

University of San Diego

Digital USD

M.A. in Higher Education Leadership: Action
Research Projects

School of Leadership and Education Sciences:
Student Scholarship & Creative Works

Spring 5-4-2020

Connecting the International Experience

Michelle Wong

University of San Diego, michellewong@sandiego.edu

Follow this and additional works at: <https://digital.sandiego.edu/soles-mahel-action>



Part of the [Educational Leadership Commons](#), [Higher Education Commons](#), and the [Leadership Studies Commons](#)

Digital USD Citation

Wong, Michelle, "Connecting the International Experience" (2020). *M.A. in Higher Education Leadership: Action Research Projects*. 47.

<https://digital.sandiego.edu/soles-mahel-action/47>

This Action research project: Open access is brought to you for free and open access by the School of Leadership and Education Sciences: Student Scholarship & Creative Works at Digital USD. It has been accepted for inclusion in M.A. in Higher Education Leadership: Action Research Projects by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.

Connecting the International Experience

Michelle Wong

University of San Diego

Abstract

The purpose of this study was to explore how relationships between international students and study abroad returnees can further global education throughout the University of California, San Diego (UCSD) community. My overarching question was: how can I, as an advisor at the International Students and Programs Office (ISPO), create a program that fosters cross-cultural interaction between international students and study abroad returnees? A secondary question was: how can these interactions help cultivate the intercultural competencies of both parties? Using O’Leary’s Cycles of Action Research as a guiding framework, I conducted one pre-cycle, a needs assessment, and three cycles of data collection: observation of three existing programs, informational interviews with six UCSD staff, and a student survey. For the final cycle, I created a program focused on connecting international students and study abroad returnees. The program included forging connections between the two target communities by building upon their intercultural understanding and knowledge while creating new, meaningful relationships. As a result of this study, I was able to better understand the existing global education programs and resources for international students and study abroad returnees at UCSD and to develop recommendations on how to better utilize these communities in future discussion toward increasing globalization efforts throughout the campus.

Table of Contents

Introduction.....	p. 4
Literature Review.....	p. 6
Purpose of the Study.....	p. 9
Research Questions.....	p. 10
Context.....	p. 10
Methodology.....	p. 12
Data Collection.....	p. 15
Cycle Descriptions & Findings.....	p. 18
Pre-Cycle: Needs Assessment	
Cycle 1: Observation of Existing Programs	
Cycle 2: Informational Interviews	
Cycle 3: STARS Survey	
Cycle 4: Program Design	
Limitations.....	p. 44
Recommendations.....	p. 45
Conclusion.....	p. 48
References.....	p. 50
Appendices.....	p. 54
Appendix A: Flyers of Observed Programs	
Appendix B: Informational Interview Questions	
Appendix C: STARS Survey	
Appendix D: Learning Outcomes and Overarching Goals	
Appendix E: Program Outline	
Appendix F: Intercultural Competencies Rubric	

Connecting the International Experience

Research shows international students are a growing, yet often overlooked population across campuses (Zhang & Goodson, 2011). These students often find themselves disoriented while navigating their way through foreign academic, social, and cultural hoops (Zhang & Brunton, 2007). As more college students choose to study or earn degrees abroad, the necessity for programming that cultivates open attitudes and cultural understanding is needed more than ever. However, this is also a time of tightening policies and rigid stances against the international. The most notable of these restrictions, the policy memorandum by the United States Citizenship and Immigration Services (USCIS), was made effective in August 2018. The memorandum changed how the agency calculated “unlawful presence,” thereby making international students more susceptible to deportation and even three-or-ten year travel bans, should their status (Federis, 2019). Additional challenges deterring international students from enrolling in U.S. universities include delays in visa application processes, the social and political climate, and a general sense of unwelcome in the United States (NAFSA, 2019). In the midst of these heightened tensions, what can be done to help an international student navigate their way through college?

Having studied abroad twice during my undergraduate career, I personally experienced both the best and worst aspects of being an international student. At its best, an international student explores a different culture and develops new and unique friendships. They have an unforgettable experience that shapes and changes their worldview completely. At its worst, an international student faces homesickness and struggles with identity and culture. They leave with a permanently negative impression of the host country. While international student centers and advisors are invaluable resources, there is still often a wide gap between international students and domestic students, staff, and faculty.

I posit there is value in fostering better relationships between domestic and international students, particularly since peers of the same age can help bridge the gap in different ways from faculty or staff. Research shows other students are vital in teaching about the campus and the culture at large. Thus, domestic students can help international student feel a sense of belonging in learning about and adjusting to their new environment (Ward, 2001). A potential resource to bridging the divide between domestic and international students are study abroad returnees. Study abroad returnees hold a unique identity. Having gone abroad, they hold parallel experiences with international students at their home institution. Even when study abroad participants return to their home institutions, they carry back their experiences and the intercultural competencies gained while abroad (Rose-Redwood & Rose-Redwood, 2018).

Defined by Deardorff as, “knowledge of others; knowledge of self; skills to interpret and relate... valuing others’ values, beliefs, and behaviors,” intercultural competence is a skillset that is of growing importance, allowing an individual to more successfully interact with people from countries and cultures differing from their own (2004, p. 14-15). Cultivating intercultural competence in students is not only vital in helping expand mindsets and attitudes in an increasingly global world but is also a means to combat the stigma felt by international students entering a university outside their home country. While the development of intercultural competencies can occur in a number of ways, studying abroad is a well-studied method that greatly boosts intercultural competence (Pengelly, 2018; Rose-Redwood & Rose-Redwood, 2018). Upon return, however, many study abroad returnees find rather than being encouraged to use and continue fostering their newfound intercultural knowledge, they are expected to adjust back to “normal” (Pengelly, 2018). Without proper follow up, such as programs targeted at intercultural exchange, intercultural competencies gained while abroad could be lost.

Through my positions as Intake Advisor and Program Assistant at the University of California, San Diego, I had the opportunity to explore how relationships between international students and study abroad returnees can further global education throughout the college community. It is important to note that in this study, I define study abroad returnees as students who identify UCSD as their home institution who go study abroad at an institution in a country outside the U.S. I also acknowledge that while there may be study abroad returnees who also identify as international, for the purpose of the study, I assumed most returnee students would identify as domestic, U.S. citizens or residents. I begin this paper with a review of the literature to provide the background for my action research project. Next, I outlined the context and methodology utilized in my research. Then I lay out the 4 cycles of action research conducted, including 1 pre-cycle of needs assessment and 4 cycles of data collection. Finally, I review limitations and findings of my research, concluding with recommendations for future development of globalization efforts at UCSD.

Literature Review

International students' needs often encompass and surpass the needs of new, incoming domestic college students. Academic and financial concerns are similar, but issues like language barriers or visa and immigration regulations, are unique to the international student experience. A topic that is often mentioned, yet understudied, is the interaction between international and domestic students. Contact with domestic students has been shown to help international students adjust (Campbell, 2012). Yet, the literature shows a gap between the level of contact with domestic students that international students expect prior to arrival in the host country and the actual level of contact made (Campbell & Li, 2008; Campbell, 2012; Zhang & Brunton, 2007).

