Picture Your World Photo Contest

University Office of International Programs
The Pennsylvania State University
410 Boucke Building
University Park, PA 16802-5900

Return Service Requested
Partner with the faculty to make global citizenship a hallmark of teaching and learning. Partner with colleges and campuses to foster vigorous internationalization. Partner with global institutions to enhance Penn State’s global presence and leadership. Create accessible centralized resources to support Penn State’s global engagements. 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 the English language 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 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.

The University Office of International Programs’ (UOIP) strategic plan uses an overarching network of 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 existing international partnerships which serve as modal GEN nodes.

While GENs, which will serve as the primary vehicle for achieving global leadership in scholarship and international engagements, are in development, strategies for significantly enhancing our education abroad offerings, our services for international students, and the internationalization of our campuses. These enhancement strategies are largely informed by recommendations from a broad spectrum of faculty members tasked with helping to develop strategic direction for internationalizing the University. Many of the initiatives proposed here are direct responses to the recommendations of these faculty task forces, as well as the those proposed by internal UOIP 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.

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.
The imperative is very strong, because after all, they will be working for the next 30-40 years in a global community. Therefore, by engaging students early with countries around the world, students will be both impacted and have an impact on the global community. This engagement will eventually enable students to travel the world with a comprehensive empathy for humanity as a whole.

In the past few years Penn State has entered a period of rapid globalization. As a national powerhouse, according to the Washington Monthly, in 2006 Penn State was ranked third in terms of contributions to the public good among American Universities. While the University produces an incredible amount of output with global relevance, important areas such as energy, environment, security, global health, and poverty alleviation must be addressed first hand. Penn State must now transfer its agency to address and benefit the rest of the world.

In terms of strategy, to fulfill his ambitious vision, Dr. Adewumi likens it to a “three-sided coin.” One side says “go,” the second says “come,” and the third, “strategic partnership.” The “go” side of the coin emphasizes studying abroad, but not simply in European countries. The most popular study abroad programs at this time are Eurocentric with the majority of students traveling to Italy, Australia, or Spain. Dr. Adewumi stresses the importance of traveling to countries such as China or India to broaden students’ perspectives and develop better understanding.

Flipping the coin over, the “come” side illustrates the necessity of integrating international students and scholars into the Penn State Community. Many students travel to the United States to pursue a world-class education, but top notch institutions are emerging all over the world and Penn State needs to be ahead of the pack. This is where the third side of the coin, “strategic partnership,” becomes essential.

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In the spring semester of 2006, Penn State's College of Communications sent its last group of students overseas to the distinguished Manchester Study Abroad Program. This exchange between Penn State and Manchester University began more than forty years ago. The program flourished to become the signature study abroad offering of the college until the last year. Since 1971, more than 750 Penn State students have spent the spring semester studying Mass Communications in Manchester, England.

In 2004, the University of Manchester Institute of Science and Technology (UMIST) and Victoria University of Manchester merged to become The University of Manchester. Administrative decisions made during this merger led to the discontinuation of the Manchester Study Abroad Program as it was no longer supported in the new structure.

The good news is that the friendships and camaraderie developed during this study abroad experience continue for many alumni of the program. The Manchester Program Alumni Interest Group (AIG) provides an opportunity to reunite or regain contact with Penn State, the College of Communications, the University of Manchester, and other Manchester Program alumni. The Manchester Program AIG provides a base of networking and support to help fellow alumni and current students reach their full potential.

In spite of losing the Manchester Program, the College of Communications has the third highest percentage of students studying abroad among all the units at University Park. The tradition of enhancing undergraduate education with an international experience continues to be valued and emphasized with the development of new international internship possibilities, as well as flexible summer offerings.

By Jennifer Miller, Journalism'08

While the auditorium was filled with students eager to see the world, I was filled with a sense of déjà vu—worrying about how to study abroad into a specified Journalism curriculum dissipated. I was comforted by the variety of programs, scholarship opportunities, and guidance that the College of Communications provided in making this invaluable experience work with my degree requirements. With lots of advice, a scholarship to fund my trip, and a burning desire to improve my French, I began the adventure of a lifetime.

