



Co-Creating Interculturally Adept Advisors & Co-Curricular Leaders

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The Global Partners Program (GPP)

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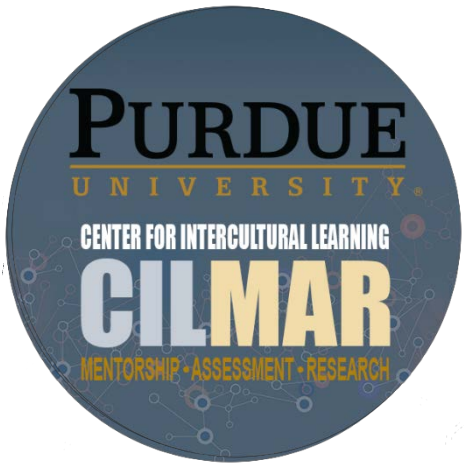


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GPP: What is it?

- **Goal 1:** Increase participant knowledge and understanding of Chinese culture so as to better assist international students
- **Goal 2:** Assist participants in understanding key overseas partners so as to promote study abroad programs
- **Goal 3:** Share the trip experience with colleagues or develop some meaningful and actionable change to job duties upon return



GPP: Who participates?

- Group consists of 14-16 members representing 8 academic colleges (advisors) and members from Dean of Students, Career Office, Residences, Student Success, and at least one faculty member
 - Must have never been to China before
 - Must work with or serve international students as part of regular duties
 - Each nominating department covers \$3,000 per participate with international office subsidizing the rest



GPP: Trip Details

- Pre and post trip assessments and goal setting (IDI)
- 8 weeks of pre-departure meetings (March-May)
 - 8 Chinese language classes
 - 4 intercultural learning sessions
 - 4 trip preparation sessions
- 2 weeks in China at the end of May
- Debrief and social meetings after return



GPP: What do we do in China?

Visit three campus partners in China:





GPP: What do we do in China?

Provide two orientations for incoming Chinese students and meet with alumni living in China:





GPP: What do we do in China?

Visit local sites and complete intercultural challenges and journaling:





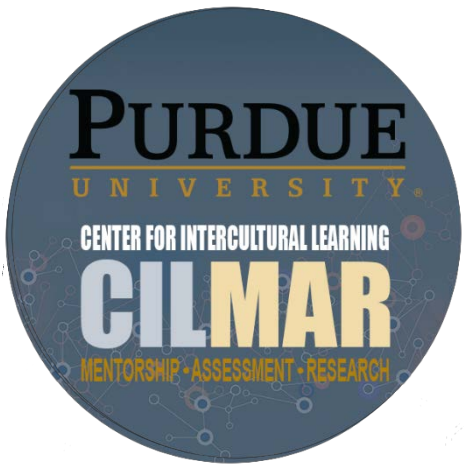
GPP: What are the results?

- IDI goal setting, journaling, and intercultural development:
 - 2017: average participant growth on IDI of 10.6 points (95.6-106.2)
 - 2016: average participant growth on IDI of 11 points (99.2-110.3)
- New study abroad programs created and requests for staff trips to other countries
 - Faculty led programs and departmental specific programs (Residence Life)
- New allies on campus focused on global/intercultural learning
 - SAO, Diversity, Dean of Students, residences, academic advising departments
- Empathy for the international student experience



GPP: Lessons Learned

- Hit multiple goals in one trip
- Staff/faculty are not students, so build your trip carefully with committed learners
- Trip may need to be solely funded first before asking other departments to contribute
- Intercultural growth will only occur with intentional pre/post meetings and reflection in country
- Encourage members to venture outside the group
- Insist on action after the group returns

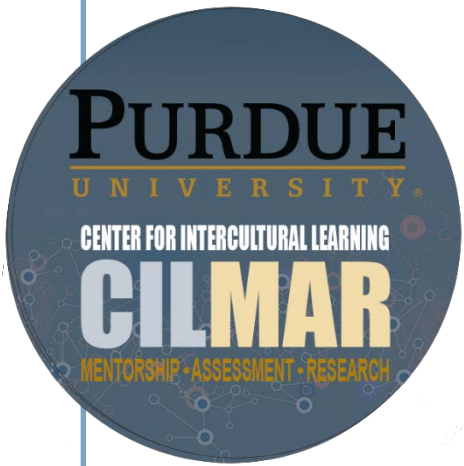


Global Partners Program

Any Questions??