International students desire to make friends with domestic students, yet often find themselves disappointed. Reasons cited for this include lack of confidence in speaking English, lack of response from domestic students, and cultural differences, leaving international students feeling upset and misunderstood (Campbell, 2012; Zhang & Brunton, 2007). For many, there is the fallback to befriending co-nationals or other international students (Campbell & Li, 2008). On the domestic students' end, there is reluctance or overall disinterest in befriending international students. Others see international students in a positive light, but do not want to initiate contact, expecting the international student to extend an invitation first. Over time, this lack of interaction and accompanying disappointment can negatively impact students' perceptions of the host country (Ward, 2001).

In most cases, without any support or encouragement, for both international and domestic students, there is a tendency to stick to their respective groups. The presence of international students on a campus does not guarantee interaction between international and domestic students (Campbell, 2012; Leask, 2009; Todd & Nesdale, 1997). Research suggests that intervention strategies are helpful in fostering greater intercultural interaction (Pengelly, 2018). This can be done through several ways, including international student center programming, cooperative learning, residential programs, and peer mentoring (Bista, 2015; Campbell, 2012; Ward, 2001). Such intervention strategies help create and structure opportunities to bridge the gap between the two groups, allowing for the development of intercultural friendships.

In building programs to further intercultural interaction, it is crucial to remember that opportunities for growth are available for both international and domestic students. There is often a misconception that the best approach to helping international students integrate into the host culture and community is through a deficit-based model. Under this model, it is assumed that the

international student must assimilate to the host culture in order to build relationships with domestic students (Thomas, Ssendikaddiwa, Mroz, Lockyer, Kosarzova, & Hanna, 2018).

Through this lens, diversity is seen as a barrier, and it is beneficial for the international student to shed their unique identities and adapt to the dominant culture. Peer-programing based on this model places the domestic student as the teacher or expert, and the international student solely as the learner or student. This is found to be less successful in connecting the two groups and can impact the international student negatively (Thomas et al., 2018; Ward, 2001).

An alternative approach to connecting international and domestic students lies in mutual engagement. Here, all students work on “cooperative activities directed towards a common, meaningful, and mutually beneficial goal” (Ward, 2001, A note on interventions section, para. 1). This places international and domestic students on much more equal footing and allows for contribution from both parties. It is particularly crucial that the international student contributes in the interaction, “as [a] cultural informant, language teacher, or some other role” (Ward, 2001, Part 2: section summary, para. 2). This can lead international students to have a greater sense of confidence in their abilities and willingness to share more about their respective cultures (Campbell, 2012; Aaron, Cedeño, Gareis, Kumar, & Swaminathan, 2018; Rose-Redwood & Rose-Redwood, 2018). Equally important is how mutual engagement can impact domestic students. It allows for improved intercultural competencies, better understanding of the international student experience, and the challenging of previously held stereotypes (Campbell, 2012; Rose-Redwood & Rose-Redwood, 2018). Furthermore, domestic students could serve as allies to international students as well as ambassadors in spreading global education to the campus community. Structured carefully, with both international and domestic students in mind, mutual engagement can be an important tool in fostering two-way relationships that benefit all.

In thinking about my research, I reflected my own study abroad experiences and my current role working with international students. While the data is limited, there have been findings that indicate study abroad participants have a greater inclination to befriend international students upon returning to their home institutions (Pengelly, 2018; Rose-Redwood & Rose-Redwood, 2018). However, gaps remain in making the connection between study abroad returnees, their experiences, and international students. Pengelly (2018) identifies issues such as a lack of empathy and the isolated application of intercultural competencies as barriers for study abroad returnees and international students to form deep, meaningful friendships. She emphasizes the importance of reflection, debriefing, and the continued development of intercultural competencies gained while abroad, contra to the focus on “getting [study abroad participants] back to normal” (Pengelly, 2008, p. 1125).

Regarding my research, I was curious to see how these two communities could serve as a resource to one another, as well as a link to both the campus and the world at large. By connecting international students and study abroad returnees, could the needs of both parties be fulfilled? Could study abroad returnees provide friendship for international students and serve as allies in advancing internationalization on campus? Likewise, could international students collaborate with study abroad returnees to foster intercultural competency? In this paper, I explore how study abroad returnees can function as a potential link between international and domestic students.

Purpose of the Study

The purpose of my study was to provide resources and a program for international students to meet and interact with study abroad returnees at the host university, UCSD. My goal was to observe the effects this interaction would have on both parties and learn what works and what

needs to be adjusted. During the process of creating a program, I hoped that direct dialogues with the international student community would provide opportunities for students to vocalize their needs. I also aimed to provide study abroad returnees with a resource in continuing to expand their intercultural competencies through interactions with international students at their home institution. Most importantly, my goal in creating my program was twofold: to have a lasting impact on helping students of both communities feel more at home and in internationalizing the campus overall.

Research Questions

The research question guiding my project was: how can I, as an advisor at the International Students and Programs Office (ISPO), create a program that will allow for better cross-cultural interaction between international students and study abroad returnees at the University of California, San Diego (UCSD)? A secondary question was: how will these interactions help cultivate the intercultural competencies of both parties?

Context

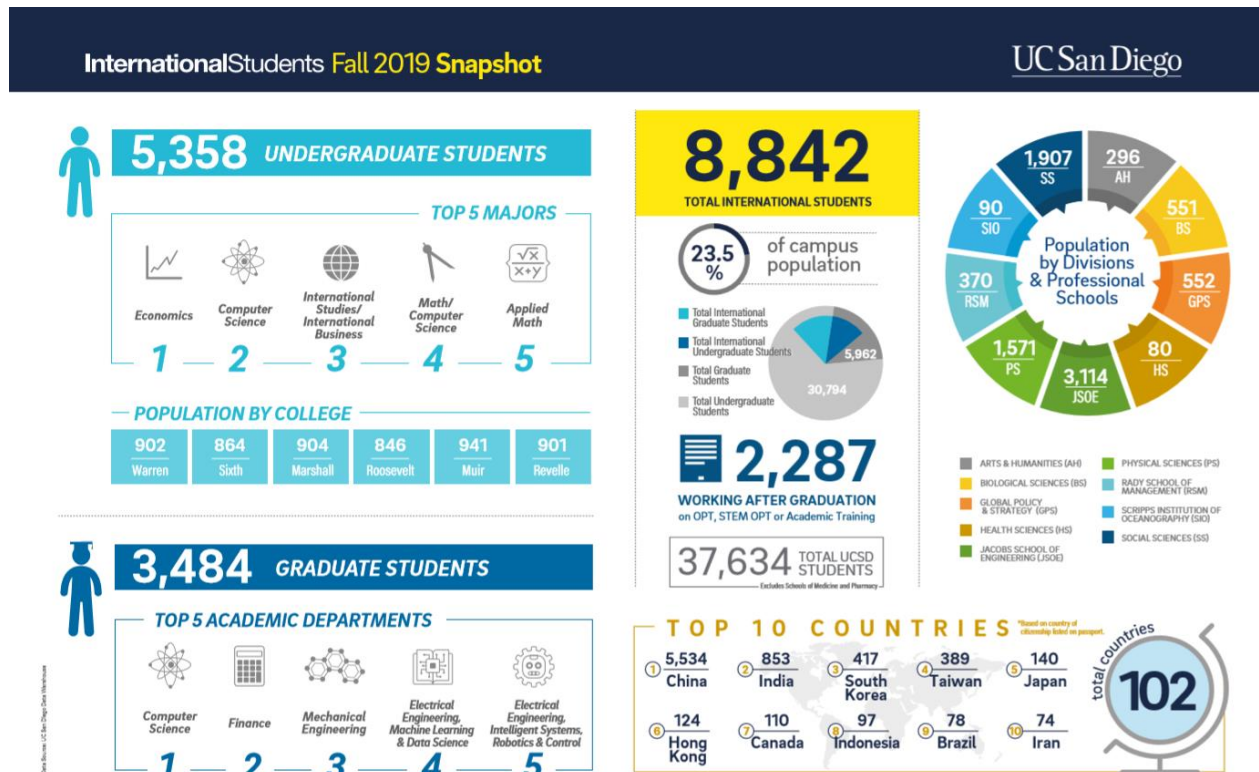
My research took place at the University of California, San Diego (UCSD), a large public research university, specifically in the International Students and Programs Office (ISPO). ISPO serves a large number of undergraduate and graduate students, totaling 8,842 international students in fall 2019 and making up 23.5% of the total campus population (see Table 1). Services include immigration and non-academic advising, the overseeing of F-1 Student Exchange and Visitor Program, cross-cultural adjustment advising and programming, and collaboration with campus units and departments to advance global education efforts (ISPO, n.d.).

