ASEE AMERICAN SOCIETY FOR ENGINEERING EDUCATION

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Peru in State College

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Peru in State College: Providing Scholars with a Global Perspective at Home

Our Story of Resilience

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Introduction of speakers for the session. This work has been a true partnership between the program leaders of the Penn State Clark Scholars Program. Julio Urbina, the Faculty Advisor of the Penn State Clark Scholars Program and Lauren Griggs, the Director of the Penn State Clark Scholars Program.

A. James Clark Scholars Program

More Thank a Scholarship

CLARK SCHOLARS PROGRAM | PennState College of Engineering

Institutions

Duke University | The George Washington University Washington, DC | Georgia Tech

Johns Hopkins University | PennState | Stevens Institute of Technology

University of Maryland | Penn University of Pennsylvania | University of Virginia

Vanderbilt University | Virginia Tech

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The A. James Clark Scholars Program is the signature Engineering Education Program of the A. James and Alice B. Clark Foundation. With the Foundation's mission of "meeting effort with opportunity," this program, at 11 of the Nation's top engineering institutions across the country provides financial support to promising, underrepresented students who exhibit strong academic and leadership potential. The Foundation's mission is to expand opportunities for those who demonstrate the drive and determination to better themselves and their communities. The program supports 475 Scholars a year, 46% who are underrepresented in four-year engineering degree programs as comparted to the 26% National Average, 50% who identify as women as comparted to the 25% National Average, and 51% who are eligible for Federal Pell Grants as comparted to the 32% National Average.

This opportunity, is so much more than just the financial support. Scholars receive holistic support from program leadership, beyond the classroom setting. Scholars take business courses to strengthen their business acumen, participate in community service and attend events with leader in the field. The program is dedicated to cultivating future leaders, innovators and entrepreneurs in the engineering field.

Applicant Category	Number of Clark Scholars
Total Scholars	39
Female	21
Pell Grant-Eligible	35
First-Generation College Student	23
Underrepresented Racial/Ethnic Minorities	20

Scholar Demographics and Selection Process

- Wholistic Selection
  - Review College of Engineering Applications
  - Select/Notify Finalists
  - Review Clark Nominator submissions
  - Select 10 Scholars per Cohort
- Criteria for retaining Scholarship
- Cohort Model

The demographic information shown provides an overview of the entire Penn State, Clark Scholars program. Students apply to the College of Engineering Scholarship application and are identified as finalists based on the following attributes:

i. Application to the College of Engineering First-Year Scholarship
ii. Demonstrated financial need
iii. Leadership, scholastic engagement, and community engagement
iv. Engagement with Penn State
v. Personal and social responsibility
vi. High achievement in high school courses

Once selected as a finalist, students are then asked to submit a nomination from a mentor, counselor or teacher based on the following prompts:

i. Please describe how the nominee embodies the values of effort, integrity, ingenuity, and/or servant leadership.
ii. Please describe how the nominee has contributed to fostering an inclusive and diverse community and plans to continue in these efforts at Penn State and in their future career as an engineer.
iii. Please describe how the nominee exhibits any of the following characteristics: strong leadership, an entrepreneurial mindset, and/or humanitarian engagement, including any known plans to continue to build upon these characteristics in the future.

Nominations are reviewed and scored based on the student's embodiment/demonstration of effort, integrity, ingenuity, servant leadership, contribution to fostering an inclusive community, entrepreneurial mindset, leadership experience, and humanitarian engagement. Once again, we select seven in state students and three out of state students.

Criteria for retaining scholarship includes 1) 3.0 GPA, 2) Satisfactory Academic Progress, 3) pursuing College of

Engineering degree at the University Park Campus, 4) active engagement in PSU CSP programming

Scholars often engage in various activities within their cohorts. They are places in similar courses such as Calculus, chemistry, computer science, economics, and engineering design. Each year they take a seminar class together, based on the pillars of the program. They are also engaged in a global experience together at the end of their first year, which is the topic of this presentation.

Penn State Clark Scholars Program

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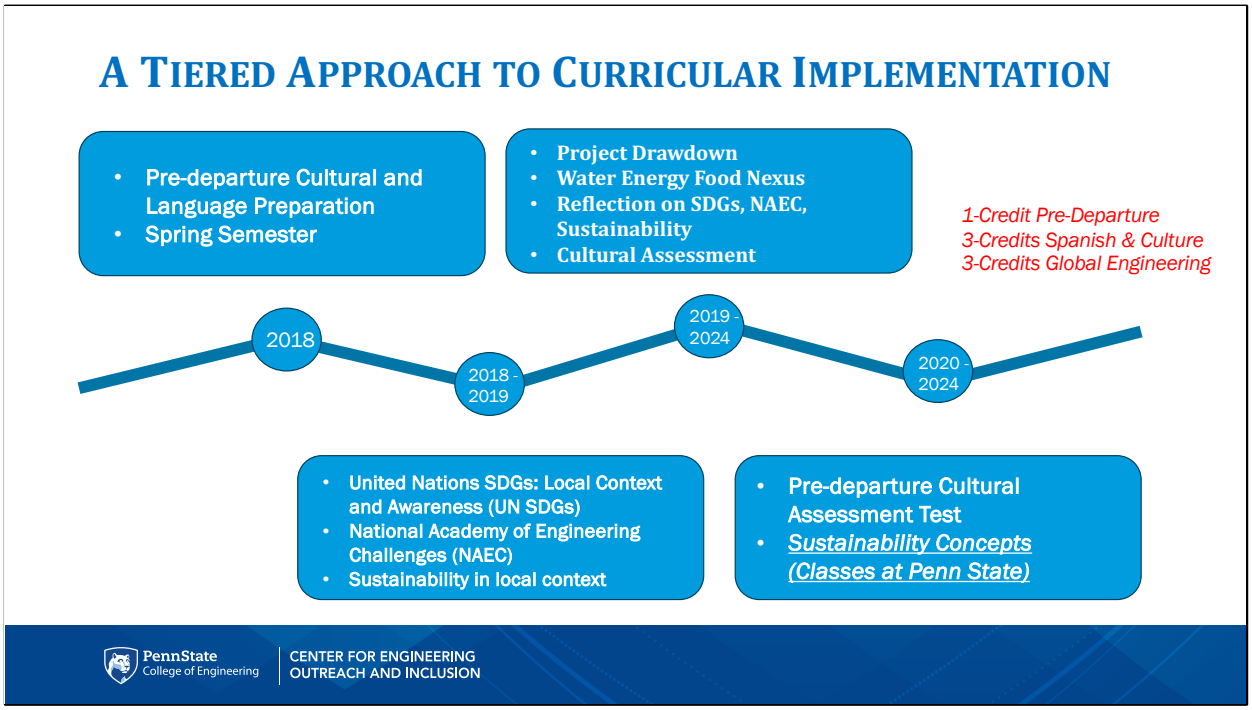
The Penn State The Clark Scholars Program builds upon four thematic pillars: business and entrepreneurship, leadership, social equity and global citizenship, and community engagement. These pillars help us to ensure that we are providing the Scholars with the tools to make a broader impact on their chosen career fields and their communities, while also preparing them to become socially responsible innovators and leaders within their industries.