Introduction to the AAC&U VALUE Rubric for Intercultural Knowledge & Competence

	Capstone	Milestones		Benchmark
	4	3	2	1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases...	Recognizes new perspectives about own cultural rules and biases...	Identifies own cultural rules and biases...	Shows minimal awareness of own cultural rules and biases...
Knowledge Cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements...	Demonstrates adequate understanding of the complexity of elements...	Demonstrates partial understanding of the complexity of elements...	Demonstrates surface understanding of the complexity of elements...
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview...	Recognizes intercultural and emotional dimensions of more than one worldview and sometimes uses more than...	Identifies components of other cultural perspectives but responds in all situation with own worldview	Views the experience of others but does so through own cultural worldview
Skills Verbal & nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication...	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate...	Identifies some cultural differences in verbal and nonverbal communication and is aware that...	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication...
Attitudes <i>Curiosity</i>	Asks complex questions about other culture, seeks out and articulates answers to these...	Asks deeper questions about other cultures and seeks out answers to these questions	Asks simple or surface questions about other cultures	States minimal interest in learning more about other cultures
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others...	Begins to initiate and develop interactions with culturally different other...	Expresses openness to most, if not all, interactions with culturally different others...	Receptive to interacting with culturally different others. Has difficulty suspending...



“Chatter” – Facilitating an Intercultural Activity with a larger population

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Overview

- **Who:** Purdue's Campus Recreation Center the "Co-Rec" – Student Employment Staff Training
- **Why:** To increase the use of the Co-Rec by international students
- Process
- "Chatter" Activity and Debrief
- Action Plans



Process

How: Collaborative Discussion between Co-Rec and CILMAR staff

Why: To increase the use of the Co-Rec by international students

- Goals:
 - Empathy
 - Cultivating a more welcoming environment for international students
- What: A simple activity able to be done with large number of students (two cohorts of 250)



“Chatter” Activity

- From “Diversity Games”
- Overview of activity / Timing 5 intro, 15 play, 15 debrief
- Small Groups / Leader at each table / Several Rounds / Space/ conversation topics
- Intended Learning Outcomes:
 - Promotes awareness and experience of different communication styles through prescribed “cultural norms” of conversation.
 - Uses non-verbal, verbal, physical distance, positive versus negative reactions, and subjective versus objective descriptions.



“Chatter” Debrief

- Used students as conversation leaders at each table to have responsibility for debrief questions and “shout out” in group debrief
- 8 Questions (handout) / 2 minutes max per question – Adaptation of Thiagi’s 6 phase model debrief:
 - 1) How do you feel?
 - 2) What happened?
 - 3) What did you learn?
 - 4) How does this apply (to the real world)? To your role/work in the Co-Rec
 - 5) What if?
 - 6) What next?



“Chatter” Debrief

- Small group leaders and others shared with entire group – Two options
- In large group – as lead facilitator:
 - Making relevant connections with participant’s responses
 - Provide additional culture specific examples
 - Increases other’s willingness to share
- Final “What if? What next? What did you learn? – Reflective / Action



“Chatter” Debrief

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- In large group – as lead facilitator:
 - Making relevant connections with participant’s responses
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Assessment – via QR code (Qualtrics Survey)