I was onboarded into ISPO as part of the Pre-Arrival Team (PAT), under the title PAT Support and Intake Advisor, along with five other senior staff and one supervisor. In this role,

my primary duty was advising via email and phone correspondence on new student inquiries. I also reviewed support documents for visa document issuance and assisted in coordinating pre-arrival and on-boarding webinars and programs. Both the position and team were unique, as they were both created in order to accommodate the large number of incoming international students for the fall quarter. In my role as a PAT Support and Intake Advisor, most of my contact was through phone or email. While face-to-face interaction was limited, I believe that by having contact with students prior to arrival, I was able to gauge what thoughts and needs they held while still awaiting departure. Through this, I gained an understanding that while incoming international students' concerns included questions on housing or class enrollment, a huge concern was also in befriending others, especially the domestic student population.

Table 1

International Students Fall 2019 Snapshot (ISPO, 2019)



Having heard these concerns, which echoed similar ones from previous years, one major addition made to this year's orientation was the creation of the program, Coffee Hour. Coffee Hour was a block of approximately 3 hours, where a space was made available with free pastries and coffee for the new international students to meet and mingle with one another. Being part of the team to run Coffee Hours was a huge asset not only in providing face-to-face interaction with my target population, but also allowed me to gain firsthand experience in program creation and organization.

When orientation passed, my role transitioned from PAT Support and Intake Advisor to the role of Program Assistant. In this role, I worked closely with Gabi Hoffman, Assistant Director of Programs at ISPO. My duties included the logistics, set up, and organization of programs hosted by ISPO including English-in-Action (EIA), tabling events, and the continued Coffee Hours. The role granted me direct exposure to programs and greater opportunity to meet and work with the various campus partners ISPO coordinates with. Through my role, I connected with Jay Minert, Study Abroad Director of Outreach & Engagement. Following dialogues with these two individuals, I received approval to work with both ISPO and the Study Abroad Office to create a program of my own focused on cross-cultural exchange with the populations both offices serve. IRB approval was also received from the University of San Diego's Institutional Review Board to conduct this research at UCSD with my supervisor's consent.

Methodology

In order to truly develop oneself, I believe the element of reflection is key and an action research methodology allows that. This is something that I personally am still working on; with a packed and busy schedule, it is often difficult to hit the pause button and reflect on my words and actions. My hope was that an action research methodology would force me to do a deep dive into

myself, considering how I could impact and just as importantly, be impacted by others. Through this, I also strove to better listen and understand the communities I would be working with, international students and study abroad returnees. It was also my goal that through the cyclical and participatory process, the participants I worked with would feel more at ease with sharing their insights and experiences. I believe that in the process of reflecting upon their experiences and sharing them with others, they would be able to gain greater confidence in expressing their unique international identities.

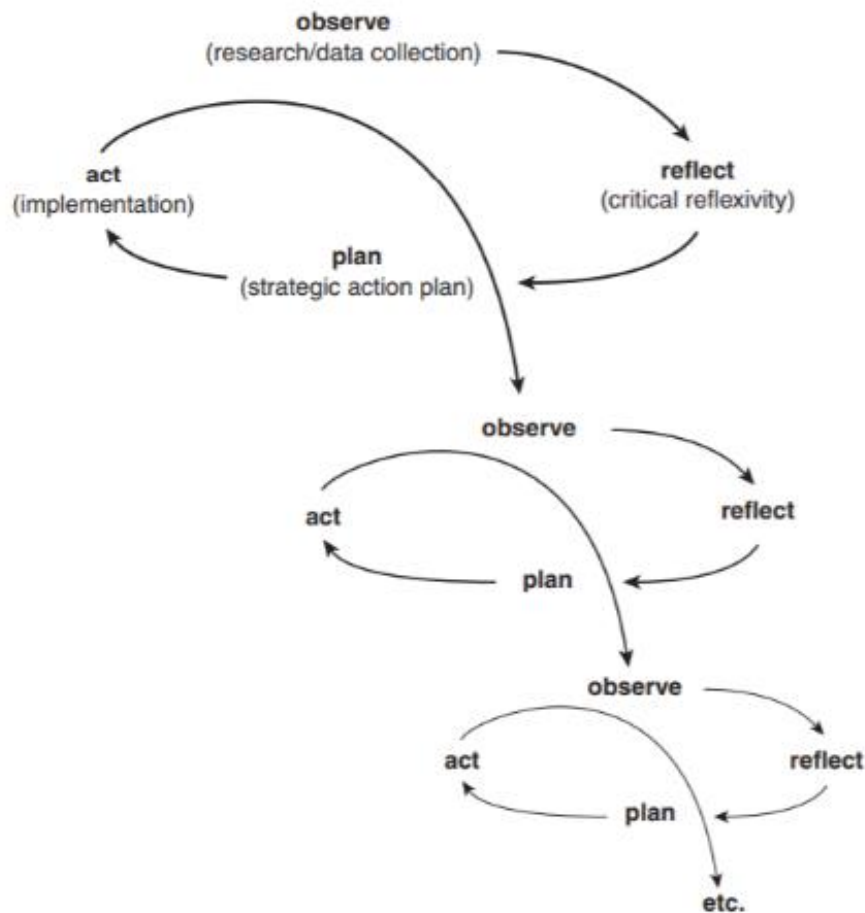
I used O’Leary’s Cycles of Action Research to guide the development of my project. I was drawn to this model for its integration of knowledge and action, as well as the cyclical processes it uses. This process, which can be broken down into four steps are: observation, reflection, planning, and action (see Table 2). This cycle is then repeated. The idea is that through this cyclical process, one can “continuously refine methods, data, and interpretation in the light of the understanding developed in the earlier cycles” (O’Leary, 2010, p. 140). The other key component of O’Leary’s model is that it is a participatory process. Unlike traditional research models, where there is an obvious researcher and individual(s) that are researched, in action research, such lines are blurred with emphasis on the researched holding the most knowledge. Both elements of O’Leary’s models align with several personal values I hold, including personal development and the promotion of expressiveness.

