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# Building a Global Village: Intercultural Communication for the International House at The College of New Jersey

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**Building a Global Village:  
Intercultural Communication for the  
International House at The College of New Jersey**

**Stephanie Holleran**

**PIM 69**

**A Capstone Paper submitted in partial fulfillment of the requirements for a Master of Arts in  
International Education at the SIT Graduate Institute in Brattleboro, Vermont, USA.**

**July 25, 2011**

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## **Abstract**

The International House (I-House) at The College of New Jersey plays an integral part in welcoming international exchange students to New Jersey and the United States. It is a venue for international students to live and interact with TCNJ students on a daily basis. However, in previous years, the programming for the International House residents has been sparse. A living-learning community must successfully marry living with learning to ensure that students gain the full benefits of living with students from around the world.

Building a Global Village is an intercultural communication supplement to the International House experience that begins to address this need at The College of New Jersey. Using intercultural communication and holistic student development theories and principles of experiential learning, students will explore how their daily interactions with each other are influenced by their cultures and values. The curriculum draws from the tenets of Milton Bennett's Intercultural Sensitivity Development scale and seeks to move students along this continuum. By providing International House residents with a structured calendar of intercultural communication workshops, student-led culture nights and pre-planned activities and trips, Building a Global Village in the International House will increase student participation and reflection of their experience in the I-House.

## Introduction and Background

The College of New Jersey (TCNJ), founded in 1855, is primarily an undergraduate and residential college with targeted graduate programs (Mission, 2011). TCNJ currently educates approximately 6,135 full-time undergraduate students (At a Glance, 2011). The Center for Global Engagement (CGE) is TCNJ's office for study abroad and international student services. Formerly called the Office of International and Off-Campus Programs, the office is under the leadership of a new director and vastly expanded its study abroad options. On average, TCNJ sends 120 students on short-term faculty-led programs, 40 students on summer study abroad programs and 60-80 students per semester either through program providers or direct and exchange partnerships. On average, TCNJ hosts twenty international exchange students and ten degree-seeking international students throughout the academic year. Despite a desire to greatly increase the number of international students on TCNJ's campus, the capacity to accommodate a significant increase in the international student population is hindered by a lack of on-campus housing and the inability to house degree-seeking international students during the winter and summer breaks.

As I began my work as a Program Coordinator in the Center for Global Engagement at The College of New Jersey in the town of Ewing, New Jersey, I was excited to work with college students to send them abroad and to welcome international exchange students to the United States. My first day of work included an International House (I-House) planning meeting. The international students were coming to TCNJ in two days. I imagined a well laid out set of activities and structured plan for this living-learning community. The first meeting showed me that despite the creation of a learning contract that United States students signed, there were no activities planned to go along with it and the Housing Assistant (HA) seemed very overwhelmed with the amount of commitment that was expected from her in terms of planning activities and events for the residents to participate in. The hopes and dreams for the learning community was grandiose but there was no plan of action or defined roles for members on the steering committee to follow. Not really knowing what my role would be with the International House, I observed the meeting, feeling slightly overwhelmed, and reflected on what this would mean for me and my time at TCNJ.



In an effort to obtain guaranteed housing for international exchange students for the semester or academic year, the previous Director of the CGE responded to a call for proposals for living-learning communities (LLCs) by the Department of Residential Education and Housing (ResEd). The stated mission of the LLC program is to:

build partnerships between faculty, staff and students for the purposes of contributing to the intellectual climate of the College; promote student learning and success through investment and engagement in the community and; develop student appreciation of the range of human experience through service and reflection (Living Learning Communities-Overview, n.d., para.1).

The proposal was accepted and the International House, a collaboration between the Office of International and Off-Campus Programs, ResEd and the Department of Modern Languages, began during the 2008-2009 academic year. ResEd states on their Living-Learning Community website that “living-learning communities are unique housing opportunities where students with a shared educational interest can live together and explore, learn and teach others about a particular subject” (2010-2011 Living Learning Community, 2010). The I-House hoped to attract TCNJ students with an interest in international topics, experience or a desire to study abroad and diversity in ages, knowledge, and cultural difference to enrich the living situation for TCNJ students and the international exchange students.

As part of the new living-learning communities on campus, the I-House seeks to encourage cross-cultural communication between international exchange students and TCNJ students. According to the “2010-2011 Living Learning Community” website (2010):

The goal of this housing option is to engage a community of domestic and international students in a variety of leadership and learning opportunities, including field trips, special events and house discussions that will help individuals learn more about other cultures as well as their own...Participants will develop a greater understanding of American culture and history, including that of New Jersey, by participating in trips, discussions and other educational opportunities on campus and in the mid-Atlantic region. Additionally, students will learn cross-cultural communication, recognize their own cultural norms and values and take steps to bridge the communication gap that sometimes exist between different cultures. Students are expected to be engaged and active

participants who willingly participate in and even create educational opportunities for the community.

This includes attending community events, field trips and house meetings (para. 4).

Over the three years that the I-House has been in existence, there has been significant improvement in the selection of residents and the placement of a Housing Assistant in the house to manage resident relationships and to plan and organize informal gatherings. The living part of the community has been successful. There has been little to no opportunity for the learning portion of the community to flourish. The original learning contract that obligated students to attend mandatory meetings was developed in an effort to increase participation and create a learning environment based around the topic of environmental sustainability. However, no one person from ResEd or the CGE was put in charge of making this happen successfully and the topic was considered a bit narrow to engage students fully. Without true dedication and leadership from the steering committee, it was quite difficult to require the same from students.

The I-House currently houses twenty students, ten TCNJ students and ten international exchange students. During the 2010-2011 academic year, students were expected to attend bi-weekly meetings, which were intended to encourage reflection and increase their knowledge of intercultural communication and sustainability topics. Due to haphazard planning and unclear roles and responsibilities on the part of the steering committee, the meetings began late and expectations for students could not be enforced. Despite the creation of several intercultural communication workshops and trips to New York City, much of the I-House learning components were not fully created and followed through with. Student participation in required meetings was low, despite signing a contract stating the need for their involvement in the community.

Throughout the academic year, my role as the Program Coordinator mainly focused on outreach for study abroad programs, planning the study abroad fairs and pre-departure orientation, coordinating the peer adviser program for returned study abroad students, advising students on study abroad options and managing the application process. I learned that getting to know a campus and finding your allies takes a long time and perhaps longer than one can manage during a single practicum year. My role for the International House was not immediately defined. It took some time to understand what I could and could not do. It appeared that Residential Education and Housing (ResEd) and the Center for Global Engagement were trying to run the I-House in separate ways with no true collaboration or understanding

of the needs and wants of each office. I allied myself with the Resident Director of the Townhouses and the Housing Assistant and worked with them to create a few workshops and activities throughout the semester. However, it would take me much longer to develop and implement a curriculum for the International House that both students and the steering committee would be willing and able to implement in the future. I feel that the relationships that have been built over this year will flow over to the next CGE intern and she will be able to take the outlined curriculum and activities and implement them successfully with the assistance of the new Resident Director (RD) of the Upper Class Experience (UCE).

As the CGE works to increase the international student presence on campus, the immediate focus is creating an international cohort that includes exchange students, I-House residents and returned study abroad students. In addition, because TCNJ is host to mainly exchange students, it would be beneficial to create programming for these students to ensure that they have activities to participate in and fun workshops to introduce them to United States culture and help them to make friends from the TCNJ community. My vision for the International House cohort is to create a space for students to congregate for discussions, activities, trips, intercultural communication and identity workshops and cultural events, similar to the way in which American students are greeted by study abroad providers and exchange partnerships overseas. I remember discussing in a SIT course the perception that the United States is not viewed as a study abroad destination. However, our short term exchange students are coming here for that type of experience and they deserve the same services Americans receive while studying abroad.

The International House seeks to become a driving force towards internationalization on the TCNJ campus and to bring awareness of other cultures to residents and the student body. Still considered a fairly young program, the I-House requires further development in the planning of activities and successful solidification of a learning portion of the living-learning community. The concept for this design intrigued me because I felt compelled to offer a structured, quality program to residents of the International House. If students are required to sign a learning contract and participate in a certain number of events, then there should be pre-planned activities and workshops for them to attend and a leader to encourage them to create their own cultural programming. This curriculum and plan of activities is designed with the idea in mind that next year's CGE intern will play an integral role in the delivery and

further development of this program and creation of a global village. The program designed in this paper is in partial fulfillment of the Master's in International Education at SIT Graduate Institute and is a course-linked capstone with the International Education Design and Delivery and Design Concepts and Evaluation courses.

## **Program Rationale**

Learning communities are not a new phenomenon in higher education. In the United States, they date back to the work of Alexander Meiklejohn and the Experimental College at the University of Wisconsin, which he helped establish in 1927 (Tinto, 2003, p.7). The Experimental College "tried to build community and create a seamless interface between the living and learning environment" (Smith, 2001, p.2). The community did not last very long but it set the stage for many other institutions to follow the model.

Several researchers define LLCs in different ways. The definition used for this program is provided by Inkelas & Weisman. According to Inkelas & Weisman (2003), "learning communities link together learning opportunities...to help students integrate and obtain a deeper understanding of their knowledge...participants not only partake in coordinated curricular activities, but also live together in a specific residence hall where they are provided with academic programming and service" (p. 335). Perhaps the greatest rationale for the creation of the Building a Global Village curriculum is exemplified in a statement by King (2003):

Learning takes place both intentionally and serendipitously, through both formal and informal interactions, and in both curricular and co curricular contexts. Co curricular learning is powerful because it helps students make connections between ideas, events, learning strategies, and skills, etc., that would otherwise be seen as unconnected, and it gives them opportunities to practice using what they know (p. 262).

The I-House is a co-curricular living option as TCNJ does not plan to link it to a course. Students choose to live there and understand that they need to take responsibility for their learning. In seeking to provide some context for learning, the steering committee will use the Building a Global Village program

to guide intercultural learning and promote the creation of an international community on campus. Peterson, et. al. (1999) states that “the challenge for international student affairs professionals is to promote intercultural, interdisciplinary, experiential learning in an academic environment where the main emphasis is cognitive and discipline-based education” (p. 72). This holds true at TCNJ. Finding the balance of requiring students to participate in ICC workshops and get-togethers will prove to be a challenge but if the programming meets the students’ needs then they should respond positively to the requirements.

As Learning Communities (LCs) became more prevalent at higher education institutions, more research has been done to identify different types of LCs and the outcomes expected of students who participate in them. Lenning and Ebbers state that LCs can be found in four generic forms:

- 1) Curricular LCs are where students are co-enrolled in two or more courses;
- 2) Classroom LCs treat the classroom as the locus of community-building by featuring cooperative learning techniques;
- 3) Residential LCs organize on-campus living for students taking two or more common courses to increase out-of-class interaction; and
- 4) Student-type LCs are designed for targeted groups of students with similar interests (as cited in Zhao and Kuh, 2004, p. 116).

The International House at TCNJ falls into the student-type LC. The opportunity for TCNJ and exchange students to live together “allows students to actively construct and assimilate knowledge through a reciprocal process” (Zhao and Kuh, 2004, p. 117). As a result of these experiences, learning is deeper and more personally relevant (Zhao and Kuh, 2004, p. 117). A learning community that is done well is interdisciplinary and interactive in nature, introduces students to diverse, complex perspectives and promotes critical thinking and contextual learning (Zhao and Kuh, 2004, p. 118).

Student outcomes for LLCs have been shown to be quite positive. Residential learning communities tend to be associated with greater social interaction with peers, increased extracurricular involvement, higher persistence and greater gains in critical thinking (Blimling (1993) as cited in Zhao and Kuh, 2004, p. 118). While it is not possible to assess solely the LLC’s impact on a student because of many external factors and involvement on campus, LLCs provide a fertile environment for student growth through engagement with others (Zhao and Kuh, 2004, p. 130). The International House seeks to increase students’ intercultural sensitivity and create an environment of shared learning and

understanding. Shapiro and Levine state that structured programming that promotes sustained interaction with peers (e.g. cultural outings, community service, in-hall programs, etc) are an important component to the LLC model (as cited in Inkelas and Weisman, 2003, p. 339). This provides proof that a structured set of activities and workshops will be an integral part in the success and growth of the I-House program.

Colorado State University (CSU) has a Global Village LLC that has been running for eight years. In a conversation with Shauna DeLuca, Coordinator of International Education, she stated that the success of the program is highly correlated with the involvement of the students (phone communication, March 29, 2011). A good relationship with Residential Education is also a key to the success of the program, as well as a dedicated staff member who is able to hold residents accountable to requirements and assist students in the development of programming. Shauna stated that many of the programs offered by the Global Village were conceived by the students themselves, ranging from topics such as "Dating in a Global World," a speaker series on current events or Japanese calligraphy (phone communication, March, 29, 2011). The essential piece that provides for the learning part of the community is active faculty involvement. The creation of a course on Globalization at CSU only came into being this year because of increased faculty support of the program. The example of the Global Village at Colorado State University solidifies the need for a structured program and dedicated staff to ensuring the success of a living-learning community. Student involvement is essential for the creation of meaningful programs that will draw attendance from residents.

## **Theoretical Foundations**

The development of an intercultural communication and cultural identity curriculum combined with reflection and student activities and trips is based on a culmination of Milton Bennett's Developmental Model of Intercultural Sensitivity (DMIS), principles of holistic student development theory (HSD) and the use of David Kolb's Experiential Learning Theory (ELT).