As I was walking my usual path to the metro past the many students at Penn State and twenty in South Africa. Faculty at both institutions conducted classes via video conferencing. The students and professors discussed issues and enriched their classroom experiences with the trans-Atlantic connection.

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When I arrived at my home stay, a place that I hoped would not only help me become fluent in French, but give me an authentic experience. As I arrived, Madame Clement, a gentle, French woman, greeted me. Her warm embrace not only made me feel welcome, but helped my fear to subside.

Although the next few days passed quickly in a blur of jet lag, nothing could hold me back from my new adventure. As I wandered the winding streets of this charming city, my expectations of romantic cafes and the smell of baguettes permeating the air came to fruition. I took in all that Paris had to offer on my first day in this captivating city.

By Barbara Bird

The The Most Rewarding Challenge

By Jennifer Miller, Journalism’08

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Logan explained that there are many places in the world that have water, but it is either inaccessible or in need of treatment such as desalinization. The accessing or treatment processes have high energy costs which in turn create greater energy needs, critical in a time of increasing water shortages. From a global perspective, one billion people lack safe drinking water and two billion lack adequate sanitation. These are the same people who have the least access to energy.

Logan places a lot of stock in the incentives for the people/area to be granted such technology like the microbial fuel cell. It is not enough to go into a suffering region and build a waste water treatment plant; when something goes awry or breaks, a “that’s-all” mentality tends to pervade and the system never works again. In these situations there is often no plan to do anything about it when machinery so work can continue. But if it is a microbial fuel cell that treats waste water, powers pumps for drinking water, or runs a cell phone tower, there are incentives to do repairs.

In strong alignment with KAUST’s mission, this research is appealing to the university in their desire to work in the areas of renewable energy, the environment, and their ambition to do work that will help the world.

Logan was quick to attach the caveat that this technology, especially in the sense of practical/mass use, is not going to just magically appear tomorrow. He believes it will require the investment of visionaries looking forward several years down the road.

While many visions of hope surround the anticipated oasis of higher education in coastal Saudi Arabia, KAUST is not without its skeptics and critics. Concerns are surfacing over the artificial nature being established by the extravagant spending on these compounds. Questions are raised not only about the construction of these scholastic safe houses in the Middle East, but also about the necessity of partnering with the world’s leading research universities. Many view these endeavors as the importing of a people and of an environment, and the setting up of an artificial society. Some have gone so far as to dismiss these endeavors as a “Disneyland in the desert” that is using high-profile education projects to garner international prestige rather than build a truly intellectual community.

Logan looks at KAUST as a sort of gated community, run as an autonomous entity, much like a private university in the United States. Upon stepping outside the academic refuge that KAUST’s walls will provide, however, individuals are automatically subject to Saudi laws and governances. One of the most conservative nations in the Middle East, Saudi Arabia is not well-known for its human rights initiatives, and this obviously raises pragmatic concerns.

Logan has his own concerns about how people are treated in this area of the world, in particular women. While he doesn’t fully understand how Saudi culture functions in terms of human rights, or lack thereof, he remains optimistic and fortunate such an opportunity for funding and collaboration. He hopes that through his travels and interactions with KAUST and Saudi Arabia and its people and culture, he will witness a positive side to that area of the world.

A hint of apprehension is apparent when Logan talks about his adventures in the Middle East. Thus far, his work has enabled him to travel to both Europe and Asia for extended visits. Back in 1993, he received a Fulbright Scholarship which took him and his wife to Germany, where they resided for six months along der Bodensee (Lake Constance), at the confluence of Germany, Austria, and Switzerland. At the time, Logan was studying particle dynamics at the Limnological Institute at the University of Constance.
The prestigious and multifaceted Fulbright program has enabled students and scholars from across the nation to study, engage in research, and teach in nearly every country in the world, and has brought thousands of students and scholars to the U.S. for similar activities. The program operates on many levels, fostering not just the traditional exchange of university faculty, but also students seeking advanced degrees, elementary and secondary school teachers and administrators, and research analysts for a variety of purposes.