The participatory nature of my action research did not stop at the communities of domestic study abroad participants and international students. Also included in my cycles were insights and input from my fellow colleagues at ISPO as well as the Study Abroad Office. It was my hope that in including them in this action research, a greater “democratization of the research process” would be produced, and there would be more open dialogue between practitioners and the

interested stakeholders (the students) (O’Leary, 2010, p.140). Through these conversations, I hoped to link two of the basic tenets of action research, the production of knowledge, and the enaction of change. Just as in the process of action research where there is little distinction between researcher and researched, in the outcome, there is no distinction between knowledge and action. Here, the generation of knowledge produces change and change is both informed by and is a source of knowledge. The integrated manner of O’Leary’s action research cycles combined with its reflective and democratic components are all reasons why I chose to utilize this method.

Table 2

O’Leary’s Cycles of Research (Koshy et al., 2010)



While I was eager to implement O’Leary’s action research cycles and believed it would produce informed and meaningful change, I was also aware of challenges that could arise through the process. The biggest challenge was how the course and outcomes of the research changed entirely from my expectations. As the nature of O’Leary’s model is built on collaboration, controlling the direction and pace of the cycles were tricky. However, through good observation and reflection, I was able to alter my plans to better fit changes that occurred. More importantly, when issues arose, it was always a good learning opportunity and a chance to draw knowledge from my communities and colleagues. Finally, in using O’Leary’s model, I hope I was a source to motivate those around me to reflect, learn from others, and enact change, however big or small, beyond this specific project.

Data Collection

My action research utilized both qualitative and quantitative methods to gather data. I first conducted a needs assessment. Then, I used informational interviews, observation, and feedback surveys to help culminate the final step, the creation of a brand-new program for international students and study abroad returnees. One challenge I anticipated early on in my data collection was in surveying students. As my research took place at UCSD which is a public research institution, there was caution and limitations against over-surveying students. While I would have liked to have students partake in more structured surveys and interviews, I also respected and acknowledged how this could impact their mental well-being. As such, I gathered data through more fluid dialogues with students as well as structured interviews with the staff who work with my target communities. A second challenge I came across was the difficulty adhering to two populations and their distinct timelines. While international students are

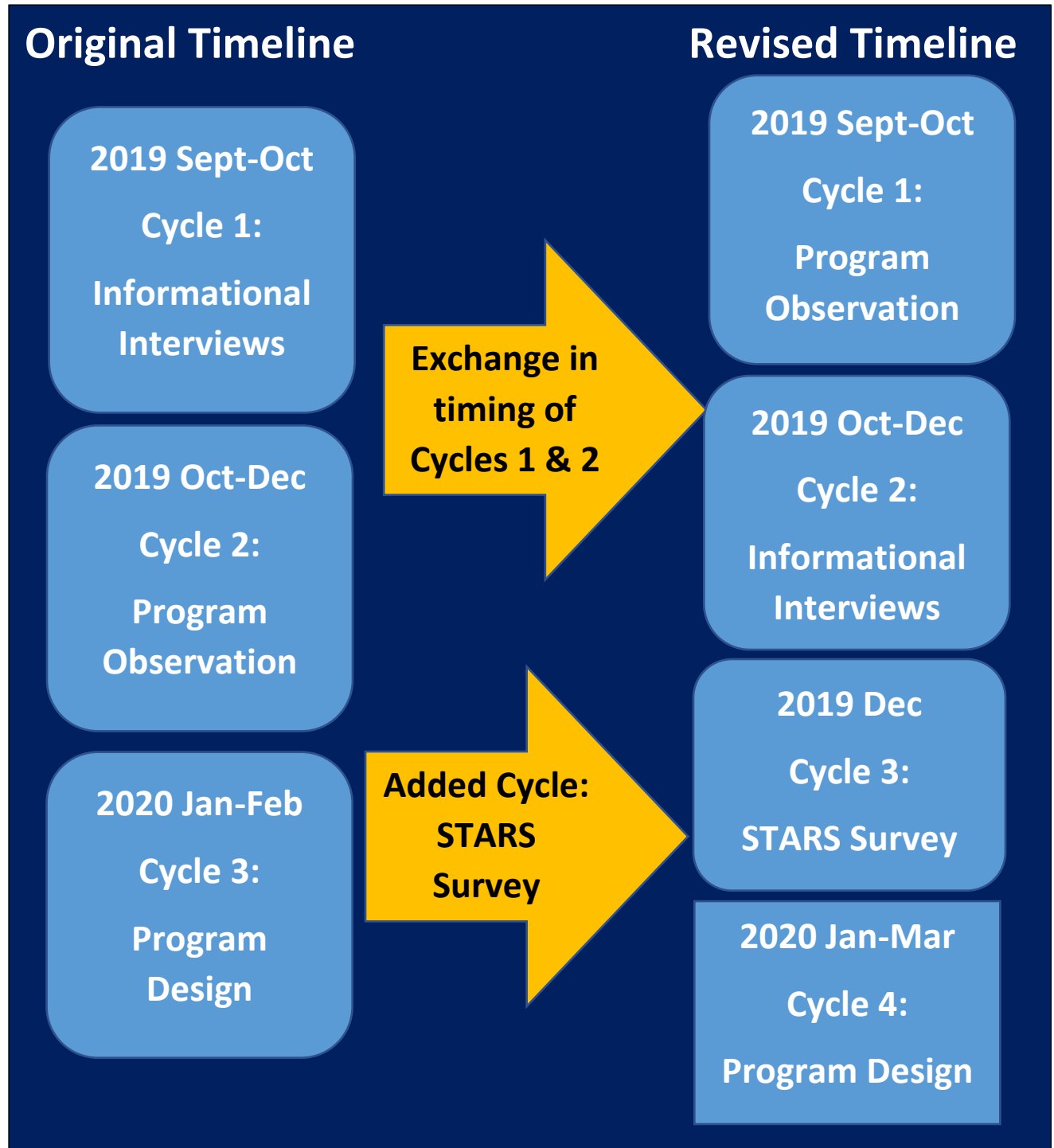
onboarded in the fall, study abroad students return in waves throughout the year, with most not returning until spring.

Though the different timelines were of some concern to me about reaching the most prospective participants as possible, I decided to write my own timeline around the UCSD academic calendar year as a means of compromise (see Table 3). As the fall quarter at UCSD begins in late September, I planned to conduct Cycle One, informational interviews with staff from ISPO, Study Abroad, and the Outreach Coordinators from September through early October. Cycle Two, program observation, was scheduled to take place from October through December as programs such as iThrive and Intercultural Social Hour are held on a weekly or monthly basis throughout the fall quarter. I planned to conduct my third cycle, the planning and execution of my own program, in January or February, which is the start of the winter quarter. This would align with the incoming Education Abroad Program (EAP) international students who come to UCSD for spring quarter, as well as returning domestic students who have opted to study abroad for the fall quarter. My action research was scheduled to conclude in May 2020.