### *Developmental Model of Intercultural Sensitivity*

The need for a structured workshop curriculum is imperative in meeting the I-House goal of increasing residents' intercultural sensitivity and skills in intercultural communication. The basis for this

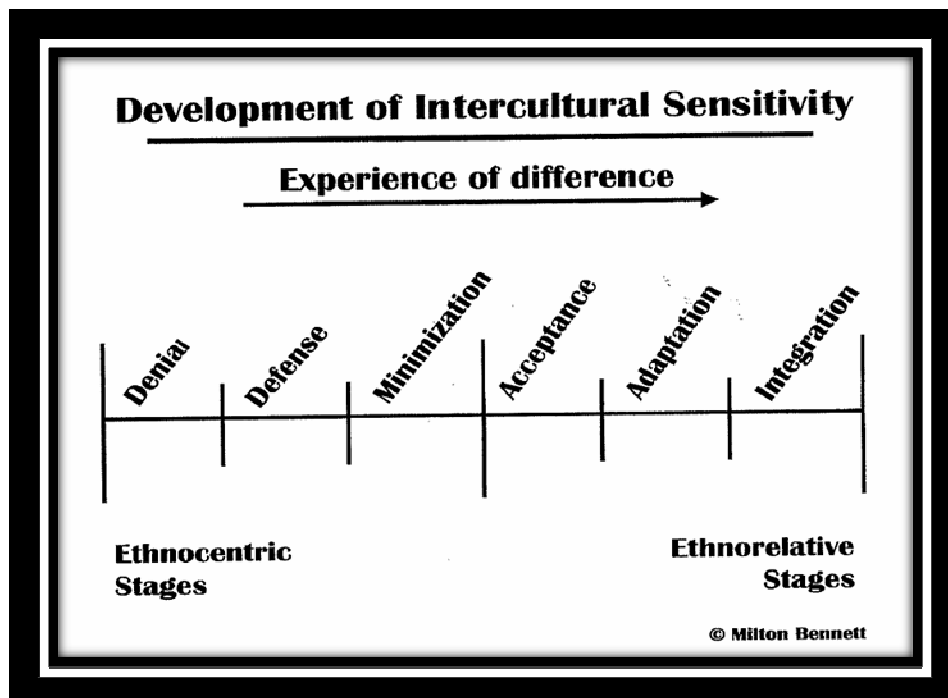
understanding is Milton Bennett's Developmental Model of Intercultural Sensitivity. The International House is still at the beginning stages of developing its programming so this model is a starting point for the measurement of intercultural development in its residents. In addition, because students live in the I-House for a short period of time (from one semester to a full academic year), the programming may not move students far along the continuum from ethnocentric to ethno relative; however, the I-House serves as a starting point for helping students to realize their intercultural knowledge and aims to move them forward from their starting point.

Milton Bennett (1993) conceived the DMIS as a model that shows a person's "increasing sophistication in dealing with cultural difference" (p. 22). The focus of this model lies in an individual's ability to understand cultural difference and their personal growth by attempting to achieve basic learning goals of intercultural communication (Kihara, 2010, p. 19). Bennett (1993) also said that intercultural sensitivity is not natural and has not characterized much of human history. An international living-learning community challenges this notion and gives students the chance to learn to adapt by living with people from different cultures and worldviews.

Bennett's model consists of six stages of intercultural sensitivity that spans from the ethnocentric to the ethno relative. They can be summarized as follows:

1. Denial: Does not recognize cultural differences
2. Defense: Recognizes some differences, but sees them as negative
3. Minimization: Unaware of projection of own cultural values; sees own values as superior
4. Acceptance: Shifts perspectives to understand that the same "ordinary" behavior can have different meanings in different cultures
5. Adaptation: Can evaluate other's behavior from their frame of reference and can adapt behavior to fit the norms of a different culture
6. Integration: Can shift frame of reference and also deal with resulting identity issues (Elliott, et.al. 2010, para. 14).

The chart below shows the continuum of intercultural sensitivity. A student can progress through the stages through a combination of intercultural experiences, exposure to other cultures and increased knowledge and understanding of cultural identity and intercultural communication.



(Bennett, 2004, p.2)

Bennett (2004) gives several strategies for trainers to help participants move from one stage to the next. The main issue to be resolved at denial is “the tendency to avoid noticing or confronting cultural difference” (p.3). While it is unlikely that a student living in the I-House, either domestic or international, is at this stage, the CGE intern needs to understand that denial is “not a refusal to ‘confront the facts,’ it is an inability to make distinctions that allow cultural facts to be recognized” (p.3). Students would not choose to live in the I-House if they did not recognize there was cultural difference.

It is also unlikely that an I-House resident is in the defense stage; however students can be moved from this stage by “recognizing the common humanity of people of other cultures” (Bennett, 2004, p.4). Ropes courses, team builders or other experiences that create mutual dependence independent of culture can be effective. This type of activity would take place at the beginning of a semester to create that commonality and sense of community amongst residents.

I would anticipate most students to either be at minimization or acceptance. Students at minimization need to recognize the origins of their own culture and this will be addressed in the cultural identity workshops. It cannot be assumed that even if a resident has studied abroad, or is an exchange student, that they are aware that their culture developed in a specific context. Students in the I-House may be in the reversal ethnocentric condition because they assume “intercultural sensitivity is associated



with liking other cultures or agreeing with their values or ways of life” (Bennett, 2004, p. 6). Moving students to acceptance allows them to take the perspective of another culture without losing their own cultural perspective (p.6). If a student is in reversal, living with international students and experiencing their worldviews will hopefully move them away from “liking” other cultures to truly understanding another cultures unique views.

Bennett’s theory provides the basis for the reason behind the development of an intercultural communication series and set program of activities: creating a sense of community and commonality and shifting students’ perspectives away from themselves and towards ethno relativism.

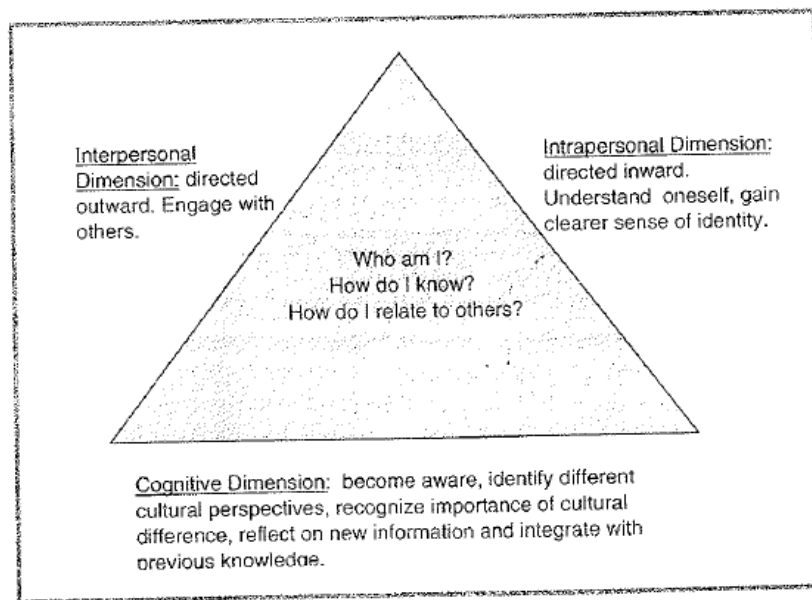
#### *Holistic Student Development Theory*

Holistic Student Development describes how to best create a program that focuses on the whole student, rather than solely academics. Gillespie et.al. (2009) describes the benefits of holistic student development while college students are abroad in the article “Holistic Student Learning and Development Abroad”. This theory of student development and support can be used for the further development of the International House. According to Gillespie, et.al. (2009),

The holistic view of student development embraces the breadth and depth of the human mind and spirit – the whole person – and proposes that an educational setting should address the individual’s intellectual growth as well as her personal growth to enable the student to mature and become a full participant in civil society (p. 446).

The I-House seeks to develop residents to become full participants in a global society and hopes to focus on residents’ personal and intellectual growth.

There are three dimensions that holistic student development theory draws from – the cognitive, intrapersonal and interpersonal. The cognitive dimension allows students to become aware of and reflect on new information and integrate it into existing knowledge (Gillespie, et.al, 2009, p.447). The intrapersonal and the interpersonal represents the students’ affective life of feelings about self and others and their relationships with them (Gillespie, et.al., 2009, p.448).



(Gillespie, et.al., 2009)

This framework is used in the creation of activities for the I-House to ensure that all three dimensions receive equal development and attention. The creation of reflection activities allows students to answer the three questions in the center of the triangle or at least to begin thinking about them in relation to others. Applying HSD to the I-House curriculum is in line with the goal of moving students further along Bennett's DMIS. Any program, whether in the United States or abroad, that works closely with college students, would want to ensure that the programming offered contributes to all three aspects of HSD to ensure well-rounded participants.

By using HSD theory coupled with the 4-C framework of culture, curriculum, co-curriculum and community, intentional programming can work towards the goals set out for student development (Gillespie, et.al, 2009, p.451). For the International House, the co-curriculum is the most important aspect of the 4-C Framework. The co-curriculum consists of planned activities that address program goals in furthering students' learning and cultural adaptation (Gillespie, 2009, p.453). This is the purpose of the Building a Global Village curriculum that I created since there is no course that would provide a standard class for credit. The I-House program will also generate community, the fourth C, by allowing students to "contribute to building a sense of shared purpose, mutual respect, and program identity with the ever-changing population of enrolled students" (Gillespie, 2009, p.453). This is especially important when international exchange students leave after fall semester and fewer students are present for the spring semester. Allowing the students to create an identity for the International House that endures the

constant changes of residents is important to facilitating student development and longevity of the program. This theory is also closely linked with ELT because “it applies learning-by-doing to specific outcomes such as understanding the intersections of local, national, and global issues; recognizing and tolerating diversity; and deepening one’s awareness of the self in society and hence, of one’s social responsibilities” (Gillespie, et.al., 2009, p. 447).

### *Experiential Learning Theory and Learning Styles*

Arthur Chickering (1976) describes experiential learning as “the learning that occurs when changes in judgments, feelings, knowledge, or skills results for a particular person from living through an event or events” (p.63). David Kolb’s Experiential Learning Theory (1984) states that knowledge adapts constantly to new observations and actions, in a cycle through which experiences inform understanding. This theory is useful for the creation of workshops because “it describes both individual learning styles that can be used to understand workshop participants and a cycle of learning that can be used to organize workshop activities and facilitation skills” (Brooks-Harris & Stock-Ward, 1999, p.9). The new knowledge that steering committee members hope students will gain is “achieved through confrontation among four modes of experiential learning” – concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE) (Kolb, 1984, p.26). The creation of I-House programming will ensure that students are taken through the experiential learning cycle so that all types of learners will benefit from the programming and have the opportunity to learn in the style that is comfortable for them and also in a style that is outside of their comfort zone. Through the use of experiential learning theory through the Building a Global Village program, students will be able to

involve themselves fully, openly, and without bias in new experiences (CE)...reflect on and observe their experiences from many perspectives (RO)...create concepts that integrate their observations into logically sound theories (AC)...and use these theories to make decisions and solve problems (AE) (Kolb, 1984, p.30).

Students will not be learning about ELT in the workshops; the workshops are designed to take students through the learning cycle to ensure that learning occurs in various ways.

## **Needs Assessment**

The need for a structured intercultural communication and reflection curriculum, paired with residential activities and trips, was assessed through a survey of current I-House residents and steering committee members and the experiences that I had with a year of developing programming and activities for the International House at TCNJ. One-on-one discussions also occurred with I-House residents that would be returning to live in the house for the next academic year to allow for closer collaboration with students and a clear understanding of student needs and wants.

A brief survey was sent out to current I-House residents, both international and domestic, and steering committee members ([Appendix A: Needs Assessment Survey Questions: Students & Steering Committee](#)). Steering committee members expressed a continued need for regularly scheduled I-House meetings that work to promote intercultural learning. They acknowledged the continued need for support from the I-House programming committee for the development of a schedule and coordinated planning of events. Steering committee members agreed that providing a way for students to reflect on their experiences would enhance their intercultural learning and allow students to translate their experiences into marketable skills.

In the needs assessment survey, International House residents expressed that they are enjoying their experience but wished that there was a schedule of events they could have before the start of the semester. Most wished that all events would be fun activities and trips off-campus. Students noticed the consistent changes in staff that occurred this year, which they acknowledged was probably a reason for the lack of advanced program planning. While most students living in the I-House do not know what they are missing in regards to intercultural learning and the opportunities that a structured learning environment would give them, they do feel the need for a set calendar that will contribute to the creation of a sense of community.

This year it was assumed that students would take responsibility for their learning based on the learning contract that they signed. The steering committee is unsure as to why domestic students who signed this learning contract did not adhere to it in terms of making the commitment to attend meetings and plan events on their own. As I became more involved with the I-House, I realized this was due to the lack of coordination and implementation on the part of the steering committee. Students respond to the way they are led and a laissez-faire leadership style was not effective. While it has been said that

“students in these programs [LLCs] reported an increased sense of responsibility to participate in the learning experience, and an awareness of their responsibility for both their learning and the learning of others” (Tinto, 2003, p.6), the I-House at TCNJ fell short of students realizing their responsibility for the success of the program. I feel that this is due to the fact that there was no regularly scheduled programming and no consistent staff contact with residents to support them in their endeavors. A structured set of dates and activities that also allows for participant autonomy should increase resident participation.

## **Goals and Objectives**

### *Mission Statement*

The International House is a living-learning community that engages domestic and international students in a variety of intercultural learning opportunities. Students who live in the I-House will participate in planned workshops and activities, while having the autonomy to facilitate their own learning. These programs will help individuals appreciate world cultures, and as a community, students will be expected to support intercultural and international events on campus. The I-House offers the opportunity to create a dialogue between residents to increase their intercultural sensitivity and exposure to different worldviews.