A significant part of the program model is the cohort experience, which offers both educational and social benefits, through the strength of the Scholar community. One unique element of the Penn State Clark Scholars Program, which lends itself to strengthening a supportive culture within the Scholar community is the Cohorted Global Experience to Peru for each Cohort at the end of their first year. This component of the program is embedded into the identity of the Penn State Clark Scholars.



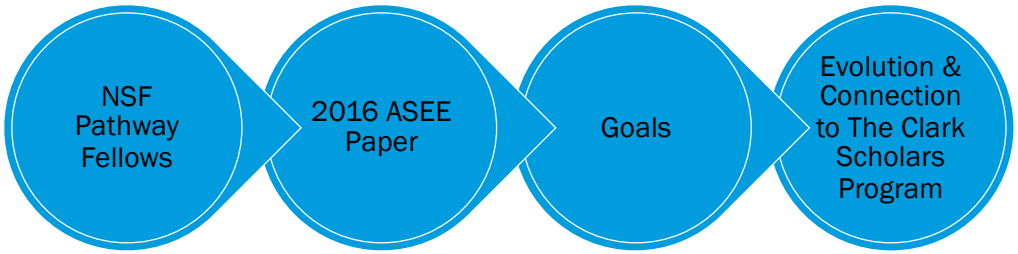
The evolution of the global experience in Peru, which began in in 2018 and has taken on iterations over the years.

The concepts of global citizenship and sustainability are essential in transforming undergraduate education in the United States in order to handle the challenges of the 21st century. Indeed, Higher Education institutions need to identify, create, and provide engagement opportunities for students in all fields.

The current, four-week program is called 'Cross-Cultural

Engagement Program," and Penn State students can earn 7 credits as part of this program, by taking three required courses: 1) Cross-Cultural Engagement Pre-departure (1 credit), 2) *Global Engineering Culture and Society* (3 credits), and 3) *Spanish Language and Culture*, (3 credits). The program represents a joint educational initiative, focusing on cultural immersion, international exchange, and STEM activities between Penn State and Universidad Nacional de Ingenieria, Lima, Peru.

History of Program



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The history of how the Peru in State College program was developed, which will be described in depth in the next 4-5 slides. This begins with 1) the NSF Pathway Fellows program, 2) work published in a 2016 ASEE Paper, 3) redefinition of the program goals to include retention of underrepresented students and exposure to global engagement and 4) the evolution & connection to the Penn State Clark Scholars Program

United States Fulbright Scholar 2015 at Universidad Nacional de Ingenieria (UNI) – Lima, Peru

- Pilot: NSF Pathway Fellows Trip to Peru

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Pilot 2015: The research question in this project was: While conventional retention programs for underrepresented students have shown to achieve graduation rates equal to or surpassing those of the majority male population over an extended period, could incorporating a scholarly international experience, an intervention not commonly utilized for underrepresented groups, further elevate the graduation rate?

In this project, conventional interventions were administered to a group of ten students at Pennsylvania State University, all of whom belonged to underrepresented demographics in the field of engineering based on race or gender. This study spanned a four-year duration, during which an international or study abroad component was introduced. Interventions were implemented to target four established factors known to enhance student retention: financial support, preparation in mathematics and academics, the creation of a supportive learning community, and the inclusion of international education. The project aimed to achieve three specific objectives or anticipated outcomes:

1.Increased retention and graduation rates of participating students in STEM fields.

2. Improved programs and strategies for sustaining diversity in STEM fields.
3.Improved access to engineering educational opportunities.

Summer By Design: Peru

Figure 1: An informal settlement on the south periphery of Lima (Pamploa), Peru

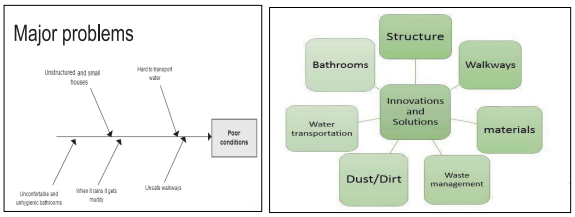

Figure 2: (left), A list of the main housing problems (right), A graphical view of the elements that the students focus on solving.

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The project in Lima, which consisted of finding solutions for Asentamientos Humanos (informal settlements) was designed with this learning technique. This engineering project also showed students from Penn State the importance of being globally articulate and engaged. The students worked for about two weeks on this project with 5 students from Universidad Nacional de Ingenieria in Peru in a fabrication laboratory (FabLab) of another institution, Universidad ESAN, also in Lima, Peru.

The quantitative measure for assessing the success of the NSF Pathways project was determined on the retention and graduation rates of students in STEM fields after a five-year period. In 2017, the four-year retention rate for these students stood at a

commendable 100%. Furthermore, it is anticipated that the graduation rate for the ten students who underwent all of the project's interventions will also reach an impressive 100% in a STEM field, with a particularly strong performance expected at 90% in the field of engineering. Additionally, qualitative data derived from focus groups and essays underscored the significance of fostering a robust learning community and highlighted the added value of engaging in international scholarly collaboration. Complete findings reported in Freeman, A. L., Urbina, J., Zappe, S. E., Del Carpio, J. F., & Matos, N. (2017). Engineering Pathways fellows: Four years of successful retention initiatives, including international collaboration. *ASEE Annual Conference and Exposition, Conference Proceedings*, *2017-June*.

Award 100K Stronger for the Americas

- https://www.100kstrongamericas.org/100000-strong-in-the-americas-innovation-fund-announces-new-grant-winning-institutions-between-brazil-and-the-united-states/

From left to right: Julio Urbina, associate professor of electrical engineering; Susan Bell, director, Office of Public Diplomacy, Bureau of Western Hemisphere Affairs, U.S. Department of State; and Patrick Tunno, director of Global Engineering Engagement, at the 100,000 Strong in the Americas Innovation Fund award ceremony on February 21, 2018 at the Ambassador of Peru's residence in Washington, D.C. Bell studied international relations at Penn State.

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This slide describes the funding mechanism for broadening the program accessibility to all Penn State and Peruvian students at UNI.

"Penn State and the Universidad Nacional de Ingenieria (UNI)'s Cross-cultural Engagement and STEM Program is a new summer program that focuses on global engineering culture and society, offering students the opportunity to strengthen their knowledge and understanding of culture, language and engineering on a global scale. Students participating in the program will develop important competencies in research, collaboration and cultural awareness to prepare them for success in completing their studies and pursuing future opportunities internationally."

Quote taken from: https://global.engr.psu.edu/news/2018/innovation-fund-grant.aspx

Redefinition of program objectives in 2018: Objectives after opening up the course broadly to the entire University and the Commonwealth Campuses. The emphasis was to be inclusive of all Penn State students.

Overview of Global Engineering Culture & Society Program

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The Cross-cultural Engagement and STEM Program is a collaborative educational endeavor that centers on cultural immersion, exchange, and STEM-related activities involving Penn State and UNI. Under this program, up to 30 Penn State students can journey to Lima, Peru each year, spanning from May to mid-June. Additionally, up to 15 students from UNI have the opportunity to join as part of the Global Engineering Culture and Society course. Students from both institutions will grapple with open-ended projects designed to cultivate intercultural competence, interaction, and collaboration.

Beyond offering undergraduate students a chance to engage in cross-cultural experiences and STEM-focused study abroad opportunities, this program also accomplishes three key objectives:

1.It exposes students to the utilization of scientific methods in formulating problem statements related to global challenges.
2.It provides them with an experiential understanding of the value of working in multidisciplinary teams.
3.It requires them to investigate contemporary issues within a broader global context.