As is often the case with action research, I had to make adjustments straight from the beginning. An abundance of programs occurred early on in the fall quarter, while staff who I planned to interview were busy with orientations and onboarding. Thus, I swapped Cycle 1 and 2 to best suit the needs of the participants I worked with. Following the informational interviews of the revised Cycle 2, I made a connection with Study Abroad Returnee coordinator, Lisa Armstrong. Lisa graciously offered to put me in touch with and send out a survey to the study abroad returnee population about their experiences. This led to the addition of a new cycle, Cycle 3: Survey of the STARS. The final cycle, the creation and implantation of my own program, also required some adjustment. While I had initially planned to create and execute my program in the

Table 3

Cycle Timeline



same step, with all the data gathered from previous cycles, planning the program became a cycle in and of itself. Lastly and unfortunately, I was unable to hold my program due to the outbreak of COVID-19, leading to the cancellation of all programs throughout UCSD. Thus, my revised timeline consisted of 4 cycles: program observation, informational interviews, feedback surveys, and program creation.

Cycle Descriptions & Findings

In this section, I provide the details of each cycle and summarize the findings using O'Leary's action research cycles. Knowing the participatory process of action research is crucial, I dedicate much of the following section to observations made of data and commentary given by participants during the cycles, giving rightful space to the crucial expertise and experience my participants carry. I also combine the Plan & Act cycle as it became apparent in the process that these two actions happened simultaneously; new data would inform future action, while actions taken led to the discovery of additional data and adjusted plans. Thus, it is important to note that while these cycles are written in distinct categories, often they overlapped and did not necessarily occur in the linear pattern of observe, reflect, plan and act.

Pre-cycle: Needs Assessment

Observe. At UCSD, the Global Education (GE) office is divided into three offices: ISPO, International Faculty & Scholars Office (IFSO), and Study Abroad. The offices have had limited cross-programming, due to a lack of resources. Attempts at cross-programming were also restricted when in 2005, GE underwent major renovations and the three offices were divided into three separate buildings, making cross-programming near impossible. Finally, in 2009, with an upsurge in international student numbers, came a shift in focus from programming to critical advising, which did not come back into greater importance until 2014. These factors, the division

of space and the limitations on cross-programming were challenges that I anticipated for my main action research cycles.

Reflect. In reflecting on my experiences, I realized my first exposure to the lack of connection between international students and domestic students occurred while I was studying abroad. While in Taiwan, I found it difficult to befriend domestic Taiwanese students as most domestic and international students tended to cluster in their own respective communities. Upon returning to America, I was eager to continue expanding upon my international experience but found limited success in resources and outlets to meet international students. The struggle to befriend domestic students is not a unique one. Research shows that often there is a gap between international student expectation of befriend domestic students and actual interaction between the two communities (Campbell, 2012; Ward, 2001). At the International Students and Programs Office, anecdotally, advisors often hear from the international students they serve how difficult it is to meet and have meaningful relationships with domestic students. Currently, programs that exist for linking the gap between international and domestic students are: Intercultural Social Hour and English-in-Action (EIA). Generally, ISPO does not host programs with the specific intention of linking the two communities. This is usually handled by the Outreach Coordinators whose primary purpose is to “assist non-resident students with their transition to UC San Diego and help[s] students get acclimated to campus life and California culture (Outreach Coordinators, n.d.). The Outreach Coordinators work with the six individual colleges throughout campus to create programs such as Passport to Culture or Trivia Night, which are targeted at undergraduate out-of-state and international students. I thought it would be beneficial to hold a program for international and study abroad returnees at ISPO to showcase the importance the office holds for global education on campus. In creating a program for international students and study abroad

returnees to meet and interact, I would be able to provide a resource for domestic students who have studied abroad to continue furthering their intercultural knowledge and competencies. Further, my action research aligned with the goals of ISPO to “enhance the academic and intercultural experience of international students” and “facilitate global education through programs and services to the campus community” (“About Us,” n.d.). In focusing on international and study abroad students, I hoped to create a platform that would allow more synergy to flow between the global education offices on campus.

Plan & Act. My target communities were international students and study abroad returnees. As such, I secured permission from my supervisor, Gabriela Hoffman, who serves as the Assistant Director of International Programs at ISPO, and Study Abroad contact, Jay Minert, who serves as Director of Outreach & Engagement, to create a program with these two communities in mind. We met bi-weekly to discuss issues of intercultural competencies and programming while adjusting my research to better align with the goals of ISPO and the Study Abroad Office. Both Gabi and Jay served as mentors in informing me on trends in global education throughout campus and in connecting me to other resources and allies throughout the campus community. I also included a number of my colleagues at ISPO and collaborated with the Study Abroad office and their staff to get their input on the topic of international and domestic student interactions. Lastly, I reached out to the Outreach Coordinators, receiving advice and guidance to shape my program to better serve the international students and study abroad returnee communities.

Cycle 1: Observation of Existing Programs

Observe. As the end goal of my action research was the creation of a program targeted at the international student and study abroad returnee communities, I believed it would be

informative to attend and observe existing programs for these populations. As the GE offices are divided into four separate offices, there were several programs for me to choose from. I chose to observe three programs hosted by three different offices: Coffee Hours by ISPO, a Pre-Departure Orientation by Study Abroad, and Passport to Culture by the Outreach Coordinators (Appendix A).

Coffee Hours. Of the three programs I observed, Coffee Hours was the newest, having only been created that summer with the intention of it lasting for the week of fall orientation for the newly admitted international students. Coffee Hours was marketed as an open space for international students to meet one another with light refreshments provided by the office. It was immensely successful, and the decision was made by ISPO to continue the program for the rest of fall quarter and was again extended through the rest of the 2019-2020 academic year. Following that orientation week, Coffee Hours were held weekly on Tuesdays and received an average of 30-35 students each time. As Programming Assistant, I was able to attend most Coffee Hours and made some critical observations of the population. As one of few programs not marketed exclusively for undergraduate students, it received a steady number of graduate students along with undergraduates. Students expressed open appreciation for the program as it created an opportunity for connection and community building that transcended country of origin. While students did sometimes come in groups based on country (i.e., Chinese students or Indian students), they all were open to speaking with students from other countries and cultures. With the limitation on doing direct interviews or surveys with the international student population, Coffee Hours also provided the best opportunity I had to speak to international students about their thoughts and personal experiences adjusting to being abroad. Topics I heard

students talking about included schoolwork and preparation for midterms/finals, homesickness, and successes or difficulties acclimating to UCSD and San Diego in general.

One particular instance that stood out to me was a conversation I had with a Chinese graduate student. She was in her second year of a two-year program and was very transparent about her reason for attending Coffee Hours. Over the summer she held an internship and received an evaluation from her supervisor. On it, she got high marks on the technical aspects of the work but received critique that she lacked in the social aspects of the job. Her supervisor made suggestions that she work on her ability to converse and connect with others. She told me that in her first year of her graduate program, she was largely focused on her schoolwork, research, and simply the struggle of adjusting to being abroad, which left little room for socializing. She saw Coffee Hours as an opportunity to meet new friends and work on her socializing skills and stated that it was unlike any other program she'd seen previously. Her story touched on many aspects other students expressed at Coffee Hours such as lack of programs specifically for internationals, especially international graduate students, limited opportunities to make connections, and hesitancy in how to meet and befriend others outside fellow country co-nationals.