### *Program Goals*

- To implement structured workshops in Intercultural Communication and Cultural Identity to be given to residents of the International House and the greater international community at The College of New Jersey
- To provide a calendar of events and workshops to residents to allow for their dedicated participation in the International House community
- To facilitate meaningful interactions between residents and the international community at TCNJ
- To provide a space for reflection of experiences and creation of translatable skills
- To develop residents intercultural sensitivity

- To use principles of the developmental model of intercultural sensitivity, holistic student development and experiential learning to guide the structure and content of the program
- To follow best practices in the development and implementation of living-learning communities on a college campus

#### *Participant Goals*

- To be an active member in the International House program and activities provided
- To be familiar with intercultural communication and identity theories and understand how they apply in different cultures
- To lead at least one I-House meeting introducing cultural aspects from their own cultures and/or experiences
- To develop skills in team building, which allow residents to effectively work with each other
- To increase their intercultural sensitivity

### **Program Description**

#### *Program Scope*

The proposed Building a Global Village program facilitates the learning portion of the living-learning community and provides a space for the intercultural and personal growth of participants. The I-House program is a non-credit experience designed to supplement the intercultural interactions that take place while living in the International House. Incorporating structure into the I-House will generate active participation by residents in workshops and activities that contribute to their intercultural learning.

The program described here is an addition of intercultural communication workshops and pre-planned activities for students to participate in. Reflection activities are built in to help students synthesize their learning. Intercultural communication workshops will be facilitated once a month for a total of three per semester. If a student attends all three workshops, they will receive an intercultural communication certificate. This will not be recognized on their official transcript but it serves as an added incentive to attend. Community activities such as culture nights and off-campus trips will take place at least once a month. I-House residents and all international students are expected to attend at least five scheduled I-House programs each semester. The I-House program strives to offer different activities

throughout the year to ensure that domestic TCNJ students and year-long exchange students do not experience a repetitive program. The workshops will be facilitated by future Center for Global Engagement interns and ResEd staff, with collaboration from TCNJ faculty members.

### *Potential Participants*

Participants in the International House are students from The College of New Jersey and international exchange students from the Center for Global Engagement's exchange partner universities. TCNJ students apply to live in the International House. Most students who apply to live in the I-House studied abroad or plan to, major in international studies or modern languages or do not have the chance to study abroad due to their program of study. They could also include degree-seeking international students who are interested in the opportunity.

Exchange students come to TCNJ for a semester or an academic year. Most international students attend TCNJ during the fall semester. Students come from Goethe University in Frankfurt, Germany, Mahidol University in Bangkok, Thailand, Kansai Gaidai University in Osaka, Japan, University of Blaise-Pascal in Vichy, France, the University of Newcastle in Newcastle, Australia, LaTrobe University in Melbourne, Australia, Victoria University in Melbourne, Australia, University of San Andrés in Buenos Aires, Argentina and Northumbria University in Newcastle, England. All international exchange students are guaranteed housing on campus. All of them cannot live in the I-House. The I-House program will include international exchange students in workshops, meetings and activities who are not living in the I-House in order to help them feel a part of the TCNJ community and to begin to create more of an international student program on TCNJ's campus.

## **Curriculum**

### *Learning Philosophy*

The International House is designed to provide more than just a place to live for a semester or year. The most rewarding part of the program is the long lasting friendships that students will form. The International House seeks to engage TCNJ and international exchange students in learning activities that engage the mind and encourage them to develop into competent, socially minded adults. Participants in

the International House will lead the way in their own learning via flexible boundaries with structure, through a strong intercultural communication and cultural identity component paired with their “creation of a global village.”

#### *Cultural Identity/Intercultural Communication Workshops*

An intercultural communication curriculum for the International House is warranted because “for students to understand difference and develop intercultural sensitivity, they need a curriculum that addresses their cognitive as well as affective needs” (Mahoney & Schamber, 2004, p. 313). Mahony & Schamber (2004), in their article discussing the creation of an intercultural communication general education curriculum, also state that “a curriculum that employs analyzing and evaluating cultural difference yields significant change in the development of intercultural sensitivity. This type of curriculum assists students with probing the significance and implications of cultural difference and allows them to understand and appreciate personal growth that may be associated with intercultural exchanges” (p.324-5). Using experiential learning theory and an awareness of different learning styles, the workshops are designed to increase students’ knowledge and awareness of their own and others’ cultural identities and expand their knowledge of intercultural communication strategies. The workshops may also assist students in their intercultural sensitivity development.

The theme of the International House is “Building a Global Village.” In an effort to provide residents with a learning component to the community that will assist them with this theme, each semester three cultural identity/intercultural communication workshops will be conducted ([Appendix B:I-House Workshop and Activity Schedule](#)). These workshops are run by the Center for Global Engagement intern.

The first workshop will incorporate an introduction to cultural identity and allow students to continue building community by learning about each other. Students have already met and participated in International Student Orientation and a team building ropes course or community service project. This workshop serves as an opportunity to learn more in depth about each other and begin to be introduced to concepts of cultural identity. This will allow students to reflect on the concrete experiences that they already had in order to begin applying new knowledge to future life experiences.



Students will participate in a warmer, an activity meant to set the tone for the workshop and ease students into active participation. The first activity is called “10 Things about You,” and is adapted from Professor Waheeda Lilliveck’s Cross-Cultural Management course. Students are asked by the CGE intern to write down ten words or phrases they might use to describe themselves when introducing themselves to a stranger. When they are finished, students can share all ten or just a few from their list to the entire group. After sharing, students will then identify similarities and differences, what people mentioned the most or first, and anything that struck them as an unusual element of identity. The facilitator will use this activity to open up the discussion about identity and how cultural identity is formed.

The CGE intern will present participants with a mini lecture of no longer than twenty minutes to introduce concepts of cultural identity. Students will understand that identity development is a process of familial and cultural socialization, exposure to other cultures and personal development (Lilliveck, 2010). Identity categories that were noted during the warmer, such as nationality, ethnicity, gender, religious and political affiliation and relationships with others will be discussed in more depth. The lecture will focus on identity development to allow students to begin reflecting on their own identity and build a basis for understanding other cultural identities.

The final activity for workshop one is titled “River of Life.” The purpose of this activity is to allow students to depict their path to TCNJ and where they are now. The trainer will explain that the “river” they draw should depict milestones that have brought them here and helped inform their cultural identity. Students will use construction paper, markers and old magazines to construct their “River of Life.” When complete, students will share their “River” with the group. This activity will allow students to learn more about each other in a creative way. This activity was conducted with a small group of current residents and was very successful.

The second workshop will be a simulation that introduces students to the different cultural value dimensions considered by Hofstede, namely individualism/collectivism and high/low context. The simulation is called Rockets & Sparklers, adapted by Mary Kay Sigda from Stringer & Cassidy (2003). Two trainers are ideally needed for this simulation; however it can be done with one. Before the simulation, students will be introduced to the concepts of individualism and collectivism and high and low

context cultures as defined by Hofstede. This workshop will allow students to reflect on their new knowledge by active experimentation with the concepts taught.

The first section of the workshop will be a thirty minute introduction to the basic principles of cultural values as described by Hofstede. Students will participate in a continuum exercise in which they will be asked to agree or disagree with a statement that relates to a cultural value. For example, the intern will state, "Managers and bosses should be selected on the basis of seniority." Students will move to one side of the room to a sign that says agree or disagree. One would expect that students from high power distance cultures would agree with the statement. This would spark a discussion and the trainer would explain the concept to give students context for the differences they see when viewing peers on the other side of the room. A statement will be given for each of Hofstede's cultural value dimensions: individualism/collectivism, power distance, masculinity/femininity, uncertainty avoidance, and orientation to time ([Appendix C: Cultural Value Dimension Statements](#)).

This introduction leads smoothly into the Rockets and Sparklers simulation. The objective of this simulation is to identify different values and behaviors of a culture and explore the influence of culture on our interpretation of others' behaviors (Stringer & Cassiday, 2003). Participants will be split into two groups and assigned either a Rocket or Sparkler cultural identity ([Appendix D: Rockets & Sparklers Cultural Roles & Instructions](#)). They will separate into different rooms to review their cultural norms and practice the paperclip game. With a large group of students, the CGE intern should be able to follow the activity as designed. If participation is low, it is recommended to skip the scouting activity and immediately mix the cultures. The conclusions that students will draw from this activity and debriefing will be:

1. We perceive and evaluate others from our own cultural perspective.
2. We tend to interpret or evaluate others' behaviors rather than describing them – and the interpretation/evaluation is from our own cultural perspective. This can interfere with our ability to learn about another culture.
3. Individuals within a culture may interpret cultural rules differently, leading to individual differences in behavior.

4. If we are too rigid (stereotyping) in our expectations of another culture, we may miss individual differences and be less effective in our interactions with individuals from that culture.
5. Our personal values may lead us to be more or less comfortable with the behavior of others (Stringer & Cassiday, 2003).

This activity seeks to increase students' intercultural sensitivity and ability to communicate across cultural values.

The final workshop for the fall semester will focus on the future and applying what residents experienced throughout the semester living together. This workshop will allow students to apply their new knowledge through a discussion of scenarios.

At the beginning of workshop three, the CGE intern will introduce the concept of cultural intelligence, which is the individual's ability to interact and function in any environment or social setting (Lilliveck, 2010). Students will gain an understanding of how they increased their cultural intelligence and perhaps moved up a level on the DMIS. Students will synthesize this new knowledge through a discussion of how they developed cultural intelligence throughout the semester. The ways in which students developed cultural intelligence is cognitively: learning about their own and other cultures and cultural diversity (e.g. culture nights); physically: using their senses and adapting their movements and body language to blend in (e.g. daily I-House living); and motivationally: gaining rewards and strength from acceptance and success (e.g. creating new friendships and taking control of I-House programming) (Lilliveck, 2010). The CGE intern will lead a discussion to help students reflect on their cultural achievements throughout the semester.

After this discussion, students will take part in a role play of three multicultural conflict scenarios ([Appendix E: Multicultural Conflict Scenarios](#)). One scenario is:

Tomuda is from a small country in Africa and this is his first semester on campus and in the U.S. There are not any other people from his country on campus and he feels lonely. He feels awkward meeting Americans and does not feel very close to other African students he has met (*Multicultural Conflict*, n.d, p.2.).

The following questions will be asked to stimulate thought about the situation and synthesize residents' knowledge and ability to respond to intercultural conflict:

- What are your perceptions?
- What cultural values affect this situation?
- How do you feel about the dilemma?
- If you were involved, what elements would be under your control? What is out of your control?
- What feelings might the students in the scenario have?
- What are the possible solutions? (*Multicultural Conflict*, n.d., p.3).

After all three scenarios, the CGE intern will need to process the entire activity using a variation of these questions:

- What solutions or reactions surprised you?
- Describe a personal experience with a similar intercultural misunderstanding (if comfortable).
- What can we do to prevent these situations before they occur? (*Multicultural Conflict*, n.d., p.3).

This final workshop allows students to think about how they would react to different scenarios and reflect on how their experience in the I-House has prepared them for the future.

In order to accommodate the fact that many TCNJ students will be living in the I-House for a full academic year, it is important that the workshops during the spring semester are not repetitive of too much of the information given during the fall. The concepts may be similar but the activities will change to ensure that students receive a different workshop schedule. The first spring semester workshop, or fourth workshop, will introduce concepts of culture through a discussion of the cultural iceberg and use of a cultural self-disclosure scale. It will be a re-introduction of concepts of cultural identity but with a different focus on culture as a whole. This will allow students to learn new information and reflect on their past experiences.

The purpose of the cultural iceberg activity is to help residents determine which aspects of culture are immediately evident and which may be more difficult to identify or adapt to. Students will work in pairs to brainstorm which aspects of culture are seen and unseen. Each pair will present their thoughts and the CGE intern will record responses on flip chart. This is important for the I-House residents to discuss because, like study abroad, "in the course of encountering alternative ways to live life and solve

problems, it is possible to experience tremendous intellectual and personal growth” (Culture: The Hidden Dimension, n.d., para. 3). Increasing students’ awareness of cultural values and norms will allow them to recognize why someone’s knowledge, behaviors and attitudes may be different from their own. Students who have been living in the I-House for at least one semester will be able to delve deeper into this discussion because it will allow them to think of the underlying values that guide their roommate’s beliefs, attitudes and behaviors.

The next activity is the Intercultural Self-Disclosure Scale as conceived by Donald W. Klopf (1996) in *Experiential Activities for Intercultural Learning*. The objective of this activity is to get participants to think about the strategies they need to handle situations where the other person expects them to be more forthcoming than they may want to be (Klopf, 1996, p. 65). Participants will learn that when considering what to reveal to another person, they should reveal “information that will enhance communication, information unknown to the other person, and information the other will not learn from friends and family (Knopf, 1996, p. 67). ([Appendix F: Intercultural Self-Disclosure Scale](#))

The fifth workshop will focus on elements of non-verbal communication. This is important for our students in the International House, especially because of potential language barriers. Role plays allow students to experience different types of communication. Processing this activity will be important to allow students to make connections with what they acted out and what happens on a daily basis while living in the I-House. Additionally, students will participate in a work values exercise that will help them examine their group work values and compare across cultures. This will allow students to reflect on their values and gain an understanding of them.