From the Penn State perspective, a crucial aspect of this initiative involves targeting a

diverse student population, including individuals from underrepresented and minority backgrounds, as well as those with demonstrated high levels of financial need. An integral component of the program is the provision of scholarships to support these students. Research has consistently shown that study abroad experiences enhance retention and graduation rates, especially among high-risk populations.

Partnership: US Embassy in Peru & Penn State

- Global Engineering Culture & Society Program
- Lima Peru
- May 7-June 15, 2018

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US Embassy in Peru partnered with Penn State as part of the connection with Dr. Urbina's Fulbright connection. The US Embassy in Peru provided local information and additional opportunities for the students. This photo was taken at the opening ceremony. Attendees included Penn State students and faculty, US Embassy representatives and UNI faculty and students.

The key learning objectives of the engineering course are:

•Develop an appreciation of, and describe how, engineering issues and the SDGs relate to Latin America.
•Demonstrate an understanding of the broad parameters of a technical problem that afflicts society at large with an emphasis on Latin America.
•Determine how to approach a technical problem from transnational and interdisciplinary perspectives.
•Utilize a systems approach to define a techno scientific problem, and illustrate how a systems approach can be employed to devise engineering solutions that benefit specific communities, and humanity at large.
•Produce and interpret information on sustainability goals in order to conduct outreach activities.
•Apply the intercultural knowledge developed in the specific host country in Latin America in communication scenarios connected to its local reality and the United Nations SDGs

The program has both a language/cultural course and a Global Engineering course. The learning objectives reflected here are part of the Global Engineering course.

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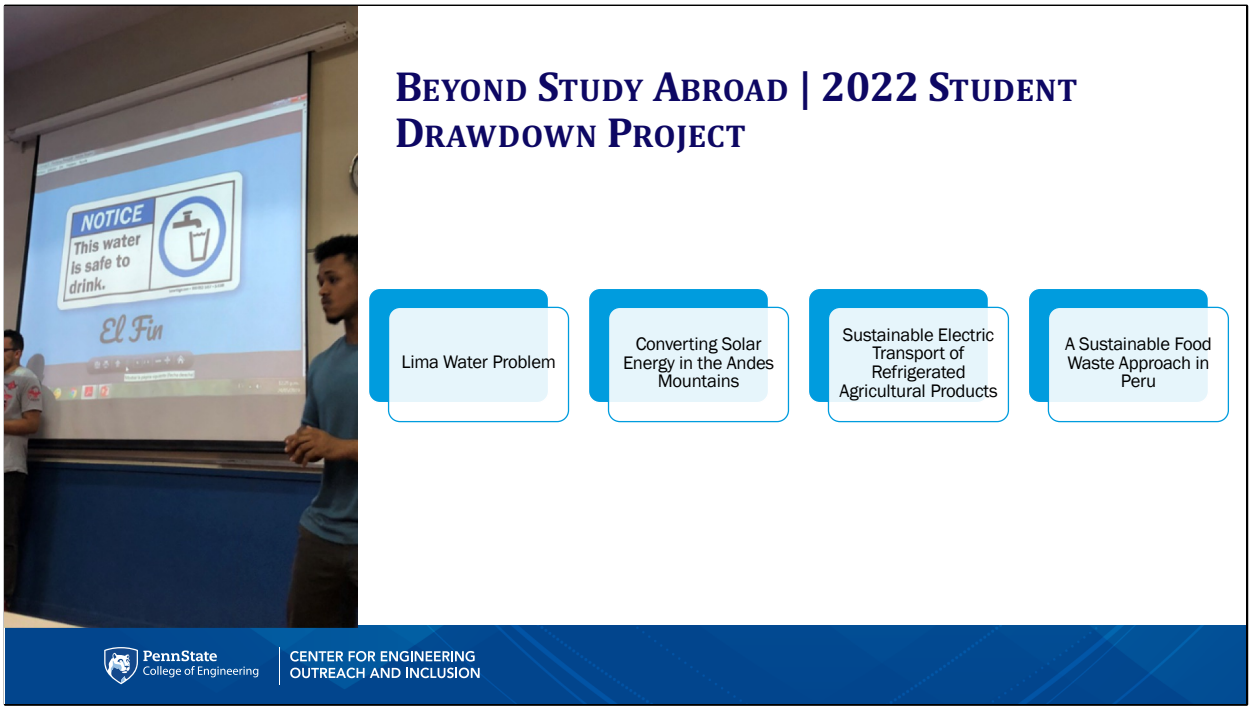
The learning objectives of the courses and the program objectives are integrated

within the context above.



Evolution of the program from 2018 – 2022. In cross-disciplinary teams, students developed a conceptual design for incorporating at least two of the Drawdown solutions into the framework for the development of a sustainable community in Peru. The students were instructed that their designs should be creative and innovative, yet realistically attainable given appropriate technical knowledge, dedicated leadership, and available funding.

FACULTY PERSPECTIVE

The Peru Program has more potential than any foreign study program with which I've been involved in my 35 years of university instruction. The way in which the program is built upon close ties between American and Peruvian students and then allows them to collaborate on projects together using both English and Spanish is unlike anything I've experienced. This is education and public diplomacy at its finest with much potential for expansion.
– Samuel M. Richards, Ph.D., 2019 Faculty

This program, in my view, is really transformative and continues to enrich our students both personally and professionally.
It is a unique platform for teaching and introducing research without overwhelming our students with the "fear" of research but instead encourages them learning, discovery and creativity by mentorship, hands-on projects, field trips, cultural awareness, equity, inclusion, belonging, and justice.
– Julio V. Urbina, Ph.D., 2018, 2019, 2022 Faculty