Pre-Departure Orientation. As study abroad returnees were one of my target communities, I wanted to attend a program held by the Study Abroad Office. A limitation I encountered however was the lack of programs for returnees, especially in the fall quarter. Instead, I attended one of the pre-departure orientations for students set to depart in winter quarter. While not exactly geared toward the population I had in mind, I approached the program with curiosity in how much/if any thought was afforded for returning and readjustment by the program organizers and the mindset of students going into study abroad.

The orientation was broken into two parts. Students were first divided into groups based on region, Asia, Africa, and two groups for Europe. Altogether, the number of participants at the orientation was approximately 25 students. The groups were then given a list of scenarios to discuss which ranged on topics from safety and housing concerns to cultural and language adjustment. A representative in each group was then required to share aloud the solutions they'd come up with. Finally, the study abroad advisor running the program would tell the entire group if the suggested solution was correct and alternatives/adjustments that could be done in the given scenario. The second part of the orientation was dedicated to a panel of returnees to share their study abroad experiences. The remaining time was given to the departing students to ask the panel questions.

Throughout the program in both the scenario discussion and panel questioning, I noted a greater concern by the students about safety or financial matters, whereas social and cultural aspects were given less thought. Students also did not appear to give much thought on how they could use their study abroad experiences upon return, whether it be in putting it in paper (i.e. resume building) or in continuing to build their intercultural competencies through meeting other international students or expanding their language abilities. While I was a little surprised by this, I kept in mind that these students had yet to embark on their study abroad journey and acknowledge that the experience would likely have an impact on these topics.

Passport to Culture. The third program I attended was a weekly program, hosted by the Outreach Coordinators, Passport to Culture. It involves international students serving as panelists to share their regional experience to interested students with light refreshment from the region being provided. Each week centers on a different country and the purpose of the program is to “help students learn about other cultures and give them a chance to enhance their global

understanding” (Outreach Coordinators, n.d.). I was able to attend two of these programs focusing respectively on South Africa and the Philippines. The program, while smaller than the others I’d attended, averaging about 8-12 participants, held the greatest diversity with attendance by international, domestic in-state and out-of-state students. The panelists students numbered from 1-3 students and held varying regional experience; for example, the representative for South Africa was born/raised there and held an international student visa at UCSD, whereas two of the representatives for the Philippines also had international student status and the remaining one was a domestic in-state student who had family in and a close connection to the Philippines. The remaining attendees also had different motives for attendance with a number of study abroad returnees, those who were considering studying abroad in the featured region, and students who were simply interested in meeting new faces and learning about international life.

The format of the program is a Q & A session where the attendees ask the panelist(s) questions which mainly center on topics like food, school, and holidays in the featured country, though students are encouraged to ask additional questions that catch their fancy. The most controversial question I heard occurred during the South Africa program, which was “What are race relations like in South Africa and how do they differ from those in America?” When this question was asked, I observed there was a sense of tension throughout the room’s attendees along with emotions of shock, anticipation, and worry of offending the panelist, though there also seemed to be genuine interest and curiosity in how the question would be answered. The panelist handled the question gracefully and was very transparent that in South Africa race relations and tensions were not the same as that of America’s just as the history of Blacks and Whites here and there differed as well. Overall, Passport to Culture created a space for students

to learn about a country's culture directly from international or international-oriented students and became one of the programs I modeled in creating my own program.

Reflect. Through the three programs I attended, I received a better picture of the opportunities that exist at UCSD for students to grow their intercultural competencies. From my observation, there is no shortage of programs for students, however, there were a few critiques I had. First and foremost, I was surprised by the lack of programs explicitly connecting international and domestic students, especially by the Global Education offices. Only the Outreach Coordinators and International-House (I-House) overtly create programs with both populations in mind, with the intent of building greater connection between the two. I also found myself struggling with the limitations students appeared to place on how extensively their interest in the international reached. For instance, most of the attendees of Passport to Culture, had a country or culture specific interest and only attended the program focusing on that region. Anecdotally, I have heard similar sentiments with study abroad returnees who are only interested in meeting students who've either studied in or come from the country they went to. Paralleling this, many international students end up banding together with their fellow countrymen because it is easier to connect over the shared language and culture.

At first, I felt discouraged over these observations and wondered if students are even interested in connecting beyond regional interests. I found myself stepping back and reflecting on my own experiences studying abroad and the mindset I held upon return. While I was studying abroad, I certainly had an interest in and goal to befriend the domestic students there, however, I did not limit myself to only meet students from the countries I studied in. Some of the best experiences I had studying abroad were actually in meeting students from Germany, France, and Korea, whom I wouldn't have met otherwise had I limited my interactions to be country

specific. Likewise, when I returned, I joined English conversation programs where I worked with students from all over the world on the common goal of improving their English. Reflecting on this, I knew that I couldn't be the only student who has studied abroad and had these thoughts. Just as the students who attend Coffee Hour demonstrate, it is possible for our global-minded students to connect beyond one country, its culture or language.

Plan & Act. With these thoughts in mind, I began moving forward with the first tentative steps of my program planning. I wanted to create a program for both international students and study abroad returnees, who despite the abundance of programs at UCSD, still lack a common space to connect. I wanted this program to transcend a country-specific focus and instead provide an opportunity for students to meet and connect over their shared experiences of having been or currently being abroad. While there are certainly experiences and challenges that are unique to each country one studies in, there are also common experiences these two communities share such as homesickness, overcoming language barriers, or simply finding a new favorite food while abroad. An additional requirement I formed at this stage of program creation was that it be a mutual exchange between the two communities. In many programs where the two interact, one often plays the role of "teacher," while the other is "student." For example, in the Passport to Culture series, the panelist is the most knowledgeable party, teaching the other attendees about their country, while in an English tutoring program like ISPO's English-in-Action (EIA) program, the domestic participant clearly holds the "superior" role. What I wanted was for neither party to be superior to the other. I wanted to create a program that was a mutual exchange between international and study abroad returnees over their parallel experiences. Only through a mutual exchange can more open exchange and greater growth of intercultural competencies of both communities occur (Ward, 2001). The last planning piece I had at this stage was the

expansion of people to interview in the next stage. Where prior I intended to only interview staff from ISPO and Study Abroad, I expanded my network to include staff from the Outreach Coordinators office and I-House as these two offices also work closely with and create programs for my target communities.

Cycle 2: Informational Interviews

Observe. My second cycle involved informational interviews with staff members of various offices who work with international and/or students who study abroad. I was fortunate to have made connections through work and referrals by my supervisor to individuals who would fit these criteria. I ended up interviewing six staff members (see Table 4) from four offices: ISPO, Study Abroad, Outreach Coordinators, and I-House.