The non-verbal communication exercise will also link concepts from previous workshops on cultural value dimensions. The intern will ask students who participated last semester to explain some of the cultural values that may be hidden in the non-verbal communication scenarios given. This allows students to remember what they learned previously and teach those students who are new exchange students or did not participate in the cultural value dimensions workshop in the fall. ([Appendix G: Non-Verbal Communication Scenarios](#)).

The second activity is a Work Values Exercise created by Carol Wolf (1996, p. 145) ([Appendix H: Work Values Exercise](#)). The purpose of this exercise is to engage students in thinking and talking about

their own values as they relate to work (Wolf, 1996, p. 145), which can be similar to working in groups in college classrooms. The differences in work values are often unspoken or students may be unaware of them and can be the root cause of conflict (Wolf, 1996, p. 145). Understanding different work values may help shed light on any conflict that occurs in the I-House. As with other workshops, this one seeks to continue to deepen students' awareness of cultural values and move them further along the DMIS.

The sixth and final workshop of the academic year will be similar to workshop three in that students will think about ways in which to use their new knowledge and experiences in future cultural situations. This workshop will also serve as reflection time for students to think about their experiences within the I-House and serve as a wrap up of the year and/or semester that the students were living there. Some final team building games will occur to infuse some fun into their last official meeting together ([Appendix I: Team Builders](#)).

The final ICC workshop will allow students to process all of the workshops they participated in and reflect on the new skills in intercultural communication they developed over the year of living in the I-House. Students will participate in scenarios and role plays of multicultural conflicts and apply their knowledge and experiences to the solutions. The same structure will be followed as was implemented in workshop three.

While the end of semester reflection dinners will serve as a wrap-up for the relationships developed in the I-House, it is important to close the ICC workshops as well. Students will participate in an activity called "Graffiti Board." Each student will have a blank piece of paper taped to their back. Residents will walk around the room and write something they appreciate about that person or something they learned from them. This is a simple activity to allow students to reflect on the impact others had on them and to realize the impact they had on their fellow housemates.

### *Culture Nights*

Culture Nights is a general term for describing programs put on for and by I-House residents. The purpose of a culture night is to introduce the culture from which students are from or studied abroad in and broaden others' knowledge and awareness of different cultural practices. They are general in nature and are meant to dive briefly into the visible parts of a culture. The hope is that these programs can bring in a wider audience of TCNJ students and increase international awareness on campus.

Collaboration with other residence halls and student clubs will be encouraged and these partnerships will be supported by the Resident Director, Community Advisor and CGE intern.

Students will sign up for and be in charge of planning and executing at least one Culture Night per month each semester. This will allow students to gain a leadership role and collaborate with each other to teach about their home culture or a culture that they have lived in for an extended period of time. International exchange students can work in groups with each other and will include TCNJ students in the planning process. TCNJ students who studied abroad can also share a cultural night about the country that they studied in. Culture Nights can include a movie, cooking demonstration, music, traditional presentation, dance or current events. These nights are designed to allow students to have an opportunity to be in charge of their own programming and design something that is fun yet informative at the same time.

Learning outcomes for culture nights include improving students' ability to plan, organize and implement a program on their own with minimal guidance from I-House staff and to introduce residents and the TCNJ community to the varying cultures that are present on campus. Students will document their culture nights through pictures or videos of the event to allow them to continue to reflect and process what they learned. Students will also be asked to submit an article to TCNJ's student newspaper, *The Signal*, reflecting on their experience living in the I-House and how it allowed them to learn and grow as a person. The development of an I-House blog has been discussed but the maintenance of that blog would need to be delegated to a steering committee member, of who most cannot dedicate themselves fully to that responsibility.

#### *Activities and Trips*

One of the main setbacks to the International House in previous years was the unavailability of activities and trips to surrounding areas provided to I-House residents only. Students can take advantage of College Union Board (CUB) trips; however, these trips are open to the entire student body. CUB trips allow international students to experience surrounding cities at a very low cost. Allowing all I-House members to participate in the excursions allows domestic students to experience a U.S. city for the first time with their international friends. CUB allows the I-House to reserve up to six spots on buses for

popular trips to New York City, Philadelphia, Washington, D.C. and Baltimore. This partnership will continue to grow as time goes on with the cultivation of the relationship managed by the CGE intern.

A team building ropes course activity will be planned at the beginning of each semester. This will allow for TCNJ students and international exchange students to become acclimated to each other and begin to learn principles of trust, team building and communication. The fall semester will feature an outdoor walking activity similar to the television show "Amazing Race." Students will work in teams and walk around two towns, New Hope, Pennsylvania and Lambertville, New Jersey, about a thirty minute drive from TCNJ. Students will have the opportunity to bond over this experience and begin to learn how they can work together to have a positive living and learning experience. In the spring, another team building activity will be conducted to include the new international exchange students who will be studying at TCNJ. This team building exercise will be an indoor ropes challenge course to account for the cooler weather in January. Students will have the opportunity to reacquaint themselves after winter break and introduce new International House members into the group. This is an important aspect of beginning to build a cohesive community within the International House after each semester.

Budget constraints may not allow for a ropes course to occur. In this case, I-House residents will participate in a service project together. Potential partners include the Trenton Food Bank and Soup Kitchen, City Year Philadelphia and TCNJ's Bonner Center. This activity will cost significantly less and will allow students to gain exposure to local community needs. The CGE intern and Resident Director will collaborate over the summer to plan a community service project in the event that a ropes course budget is not approved.

Other activities include apple picking, a Thanksgiving potluck, and kayaking. Students can request that a trip take place and the CGE intern will work with the budget to make that happen.

### *Reflection*

Reflection is an essential piece of the learning process. Reflection allows students to recognize their intercultural sensitivity and development as a cultural being. Students take advantage of the activities, workshops and living together but without a way to synthesize what they are learning and doing, they may not make the connection between their experiences and the new knowledge, skills and awareness they acquired. Students are increasingly interested in boosting their resumes and by



providing a space to reflect, students will be able to translate their experiences into workable skills. Students will be asked to fill out a short survey after they attend an I-House program to allow them time to process the experience and new knowledge, skills or awareness that occurred ([Appendix J: I-House Programming Attendance and Reflection Form](#)). It also serves as an evaluation tool for staff to assess the effectiveness and attendance rate of a program.

Reflection can happen in various ways that will be encouraged by the CGE intern. The surveys that students are required to fill out after attending an I-House program give them the space to reflect on what they participated in and a place to write down their thoughts and learning. These short surveys will be returned to students at the end of the semester to allow them to see what they have accomplished throughout the semester. End-of-semester reflection dinners will feature team builders and creative journal writing to help students with closure to their semester, both in terms of friendships and new knowledge, skills and awareness gained. Students will create an I-House newsletter once per semester, which will allow for qualitative reflection and a sharing of stories and thoughts about intercultural interactions with many key stakeholders. Public reflection tools (blog, newspaper articles) also serve as evaluation of the success of the program for TCNJ's administrative leadership. Residents will also be given the space to appreciate each other in fun and creative ways. Ranging from leaving appreciative notes to each other in envelopes to exchanging gifts, these types of activities help build community and invites residents to think about how each person in the house has made an impact on their life.

## **Staffing Plan**

The International House program is a collaboration between the Center for Global Engagement, the Department of Residential Education and Housing and the Department of Modern Languages. The I-House steering committee is in charge of maintaining the long-term development and sustainability of the program. The Steering Committee is comprised of the Director of the Center for Global Engagement, who will also be the faculty representative from the History Department, the Director of Residential Education, the Assistant Director of Upper Class Experience, the Resident Director of Upper Class Experience, the CGE intern, the Community Adviser, and two students, one domestic and one

international ([Appendix K: Steering Committee Organization Chart](#)). The Steering Committee determines the TCNJ students that will be living in the I-House for each academic year after a review of applications and manages the overall vision and schedule of activities for residents.

An activities sub-committee separates the administrative and long-term goals of the I-House from the day-to-day planning. The Activities Committee is made up of the Resident Director (RD) for Upper-class Experience (UCE), the Community Adviser (CA), two students and the Center for Global Engagement intern. This committee is in charge of setting the schedule for the semester with a complete pre-planned and budgeted set of activities for I-House residents, with the inclusion of all international exchange students in the programming. The schedule has already been developed, as shown in [Appendix B](#). The activities committee will need to implement the schedule and manage the planning of trips. The sub-committee is also free to change the dates listed based on future student needs.

The Directors of ResEd and the CGE provide budgetary oversight and assist with the evaluation of the program. The Assistant Director (AD) of UCE will provide marketing and outreach support for the I-House application process. The RD of UCE will work closely with the CA and the CGE intern to implement the scheduled activities and workshops detailed in this program. The ARD will also be responsible for holding students accountable to attending programs by reviewing the online surveys they fill out to prove attendance. If TCNJ students are failing to meet their I-House responsibilities, the ARD will need to take appropriate action. The CGE intern is responsible for the implementation of ICC workshops. She will be an integral part in creating a community feel and including international students who do not live in the I-House into the program. The Director of the CGE, who will also be the faculty representative, is responsible for maintaining overall vision of the program and introducing the CGE intern to her responsibilities and role for the International House.

The most important person involved with the I-House is the Community Adviser (CA), a TCNJ student who manages the daily living of residents and ensures the creation of a successful community. Residential Education hires the Community Adviser ([Appendix L: Community Adviser \(CA\) Job Description](#)) to live in residence with the International House residents. The CA's most important job responsibilities in regards to the International House include providing assistance in organizing programs that support the residential learning model; conducting regular meetings with residents to share

information and build the community; and make the public areas of the building attractive through monthly bulletin board designs. Regular meetings held by the CA will be in addition to the monthly intercultural identity and cultural workshops hosted by the Center for Global Engagement intern.

In addition to the responsibilities listed by ResEd for the CA position, the I-House CA will be expected to report to the steering committee monthly to give feedback on residents, how the community is developing and any informal gatherings that took place. This will allow the steering committee to have an idea of activities that are occurring that they don't have a direct hand in planning. It can also be used as an evaluation tool to see how successful the community building of the I-House program is coming along.

## **Program Marketing**

In an effort to recruit TCNJ students to live in the International House, Residential Education and the Center for Global Engagement make several efforts to obtain qualified applicants. Program marketing and outreach begins after the Thanksgiving break to allow students time to explore their housing options for the upcoming academic year. The CGE reaches out via e-mail ([Appendix M: Program Marketing E-Mail](#)) to returned and current study abroad participants to encourage their application to the I-House program. The information is also sent out to all students by ResEd in e-mails informing students of the upcoming housing lottery process. In addition, the Community Adviser and I-House residents host an information session where interested applicants can learn more about the I-House program and take a tour of the townhouses.

Most of the program marketing happens by word of mouth and by the friendships that are made between international exchange students and TCNJ students not living in the I-House. More targeted marketing can occur in the future by reaching out to professors with classes in international topics, for example, languages, international studies, and history. It will also be beneficial to reach out to students in majors that don't typically have the chance to study abroad for a full semester because of their scheduling; for example, engineering, health and exercise science, nursing and education. The program will allow these students to have an international experience without going abroad. In addition, flyers

posted around school, table tents in the dining hall and an ad in the school newspaper will increase awareness of this unique living opportunity ([Appendix N: I-House Marketing Flyer](#)).

## **Student Recruitment and Admissions**

Recruitment of students to live in the International House occurs mainly through word-of-mouth, putting up flyers around campus and e-mail blasts sent to targeted populations. Interested students are directed to an online application ([Appendix O: International House Application for TCNJ Students](#)) where they answer questions to help the steering committee determine if they would be a good fit for the I-House community.

When determining if a student will be a positive contributor to the I-House, the steering committee reviews applications based on the students' interest in creating a global community, how involved they are on campus already, which helps determine their availability and commitment to I-House responsibilities, their cultural programming idea and the overall clarity and quality of their application. Admission into the I-House has become competitive over the three years of its existence. Not only do students want to avoid the housing lottery, more students are studying abroad and express an interest in other cultures.

As the International Exchange student population continues to increase each semester, the Director of the Center for Global Engagement is considering an application process for international students ([Appendix P: International House Application for International Exchange Students](#)). This will ensure that the international students understand that they are going to be living in a living-learning community and what those expectations are before they are arbitrarily placed there. It will also ensure that the students will be committed to the programs and meetings developed by the International House. International House programming will not be limited only to I-House residents. Currently, all international students are required to participate in I-House events to create a larger international community on TCNJ's campus.

## **Logistics**

The successful implementation of the I-House program is dependent on the smooth coordination between several on-campus offices. Lines of communication must remain open between the Center for Global Engagement and Residential Education and Housing. While the Community Adviser is supposed to report directly to the RD of UCE, it is also important that he/she communicates with the CGE intern to ensure movement towards intercultural learning.

The placement of TCNJ and international exchange students into the I-House is the responsibility of ResEd. After students apply and the I-House steering committee selects the students who will be living in the I-House, ResEd is responsible for placing students in rooms in the townhouses and ensuring that there is no floor within the townhouse that has only domestic students living on it. The CGE director and intern will be responsible for notifying ResEd which international students will be placed in the I-House and which international students should be placed elsewhere. This ensures that the I-House has representation from several cultures.

The coordination of I-House activities off-campus is the responsibility of the CA and the CGE intern, with assistance from the RD of UCE. TCNJ allows offices to use the Fleet Vehicles at no cost for off campus events that relate to the offices work. The CGE Intern will be responsible for reserving these vehicles and securing the appropriate number of staff members to drive the vehicles for off campus events. Any requests for money from the budgets of either the CGE or the townhouse's budget must be submitted by students, the CA or the CGE intern to the RD of UCE with at least one month's notice for I-House events.