The Fulbright portfolio, sponsored by the U.S. Department of State and administered through the Institute of International Education (for students); the International Institute of Education (for university faculty); adjusts to current trends and facilitates the development of new programs.

Although she was also engaged in writing her book, Trauth was undaunted by the simultaneous teaching load. Instead, she was grateful for the opportunity to share her ideas and results with students, saying “there is nothing like teaching to help you understand and articulate what you’re doing.”

Karen Keifer-Boyd

After five months in Finland, Karen Keifer-Boyd, professor of art education, returned to Penn State to recount her experiences during her Fulbright Lecture and Research Award. From August to December 2006, she engaged in research on the topic, “Technology as a Cultural Interface: Pedagogical Perspectives in Art Education” and taught at the University of Art and Design in Helsinki, Finland. Her class was a diverse group of graduate students from Germany, Estonia, Finland, Uganda, and a bevy of Finns. The majority of her visitors are from Ukraine, making him a veritable intellectual bridge from Penn State to that country.


Michael Naydan

Michael Naydan, Woskob Family Professor in Ukrainian Studies in Penn State’s College of the Liberal Arts, had his first Fulbright grant in 1998-99; in 2006-07, he returned to the same city, Lviv, Ukraine, for a second Fulbright.

Naydan, author-translator of 13 books and nearly 100 other publications in scholarly and literary journals, is well known in Fulbright circles for sponsoring a record number of visiting Fulbright scholars—he is currently hosting number 30 and there are at least two more to come. The majority of his visitors are from Ukraine, making him a veritable intellectual bridge from Penn State to that country.


Eileen Wheeler

Eileen Wheeler, a professor of Agricultural Engineering at Penn State, spent her Fulbright experience in Norway, where she worked at the Norwegian University of Life Science. Wheeler and her husband both spent their sabbaticals in Norway with their two children, but they extended their stay from six months to a year so Wheeler could accomplish the Fulbright research. The Fulbright program was very supportive and helped Wheeler’s family adapt to the culture and language of Norway, but her two boys, 11 and 13, were not thrilled with the prospect of leaving their friends in America for a year. Afterwards, however, they returned to America speaking Norwegian and with a greater perspective of the world. Not only was the experience enriching for her children, but Wheeler also took home successful research, a journal publication documenting her project, and collaboration ideas for the future.

Eileen Trauth

Eileen Trauth

Eileen Trauth, associate dean for diversity outreach and international engagement, continued her research in the field of information science and technology and its relation to gender with a second Fulbright to Austria this past year.

As a Fulbright Distinguished Chair in Gender Studies at the University of Klagenfurt, Austria, Trauth taught three classes she developed while researching and writing a book. Her interests were informed by a sabbatical in Australia in 2009, work that led her to focus on the role of culture, politics, and aspects that influence gender in the IST Field. “One thing I’ve learned,” she explains, “is that the relationship between gender and the information technology field varies from country to country.”

In order to explain these variations, Trauth received a grant from the National Science Foundation and used it to conduct 200 interviews with women working in the computer field in four different countries. Her research examines a theory that explains the underrepresentation of women in the computer industry and what society can do to change it.

Suet-Ling Pong

A celebrated faculty member at Penn State, Suet-Ling Pong, professor of education (educational theory and policy) and sociology, has greatly influenced global awareness at the University through her leadership, research, and curriculum development. A Fulbright grant to the Chinese University of Hong Kong in 2007 furthered her research on the topic, “Mainland Chinese Immigration to Hong Kong: Implications for Family Effects on Children’s Education.”

Through extensive work overseas, Pong has produced influential research and developed innovative courses.

Although she was also engaged in writing her book, Trauth was undaunted by the simultaneous teaching load. Instead, she was grateful for the opportunity to share her ideas and results with students, saying “there is nothing like teaching to help you understand and articulate what you’re doing.”

Her interest in gender studies was sparked by observations as early as high school when she attended an all-girls high school. “At the time I was in school, you would not have had many women being class presidents,” she notes. “In an all-girls’ school, there are more opportunities for leadership.”  