Table 4

Informational Interview Participants

Name	Office	Title
Gabi Hoffman	International Students & Programs (ISPO)	Assistant Director of Programs
Jay Minert	Study Abroad	Director, Outreach & Academic Engagement
Lisa Armstrong	Study Abroad	Study Abroad Coordinator
Grace Fuller	Outreach Coordinators	Outreach Coordinator
James Deluca	Outreach Coordinators	Outreach Coordinator
Alan Schuchman	International House (I-House)	Program Coordinator

The questions I asked centered on international and domestic student interactions throughout campus, methods used to connect the two communities, and successes or limitations

they'd experienced in these endeavors (Appendix B). From the interviews two major themes emerged: programming with intentionality and the creation of a new norm.

Programming with Intentionality. The first theme to emerge was of creating programs with intentionality and was reiterated in several of the interviews I held. This was especially prevalent in responses to the question, "What methods have you seen been taken to connect international and domestic students? What worked, what didn't, and why?" Grace shared the significance of the quality and depth of a program versus the quantity of programs. She stated:

For the longest time, we thought what we needed was more programs. And that's our job, to create programs. But that doesn't work! What we need isn't an increased number of programs. What we need is to create programs and be intentional about how we facilitate the interaction between international and domestic students.

Participants also stressed the importance of having concrete outcomes that students could easily understand and be interested in. A comment by Alan emphasized this point:

There needs to be deliberate outcomes or purposes to what we do [programming]. Is it going to focus on language? On culture? Frame it in a way that students will be interested in. You need to have something that will engage the students. Only then can the outcome of connection be achieved.

What both remarks demonstrate is the intentionality that goes into planning a program for international and domestic students. Throughout campus, international students and domestic students share common spaces such as classrooms, student center, and dorms. Yet, in many cases, there remains a chasm preventing the two from connecting. The difference in programs like Passport to Culture or I-House is the focus on everything, from marketing to program topics

to the facilitation and activities within a program, that intentionally create opportunities for these two communities to meet and interact cross-culturally.

Creating a New Norm. The other prominent theme to emerge was the creation of a new normal. This was seen in answering the question, “What potential challenges do you believe limits international and domestic students from interacting? How can we approach or solve these challenges?” This quote by Jay, explains what creating a new normal means:

What challenges does any group face when interacting with a different one? Cultural differences, language barriers; these all culminate in creating the “other.” When one goes to a new place, you automatically find your camp and group together based on commonalities and shared identities. This occurs naturally. So, how do we interrupt this so they [international and domestic students] interact and that becomes normalized? Participants talked about the challenges of getting students to willingly meet the “other.” In many cases, students required a nudge by program staff in the utilization of icebreakers to get students of different communities to interact. Speaking from the domestic student’s point of view, Lisa commented:

If they [domestic students] can’t understand what’s happening and/or the lingua franca is different than their own, they don’t want to make the effort. Even among Study Abroad returnees there is disconnect. Many returnees study in Europe, so they want to speak more to European students.

After concluding the six interviews, I found there were many common themes, but there were also differing opinions that seemed office or position specific. This was especially true in answering the question, “On a scale of 1-5 (1-Weak, 5-Strong), how would you rate the level of interaction between international and domestic students at UCSD?” While the average was a 2 or

3, Alan rated the level of interaction to be a 5. He however was very candid that he could only speak from his personal observations, in the framework of I-House whose mission is to connect international and domestic students in residential life. While it is likely true and a model of what cross-cultural relations could be throughout campus given the same intentional approach, I saw I-House as an exception to the norm and moved forward with the average of 2.5 for an overall campus assessment of cross-cultural interaction at UCSD.

Reflect. Cycle 2 provided a plethora of data and confirmed that while there is genuine interest from international and returnee students for connection, there are also challenges that impede this from occurring. First, while there are spaces such as classrooms or clubs that both communities co-occupy, oftentimes there is a lack of intent to connect the two. Hearing from seasoned staff members who daily work to create and manage programs for my target populations emphasized the importance of being mindful in all the steps I would take in creating, planning, and executing my own program. All the interview participants echoed the observation of tendency by students to cluster, thereby limiting opportunities to interact. Even internationally minded students tend to have a specific country, culture, or language they are interested in, and wish to meet students who fit those categories. The challenge then from Cycle 1 was reiterated; how do we get students thinking about and making connections that stretch beyond a country specific interest?

Plan & Act. Planning at this stage involved the solidification of the idea that my program would be a cross-cultural one. Knowing that the largest group of international students come from China, whereas many of our study abroad returnees have gone to Europe and want to meet Europeans, I knew there wasn't a possibility of a one-to-one country match. Instead, I wanted to create a space for students to meet other global-minded students and discuss topics they could all

relate to. I also decided there would be a discussion in the program to capitalize on peer-peer interaction and learning. Finally, one major change was made at this point; through discussions with Lisa Armstrong, who serves as the coordinator of the Study Abroad returnees (STARS) program, clearance was obtained to send out a brief survey to the STARS which became an additional cycle following my informational interviews.

Cycle 3: STARS Survey

Observe. During my informational interview with Lisa in Cycle 2, she informed me of her role as the coordinator of the STARS. Lisa allowed me to create a brief survey to send out to the STARS with the incentive of Co-Curricular credit to participants upon completion (Appendix C). The Co-Curricular Record (CCR) is a record which, “highlights student involvement and achievements in opportunities beyond the classroom,” and falls into four categories: Research and Academic Life, Student and Campus Engagement, Community-Based and Global Learning, Professional and Career Development (Teaching + Learning Commons, n.d.). Through completion of the survey, the STARS would receive credit for the Community-Based and Global Learning category. The survey I created consisted of four questions centering on the motives to join STARS, impact of study abroad on participant’s view of globalization, interactions prior to and following studying abroad, and interest in a cross-cultural program for international and returnee students. I received responses from 14 participants. Themes that emerged from the survey included growing insights on globalization as well as increased interaction with international students post-study abroad.

Growing Insights on Globalization. A question which garnered lengthy response was, “What impact has studying abroad had on your viewpoint of globalization (defined as: interconnectedness and interdependence of world cultures and economies)?” While students’

responses varied and provided insight into each individual's experience, overall, there was the commonality of growth or expansion of worldviews. Students spoke of their conception of globalization prior to going abroad and how this changed afterward. One participant's response particularly highlighted this:

As an international studies major, I had an academic perspective of what really is globalization and how interconnected different countries are in terms of culture, language and politics. However, studying abroad and experiencing a non-western perspective about the world and how the world sees America and its people, I realized that the way we as Americans see America may not be as positive as what our media says in the eyes of other people from other countries. We are all connected through globalization, yet we still have our own preconception of other countries and culture.

Participants spoke on how studying abroad allowed them the opportunity not only to see and experience other cultures firsthand, but how it also allowed them to more critically examine their own culture. Through this, several students discussed how no one culture is superior to the other and how interconnected countries are in these aspects. Another participant's response is as follows:

I began to gain more of an appreciation of cultures other than my own, as well as developed an enhanced understanding of each. Experiencing those cultures for myself as opposed to passively reading about them from the pages of a textbook led me to realize the potential for integration among each culture. That is, the process of cultural development comes from a constant and mutual borrowing-and-sharing process, whereby in any given nation, there will always be a diffusion of foreign influences such that the nation itself tends toward a melting-pot of cultures. In this sense, I have come to discover

that the ideal "nation" is essentially one in which no one culture overpowers another, but rather involves a more intricate interlinking of both foreign and domestic influences.