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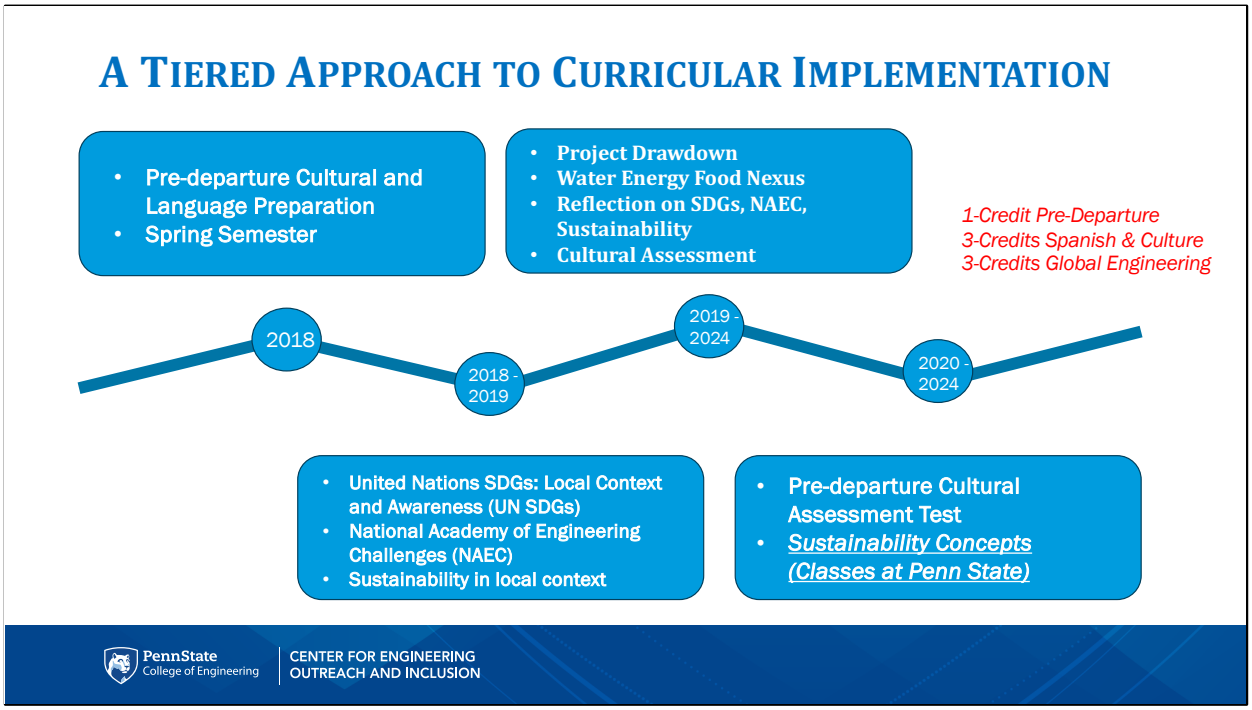
This slide summarizes some faculty view of the program. Since its inception, the program has evolved over several iterations of both faculty and contents. For example, the first time the program was offered was six weeks. Based on faculty and student's feedback, and logistics considerations, the program was offered as a five week program but we have finally settled on a four week program.

*May add this to the end of the slide deck for additional information



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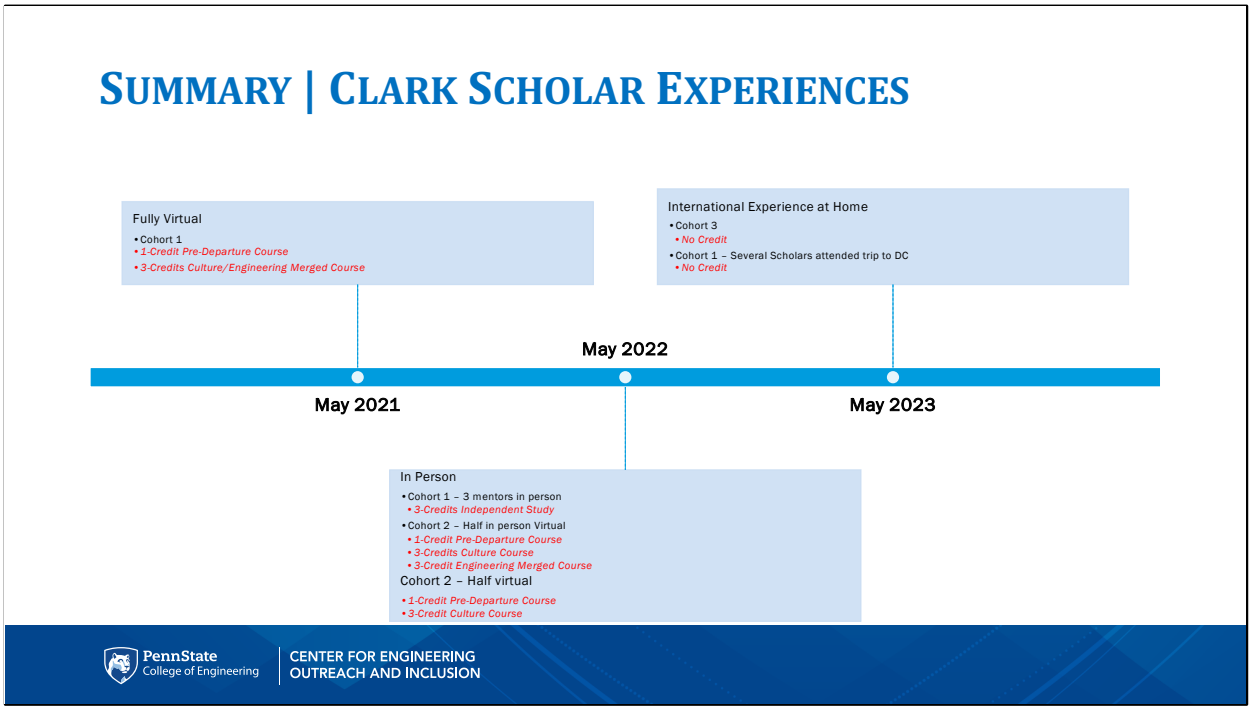
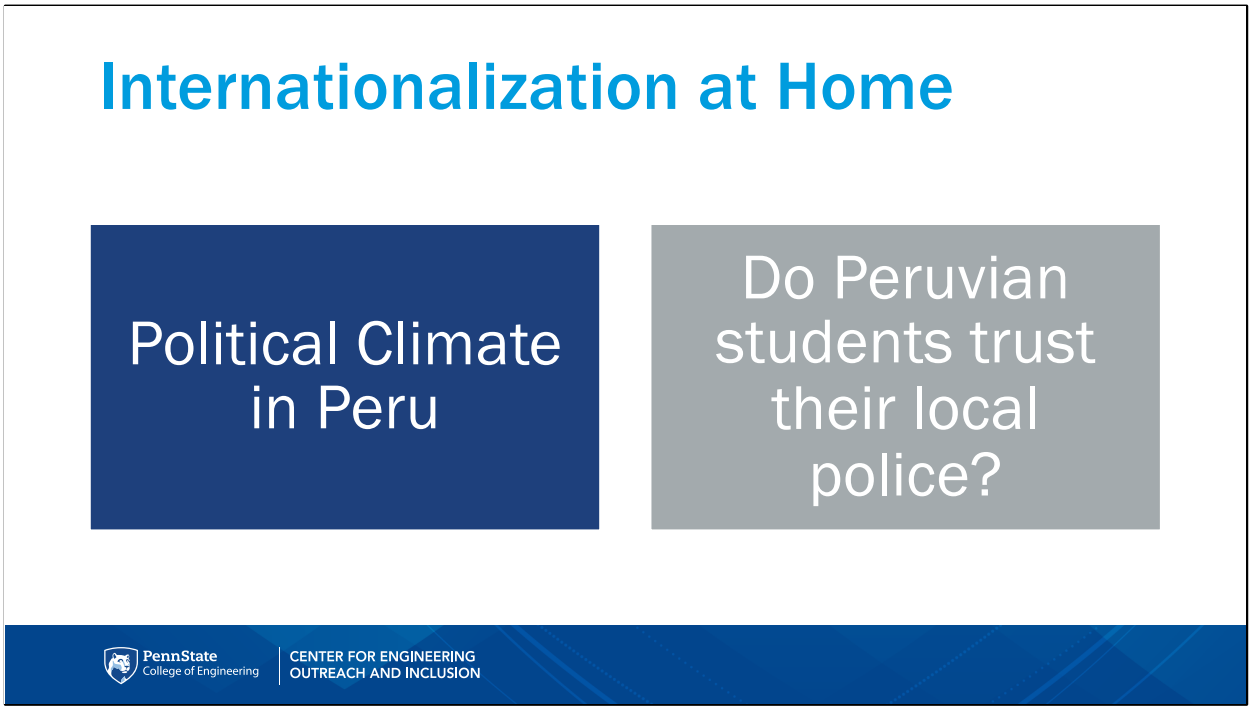


This slide describes the opportunities that were available to each of the Clark Scholars Program cohorts regarding global engagement in a cohorted program. In 2021, our first cohort was unable to travel due to the COVID-19 travel restrictions and completed the program virtually. The next year, 2022, a few members of our first cohort traveled in person as mentors. Half of the second cohort traveled in person and half participated virtually. In 2023, we launched the Peru in State College, Internationalization at Home program due to political unrest in Peru preventing travel.