Ways to ask about their culture without being rude

I would like to know how to identify ethnicities

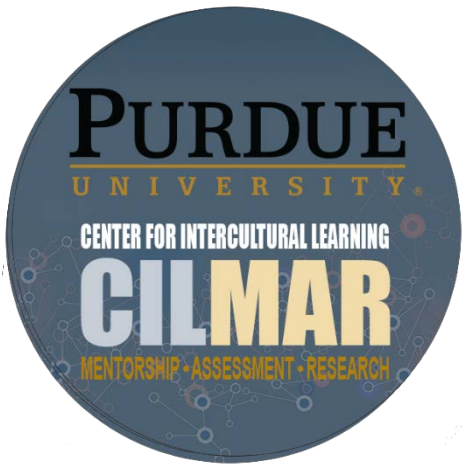
How to verbally communicate with international students.

I feel like many of our trainings we have been taught how to be accepting of other cultures and how to develop effective relationships with people of other cultures. Therefore, I feel comfortable developing these relationships

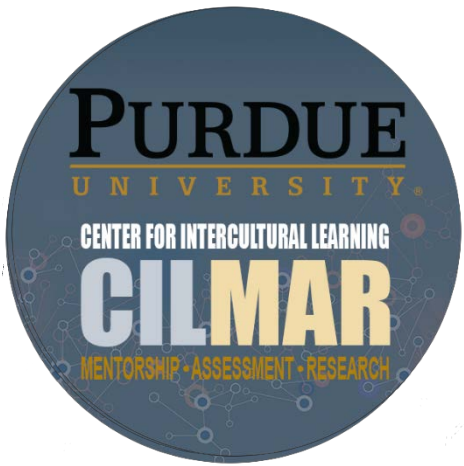


(Cont)

- Knowing how and when is appropriate to initiate a conversation with a patron from a different culture
- More international interaction.
- Maybe a briefing on the major differences between the cultures that attend Purdue.



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- Being educated on different cultures way of interacting with others
 - I think it would be cool if international students would be willing to volunteer to tell us a little about their culture and social norms so that we can interact with them respectfully and on a more personal level
 - Actually learning the specifics of different cultures instead of vague information.
 - More specific information on how certain cultures operate & specific characteristics of the main cultures here at Purdue.



ACTION Plans – Now what / so what?

- Monthly intercultural activities with student leaders in the Co-Rec
- Continued collaboration in training and programs
- World Café activity (April) between Co-Rec student leaders and CILMAR peer-educators-in-training
- Assessing the use and environment of the Co-Rec for international students



Boiler OUT Volunteer Program

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Overview

- Mission
- History
- Connecting students with the community
- Increasing intercultural learning
- Scaling up by creating interculturally adept co-curricular leaders





Boiler OUT Mission

- **Outreach:** Give back to the community;
help those in need
- **Understanding:** Increase knowledge of American culture;
improve knowledge of the world's cultures
- **Teamwork:** Collaborate with other students and
community members





Boiler OUT History



- Founded in Fall 2009 in the International Students Scholars office
- Started with 27 service projects in the first year (1135 combined hours of service)
- Coordination of the program moved to CILMAR
- Grew to over 210 service projects a year (4,370 combined hours of service in 2016-2017)



Boiler OUT Students

Fall Semester 2017

- 200 students + 17 leaders
- 80% undergrad / 20% graduate
- 58% female / 42% male
- 43 countries



26% – China (57)
17% – India (37)
14%– USA (30)
Malaysia (13)
South Korea (11)
Taiwan (7)
Indonesia (6)
Vietnam (4)
Hong Kong (3)

Japan (3)
Netherlands (3)
Pakistan (3)
Singapore (3)
Brazil (2)
Ireland (2)
Peru (2)
Argentina
Australia

Bangladesh
Burma (Myanmar)
Canada
Columbia
Egypt
France
Germany
Iran
Iraq

Israel
Kenya
Kuwait
Lebanon
Lithuania
Moldova
Nigeria
Papua New Guinea
Philippines