(Continued on page 10)
Karen Keifer-Boyd (continued from page 8)
desired topic. “By using the dynamics of language,” she says, “We could dig deeper into meanings and really understand the ideas they’re trying to convey.”

Although culture and communication are important, the basis of Keifer-Boyd’s teaching and research remained in the related field of new media. At the time of her acceptance to the Fulbright program, the University of Art and Design had recently established a state-of-the-art new media program, offering a perfect match for her aspirations. In her research, Keifer-Boyd co-created a new media art curriculum based on actor-network theory, a process that offers insights in interpreting cross-cultural collaborations. The curricula, designed for grades 4-9, includes the use of a Web-based, game-like interaction called CyberHouse that she developed before coming to Penn State.

Upon her return from Finland, Keifer-Boyd continued her Fulbright work through collaborations with colleagues in the United States, however, she says she would not have met at the University of Art and Design in Finland who is also a professor at Makerere University in Uganda, they created an exchange between their students. While teaching in separate locations, they communicated through blogs, exhibitions, and images of their work. The project, Intertextual House, resulted in an exhibition in the Diversity Room of Penn State’s Pattee Library and the Library of Congress in Washington D.C. Keifer-Boyd says they worked together in part because by experiencing what the writers experienced in their works, I could do the same thing, go to these places and I could understand so much more, and in a much deeper way.”

Ukraine, Naydan explains, while wonderful in many ways, still has some archaic attitudes, particularly regarding women. Female students have more opportunities in the U.S., and Pennsylvania State University offers research and teaching in ways not possible back home. Most continue to on schools in the States for further study, since job prospects are also limited for women in Ukraine. Even the Ukrainian educational system is patriarchal; for example, the University of Lviv has only one woman department head and one female administrator.

Naydan’s second Fulbright grant yielded three books, one of which, The Grand Harmony, is a translation of the work of Bohdan Ihor Antonych, a superb Ukrainian poet who died tragically in 1937 at the age of 28. Naydan himself painted a cover for the book, which was published while he was there, and did TV, radio and interviews in conjunction with its distribution. He also did an hour-long National Radio broadcast with his good friend, poet Viktor Nebojak. He had completed a translation of Nebojak’s 1990 collection of poetry, The Flying Head and Other Poems, in 2004. The book, published by Sibene Slovo Publishers, was named Poetry Book of the Year in Ukraine in 2006.

Being one of the foremost translators of Ukrainian literature into English also makes Naydan well known in the U.S. One of his long-range goals is to publish a book on each of the five great Ukrainian poets of the 20th century: Pavlo Tychyna, Mykola Berezhan, Maksym Ryldyk, Bohdan Ihor Antonych, and Viktor Nebojak. He just completed his fourth, and will have only one left.

Naydan notes that “in addition to an impressive list of published books” he has two more on the way, thanks to his Fulbright grants and the connections developed as a result of his visits to Ukraine. He has just submitted the manuscript for Suet-Ling Pong (continued from page 9)

trans-nationally. Her research and observations uncovered a gap that no one had studied in cultural and industrial influences between the United States and other countries, the type of social and industrial policies that are useful for understanding the variation in societies across nations.

As a result of their Fulbrights, she says, “we have learned that the countries are not as different as we thought. They are trying to develop through advanced industries such as IT,” Trauth explains.

Since she knew how the post-industrial industries played out in Boston’s Medison Valley, she compared those results with a different kind of society in Ireland, one without an industrial base. As it emerged from an agrarian society, Ireland offered variation in the cultural and industrial influences that were useful for her research.

As her research comes together, she will form a theory of Individual Differences, which highlights the variation between women, cultural influences, birth order, education, family influences, significant others, and individual personalities. She explored these topics in her 200 book interviews and with the data and observations gathered in Ireland, will lead to a book about American women within an international context. In addition to her book, Trauth will also become Associate Dean of her College; Diversity, Outreach, and international Engagement.

After she finishes the Fulbright, she will then continue her scholarship on culture and communication in the United States as opposed to those in other countries. Single mothers in the U.S. have difficulty supporting education for their children; other countries have friendly welfare policies that offer mothers such things as health insurance, subsidized childcare, and nutritional supplements. Using the results of this study, Pong further investigated welfare policies through case studies across nations, which led to a special interest in immigrant communities.