The 2023 Internationalization at Home Program was a scaled down version of the global experience due to Political Climate.

The students from UNI and Penn State engaged in a deep and very meaningful discussion surrounding these two topics. Even the students that were timid and did not participate too much up to this point expressed their concerns and opinions in these issues. There was (an unintended) discussion on how AI could be used in the future and the awareness and importance of education, technology, society, and policy.

This is a pilot study that we would try for any circumstances for which we may not be able to travel abroad.

Peru in State College CSP
May 8 – May 12, 2023

General topics: Ancient Technology, Engineering, Food, Energy, Water (FEW), UN SDGs, Drawdown Strategies

Contents

Day 0
- Bonding experiences
- Mindful hike around camp-grounds

Day 1
- Expectations of the program
- UN SDGs, NAE Challenges, Climate Change, Sustainability
- Walking tour Palmer and Matson Museums to Illustrate Peru and the Andes at Penn State

Day 2
- Lecture on Modern Peruvian politics
- Implications of Change
- Discussion with US parallelism
- Conversation with UNI students

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Here we review the programming elements and curriculum that was provided to the Scholars during this one-week international experience at home. This was the only opportunity out of the three versions of the program that the Clark Scholars where they were able to bond as a full cohort in person.

Contents (continued)

Day 3

- Washington DC Field Trip: Dumbarton Oaks Museum in Georgetown (Andean holdings
- Ancient Metalwork and Mining Commodities and Sacred History)
- National Museum of the American Indian (Clark Construction)

Day 4

- Conversation with UNI students
- Discussion of Peruvian cooking
- Discussion of Climate/Energy-related Agricultural Ancient Technologies
- Discussion of Construction of Huatía and Pachamanca

Day 5

- Global Competence Assessment
- Discussion: Water and power in the modern Andes
- Pachamanca dinner with Peruvian family

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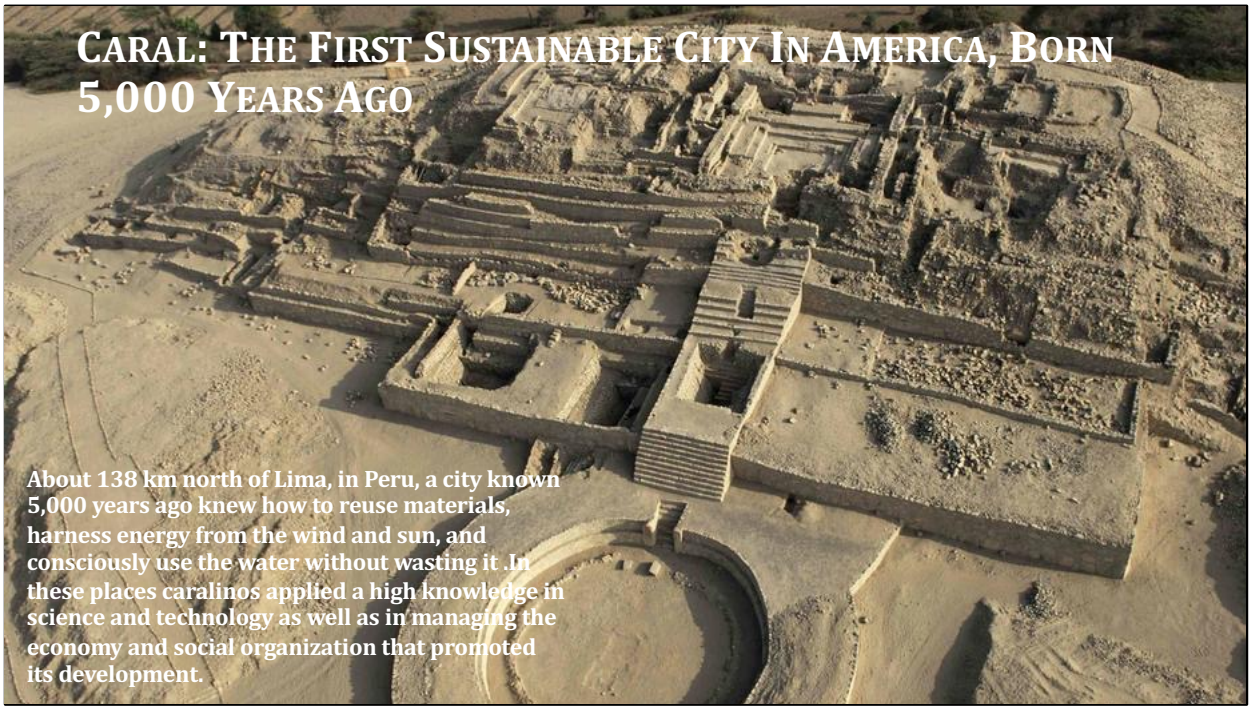
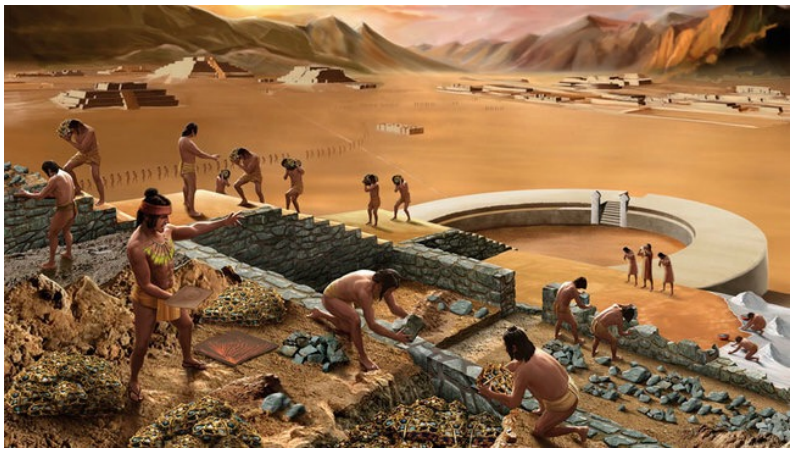
In the curriculum we are highlighting indigenous technologies and focusing on the engineering component of the course. We also had dynamic language and culture components of the program.



Images credit: https://www.zonacaral.gob.pe/first-sustainable-city-in-america-was-born-5000-years-ago/

The Carales looked at his surroundings, understood and decided to build their buildings at the site would have less impact on the environment. Thus, the sacred city of Caral resolved how to be sustainable five thousand years ago. The revelation was made by archaeologist Ruth Shady and his team in the report The sacred city of Caral civilization. Sustainable model: environmental management and disaster risk.

ENGINEERING



Anti-seismic architectural monuments.