The coordination of the regularly scheduled I-House Program Meeting time has been a struggle in the past. The time that students are available appears to be Wednesday afternoons when there is no class; however, this is the time that most clubs and sports meet. Many students are unwilling to give up one club meeting time per month to attend an I-House meeting. The removal of required bi-weekly meetings will give students more autonomy to choose which programming they attend and allow them to continue to be involved with other activities on campus. Meetings will now take place on Thursday evenings when there is nothing scheduled for students to do and they can take a break from studying to attend an I-House ICC workshop or Culture Night.

ICC workshops will take place in the Townhouse South lounge, which will be reserved by the CA. Culture nights can take place in the lounge as well. However, if students decide to promote the culture night to a wider audience, they will need to arrange for the appropriate space to be reserved.

### **Health and Safety Plan**

The Health and Safety Plan for the International House is minimal because it follows all procedures already in place at TCNJ. The CGE intern will become familiar with TCNJ's policies but the RD and ResEd are ultimately responsible for the health and safety of its residents while in the residence halls. In the event of a health and safety emergency while off-campus, I-House staff chaperoning the trip will follow TCNJ's off-campus activities protocol.

### **Crisis Management Plan**

No additional crisis management plan is necessary as the I-House will follow all procedures in place for emergencies and potential evacuations. Everyone on the I-House steering committee will have contact information (phone numbers and e-mails) for students and their emergency contacts readily accessible in the event of a crisis.

### **Budget**

Monetary support for the International House program is shared by the Center for Global Engagement and the Department of Residential Education and Housing. Currently, the ResEd budget for living-learning communities is not separate from the regular townhouse budget, however there is the possibility in the future of creating a separate budget for them (Tina Tormey, personal communication, February 25, 2011). Through the development of pre-planned activities for International House residents and participants as shown in the curriculum, it will be easier for both departments to budget the money necessary to make the I-House program a success.

The payment for the Community Adviser is already factored into the ResEd budgets and does not need to be factored separately into the I-House budget. The CGE Intern is paid by the CGE. Additionally, steering committee members do not receive any stipend for working with the I-House. The budget for the International House is solely a programming budget designed to facilitate intercultural learning and provide opportunities for community engagement and local travel for I-House program participants. ([Appendix Q: Budget](#)).

## **Evaluation Plan**

In order to ensure that the International House program is meeting its stated goals and residents are actively participating, the I-House program will employ several evaluation tools. In order to measure intercultural learning, I-House program participants will complete pre- and post-surveys designed to measure their knowledge, skills, attitudes and awareness of other cultures and intercultural communication based on the DMIS ([Appendix R: Pre-Survey on Intercultural Sensitivity and Cultural Knowledge](#) and [Appendix S: Post-Survey on Intercultural Sensitivity and Cultural Knowledge](#)). Survey results will be evaluated by the CGE Intern to determine if I-House activities and workshops are moving students along the DMIS. The evaluation will also provide insight into student satisfaction with the program and provide a basis for any improvements that are needed.

One of the responsibilities of the Community Adviser is to meet individually with students three times during the semester. The first meeting is to set goals in regards to their participation in the community. The second meeting is to assess the residents' progress towards meeting those individual goals. This will allow the CA to provide the necessary support to students who seem to be struggling with becoming a member of the community. The third and final meeting is to see what progress was officially made and to talk with the student about their time in the I-House. The CA will not be meeting with program participants who do not live in the I-House. The CA will document individuals' goals and progress in a written summary provided to the steering committee. The intern and director of the CGE will review the students' progress and evaluate the summaries of these meetings to gain an understanding of students learning.

In order to assess the development of a community amongst I-House program participants, the CA will also report once monthly to the steering committee a list of impromptu events that occurred in the I-House. These events can include ordering take-out and watching a movie, going out to dinner, attending a play or show on campus or a discussion about current events. This will allow the steering committee to see the other cultural events that occur within the I-House that are not pre-planned and will allow the committee to see how involved students are with each other.

One of the requirements of living in the I-House is to attend a minimum of five scheduled events throughout the semester. These events range from the regularly scheduled I-House intercultural communication workshops, cultural dinners, and trips. After attending an event, students will fill out an online survey form that summarizes the event and what they learned from it. The Resident Director will periodically review this online form to see which students have attended and which have not. He then will encourage students to attend upcoming events to ensure that they are meeting the requirements of the I-House program. At the end of the semester, their responses to the events will be printed out and given to them. This will allow them to have a tangible view of what they did during the semester and see the growth that they made. Additional evidence of learning and community building can be documented via photographs, blog entries, and newspaper articles to assess learning qualitatively. The CGE intern is responsible for a semester newsletter that details I-House activities and features students writing. This publication will be sent to a wider TCNJ audience including faculty and administration to garner support for the I-House and international programs.

## **Conclusion/Implications**

The creation of the Building a Global Village program offers students the chance to fully engage with intercultural concepts and gain an understanding of cultural identity. Without imposing too much structure on a college residential living program, student autonomy in the creation of programming will deepen the learning and participation of students. A living-learning community requires time and effort to be successful and the curriculum put in place here is part of the success for the future of I-House.



Several implications will need to be considered in the continued development of the International House program. Meeting time conflicts will inevitably ensue due to TCNJ's typically over-scheduled student and their perception of the excessive time they need to study. The introduction of a tangible ICC Certificate will encourage participation in ICC workshops. With students planning the Culture Nights, their housemates will be more likely to attend and support the program, hopefully alleviating low attendance. The continued inter-office coordination between the Center for Global Engagement and Residential Education is a concern as well. A structured flow of communication will need to be followed to ensure that everyone is doing their part in the planning and implementation of the I-House program. The incorporation of international students not living in the I-House is a potential logistical setback. How will the I-House hold them accountable to meetings and workshops if they are not living in the house? Using the I-House as a vehicle to expand International Student Services does not seem like an ideal path to take and TCNJ may need to think of other ways to incorporate this as the number of international students on campus continues to grow.

By actively participating in the I-House programs, students will develop new friendships, gain an understanding of culture and identity, be actively engaged in their own learning and increase their intercultural sensitivity. Building a Global Village can potentially grow to be a model for successful LLCs at TCNJ. The I-House program lays the foundation for increased participation and integration of international students at The College of New Jersey and the creation of a global village.

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## Appendix A: Needs Assessment Survey Questions: Students & Steering Committee

### Students:

1. Your classification: American/domestic TCNJ student                      International exchange student
2. Your country of origin:
3. Total length of stay in a foreign country(ies):
  - a. Please indicate countries where you have travelled, studied, or lived more than 4 weeks:
4. Number of semesters you have lived in the International House (if this is your first semester, please put "0.")
5. Why did you decide to live in the International House?
6. What is the best part about living in the International House?
7. What concerns do you have regarding living in the I-House?
8. What kind of outcomes do you think you will gain/have gained through your residence in the I-House?
9. Does the I-House currently offer enough opportunities for intercultural learning? Why or why not?
10. What types of support systems do you expect to be in place for I-House residents?
11. What ideas for intercultural programming do you have?
12. Do you prefer unstructured meetings with I-House residents (i.e. talking in the common room, spur of the moment events planned by residents) or structured meetings (i.e. intercultural communication workshops, Thanksgiving dinner, etc).
  - a. How often should the I-House meet for official meetings?

### Steering Committee:

1. What do you see are the goals of the International House?
  - a. In terms of student learning and development
  - b. In terms of the internationalization of TCNJ
  - c. In terms of increasing intercultural sensitivity and learning amongst students
2. What kind of outcomes do you think students should gain through residence in the I-House?
3. Does the I-House currently offer enough opportunities for intercultural learning?
  - a. If yes, what are we doing well?
  - b. If no, how would you make I-House meetings more effective to ensure this learning occurs?
4. What types of support systems do you realistically expect to be in place for I-House residents?
5. What ideas for I-House programming do you have and think will be successful?

## Appendix B: I-House Workshop and Activity Schedule

### Fall 2011

**August 26:** International Student Arrival & Orientation

The first I-House Meeting should take place during this week during which the CA will discuss ResEd & Housing policies, as well as participate in a team builder to start building community

**Saturday, September 3** (Labor Day Weekend): Community Service Project at a local organization (mandatory)

**Wednesday, September 15** (in the evening) – Intercultural Communication Workshop – Cultural Identity

**Week of October 3** – 1<sup>st</sup> Culture Night

**Wednesday, October 12** – ICC Workshop – Cultural Value Dimensions & Simulation

**October** → CUB Trip to Fright Fest at Six Flags Great Adventure

**October 17 & 18:** Fall Break – Residence Halls Open

**Saturday October 22** – I-House Apple or Pumpkin Picking

**Week of October 24** – 2<sup>nd</sup> Culture Night

**Week of November 7** – 3<sup>rd</sup> Culture Night

**Wednesday November 16** – ICC Workshop – Cultural Intelligence and Multicultural Conflict Scenarios

**Saturday November 19** – Thanksgiving Potluck (mandatory)

**Wednesday-Friday November 23-25** – Thanksgiving Break – Residence Halls Closed

**Week of November 28** – 4<sup>th</sup> Culture Night

**December 7** – Reflection Dinner

**December** – CUB trip to NYC for Holiday Lights

### Spring 2012

~**January 13** – International Student Arrival & Orientation

**Monday January 16** – First I-House Hall Meeting

**Saturday January 21** – Community Service Day (mandatory)

**Wednesday February 1** – ICC Workshop: Cultural Iceberg and Intercultural Self-Disclosure Scale

**Week of February 13** – 1<sup>st</sup> Culture Night

**Week of February 27** – 2<sup>nd</sup> Culture Night

**CUB Trips** – Spring semester trips usually include Baltimore, Philadelphia and Boston

**March 5-9** – SPRING BREAK – Residence Halls Closed

**March 14** – ICC Workshop #2 – Non-verbal communication & Work Values exercise

**Week of March 26** – 3<sup>rd</sup> Culture Night

**April 11** – ICC Workshop – Multicultural Conflict Scenarios and End of Year Reflection

**April 22** – Reflection BBQ (everyone)

## Appendix C: Cultural Value Dimension Statements

I am going to read some statements. You will have to make a forced choice, whether it is like you or not, or you agree or disagree. If you choose not to answer the question, that is ok.

Continuum Exercise: Most Like me/Least Like me/Agree/Disagree – on opposite sides of the room

### Individualism questions:

- If someone thinks of a different way to perform a task, that person should be encouraged to do it that way.
- It is important that people have lots of free time to pursue their own interests
- When children become 21 years of age, they should be encouraged to move away from home
- It is important that I receive individual recognition at work
- When I work on group projects, it is important for me to be the leader
- I take care of myself and my immediate family only
- Self-interest comes before that of the group
- I make an effort to separate my personal and professional life
- I like competition
- Efficiency is more important than loyalty

### Collectivism questions:

- I would always cooperate to keep group harmony
- Parents have the right to choose the spouse for their children
- If I were given a large sum of money, I would share it equally with members of my family
- When working on a project, I would rather work as a group member than as an individual
- I value cooperation and harmony
- I prefer to be loyal to someone over the efficiency of a project
- The interests of the group are more important than my own individual interests

### Risk-Oriented (low uncertainty avoidance)

- I enjoy taking risks
- Conflict is healthy (in groups or an organization)
- I can achieve anything I set out to achieve
- Change in my life is important to me
- It is important to be flexible during negotiations and at work
- Rules should fit situations and may be broken
- I am open to new people and cultures

### Structure-Oriented (high uncertainty avoidance)

- It is important to me to plan for the future very carefully
- Rules are always to be followed
- A manager must be an expert in the field in which he or she manages
- Managers and bosses should be selected on the basis of seniority
- employees should remain with one employer for life

### Power Distance – Hierarchical

- Eldest male should be the head of the household
- Employees should not talk to their bosses about personal matters
- Power and wealth are evil
- It is important for managers to make all decisions

- It is important for bosses to closely supervise their employees
- I prefer to call my Professors by their official title, Mr., Mrs., Dr, etc.
- I prefer to work at a company that has a “top-down” approach
- People with power should be allowed to have privileges

### **Power Distance – Participative**

- Employees should participate in company decision-making
- It is all right for employees to disagree openly with their bosses
- It is all right for employees to call their bosses by their first names
- It is important for me to be able to work independently
- I like to trust and to cooperate with other people.
- I prefer to call my professors by their first name
- All should have equal rights

### **Masculine**

- It is very important for me to receive recognition for my work
- It is more important for me to be paid well than to have a close relationship with my boss
- It is important for me to keep my work life separate from my private life
- The most important things to my career are a good salary and a job that I do well and like
- People must learn to make their own way in this world
- I admire the strong
- Big and fast are beautiful
- I value assertiveness, competitiveness and ambition

### **Feminine**

- My job is only one of many parts of my life
- I would rather work for a small company than a big one
- It is important to finish one interaction before rushing off to another
- People will achieve their goals without being pushed
- Small and slow are beautiful
- I have sympathy for the underdog
- I value modesty, solidarity, and helping others

Stull, J. B. and Von Till, B. (1995, February). *Hofstede's dimensions of culture as measurements of student ethnocentrism: A quasi-experimental study*. Paper presented at the Annual Meeting of the Western States Communication Association, Portland, Oregon.