Pong’s present work follows this thread. She is currently studying assimilation and success in school systems within immigrant communities in the United States, Canada, and Hong Kong. In addition to the Fulbright award, Pong also received an award from the Spencer Foundation, an organization that funds grants to promote innovative research in education policy and practice.

Upon returning from her Fulbright, Pong developed many international collaborations. She has had several continuing education and immigration. Since immigration is a growing concern globally, it is critically important that Penn State students understand the factors and difficulties of a growing international community.

Eileen Wheeler (continued from page 9)
more when they’re born while the sow desires to stay at room temperature. The scientists had to create a heat barrier that would draw the piglets away from the sow, keep them warm, and protect the piglets from being stepped on. In addition to studying the effects of the heat barrier, Wheeler also studied how much room the piglets and sows needed as well as the resulting welfare benefits. “It was just something I wouldn’t have done at home,” Wheeler explains, “but I’ve gone back to Norway. I was actually there last week.” Although her piglet research continues, as does her collaborative work with the Norwegian researchers, Wheeler has returned to Norway to collaborate on a new project with the colleagues of her Fulbright Scholarship.
The course, ENGL 298A – Florence & Rome: Italian Culture, Art, & History, provided an introduction to Classical Roman and Renaissance art, architecture, and engineering with an emphasis on cities as “built ideas suffused with cultural memory” (David Mayernik, *Timeless*). The Romans’ focus on Cities, The Idea of the City, and Librarian first-hand reflect the grandeur of the city. In a novel approach, the English professor collaborated with the librarian to include a library research component in the course. Students were introduced to major American icons (for example, the architectural ... used their skills to independently organize train transportation to and from the Philadelphia airport for the group.

The third course was ENGL 299 – Foreign Studies: Viva Italia!, which featured the stay in Italy, where students resided in two major centers of western culture—Florence and Rome. During their five-day sojourn in Florence, the group visited the Piazza del Duomo, the Galleria degli Uffizi, the Palazzo Vecchio, the Galleria dell’Accademia, the Museo del Bargello, San Lorenzo and Tombe Medici, the Palazzo Pitti, the Museo de San Marco, Santa Maria Novella, Santo Spirito, and the Palazzo Medici-Riccardi. During their five-day stay in Rome near the Colosseum, they visited major cultural sites such as, the Palatine Hill, St. Peter’s Basilica, the Vatican museum, the Colosseum, the Forum, the Catacombs, the Pantheon, Bernini’s Four Rivers Fountain, and the Trevi Fountain.

It was that the students were professional Italian travelers, comfortable in the city. Indeed, in a daring act of independence, students spent the last day in Italy on a trek outside the city. What better way to bring literature to life than to immerse yourself in the culture and history in which it was written. – Kyle Anderson

I felt somehow as if I had taken yet another step into the flow of history: becoming one with the geniuses who thought, worked, and lived before me. – Corry Houpt

I looked deeper than the marble, or the canvas. I looked at why they painted the painting, sculpted the art, or lived life the way they did. I felt as if I knew them. I did as you said, which was to talk to the dead. – Joseph Maello.

The above quotations are comments by Penn State Mont Alto students about their May 2007 study-abroad experience in Italy. Because the Mont Alto campus is located in a rural area, many students have never been exposed to an international experience. At the end of the Spring 2007 term, however, eight students (seven of them local residents) accompanied by two Mont Alto faculty members spent ten days in Italy. Despite the fact that this was a short-term program, it was specifically designed to maximize the experience by including a number of unique aspects such as academic rigor, experience in independent travel, and required post-trip reflections. Other unique qualities included local fundraising activities to support the trip, and collaboration on the program between the English faculty member and the campus head librarian.