Saudi Arabia
Spain
Sri Lanka
Switzerland
Turkey
Uganda
Venezuela



Freezin' For A Reason



2018
POLAR PLUNGE
to benefit
Special Olympics
Indiana

Powered by:
 **DUKE ENERGY.**





Connecting Students with the Community



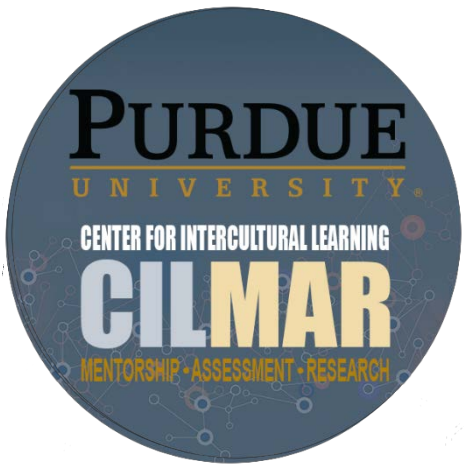
Boiler Out partners with over 70 community groups

- Organizations and agencies
- Food Banks
- Animal Shelters
- Schools
- Libraries
- Community Centers
- Retirement communities
- Environmental groups
- Festivals & Concerts
- Runs & Walks









Increasing Intercultural Learn



- Adding reflections after service events
 - What? So What? Now What?
- Bringing in non-profits to present on their organizations and the social issues they address (Boiler “In”)
- Creating learning outcomes
 - “Students can reflect on how own attitudes and beliefs are different from those of other cultures and communities and exhibit curiosity about what can be learned from diversity of communities and cultures (Civic Engagement VALUE Rubric, Diversity of Communities and Cultures)



Students' Reflections



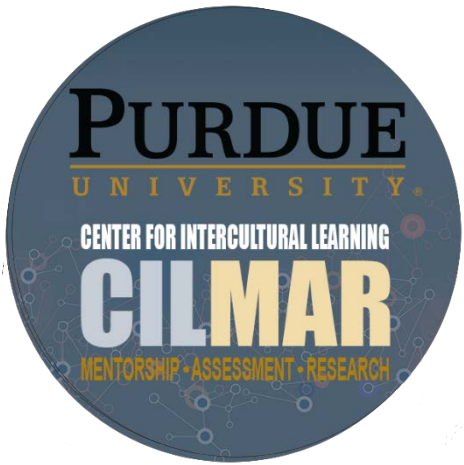
- “The Lafayette community is really diverse and it was a rewarding experience to get to know this variety!”
- “In short, I learned about the culture here by talking to the elderly and other events. I know how the Purdue farm works now and I learned about other volunteering principles.”
- “I learned more about the culture in UAE while I was apple picking with a girl from there. I did not know much about the culture or history of the country, but she explained it to me which was really interesting.



Students' Reflections

“In the Greater Lafayette Community there are people struggling to make ends meet, which is important to recognize. Actually leaving campus and getting in touch with those people really opens your eyes and broadens your view. Furthermore, it makes you appreciate the position you are in, puts life in perspective, and it makes me ever more willing to allocate my time to helping others.”





Scaling up by creating interculturally adept co-curricular leaders

- Leaders take the IDI and are trained during a retreat on leading diverse groups
- Leaders are trained on facilitating reflections with volunteers after service events
- Leaders serve on committees to expand the impact of the program
 - Newsletter
 - Social Media
 - Social Events
 - Campus Events
 - Community Partner Relations









Boiler OUT Alumni Student Organization

- One committee of leaders just launched a student-run organization through which Boiler OUT Alumni can
 - stay connected to a diverse group of Purdue students who love volunteering
 - attend meetings and social events with other Boiler OUT alumni
 - have the chance to run for an office or leadership position in this student-run organization
 - hear about volunteer opportunities on-campus that they can sign up for independently
 - hear about volunteer opportunities off-campus that they can sign up for independently—and perhaps carpool with other Boiler OUT alumni





Questions?

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https://www.youtube.com/watch?time_continue=3&v=WjXp8KxMsyQ



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