



**2016**

**Association of International  
Education Administrators  
ANNUAL CONFERENCE**

# **Internationalizing the Campus Through Staff Development Opportunities**

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# Building Our Global Community

## The University of Iowa

- A generalist professional development certificate program for campus staff, faculty, and administrators
- Focus on intercultural awareness and skill building while covering a range of topics pertinent to campus
- 2014 marked 10<sup>th</sup> anniversary of program



# Genesis of BGC

- Frequent reports from students and staff about challenging, stressful, or unconstructive interactions
- Challenges of decentralized campus with being aware of international student needs
- Shift focus so that “adapting” not just the responsibility of international students
- Examine ways faculty and staff could serve international students more effectively and efficiently



# BGC Structure

- One required introductory course + 4 elective workshops to earn certificate (removed limits on how long to complete)
- Usually 15-20 offerings each academic year, with the intro session being offered once each semester
- Participants earn paper certificate as well as laminated placard to display on office door, also recognized on ISSS website
- Partner with campus staff/faculty development program for course advertising and registration



# BGC Content

- Early content focused on intercultural awareness and communication skills:
  - Cultural values and how they impact us, intercultural communication strategies for front line staff, student immigration basics, issues surrounding ESL
- More recent offerings include LBGTQ issues for internationals, how to bring J-1 scholars, developing intercultural insight using the IDI, navigating conflict using the Intercultural Conflict Style Inventory, Muslim students on a secular campus, exploring academic systems in other countries, name pronunciation



# BGC Impact

- Decreased reports of conflict between staff and international students
- Widespread knowledge on campus of basic regulations and international awareness
- New general diversity program modeled on BGC addressing diversity, bias, privilege
- Challenges: faculty involvement; most reports of conflict tend to now fall in classroom/instructional situations



# International Student Experience Workshop Series The Ohio State University

## Two different types of Workshops

- On-Demand
  - Specifically tailored to Department
  - Customizable Length
  - We come to you
- Three Part Workshop Series
  - Each of the 3 Sessions offered twice during the semester
  - Sessions are typically 1.5 to 2 hours each
  - Showcase expertise of campus partners
  - Student Panel
  - We offer refreshments at the location of our choosing
  - Certificate/Placard upon completion of series



# International Student Experience Workshop Series The Ohio State University

- Foundational Information
  - Why we offer this series
  - Defining International Student
  - Demographics of Student Population
- International Student Journey
  - Applying to Ohio State (Admissions Colleagues)
    - Financial and Academic Requirements
  - Immigration Process
    - Form I-20/DS-2019
    - Visa Application – “Non-Immigrant Intent”
  - Pre-Arrival Communication
  - Immigration Check-In and Orientation upon arrival
  - Cultural Adjustment
  - Overall Student Wellness and Resources (Counseling and Consultation Services Colleagues)
  - Enrollment Requirements
  - Academic Expectations, Struggles and Support
  - After Degree Completion and Career Preparation
- Feedback and Impact





# Project Explore Fellows Program

Michigan State University

## Program

- Attend weekly meetings with Project Explore students in spring and monthly in fall semesters
- Work with Project Explore students and OISS staff to develop the pre-departure program in China
- Attend intercultural communication training provided by MSU facilitators
- Attend regional NAFSA conference in fall with costs partially covered by OISS



# Project Explore Fellows Program

## Purpose

- To help MSU staff learn about international, particularly Chinese, student issues, as well as learn more about Chinese culture
- To help fellows prepare to participate in the pre-departure program in China
- To provide fellows with training in intercultural communication
- To provide fellows with exposure to the field of international education



# Project Explore Fellows Program Process

- Call for nominations go out to MSU staff in November
- Staff consult with supervisors/directors about cost sharing
- Nominations provided to OISS director
- Director makes selection of 2-4 fellows, with recommendations of assistant director and Project Explore members
- Fellows work with OISS and Project Explore for spring and fall semesters
- Targeted audience: residence life, academic advisors, student affairs, campus police



# Project Explore Program

## History

- Project Explore started in Fall 2010
- To address 1617% increase in Chinese numbers in four years (2006 to 2010). Chinese students make up 62% of international student population (Chinese undergrads 50.1%)
- Group of 6-7 undergraduate students from PR China, Taiwan, Singapore, Hong Kong.
- Paid by OISS, work approximately 5 hours/week, selected based on academics, leadership, and commitment



# Project Explore Program

## Purpose

- Serve as a bridge/liaison between OISS and Chinese undergraduate population to help them to adapt and be successful
- Provide outreach from OISS to Chinese undergraduate students through programming, activities, and research relating to issues Chinese undergraduates may encounter at MSU
- On behalf of Chinese and international students, provide advice, recommendations, and strategies to OISS
- Plan and implement pre-departure program in Beijing and Shanghai for newly admitted students in May or June



# Global Partners Program (GPP) Goals

## Three primary goals:

- increase participant knowledge and understanding of a particular culture so that participants are personally better able to provide services/help international students;
- upon return, with increased knowledge and understanding of a particular culture, participants will share their trip experience with colleagues in a formal setting;
- participants will be able to better understand key overseas institutional partners so they are better equipped to promote study abroad programs within their college and assist their colleagues to also promote such programs.