**Academic Rigor**

The Program offered a three-course program of study for a total of seven credits:

In ELSH 301 or 301H – Globality and Literature, the group studied the literature of the Italian Classical, late Medieval, and Renaissance periods, with emphasis on Florence as the primary birthplace of the Renaissance through the study of major texts in English. Some representative authors included Virgil, Plautus, Dante, Petrarch, Boccaccio, Machiavelli, Galileo, Michelangelo, and Leonardo Da Vinci. This course provided the background necessary for an understanding of the importance of Renaissance Italy in helping to make modern Western culture what it is today.

The course, ENGL 298A – Florence & Rome: Italian Culture, Art, & History, provided an introduction to Classical Roman and Renaissance art, architecture, and engineering with an emphasis on cities as “built ideas suffused with cultural memory” (David Mayernik, *Timeless City, The Idea of the City,* the Romans’ focus on the importance of a “sense of place” in their creation of the metropolis and the forum as centers of culture, and Roman interest in changing the environment to reflect the grandeur of their civilization. Also included was practical preparation for the trip (information about passports, the Euro, metro and train travel, safety issues, and practice in map reading and basic Italian language skills). In addition, students began preliminary research on a paper which was to be completed after their return from Italy.

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**Experiences in Independent Travel**

One of the major goals of the project was to give students the kind of experience that would make them feel confident enough to travel internationally on their own in the future. In order to enhance student opportunities to interact with Italians and to gain experience in independent travel, a guided tour of Italy was included in the program.

During the spring, students began honing their travel skills with a visit to Washington, D.C. to learn about Italian influences on U.S. culture. The trip included travel on the Metro to provide practice in negotiating public transportation. The group toured the capitol building (through arrangements with the local congressmen) in order to see firsthand the contributions of Italian artists and artisans to the most prominent American icons (for example, the architectural relationship between the capitol rotunda and the Pantheon in Rome). In May, students used their skills to independently organize train transportation to and from the Philadelphia airport for the group.

The class stayed outside of Florence in a small hotel in Prato. Prato is a medieval town, home to newly restored Filippo Lippi frescoes in the Cathedral of Santo Stefano as well as a contemporary art museum. But most importantly, it is not a center for tourism. Students explored the town and practiced their Italian on local residents. They quickly became acclimated to la dolce vita in a typical Italian town (in their reflections after the trip, many students said that the stay in Prato was the best part of the trip). An added benefit was that they learned to negotiate the Italian train system used for the daily commute between Prato and Florence. Thus, by the time the group reached Rome, the students were professional Italian travelers, comfortable taking the subway, the bus, or walking about the city. Indeed, in a daring act of independence, students spent the last day in Italy on a trek outside the city of Rome in search of the Via Appia Antica catacombs.

**Reflection**

Students were given a month after the trip to complete and hand in semester-long journals, research papers, and end-of-trip reflections on their experiences. In addition, the students gave individual presentations about the trip to the campus community in September 2007 as part of the library’s Cultural Events Series.
The academic and cultural immersion experience that has been planned for the visiting German students is a natural outcome of Penn State’s commitment to internationalization. Penn State Abington brings the world to our campus,” said Dolores Raifer Arevalo, coordinator of international affairs. “Students who are interested in German language and culture will have the opportunity to meet and spend time with the Hof students. In addition, the visit of the German students to our campus may inspire Abington students to participate in the one-for-one student exchange.”

In return, the University of Hof welcomed a group of ten Penn State Abington forges special relationship with German University. Four of the five Abington students received scholarships from DAAD, The German Academic Exchange Service, which covered tuition and room and board as well as a percentage of the airfare.

Building A Relationship

Over the past decade, Abington and Hof University have developed a personally beneficial relationship starting with small-scale student exchanges and working towards a more substantive partnership. Hof University of Applied Sciences was established as part of the Bavarian Institutions of Higher Education in 1994. Enrolling approximately 1,200 students, its mission is “to provide a relevant, practical education at a high academic level to satisfy the needs of a modern economy.” The University is located in a scenic area of northern Bavaria; the city and surrounding area has a population of approximately 33,000 and offers many cultural diversions.

In many respects, the educational philosophy at Hof is compatible with the goals of Penn State’s BSB and IST programs. Program offerings at Hof include business management, international management, business information technology, marketing engineering, and information technology. Internships are also available. The school has an international office to assist foreign students. Hof’s “Club International” pairs each visiting student with a German student mentor to help answer questions about university life and leisure activities.