Quincha

Shicras

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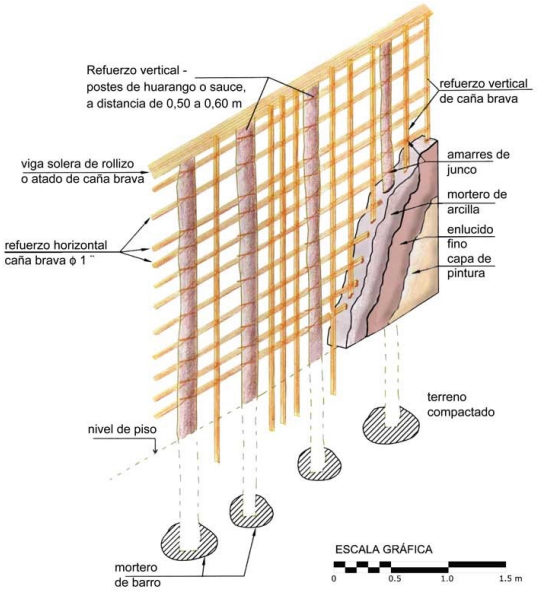
The sacred city of Caral consists of 32 architectural ensembles. Of these housing seven, three sunken circular plazas, a central square and two squares. They used local materials for constructive purposes. The shicras bags were stuffed vegetable fibers of stones that were used in the foundations of buildings, while the technique- a woven thatch log frame, rods and fibers was coated with clay-was used on the walls.

Villagers studied uneven ground or slopes and undulations. There leveling made from waste materials warehouse, previously dried.Being flexible structures materials, thatch shicras and helped disperse the seismic waves, thus preventing landslides.

We were thrilled to be able to highlight the Connection between Peruvian Architecture and Clark Construction, Mr. A. James Clark's company.

QUINCHA

Latticework of cane, reed, bamboo or pieces of wood covered with mud



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Left figure shows a cartoon showing the elements of Quincha in Spanish, a technique that was implemented by Caral civilization to cope with earthquakes conditions of the area but at the same time using local natural resources. The figure on the right shows an actual sequence of this process. In modern Peru, this technique is still used in many places in the Peruvian Andes.

SHICRAS

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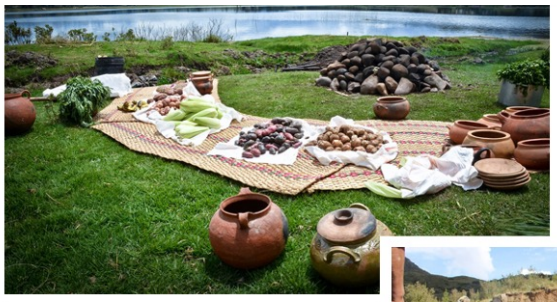
The architectural technique Carales included reuse and dry waste like the shells of shellfish and fish-bones by way of fillings platforms buildings. Thus, 32 buildings were erected. The huanca, rock placed in the middle of the main square was used as a sundial. Using waste to build, emphasizing sustainability.

PACHAMANCA/HUATYA



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Pachamanca (from Quechua *pacha* "earth", *manka* "pot") is a traditional Peruvian dish baked with the aid of hot stones. The earthen oven is known as a *huatia*. It is generally made of lamb, mutton, alpaca, llama, guanaco, vicuna, pork, beef, chicken, or guinea pig, marinated in herbs and spices. Other Andean produce, such as potatoor chuño (naturally freeze-dried potato), *habas* (fresh green lima beans in pods), sweet potato, mashua, oca, ulluco, cassava, yacon, plantain, humitas (corn cakes), ears of corn, and chilli, are often included in the baking.
Discussions about different techniques and approaches was analyzed in the one-week program.

Penn State Clark Scholars Making Huatyas

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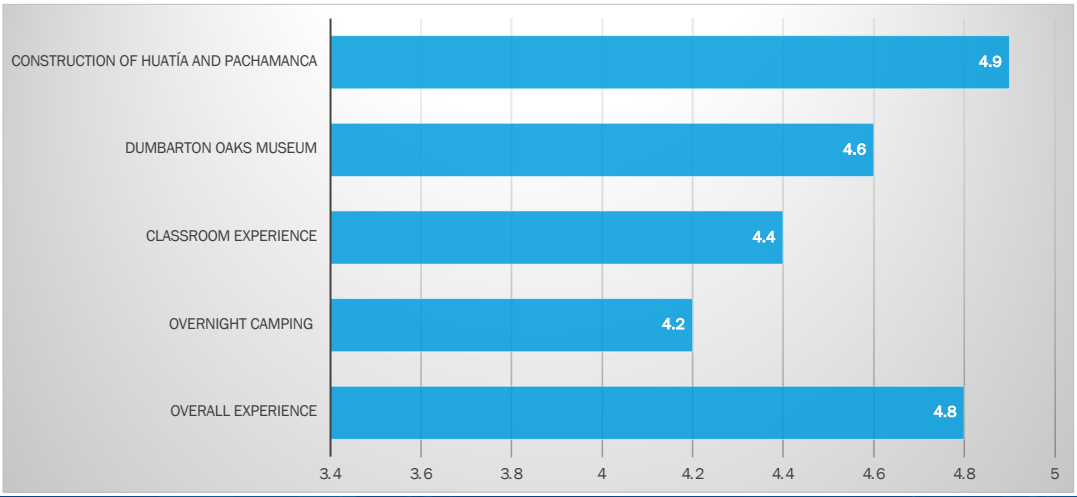
Here are images of the Scholars creating their own Huatyas at the Cakeshop by Tati in State College, Pennsylvania.

Program Component Evaluation



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To assess the impact and value of the program components, we provided the Scholars with an assessment post the conclusion of the program. All of the elements of the program were rated 4.2 and above on a 5 point scale.

Scholar Reflections | Community

- "At first, I thought the program would be very lecture heavy since we didn't have the opportunity to go to Peru. I'm so glad that my expectations were proven wrong! The whole program was extremely interactive, and I learned so much while getting closer with my cohort!"
- "Throughout the program, everyone in the cohort grew closer by sharing these experiences, as it allowed us to try new things together and learn more about each other's unique background and experiences."
- "Learning about Peruvian culture and how they come together as a community to solve engineering problems was inspiring."

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We would like to share a few quotes from a program evaluation post the Peru in state college program. One central theme that we see here is community and bonds being formed within the Cohort throughout the experience. This translated into the Scholars' appreciation of the community and collective learning that that took place and continues to take place in Peruvian culture and engineering design.

One other quote to consider sharing is "The Zoom with the students at UNI in Peru were really valuable, as they allowed us to gain perspective on how engineering education and college life varies on a global scale. It stood out to me that both student populations have a lot in common, especially in terms of goals and curiosity around engineering."

One additional quote relate to lessons on Peruvian engineering would be "I believe the biggest takeaway from the program was experiencing how the Peruvians used what little resources they had to make long lasting infrastructure within their own region."

Scholar Reflections | Workforce Translatability

- "I have mentioned Peru in State College in a job interview! I think the experience highlights open mindedness and adaptability since it was the first time doing this program, and we had to pivot from our initial plans."
- "Yes, I have already mentioned the Peru in State College global experience in interviews for study abroad programs in relation to how the cultural exchange impacted my perspective on international collaboration and sustainable innovation."