# Global Partners Program (GPP)

## Program Design:

- 6 week Chinese language course;
- 4 week Cross-Cultural pre-departure orientation;
- 2 week China trip (offering pre-departure orientations, and campus visits);
- 1 semester interaction with Chinese students



# Global Partners Program (GPP) Design/Process

- #1. Selection process
- #2. Interviews
- #3. Measurement tools used for program evaluation:
  - Sojourner Readiness Assessment (SRA)
  - Intercultural Effectiveness Assessment (IES)
  - Intercultural Developmental Inventory (IDI)
  - Journals
  - Evaluations
- #4. Results:
  - SRA significant difference shown for 5 items (group averages)
  - Journals (feedback given)
  - IES post assessment in Dec.
  - IDI post assessment in Dec.
  - Program Evaluation

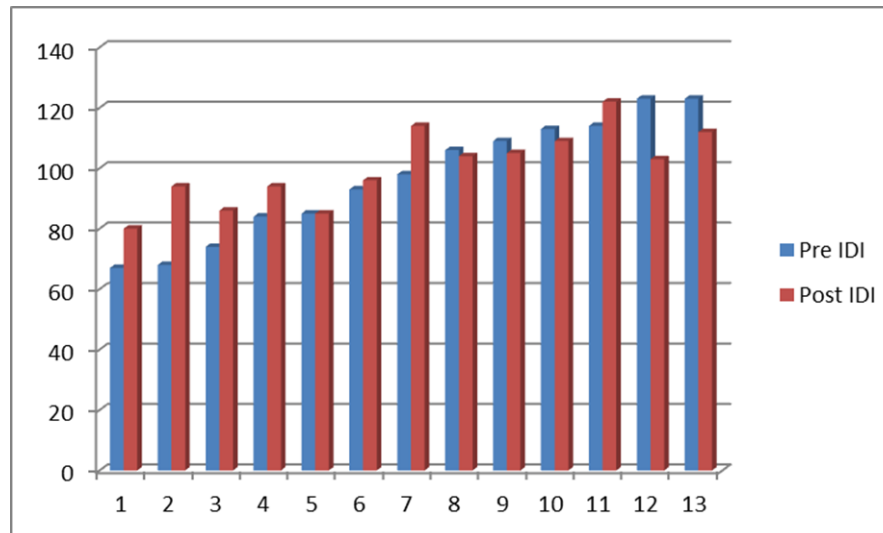




# Global Partners Program (GPP) IDI Results

## 2014 IDI assessment pre-post test results

- 6 of 7 lowest scores moved forward
- 5 of 6 highest scores move back
- 2 lowest scores had greatest move forward
- 2 highest scores had greatest move back



Thank You



# Global Partners Program (GPP) Sojourn Readiness Assessment (SRA) Results

**PRE- ASSESSMENT GIVEN PRIOR TO 1<sup>ST</sup> LANGUAGE COURSE IN MARCH  
POST- ASSESSMENT GIVEN PRIOR TO LEAVING IN MAY**

5 QUESTIONS RELATED TO AFFECTIVE (ANXIETY, NERVOUSNESS, WORRY)	2 IMPROVED
5 QUESTIONS RELATED TO KNOWLEDGE / COGNITION	2 IMPROVED
5 QUESTIONS RELATED TO EXPECTED BENEFITS	1 IMPROVED



# Global Partners Program (GPP) Learning Objectives

- #1. As a result of completing the orientation and language portion of the GPP prior to departure, participants will demonstrate increased confidence levels in preparation for their travel to China based on their pre-post SRA scores.
- #2. As a result of traveling to China, visiting campus study abroad sites, talking with professional counterparts as well as talking with current Purdue study abroad students, GPP participants will initiate at least 3 conversations with domestic students related to study abroad program opportunities. Then describe, analyze and evaluate their discussions.
- #3. As a result of participating in the GPP delegation China trip, members will be able to document growth in at least 3 areas of personal development as measured on the Intercultural Effectiveness Scale (IES), administered (Pre-Post).
- #4. As a result of participating in the GPP delegation China trip, members will be able to articulate a change in advising practice with international students, recorded on the program evaluate form used in December of 2015