## Appendix D: Rockets & Sparklers Cultural Roles & Instructions

# 40

### Simulation: Rockets and Sparklers

#### Time Required

90 minutes (15 minutes to learn cultural rules; 10 minutes for visits and small-group debriefing; 15 minutes to play together; 15 minutes to describe the other culture; 35 minutes for large-group sharing and debriefing)

#### Objectives

1. To identify the different aspects of culture: values and behaviors
2. To explore the influence of culture on our interpretation of others' behaviors
3. To demonstrate the influence of cultural values on our own behaviors

#### Materials

- Copies of the Sparklers' Cultural Rules Handout and the Rockets' Cultural Rules Handout for each member of the assigned cultures
- Paper clips
- A breakout room for one of the cultures

#### Process

1. This activity offers participants firsthand experience with a "cultural encounter." After dividing the group in half, distribute the "Sparklers' Cultural Rules" handout to each member of one group and the "Rockets' Cultural Rules" handout to each participant in the other group. Give each group approximately 10 minutes to read over the characteristics of their culture and to practice the "Paper Clip Game," using their cultural rules to do so. Except for the scouts, groups should continue to play the game.
2. Ask each group to send 2 or 3 scouts into the other culture to observe their interactions. They are not to participate in the culture; they should only observe. These scouts spend approximately five minutes in the other culture. Upon returning to their home culture, they share what they have seen and describe what they believe to be the rules and values of the other culture.

General

M-H

P, D, M

3. After the scouts have briefed their own cultural group on the other culture, ask both cultural groups to meet in the same room and give them approximately 15 minutes to play the "Paper Clip Game" together.
4. After 15 minutes, separate the two groups again and give each culture 15 minutes with their group to prepare a description of the other culture, which they will be asked to share once they are together again. Specifically, each group is to respond to the following questions:
  - What behaviors did your scouts observe? What cultural values or rules did your scouts determine from these observations?
  - When you were first together as a total group and playing the game, what observations did you make? How accurate did you feel the scouts had been in describing what they saw? Were there differences in what the scouts described and your own experience?
  - Using descriptive words, how would you portray the other culture?
5. After 15 minutes, bring the two groups together again. Ask the Sparklers to share their descriptions of the Rockets' culture with the Rockets. Do not allow the Rockets to talk during this time—they are only to listen. When the Sparklers are finished, allow the Rockets to share their conclusions about the Sparklers. Do not allow the Sparklers to talk during this time—they are only to listen.

#### Debriefing Questions

1. How similar or different was each culture from the assumptions the other culture made about them? What might arise from these perceptions? (*Note: Look for both resources each might bring and conflicts that might occur.*)
2. How did you feel about being in your own "culture"? Why? If you were a scout, how did you feel about the behaviors of the other culture when you played in the large group? Why?
3. What personal values do you hold that made either of these cultures comfortable or uncomfortable?
4. Did you agree with the other culture's description of you? If not, what was your reaction?
5. What did you learn from this experience?
6. How can you apply what you learned to everyday life? Are there groups in your organization that might misperceive each other in the way the Sparklers and Rockets did? Why?

#### Debriefing Conclusions

1. We perceive and evaluate others from our own cultural perspective.
2. We tend to interpret or evaluate others' behaviors rather than describing them—and the interpretation/evaluation is from our own cultural perspective. This can interfere with our ability to learn about another culture.

3. Individuals within a culture may interpret cultural rules differently, leading to individual differences in behaviors.
4. If we are too rigid (stereotyping) in our expectations of another culture, we may miss individual differences and be less effective in our interactions with individuals from that culture.
5. Our personal values may lead us to be more or less comfortable with the behavior of others.

### **Sparkler's Cultural Rules**

The most important goal or purpose in life for a Sparkler is the accumulation of wealth (paper clips). All members of the Sparkler culture receive an equal number of paper clips at birth and have an equal opportunity to accumulate more.

Sparklers wear the same number of stickers as the paper clips he or she has. Sparklers with the greatest number of paper clips are the most highly respected in Sparkler society. When Sparklers exchange paper clips with those who have more paper clips than him or her, they have to bow deeply at the beginning of the game.

Sparklers do not spend much time together unless they are engaged in the exchange of paper clips. They like to keep a "safe" distance of approximately two to three feet during paper clip exchanges, and they are uncomfortable with people who stand too close and touch their body. It is important for Sparklers to maintain eye contact during the game.

#### **Paper Clip Game**

To play the paper clip game, a player hides one paper clip in either the right or left hand. The other player must guess which hand has the paper clip. If the person guesses correctly, he or she gets the paper clips that were in the hand. If wrong, he or she gives the other person the same number of paper clips as were in the hand. Accumulating clips is important, so use your time wisely. It is important to keep on the move and make a lot of contacts.

After about 10 minutes, you discover that there is another culture not too far away that plays the paper clip game. This could be a great opportunity to accumulate more wealth- so organize your fellow Sparklers and head out to win more clips.

### **Rocket's Cultural Rules**

Rockets love to be together. They love to laugh, talk, and tell stories. The thing most valued in this culture is relationships. They touch each other on the shoulder or back as a form of greeting and ask about family members and each other's health. They rarely maintain eye contact for any length of time, and their eyes are always looking around.

Accumulating wealth is not highly valued; in fact, displaying wealth is not appropriate. Rockets are never greedy or pushy, and they don't care about winning games. Rockets consider the game as a communication tool.

Age is an important criterion for respect and authority in Rocket society. Rockets wear a sticker with their age written clearly. When Rockets talk with their elders, they have to bow to him or her at the beginning of a conversation.

#### Paper Clip Game

To play the paper clip game, a player hides one paper clip in either the right or left hand. The other player must guess which hand has the paper clip. If the person guesses correctly, he or she gets the paper clips that were in the hand. If wrong, he or she gives the other person one clip. Of course, before playing the paper clip game, Rockets should communicate with others following Rocket etiquette. Before and after each exchange of paper clips, be sure to greet, talk about family and tell stories – these personal interactions are an important part of the game. Remember, winning is not important.

Ten minutes after playing the game, you will receive visitors from another culture. This could be a great opportunity to build new relationships - they also enjoy the paper clip game!

Adapted from:

Stringer, D. & Cassiday, P. (2003). *52 Activities for Exploring Values Differences*, Yarmouth, ME: Intercultural Press

## Appendix E: Multicultural Conflict Scenarios

### Fall Semester:

- Tomuda is from a small country in Africa and this is his first semester on campus and in the U.S. There are not any other people from his country on campus and he feels lonely. He feels awkward meeting Americans and does not feel very close to other African students he has met.
- Daniel sent his resume to several businesses in the area to try and get a summer job. He is granted an interview, but when the company director meets him and realizes that he is Hispanic, he treats him coolly and only interviews him for about twenty minutes even though an hour had been scheduled. Daniel is not offered the job.
- After living in a multi-racial residence hall her freshman year, Denise hears that things are much nicer on the other side of campus. As she moves into her new residence hall at the beginning of her sophomore year, she realizes that she is the only Africa-American on her floor.

### Spring Semester:

- Ann is an Asian-American freshman who is moving into the residence hall. When her white roommates' parents meet her for the first time they ask Ann if she is studying math or engineering and suggest that Ann will be able to help their daughter study for her Algebra class. Ann is planning to study anthropology and does not care much for math.
- Tom is a white sophomore who lives with an African-American roommate, Andrew. Tom and Andrew are becoming good friends but in the dining hall, Andrew usually sits with other African-Americans and Tom usually sits with other whites. One day, Tom asks Andrew why he never sits with him at dinner and Andrew asks Tom the same question.
- Jane brightly decorates her room with a Christmas tree, lights in the window, and various "Merry Christmas" signs. Jill, Jane's roommate who is Jewish, has complained that Jane did not ask permission to put up the decorations. She finds this upsetting and is angry that the roommate seems to think her feelings are petty.

*Multicultural conflict* (n.d.). Retrieved April 15, 2011, from

<http://www.cue.indiana.edu/activitymanual/activities/Multicultural%20conflict.pdf>.

## Appendix F: Intercultural Self-Disclosure Scale

### Handout: Self-Disclosure Scale

0 = would not disclose

1 = would generally disclose

2 = would fully disclose

3 = would lie

Topic	Mother	Father	Lover	Friend	Different-Culture Acquaintance	Different-Culture Stranger
1. My face and body	_____	_____	_____	_____	_____	_____
2. Diseases, injuries I have	_____	_____	_____	_____	_____	_____
3. My personality	_____	_____	_____	_____	_____	_____
4. Sexual relations	_____	_____	_____	_____	_____	_____
5. Amount of money I have	_____	_____	_____	_____	_____	_____
6. Financial problems	_____	_____	_____	_____	_____	_____
7. Work/school problems	_____	_____	_____	_____	_____	_____
8. My occupational goals	_____	_____	_____	_____	_____	_____
9. My views on politics	_____	_____	_____	_____	_____	_____
10. My views on abortion	_____	_____	_____	_____	_____	_____
11. My views on pornography	_____	_____	_____	_____	_____	_____
12. My feelings toward this person	_____	_____	_____	_____	_____	_____
13. My likes and dislikes in TV, cars, films, sports, etc.	_____	_____	_____	_____	_____	_____
14. My family background	_____	_____	_____	_____	_____	_____
15. My girl-/boyfriends	_____	_____	_____	_____	_____	_____

### Processing Questions

- How did you feel about your own self-disclosure scale? Any surprises?
- What items did you select to share with the members of your small group? What items did you purposely avoid sharing?
- How did you feel about the small-group session? What did you discover?
- How do you handle situations where the person you are talking to wants you to disclose more than you want to?
- Have you experienced talking to someone from a different culture where the other person's sense of what was a proper question differed from your own?
- How would you deal with questions that appear to you to be very personal but which are commonly asked in another culture?

Klopf, D. W. (1996). Intercultural self-disclosure scale. In H. N. Seelye (Ed.), *Experiential activities for intercultural learning* (pp. 65-69). Boston, MA: Intercultural Press.

## Appendix G: Non-verbal Communication Scenarios

### Nonverbal Violation Slips

Each slip of paper contains two instructions. Each set contains separate instructions for the two members of each pair. Make as many copies of these sets as needed to accommodate all participant pairs.

#### Set 1

To one person in a pair:

You signal respect by standing physically close to your partner. Stand Approximately 6 inches away from him/her.

You enjoy asking a lot of questions to signal conversational excitement and involvement.

To the other person in the same pair:

You signal respect by standing at least an arm's length away from your partner.

You like to constantly check your watch for fear of running out of time in the conversation.

#### Set 2

To one person in a pair:

You like to use prolonged, direct eye gaze to signal respect for your partner.

You like to touch your partner's arm from time-to-time to signal approval for a good idea.

To the other person in the same pair:

You like to touch your own earlobes (sometimes with left hand & sometimes with right hand) frequently to signal attentive listening.

You like to sigh loudly to signal your approval and great contentment of the conversation.

#### Set 3

To one person in a pair:

You like to pace your conversation with deliberate rhythms to match your conversational partner's rhythms.

You like to stand very close to your partner (approximately 6 inches) to really pay attention to what s/he is saying.

To the other person in the same pair:

You like to fold and unfold your arms constantly to process the important ideas in the conversation.

You like to stand still and shift your weight from the left leg to the right leg to follow the rhythms of the conversation.

Nonverbal violations (2003, October). In *Play for performance*. Retrieved November 2, 2010, from

<http://www.thiagi.com/pfp/IE4H/october2003.html#Roleplay>

## Appendix H: Work Values Exercise

**Handout One:** In small groups of 3-4, students will discuss their answers to the questions on the handout.

### Handout 1

#### Questions

1. When was the first time in your life that you worked? Describe what you did. How did you know it was work?
2. What was positive about this experience? What was negative?
3. What did you learn from this and subsequent experiences about yourself and work? (For example, why you work, what you need in order to work well.)
4. What messages or lessons did you get from your family about work? Who taught you? How?

#### Examples

- "I learned that I can't stand tedious jobs" (work value: variety).  
 "I learned that the people I work with are important" (work value: relationships).

**Handout Two:** Ask students to pick their three most important values and do all or some of the following:

- Talk about the values they chose, why they picked them, and what they mean for them
- Discuss how they believe their values differ from the values of their group (organization) as a whole.
- Talk about what needs to change in order for them to feel more comfortable with/committed to the group.

**Work Values:** Respect, communication, clear purpose, relationships-working with others, individual achievement, challenging work, contribution to goals/sense of accomplishment, recognition, rewards, security, chance to develop/improve, efficiency, good pay/benefits, variety of work, control over work, environment/surroundings, other

#### Processing Questions:

- Are your values reflected in the group's values? Please explain.
- How are your values reflected in the group? What values are they? What purpose do they serve?
- Do you notice similarities/differences based on culture? Age? Gender?
- Ideally, what should the group's values be? How can you move from the real toward the ideal?

Wolf, C. (1996). Work values exercise. In H. N. S (Ed.), *Experiential activities for intercultural learning* (pp. 145-149). Boston, MA: Intercultural Press.



## Appendix I: Team Builders

### I am robot, stand me up

The facilitator is a “robot” that lies face up on the ground. The group tries to stand the robot up by giving it clear, simple commands. The facilitator interprets those commands as literally as possible. For example, if someone says, “Lift your legs,” then the robot lifts the legs straight up into the air. With an older group, this activity can be done in pairs, taking turns being the robot and communicating as clearly as possible.

### Circle lap sit

The title is the activity. Everyone stands in a tight circle and tries to sit down all together, in each other’s laps. I like to give ambiguous directions to this activity, because it’s really pretty simple and the only groups that fail it the first time are the ones that rush and don’t communicate when they are sitting down, which can make for great debrief and reflection.

### Plane crash

The group has been in a plane crash! Assign various “injuries” to members of the group: unconsciousness, blindness, inability to speak, no use of legs, no use of hands, etc. and then give them a location they have to get the *entire* group to in a certain amount of time (otherwise the fuselage will explode!)