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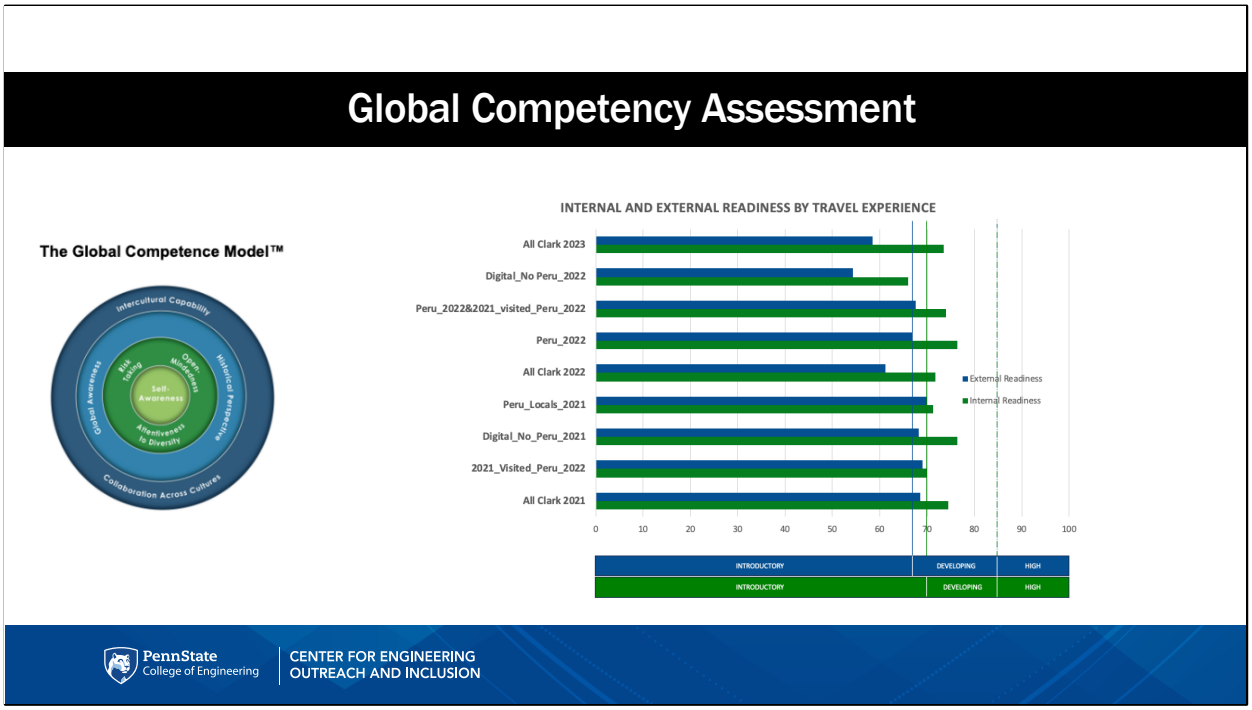
As part of this co-curricular experience, our objective was to ensure that Scholars would be able to translate what they have learned through this experience to meaningful discussions with potential employers. When asked about if they will mention the Peru in State College program in internship/job interviews, the Scholars reflected with thoughts such as those in the two quotes on the screen.



Additionally, we provided the Scholars with a Global Competency Aptitude Assessment at the end of the experience. Each of the previous cohorts also completed this assessment after the version of the program tor which they participated. The assessment is comprised of eight dimensions of global competence. "External readiness" was measured through four dimensions: collaboration across cultures, global awareness, historical perspective, and intercultural capability. "Internal readiness" was measured through an additional four dimension: risk taking, attentiveness to diversity, open mindedness, and self-awareness. All Scholars received an individual report with personalized feedback on how to elevate and strengthen their Global Competence. Results of the

assessment for all Scholars were aggregated and compared to results from Cohort 1 after their virtual engagement, as well as those from Cohort 2 who experienced the program in person. This provides us with insight into each cohort's Global Competency at the end of their cohort experience.

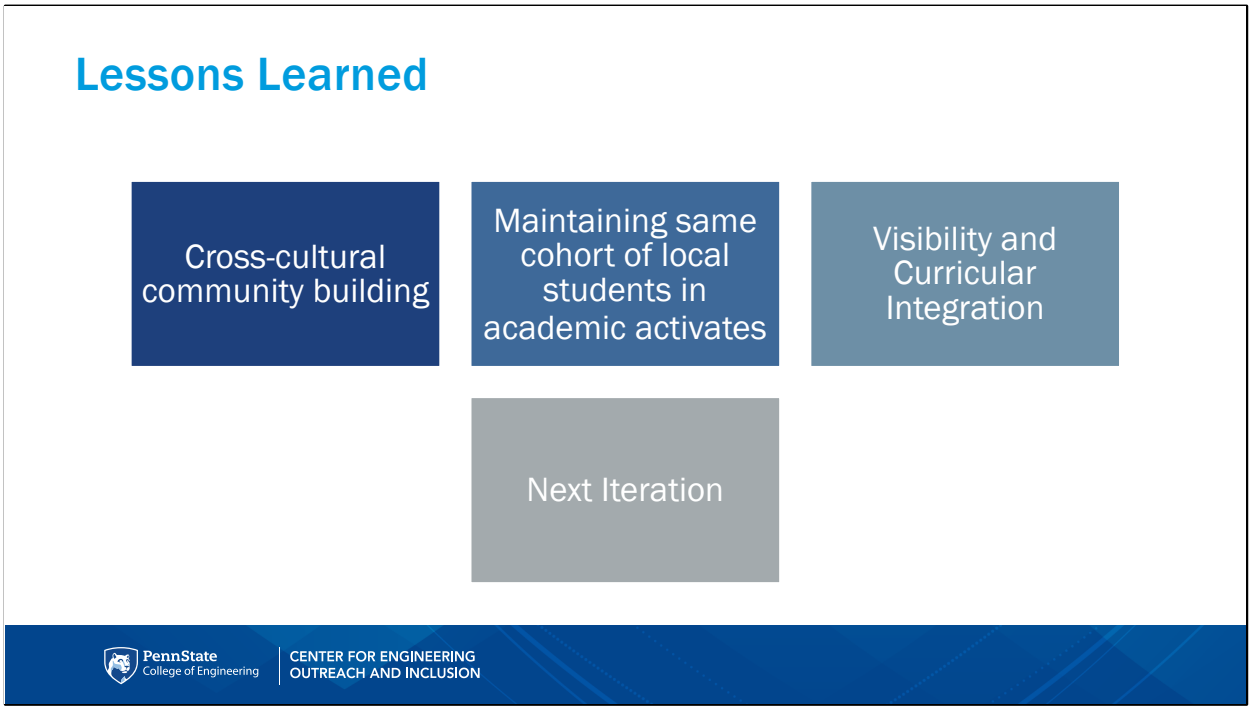
The results will be utilized to make curriculum recommendations and design specific activities for future editions of this course. They will also be utilized to assist in elevating internal and external global aptitudes among Clark Scholars and students from Peru's Universidad de Ingeniería, and to further develop and cement the Scholar's global competency. Scholars will complete the assessment again upon graduation to evaluate their global competency over time. We would like to evaluate these findings with the lens of a theoretical frameworks related to globalized learning.