The trip was a powerful experience of multicultural exchanges of sightseeing adventures, food, movies, and educational values and a chance to establish long-term long-distance friendships.

Spring Program

In March 2008, the Abington campus welcomed 15 business students from the institution 4,000 miles to the east. In an effort to welcome them to campus, the visiting students were each assigned a “buddy” from Penn State Abington. Thanks to email correspondence before the trip, the visitors had a good idea what to expect by the time they arrived at Abington.

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Although the academic calendar is different for the German students enrolled in the school’s degree programs, Hof presents a curriculum during the fall semester exclusively for foreign exchange students that allows them to study core courses, encounter international business environments, and satisfy the intercultural requirement of general education. Students enroll in junior-level courses in business administration or information science technology (taught in English) while they gain valuable international experience.

He holds a visiting professor title at the Harbin Institute of Technology (HIT) in China as well, where he not only meets with faculty and students as a colleague, but is also able to directly advise students if he chooses.

Logan says, “As a former Fulbrighter, you have this sense that…that’s part of what it’s all about: trying to break down international barriers by meeting with people, influencing them. And hopefully they influence you, and all in positive ways,” concluding, “I do live in an interesting time.”

The session offered two programs, SAP Enterprise Resource Planning (ERP) software (from a programming or business aspect) and Microsoft .NET Web Service Oriented Architecture (SOA) programming. The Microsoft course, which features students working in small groups on realistic cases and developing an IT strategy for an enterprise, was team-taught by Oakes and a German professor at Hof. The ERP systems course, an introduction to the world of SAP, provides fundamental knowledge in logistics processes and an overview of different processes in financial accounting.

The Penn State students enjoyed sharing classes with international students from all over the world. The group also participated in company excursions to the Siemens Medical MRI manufacturing site, the BMW manufacturing plant, and Dronco Cutting Abrasives location. Weekend trips included the capital city of Berlin and the fabulous cities of Munich and Nuremberg.

Looking to the future, I am able to see how the classes I took and the experiences I had added to more than just my journalism degree. In Paris, I developed the confidence to assist foreign students. Hof’s “Club International” pairs each visiting student with a German student mentor to help answer questions about university life and leisure activities.

Programs.

“Though my time in Paris all too quickly came to an end, I was able to bring with me more than souvenirs from my study abroad experience. With many new friends and memories, Paris proved to be the most rewarding challenge I could have asked for.”

For more information on this program, contact Dolores Raifer Arevalo at 215-881-7541 or dar35@psu.edu.

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KAUST Connection (continued from page 7)

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For more information on this program, contact Christina Manbeck wrote this story while serving as interim public affairs assistant in the University Office of International Programs.
Penn State Pride  
by Faye Blaisdale  
International student from Leeds, England; major in architectural engineering  
Enjoying our first Penn State football game against Florida. It was our first taste of Penn State pride!

Camel Trek in Morocco  
by Adam Hurwitz  
Studied in Spain, Spring 2007; major in crime, law, and justice  
The Sahara desert near Ouarzazate, Morocco. We took a camel ride around sundown, camped out in the desert, and returned to during the morning sunrise.

All in the Same Boat  
by Brook Wei  
International student from Taiwan; Intensive English Communication Program (IECP)  
A group of Penn State IECP students from seven countries waiting for the "Maid of the Mist" in Niagara Falls.

Old Main in the Evening  
by Owen Hetherington  
International student from Australia; majors in mechanical engineering and science  
This shot shows the lights at Old Main and the globe located in front of Old Main in the foreground. (Continued on page 18.)

Sunset in Allihies  
by Erin Greech  
Studied in Ireland, Summer 2007; major in English  
This was one of the most beautiful sunsets in a secluded Irish town in County Cork.

Man and His Cheese  
by Samantha Palin  
Studied in Italy, Summer 2007; major in food science  
Mr. Volpetti, the owner of a specialty meats and cheeses store in Rome, showed us his love for the king of cheese, Parmigiano Reggiano.