### Line ups (by b-day)

A quick challenge is to have the group line up by some criteria: birthday, alphabetical last name, number of siblings, etc. Like any team builder, you can throw in any number of disabilities, like no talking, all the boys have to have their eyes closed, etc.

### Milk crate

A team of around 9 people all try to stand on a milk-crate for 5 seconds without touching anything external. This is a good activity for later in a team’s development when physical comfort is already established, but problem solving and communication need to be worked on.

### Toxic waste

There’s a container of “toxic waste” in the middle of a radioactive zone and limited materials to remove it with. The toxic waste can be a bucket half-full of water, the materials can be a few sticks, some yarn, and the radioactive zone can be a rope that they are not allowed to step over. This can be very challenging and takes some creative thinking.

### Mine field

Have the group partner up. Blindfold one partner from each pair. The un-blindfolded partner must direct their partner through a treacherous “minefield” to complete some task. If they hit a mine, they lose. The mines can be anything, from brooms to playing cards, and the task can be anything, like retrieving one of the items, to tagging one of the other participants.

### Monster

The group (6 to 15 is best) works together to assemble a “monster.” The monster should have  $\frac{1}{2}$  plus 1 feet/legs touching the ground as the group has, should be connected (no member by themselves), and should make a fearsome noise.

### **Connected feet walk**

The group stands in a line shoulder to shoulder with their feet touching. They must walk together without disconnecting their feet to get to some destination. If anyone breaks feet, the whole group must start over. If this proves simple for the group, they can try to beat the clock.

### **Acid River**

Given limited supplies, the group must cross some expanse without touching the ground. Supplies I have seen used before (in various combinations): lumber, paper plates, carpet squares, yoga mats, milk crates. The most important thing is that there are not enough supplies to completely bridge the expanse in one trip. The group must figure out how to split into a couple of groups, and send a few people back for supplies.

### **Spider web**

This one takes a fair amount of set-up, but it can be incredibly powerful. Tie a vertical “spider web” (yarn between two trees works) with the same number of holes in it as members of the group. The group must get from one side of the web to the other without touching the web. If someone touches, the whole group (or 1-3 members of the group) must start over. It's good to have a variety of (reasonably sized) holes at various levels, though the highest holes should not be any higher than shoulder level. Stress safety on this one!

### **Pass the ball!**

Start out by having the group pass the ball randomly to each member of the circle, remembering who they passed it to. Give them a time limit goal to pass the ball again in the exact same order. Once they achieve this goal, give them a harder goal, etc. until the goal is around 5-10 seconds. The group should eventually figure out that they can rearrange themselves.

### **Tower building**

With some designated materials, the group must build a tower some designated height in some amount of time. The simplest iteration of this is to have groups race to build the tallest tower using only items on their person (while maintaining appropriate dress.) Also common is to give flip-chart paper or newspaper with a very limited amount of tape, and other random items like paper plates, post-its, chewing gum, paper clips, etc. These towers can reach 8 feet if the group works well together.

### **Human knot**

Everyone has probably done this before, but it's still one of my favorite activities for a group of 6-15 people that are first getting to know each other. These are my particular instructions I give (after getting the group into a tight circle) that I have found to work the best: “Everyone close your eyes. Lift up your right arm. Slowly lower it until you touch someone's hand, and then hold that person's hand. Open your eyes. If you are holding more than one person's hand, let go and find a new hand. If you are holding someone's hand that is next to you, let go and find a new hand. Now take your left hand and grab someone's hand that is different than the one you are holding, and is also not next to you. Now that everyone is holding hands, I will ask Sarah to squeeze her right hand to pass a pulse throughout the group. When you feel someone squeeze your hand, squeeze your other hand to pass the pulse. This pulse will make sure that we have one big circle and not two interlocking circles. Did you get the pulse back, Sarah? Good. Did everyone in the circle feel the pulse? Good. You may begin unraveling the knot.”

D. Churchman, personal communication, April 27, 2011.

## Appendix J: I-House Programming Attendance and Reflection Form

Please take the time to fill out this short form to help document your experiences in the International House. This will serve as confirmation of your attendance of an I-House program, workshop or activity. At the end of the semester, your reflections and thoughts will be printed out and returned to you to serve as a tangible piece of evidence to show your involvement and growth as an individual living in the International House.

Your name: \_\_\_\_\_

Name of Program Attended: \_\_\_\_\_

Date of Program: \_\_\_\_\_

Please write a brief summary of the event/program/activity/trip you attended:

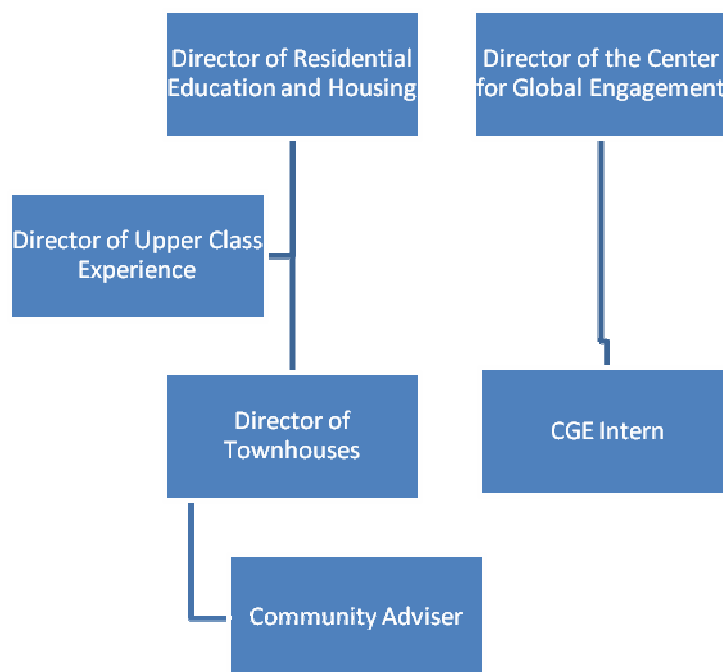
Please list three things that you learned by attending this program.

What did you learn about your culture or the cultures of others by attending this program?

What did you learn about yourself by attending this program?

Would you recommend to I-House staff that this activity/program/workshop/event/trip be repeated in the future?

## Appendix K: Steering Committee Organization Chart



### Roles:

**Director of Residential Education and Housing** (Evaluation and Assessment, Budgetary Oversight, Long-term vision for I-House)

**Director of the Center for Global Engagement** (Evaluation and Assessment, Budgetary Oversight, International student placement, faculty liaison, oversees CGE intern development of learning plan and workshops, Long-term vision for I-House)

**Director of Upper Class Experience** (Manages I-House application process, oversees I-House resident selection, recruitment and marketing of I-House program)

**Resident Director for Upper Class Experience** (Tracks attendance at I-House programs, I-House resident disciplinary action, maintenance of I-House website, supervises CA and ensures the creation and implementation of Culture Nights)

**Center for Global Engagement Intern** (Runs Intercultural Communication Workshops, administers evaluation surveys, coordinates with Resident Director and CA to plan and organize off-campus trips and dinners, attends all I-House events and trips, serves as resource for all international students on campus)

**Community Adviser** (Daily interaction with residents, coordinates and works with residents to plan and run culture nights, ensures resident participation in programs, key player in building I-House community)

## Appendix L: Community Adviser (CA) Job Description



Department of Residential Education and Housing

Student Staff Selection

### COMMUNITY ADVISOR - CA Job Description

Community Advisors (CA) are staff members of the Department of Residential Education and Housing at The College of New Jersey. The Department of Residential Education and Housing believes that living in residence provides the student with an essential part of their education which helps to develop the holistic and self-directed person. The CA works under the direction of the Residence Director in fulfilling a role extending into all aspects of the student's physical, social, emotional, educational, and psychological well-being.

### MAJOR RESPONSIBILITIES FOR THE POSITIONS INCLUDE

#### A. Resident Responsibilities

- Serve as a leader in developing a community.
- Be aware of the progress of all students in the living unit through daily contact.
- Assist students in developing effective study habits.
- Be available to residents as much as possible during evenings and weekends.
- Assist in resolving resident conflicts.
- Advise and counsel students within the limits of training and capability in academic, personal, and social matters.
- Encourage self-regulation as an objective in student conduct.
- Refer students to appropriate college agencies as needed.
- Provide assistance in organizing, programs that support the residential learning model. Specific program topics should be based on the needs of the specific population assigned (i.e. FYE, SYE, Special Interest, and Upper-class).
- Know and explain the rationale behind the Social Contract and college policies and regulations, and contribute to the development and enforcement of these policies and regulations.
- Conduct regular meetings with residents to share information and build the community.
- Continue your work of creating community by being active participants in The College dining program and allowing your interactions with the students to extend into the campus dining facilities; while observing all guidelines listed in the staff meal plan guidelines and agreement.

#### B. Administrative Responsibilities

- Attend all scheduled training and staff meetings, including pre-service (mid-August) and in-service training, and all regularly scheduled area, staff, and individual meetings.
- Share scheduled evening duty responsibilities as devised by the Residence Director.
- Adhere to all policies and procedures established by the college and your supervisor(s).
- Participate in the opening and closing of residence facilities at vacation periods (Thanksgiving, winter and spring breaks and end of the spring semester).
- Communicate college information to students and channel feedback to the Residence Director.
- Serve as a liaison with Building Services and Facilities staff that service and repair the residence facilities.
- Assist the ARD concerning building maintenance.

- Serve as a liaison to the dining service.
- Make the public areas of the building attractive through monthly bulletin board displays.
- Be on campus at least two weekends per month.
- Assist with fire drills, fire alarms, and other emergency situations.
- Participate in departmental staff selection and evaluation processes.
- For all first year staff members, attend the CA/CC student staff seminar.
- Returning staff serve on at least one departmental committee.
- Other duties as assigned by the Residence Director and Assistant Director.

### **C. Personal Responsibilities**

- Know and observe all Residential Education and College policies and regulations.
- Assume a set of acceptable behavioral standards by virtue of being a role model in the residence community.
- Hold yourself accountable to the expected behaviors outlined in the Student Staff Code of Ethics which you must sign.
- All extra-curricular activities must be approved by the Residence Director prior to participation.

### **D. AFFIRMATIVE ACTION**

Refrains from any behavior which adversely discriminates against an individual or group because of their age, race, color, sex, or other generic characteristics as defined by the college's Affirmative Action Policy. Any employee found in violation of this requirement shall be subject to disciplinary action and/or dismissal.

### **Updated August 2009**

Community Advisor Job Description (2009, August). In *Residential education and housing*. Retrieved February 9, 2011, from [https://www.tcnj.edu/~reslife/documents/CAJobDescription-1\\_000.doc+community+advisor&ct=clnk](https://www.tcnj.edu/~reslife/documents/CAJobDescription-1_000.doc+community+advisor&ct=clnk).

## Appendix M: Program Marketing E-Mail

Dear Past and Present Study Abroad Students, (current Seniors, please disregard)

We would like to invite you to apply to live in the International House for the upcoming 2011-2012 academic year. This is a unique opportunity to live and engage with international exchange students, as well as make new TCNJ friends. The house is located in Townhouses South.

Applications are due Monday, January 24, 2011. Students will be notified whether they were placed in International House by February 4, 2011.

The goal of this opportunity is to engage a community of domestic and international students in a variety of leadership and learning opportunities, including field trips, special events and house discussions that will help individuals learn more about other cultures as well as their own. Students will learn cross-cultural communication, recognize their own cultural norms and values and take steps to bridge the communication gap that sometimes exist between different cultures.

Prior to applying, please read the overview of the I-House community, including the 2011-2012 Learning Contract (subject to change) that all I-House members are expected to follow. If a significant number of the domestic students selected to live in this unique housing opportunity will be on campus in the spring, we will schedule an orientation and coordinating meeting to discuss upcoming events, buddy pairings and other expectations and programming opportunities. Additionally, at that meeting, we will inform participants of their specific placement. If most participants are studying abroad in the spring, we will communicate this information via e-mail.

Here is the link to the application:

<https://jedi.tcnj.edu/webteam/cgi-bin/formgenie/formgenie.pl?form=39819>

Here is the link to the Learning Community page on the Res Ed site:

<http://www.tcnj.edu/~reslife/lc/index.html>

This opportunity is a collaboration between The Department of Residential Education & Housing, The Center for Global Engagement and the Department of Modern Languages. .

If you have any questions, please contact Tina Tormey, Assistant Director of Residential Education & Housing (e-mail [tormey@tcnj.edu](mailto:tormey@tcnj.edu) or dial 2580 from a campus phone) or Stephanie Holleran, Program Coordinator in the Center for Global Engagement ([holleras@tcnj.edu](mailto:holleras@tcnj.edu) or 609.771.2596).

Best,

Stephanie Holleran  
Program Coordinator  
Center for Global Engagement  
The College of New Jersey

# The College of New Jersey's International House

Live with international exchange students  
in Townhouses South

Plan Cultural Events

Earn an Intercultural

Communication Certificate

Participate in trips and activities  
to surrounding cities

For more information, contact:

**Curtis Chan**

**chanc@tcnj.edu**



## Appendix O: International House Application for TCNJ students

The following application is required if you are interested in living in the International House Living-Learning Community for the 2011-2012 Academic Year. The goal of this opportunity is to engage a community of domestic and international students in a variety of leadership and learning opportunities, including field trips, special events and house discussions that will help individuals learn more about other cultures as well as their own. Students will learn cross-cultural communication, recognize their own cultural norms and values and take steps to bridge the communication gap that sometimes exist between different cultures.

