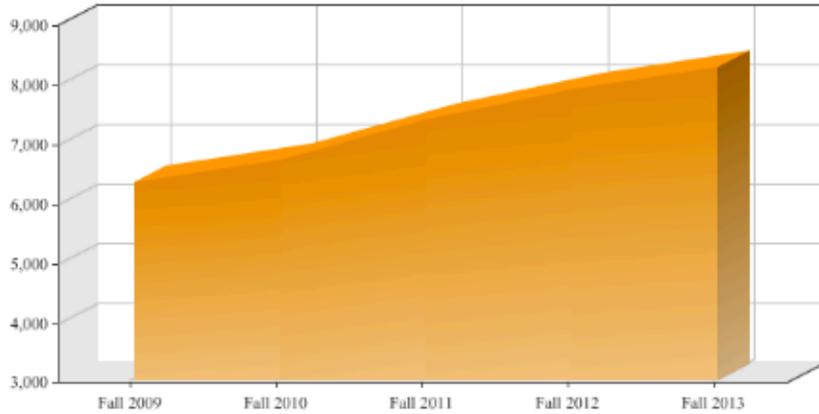
Additionally, Indiana University has an organized online graphing system to compare trends from the international student surveys over the subsequent years, along with a page of resources to further understand the statistical data about the international students at the university. Indiana University provides all of the resources for international students on this page as well, creating a singular place for the students to seek all of the resources needed. A crucial step Penn State needs to take is assembling the data that would be gathered from a comprehensive needs assessment, on a navigable web resource. Currently, the little information Penn State does have about international students and for them is scattered around various websites and departments.



# iStart

online services for international students, scholars & staff

UNIVERSITY-WIDE INTERNATIONAL STUDENT ENROLLMENT TRENDS



	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Enrollment</b>	6,340	6,724	7,400	7,917	8,293
<b>PCT Student Body</b>	6.38 %	6.64 %	7.26 %	7.76 %	0.00 %

**General Filters**

Campus

Academic Level

Field of Study

Gender

Immigration Status

**Citizenship Filters**

Country

Sub-Region

World Region

Continent

Show New Students Only

Use Official Census Data

**Student Reports**

- [Fast Facts](#)
- [Enrollment Trends](#)
- [Enrollment by Campus](#)
- [Academic Level](#)
- [Top 10 Fields of Study](#)
- [Top 10 Countries](#)
- [World Regions](#)
- [Visa Classification](#)
- [Gender Distribution](#)
- [Graduation Degrees](#)
- [Financial Support](#)
- [Contribution to Indiana](#)
- [Top 20 U.S. Institutions](#)

**Scholar Reports**

- [Total Participation](#)
- [Primary Purpose](#)
- [Top 10 Specializations](#)
- [Top 10 Countries](#)
- [World Regions](#)
- [Visa Classification](#)
- [Gender Distribution](#)
- [Financial Support](#)

Damon Sims described how the office of Student Affairs addresses assessing the international students at Penn State. The office of Student Affairs has a lunch with randomly selected international students, who are then told they can invite one other international student friend to make them more comfortable in attending. Around 20-25 colleges heads within Penn State University are present at the lunch to sit with the students and have conversations about their student experiences. At this point, a comprehensive list of what these students list as their needs would be extremely helpful in assessing their experience at Penn State. Pairing this more qualitative survey with a quantifiable survey would provide a more holistic understanding of the current situation of international students at Penn State.

Without these types of assessments in place, it will become impossible for Penn State as a University to address the needs of the students. Penn State has been behind other Big Ten Universities that have these measures in place to identify the status of their international students on campus. These surveys provide valuable information that can be utilized by Global Programs and Student Affairs to improve the Penn State experience for all students, and to allow the university to fully comprehend the trends in regards to the international student body. If Penn State as an institution doesn't take steps to understand the international student body, it communicates a lack of desire and interest in these students. Institutional support is required for these assessments to be carried out. As a final step, once these assessments are in place, there needs to be a clear and navigable web resource to view these results. To date, the limited information about international students is scattered throughout various Penn State websites, without a space designated to understanding the current international student makeup at Penn State.

## Conclusion

The measures proposed above may seem relatively simple; however, our policy group believes that these cost-effective measures will be instrumental in increasing global awareness at Penn State. In the words of the incoming president, Dr. Eric Barron, “Penn State, already well-known for its high academic standards, its innovative research, global vision and unmatched public service, is well-positioned for the future and for creating more opportunities for students, as well as for the commonwealth of Pennsylvania.” In reviewing this statement, it is important to remember that one of the qualities that renders Penn State as one of the world’s top institutions is its global vision. In order to maintain its reputation as a leader in higher education, the University must implement changes at an institutional level to foster global appreciation and cooperation, creating a global environment in which domestic and international students can thrive together.

Penn State’s administration can accomplish this goal by developing a needs assessment process for international students, and expanding on the already existing Global Ambassadors program, by extending its services to address those needs. Additionally, by erecting physical reminders of the diversity at Penn State and incorporating a more global focus into the classroom, the administration would be raising a global awareness on campus, the first step to allowing both domestic and international students to become more globally engaged citizens.

The world will continue to become increasingly globalized, and so will our institution. However, our community cannot be considered truly globally successful until the needs of all of its members are correctly assessed and met. Penn State is currently falling behind other Big Ten Universities in its efforts to achieve a more cohesive global community. Our University can choose to be content with our current state, or we can seek to grow further by implementing changes where they are desperately needed. These small steps

require little additional resources, but rather a commitment to the value of a global education at the University Park campus, with which comes a great potential for a significant positive growth of the University.

“PENN STATE, ALREADY WELL-KNOWN FOR ITS HIGH ACADEMIC STANDARDS, ITS INNOVATIVE RESEARCH, GLOBAL VISION AND UNMATCHED PUBLIC SERVICE, IS WELL-POSITIONED FOR THE FUTURE AND FOR CREATING MORE OPPORTUNITIES FOR STUDENTS, AS WELL AS THE COMMONWEALTH OF PENNSYLVANIA.”

– INCOMING PRESIDENT ERIC BARRON

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