Blacksmith  
by Chi-Chun Pan  
International student from Taiwan; major in industrial engineering  
Blacksmith in Williamsburg, Virginia.

Three Boys in Primary Colors  
by Jarlene Choy  
Studied in India, Summer 2007; major in international politics  
I noticed the colors of the window matched the three boys playing, perfectly.

Fog in Pucon, Chile  
by Chris Longerich  
Studied in Santiago, Chile, Spring 2007; majors in biochemistry & molecular biology, and international studies.  
Early morning fog enshrouds a cliffside grove of monkey-puzzle trees. Parque Huertoque, Chile.

Bench of My Mind  
by Sung Wook Kim  
International student from South Korea; major in applied linguistics  
I like to walk around White Course Apartments. I was fascinated with the peace which this bench gives to me. I want to share the peace with everyone.

Gypsy at Venezia  
by Justin Towar  
Studied in Rome, Italy, Spring 2007; major in architecture  
This photo was paid for. Gypsies like this often stand near tourist attractions and wait for people like me to pay and shoot.

On the front and back cover, on this page, and those following, are featured photographs entered in the Penn State University Office of International Programs “Picture Your World” Photo Contest, held annually in honor of International Education Week.  
Pictures on the front cover, clockwise from top, include:

Camel Trek in Morocco  
Sunset in Allihies  
All in the Same Boat  
Old Main in the Evening  
Gypsy at Venezia  
Bench of My Mind
**Dog and Bike**  
by Becky Zerr  
Studied in Seville, Spain, Fall 2006; major in human development and family studies  
_A dog sits in the basket of a bike while its owner shops in the market in Sevilla._

**Brad and the Cat**  
by Brad Fryer  
Studied in Australia, Spring 2007; major in finance  
_This is me in Thailand, petting a real, live, unchained tiger that was obviously much bigger than me. The feeling was unreal._

**Water**  
by Zhen Ren  
International student from Beijing, China; major in cell and developmental biology  
_This photo was taken in Jiuzhaigou. The water there is said to be the most beautiful water in China._

**Thin Red Lines of Marriage**  
by Ritendra Datta  
International student from Calcutta, India; computer science and engineering major  
_Taken while her mehendi-clad hands wait to make a commitment for life._

**Empire State Building**  
by Ekaterina Kovaleva  
International student from Russia; major in English  
_The storm is coming..._
**UOIP News Briefs**

**French University Visit**

Eric Guillot, director of international relations at the *Ecole Normale Superieure* in Lyon, France, paid a visit to the University Office of International Programs on Monday, September 15. The visit was part of a tour of Pennsylvania institutions, including the University of Pennsylvania, Temple University, Drexel University, Carnegie-Mellon University, and the University of Pittsburgh, to explore strategic partnership possibilities.

The *Ecole Normale Superieure* is part of a larger university system in Lyon that has developed a network of contacts in the Lombardy region of Italy, the Catalonia region of Spain, and the Baden-Württemberg region of Germany focusing on the concept of the “knowledge society.” Lyon has identified Pennsylvania as a potentially productive U.S. partner for this network.

**Kopp Award Winners**

The W. LaMarr Kopp International Achievement Awards faculty and staff winners were honored at the University awards ceremony in April 2007. The faculty prize was awarded to co-winners H. Louis Moore and James W. Dunn, both professors of agricultural economics in the College of Agricultural Sciences. The staff winner was Khanjan Mehta, senior research associate in the College of Engineering.

The student winners, who were announced at a separate ceremony later in the year, included Graduate Student Winner Neelendra Joshi, Ph.D. candidate in human development and family studies, and Undergraduate Winner Brian Cameron, agricultural sciences/international agriculture major in the College of Agricultural Sciences.

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**The Sixth Element**

*by Pavlo Tsytsura*

International student from Ukraine; major in mathematics

*My friend expands a sculpture in the Water Garden, University Park campus.*

** Prayer on the Beach**

*by Becky Zerr*

Studied in Seville, Spain, Fall 2006; major in human development and family studies

*A Moroccan man takes a break to pray while walking on the beach in Asilah.*

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