Prior to applying, please read the overview of the I-House community, including the 2011-2012 Learning Contract that all I-House members are expected to follow. In the Spring, we will schedule an orientation and coordination meeting to discuss upcoming events, buddy pairings and other expectations and programming opportunities. We will also inform residents of their room placement at that meeting.

Applications are due by the last Friday of January. Students will be notified whether they were placed in the International House by the first Friday of February. If you have any questions, please contact Tina Tormey, Assistant Director of Residential Education & Housing (e-mail [tormey@tcnj.edu](mailto:tormey@tcnj.edu) or dial 2580 from a campus phone).

Good Luck!

First Name\_\_\_\_\_

Last Name\_\_\_\_\_

TCNJ ID\_\_\_\_\_

E-Mail\_\_\_\_\_

Phone Number\_\_\_\_\_

Cell Phone\_\_\_\_\_

Gender: Male\_\_ Female\_\_\_\_\_

Major\_\_\_\_\_

Have you ever studied abroad? Yes\_\_\_ No\_\_\_

Are you interested in studying abroad? Yes\_\_\_No\_\_\_

Please tell us what extracurricular activities (student organization involvement, work, internship or volunteer work, sports) you're involved in.

Please describe your availability to participate in this learning community during the 2010-2011 academic year: Choose one – Academic Year/Fall Semester Only/Spring Semester Only

Why are you interested in the I-House?

What do you hope to gain through your involvement with this learning community?

What can you offer the other participants and faculty?

The I-House aims to promote interest for and familiarity with the cultures, histories, societies and languages of the world through the creation of living/gathering/meeting space which would welcome international and American students as well as scholars and researchers from the US and abroad. How would your involvement in the I-House aid in this effort to develop a globally-conscious shared living experience?

Each student will be expected to develop and implement a program related to the theme of “building a global village.” Develop a program outline that tells us about a program that you would want to implement and what you would want students to learn from this program. Please feel free to add resources you would use or activities or other educational interventions that would help make this event dynamic and educational.

How did you hear of the International House? Select one: Res Hall advertisements/A Friend/The ResEd website/Faculty/The Center for Global Engagement/Other

Living in the I-house requires a bigger time commitment to the community than that of a typical residence hall. I-House members attend weekly house meetings, develop and implement programs, attend field trips and participate in discussion groups. Please tell us how you would prepare to meet these expectations. How will you manage your time and adapt your extra-curricular involvement?

T. Tormey, personal communication, November 2010.

## Appendix P: International House Application for International Exchange Students

The following application is required if you are interested in living in the International House Living-Learning Community for the 2011-2012 Academic Year. While on-campus housing is guaranteed for all international exchange students, the International House requires additional commitment to the creation of a community and attendance at house activities and intercultural communication workshops.

The goal of this opportunity is to engage a community of domestic and international students in a variety of leadership and learning opportunities, including field trips, special events and house discussions that will help individuals learn more about other cultures as well as their own. Students will learn cross-cultural communication, recognize their own cultural norms and values and take steps to bridge the communication gap that sometimes exist between different cultures.

Prior to applying, please read the overview of the I-House community, including the 2011-2012 Learning Contract that all I-House members are expected to follow. During the summer, a TCNJ student will contact you via e-mail to answer any questions you might and to start building a connection with you to introduce you to the United States and The College of New Jersey.

This application is make you aware of the commitments necessary for living in the International House during your semester or year here at The College of New Jersey.

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

E-Mail \_\_\_\_\_

Gender: Male\_\_\_ Female\_\_\_\_\_ Major \_\_\_\_\_

Have you ever been to the United States before? Yes\_\_\_ No\_\_\_

Why are you interested in the I-House?

What do you hope to gain through your involvement with this learning community?

What can you offer the other participants and faculty?

The I-House aims to promote interest for and familiarity with the cultures, histories, societies and languages of the world through the creation of living/gathering/meeting space which would welcome international and American students as well as scholars and researchers from the US and abroad. How would your involvement in the I-House aid in this effort to develop a globally-conscious shared living experience?

Each student will be expected to develop and implement a program related to the theme of "building a global village." Develop a program outline that tells us about a program that you would want to implement and what you would want students to learn from this program. Please feel free to add resources you would use or activities or other educational interventions that would help make this event dynamic and educational.

## Appendix Q: Budget

Expenses	Fixed Costs	Variable Costs		Total	
			Units	Quantity	Total
<i>Fall 2011 Semester</i>					
Community Service Project		\$0	participant	35	\$0.00
Transportation	\$0		vans	3	\$0.00
Lunch		\$10	participant	35	\$350.00
<i>Apple Picking</i>					
Transportation	\$0	\$5	participant	35	\$175.00
			vans	3	\$0
Thanksgiving Potluck	\$50		turkey	1	\$50
Reflection Dinner	\$100		event	1	\$100
Culture Nights	\$30		night	4	\$120
<i>Spring 2012 Semester</i>					
Community Service		\$0	participant	20	\$0
Transportation	\$0		van	3	\$0
Lunch		\$10	participant	20	\$200
Culture Nights	\$30		night	3	\$90
Reflection BBQ	\$125		event	1	\$125
ICC Workshops	\$50		year	1	\$50
					\$1,260.00

## Appendix R: Pre- Survey on Intercultural Communication and Cultural Knowledge (first I-House meeting)

**Part A:** Please provide the following information.

1. Your classification:      American/domestic student      International exchange student
2. Number of semesters you have lived in the International House \*if this is your first semester, please put 0.

**Part B:** Please answer the following questions.

1. Why did you decide to live in the International House?
2. Please select five determining factors of living in the International House and rank them based on the importance. Put "5" for the most important/influential and "1" for the least important.
  - a. On-Campus accommodation
  - b. Townhouse style housing
  - c. Sharing a Townhouse with people from different countries
  - d. Sharing a Townhouse with Americans
  - e. Opportunities to meet and interact with people from different countries
  - f. Opportunities for maintaining and improving a language skill
  - g. I-House programs
  - h. Other available informal activities and events among I-House residents
  - i. Available support and interaction with staff and departments (Resident Director, Community Adviser, other staff members in ResEd, Center for Global Engagement)
  - j. Other \_\_\_\_\_
3. What most excites you about living in the International House?
4. What concerns do you have regarding living in the International House?
5. What do you think you will gain from through your experiences in living in the International House?

**Part C:** Please think of your current state of mind and check only one answer. If you feel the need to explain your response, please use the blank space to the right.

1. How comfortable are you living with somebody from a different culture?
  - a. Very uncomfortable
  - b. Uncomfortable
  - c. Neither comfortable or uncomfortable
  - d. Comfortable
  - e. Very comfortable
2. How much knowledge and awareness do you think you have about other cultures, especially the cultures of the current international exchange students?
  - a. None at all
  - b. Not much
  - c. Somewhat
  - d. Enough
  - e. A lot
3. How flexible and open do you feel you are to other cultures, different situations, and unexpected behaviors?

- a. Very inflexible
  - b. Inflexible
  - c. Neither flexible nor inflexible
  - d. Flexible
  - e. Very flexible
4. From your previous experience or current understanding, what do you think about other cultures?
- a. Other cultures are just like mine
  - b. Other cultures are similar to mine
  - c. Other cultures are somewhat similar, but somewhat different
  - d. Other cultures are different from mine
  - e. Other cultures are totally different
5. How much are you aware about your and other's verbal and non-verbal communication styles (even when you are speaking the same language)? Communication styles include indirect or direct communication, silence during the conversations, or gestures.
- a. Very Unaware
  - b. Unaware
  - c. Neutral – Neither unaware or aware
  - d. Aware
  - e. Very Aware
6. How well are you in withholding judgment (not jumping to conclusions)?
- a. Not well at all
  - b. Not so well
  - c. Neutral
  - d. Well
  - e. Very well
7. How confident do you feel about solving possible cultural issues that may happen in the International House?
- a. Very unconfident
  - b. Unconfident
  - c. Neither unconfident or confident
  - d. Confident
  - e. Very confident

Adapted from:

Kihara, Y. (2010). *A study of the "Cultural Exchange Community" residence hall, Clemson University: Factors influencing international and domestic student intercultural sensitivity and development* (Master's thesis). Retrieved April 7, 2011, from <http://digitalcollections.sit.edu/capstones/1370/>

## Appendix S: Post-Survey (Given at the end of the semester)

**Part A:** Please provide the following information.

1. Your classification:    American/Domestic student                      International Exchange student
2. Number of semesters you have living in the International House. \*If Fall 2011 was your first semester, please put "1."

**Part B:** Please answer the following questions.

1. What was your favorite moment of living in the International House?
2. Which of the following helped you with learning to be culturally aware and communicate effectively with people from other countries? Please select five and rank in order of importance. Put "5" for the most important and "1" for the least important factor.
  - a. On campus accommodation
  - b. Townhouse style housing
  - c. Sharing a Townhouse with people from different countries
  - d. Sharing a Townhouse with Americans
  - e. Opportunities to meet and interact with people from different countries
  - f. Opportunities for maintaining and improving a language skill
  - g. I-House programs
  - h. Other available informal activities and events among I-House residents
  - i. Available support and interaction with staff and departments (Resident Director, Community Adviser, CGE Intern)
  - j. Other \_\_\_\_\_

3. Please *check* all I-House programs that you attend and *circle* how well you thought these programs helped your learning and understanding about other cultures and values

### Fall Semester

a. International Student Orientation	Not well	Not so well	Partially	Well	Very well
b. I-House Hall Meeting (August)		Not well	Not so well	Partially	Well    Very well
c. Community Service Project (September)		Not well	Not so well	Partially	Well    Very well
d. ICC Workshop – Cultural Identity	Not well	Not so well	Partially	Well	Very well
e. ICC Workshop – Cultural Value Dimensions & Simulation		Not well	Not so well	Partially	Well    Very well
f. ICC Workshop – Cultural Intelligence and Multicultural Conflict Scenarios		Not well	Not so well	Partially	Well    Very well
g. Culture Night: Australia		Not well	Not so well	Partially	Well    Very well
h. Culture Night: Germany		Not well	Not so well	Partially	Well    Very well
i. Culture Night : Thailand		Not well	Not so well	Partially	Well    Very well
j. Culture Night: Japan	Not well	Not so well	Partially	Well	Very well
k. Apple Picking	Not well	Not so well	Partially	Well	Very well
l. Thanksgiving Potluck	Not well	Not so well	Partially	Well	Very well
m. Reflection Dinner	Not well	Not so well	Partially	Well	Very well
n. CUB Trip(s)	Not well	Not so well	Partially	Well	Very well

### Spring Semester

a. International Student Orientation	Not well	Not so well	Partially	Well	Very well
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b. I-House Hall Meeting	Not well	Not so well	Partially	Well	Very well
c. Community Service Day (January)	Not well	Not so well	Partially	Well	Very well
d. ICC Workshop: Cultural Iceberg and Intercultural Self-Disclosure Scale	Not well	Not so well	Partially	Well	Very well
e. ICC Workshop: Non-verbal communication and work values exercise	Not well	Not so well	Partially	Well	Very well
f. ICC Workshop: Multicultural conflict scenarios and End of Year Reflection	Not well	Not so well	Partially	Well	Very well
g. Culture Night : France	Not well	Not so well	Partially	Well	Very well
h. Culture Night : England	Not well	Not so well	Partially	Well	Very well
i. Culture Night : Argentina	Not well	Not so well	Partially	Well	Very well
j. CUB Trip(s)	Not well	Not so well	Partially	Well	Very well
k. Reflection BBQ	Not well	Not so well	Partially	Well	Very well

**Part C:** Please think of your current state of mind and check only one answer. If you feel the need to explain your response, please use the blank space to the right.

1. How comfortable are you living with somebody from a different culture?
  - a. Very uncomfortable
  - b. Uncomfortable
  - c. Neither comfortable or uncomfortable
  - d. Comfortable
  - e. Very comfortable
  
2. How much knowledge and awareness do you think you have about other cultures, especially the cultures of the current international exchange students?
  - a. None at all
  - b. Not much
  - c. Somewhat
  - d. Enough
  - e. A lot
  
3. How flexible and open do you feel you are to other cultures, different situations, and unexpected behaviors?
  - a. Very inflexible
  - b. Inflexible
  - c. Neither flexible nor inflexible
  - d. Flexible
  - e. Very flexible
  
4. From your previous experience or current understanding, what do you think about other cultures?
  - a. Other cultures are just like mine
  - b. Other cultures are similar to mine
  - c. Other cultures are somewhat similar, but somewhat different
  - d. Other cultures are different from mine
  - e. Other cultures are totally different



5. How much are you aware about your and other's verbal and non-verbal communication styles (even when you are speaking the same language)? Communication styles include indirect or direct communication, silence during the conversations, or gestures.
  - a. Very Unaware
  - b. Unaware
  - c. Neutral – Neither unaware or aware
  - d. Aware
  - e. Very Aware
  
6. How well are you in withholding judgment (not jumping to conclusions)?
  - a. Not well at all
  - b. Not so well
  - c. Neutral
  - d. Well
  - e. Very well
  
7. How confident do you feel about solving possible cultural issues that may happen in the future?
  - a. Very unconfident
  - b. Unconfident
  - c. Neither unconfident or confident
  - d. Confident
  - e. Very confident

Adapted from:

Kihara, Y. (2010). *A study of the "Cultural Exchange Community" residence hall, Clemson University: Factors influencing international and domestic student intercultural sensitivity and development* (Master's thesis). Retrieved April 7, 2011, from <http://digitalcollections.sit.edu/capstones/1370/>