All Clark 2023

- All Cohort 3 Scholars in 2023

- **Digital_no_peru_2022**
  - Scholars who completed a digital course and did not travel to Peru
- **Peru_2022¬2021_visited_Peru_2022**
  - Scholars in Cohort 2 plus the Scholars in Cohort 1 who traveled to Peru in 2022
- **Peru_2022**
  - Scholars from Cohort 2 only who traveled to Peru in 2022
- **All Clark 2022**
  - All Scholars from Cohort 2 in 2022, divided into groups
    - **Peru_2022**

        - **Peru_2022¬2021_visited_Peru_2022**
- **Peru_locals_2021**
    - An independent variable not included in “All Clark 2021”
- **Digital_No_Peru_2021**
    - Scholars in Cohort 1 who that only engaged in the international digital experiential learning in 2021
- **2021_visited_Peru_2022**
    - Scholars in Cohort 1 who traveled to Peru in 2022
- **All Clark 2021**
    - All Scholars from Cohort 1 in 2021 is divided into groups
        - **Digital_No_Peru_2021**
        - **2021_visited_Peru_2022**



Inclusion of at team bonding activities that created bonding and trust within the cohort. This was a very important aspect to include on the first day of the program. This helped to prepare the Scholar for the week ahead.

Participation of students from both Penn State and UNI was in itself a very positive experience for both Peruvian and American students in helping them build relationships and encourage them collegiality among all the participants.

Due to the misalignment of academic year in UNI with respect to the academic year of Penn State, it was difficult to keep the same cohort of *local students* in all academic activities. A solution to this challenge is currently being explored with UNI leadership to create a special requirement in *their curriculum* to facilitate and encourage participation of their students in the course (general in-person program).

In general, the main barriers in increasing student participation at Penn State are visibility, access and curricular integration of the program. These challenges are being addressed through a partnership with academic units, marketing, public relationship, pre-emptively approved credits (integrated with the curricula), low

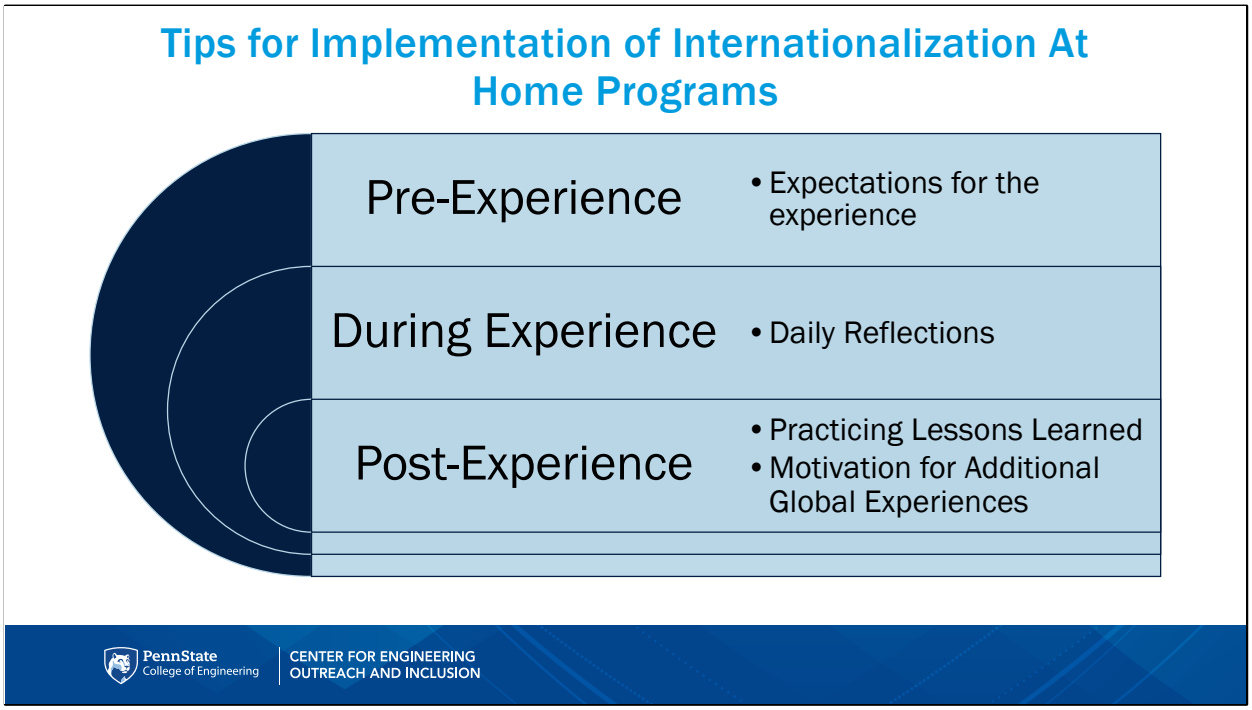
program fees and providing scholarships (general in-person program).

We intend to offer this program next year focusing on food, water, and energy, and therefore addressing UN SGD 2 Zero Hunger, SDG 6 Clean Water and Sanitation, and SDG 7 Affordable and Clean Energy. We also would like explore other options in terms of locations as well for implementation of additional internationalization at home programs.

Our goal is to continue to enhance the activities associate with the Peru in State College program and report our work in the open literature.

- One of the primary reasons for implementing international programs at home is to foster a global perspective. This exposure helps individuals develop a broader understanding of global issues, cultures, and perspectives without the need for physical travel.
- These programs aim to enhance cultural competence by promoting interaction and collaboration with people from diverse backgrounds.
- Not everyone has the financial means to study or work abroad. International programs at home offer a cost-effective alternative, allowing a more diverse group of individuals to access global experiences without the burden of significant financial constraints.
- This inclusivity fosters a sense of belonging among students and professionals from various backgrounds, contributing to a rich and diverse educational experience.
- Leverage technology to facilitate virtual collaboration with international partners.
- Identify hands-on activities that can be supported with local partners around the town that promote international cultures. It is also a good idea to connect with international students.
- Organizing a field trip to the Embassy of the country that is the main theme of the cultural activity. Try to arrange a visit to a museum and/or restaurant. Food is always an excellent theme. There are a lot of STEM concepts that can be taught

with food/cooking, etc.



We would like to share a few tips for practitioners considering implementing similar at-home programs. As a pre-assessment, we would ask Scholars to share their expectations for the experience. During the program, we would have them write short daily reflections on what they have learned and observed. At the conclusion of the experience at various points throughout their academic careers, we would touch base with Scholars to ask them 1) if there were times where they took lessons from their experience and applied them during the academic year, whether that be in design based courses, technical courses, or other co-curricular experiences. We would also ask if they were motivated to complete additional global experiences. Anecdotally, we have several Scholars planning to participate in various additional global experiences.

We would like to thank our partners in the development of the Peru in State College, Internationalization at Home program. Firstly, we would like to acknowledge the investment from the A. James & Alice B. Clark Foundation in the global development of all of our Clark Scholars cross the 11 partnering institutions. We would like to give a special thank you to Dr. Christopher Heaney, an Assistant Professor of Latin American History in the Penn State, College of Liberal Arts for serving as our faculty for Peruvian history and culture. Last but certainly not least, we would like to thank Derek and Tatiana Polay for their hospitality and for guiding our Scholars through the construction of the Hatía and Pachamanca.

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Here are a list of references highlighted throughout our presentation.

These are key questions for members in the audience who are beginning to plan global experiences, such as an internationalization experience at home, to consider while developing their programs.