The firsthand experience of being and experiencing culture abroad provided an opportunity of growth to students in many aspects ranging from critical lens of self, insight to others, and appreciation for the global.

Interactions with International Students. As in the informational interviews in Cycle 1, one question I asked the STARS was, "On a scale of 1-5 (1-Weak, 5-Strong), how would you rate the level of interaction between international and domestic students at UCSD?" The average response came out to be 2.6. While I did not ask students to specify why they chose the number they did, I followed that question with one meant to detail their own interactions with international students, "Prior to studying abroad, what were your interactions with international students at UCSD? After studying abroad, has that changed or not, and why?" For the most part, participants had little to no interaction with international students prior to studying abroad. Reasons for this included: lack of commonalities, opportunities to interact being limited to class, and shortages in programs to bring the communities together. On the flip side, most participants felt an increased sense of interest and intent in meeting international students upon return. After studying abroad, some STARS sought opportunities to meet international students through programs like EIA or I-House:

My interactions with international students were limited beyond having a shared class. I don't usually approach an established group of students. After studying abroad, I lived in the International House so I had chances to interact with a student who was studying abroad at UCSD. It was easier to make friends with international students outside of

classrooms. In UCSD's summer converge incubator, I got along really well with two international students and now I consider them as close friends.

Beyond increased interest in befriending international students on campus, students also spoke on how studying abroad increased the breadth of topics they had when speaking to internationals.

One participant spoke specifically to this point:

Prior to studying abroad, I had much interaction with international students at UCSD. In my freshman year, the entire floor of my residence hall was comprised of international students, so we had many opportunities to chat about our different cultures/customs and learn from each other in this way. After studying abroad, my interactions with international students has changed, in that I have become more selective in what I choose to ask about certain cultures; in other words, I have learned to expand on surface-level questions (e.g. what's the most popular food item in your country?) to questions dealing with socio-econo-political issues.

While each individual's answers were unique, overall, returnees came back to UCSD with heightened awareness of the lack of international student and domestic student interactions on campus as well as increased interest and confidence in meeting international students, due to their own experiences abroad.

Reflect. Once I received and reviewed the responses to the survey, I felt very encouraged by the feedback. All the STARS demonstrated insight through their global experiences and curiosity in meeting international students, which would be beneficial in the programming for Cycle 4. I also found it interesting that the STARS' rating of international and domestic student interactions at UCSD echoed that of the staff, indicating that both groups feel there is still room for improvement of internationalization efforts throughout campus. Furthermore, was the

reiteration of the necessity of programs intended to connect international and domestic students. Several participants in the survey spoke about feelings of hesitation or uncertainty in how to approach international students and felt that a program, project, or even more intentional actions in class were needed to connect the two communities. Their answers helped reaffirm both what the staff spoke about in Cycle 2 and what I suspected was a gap that still needed to be filled, a space and program created to intentionally bring together these communities.

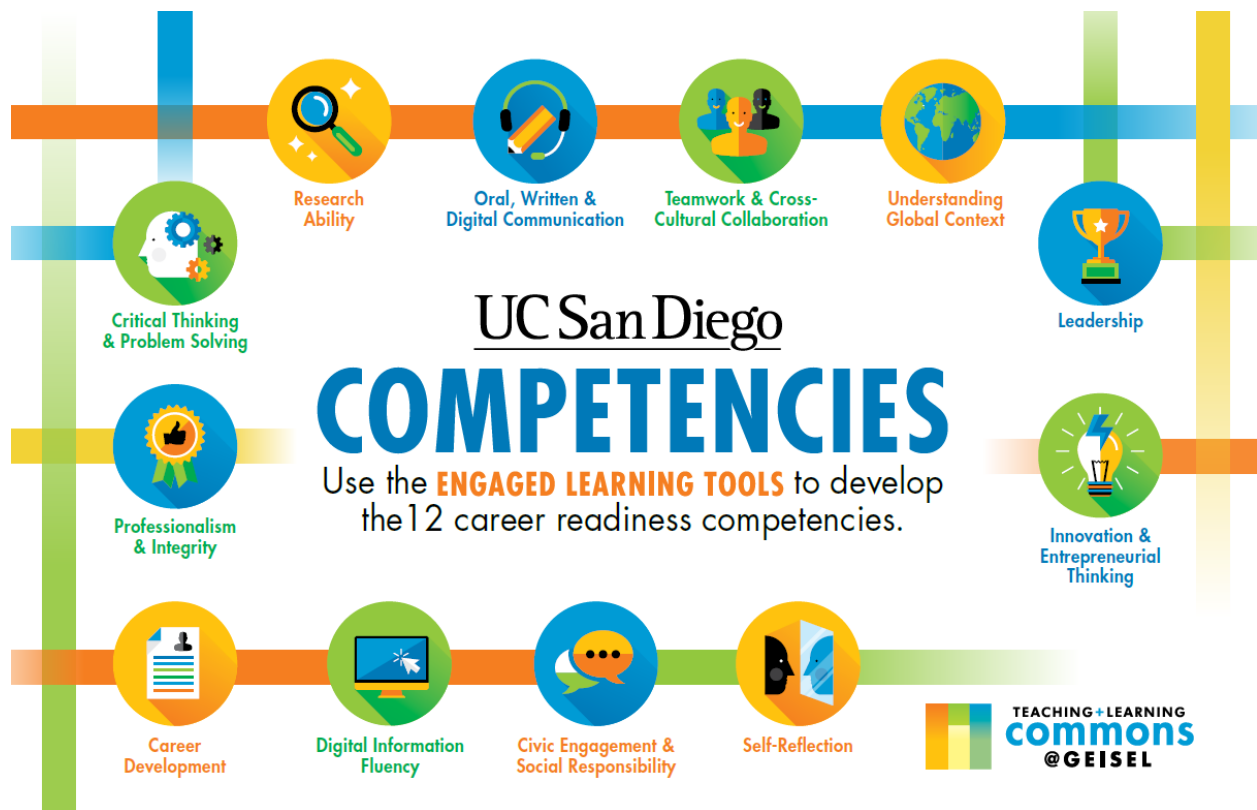
Plan & Act. Having verified that there was a definite need for a program, I began the process of creating one. While I knew I wanted to center my program on the parallel experiences of international students and returnees, I approached the process of program conceptualization apprehensively as this would be my first time ever creating a program. Knowing this, I sought out the advice and expertise of my fellow advisors who work in programs, including Gabi, ISPO's Assistant Director of International Programs and David Saide, Intake Advisor and the person in charge of ISPO's Intercultural Social Hour. Meetings were set up with both parties bi-weekly, lasting from the month of February to March, with the program tentatively scheduled for April or May.

Cycle 4: Program Design

Observe. In creating my program, I received much guidance from my work supervisor, Gabi who walked me through the process. In December, she tasked me with reviewing the UCSD Competencies and using them to guide the writing of my program's Learning Outcomes. The UCSD Competencies (see Table 5) are guidelines to "promote student success and development" and help in career readiness (Teaching + Learning Commons, n.d.).

Table 5

UC San Diego Competencies (Teaching + Learning Commons, n.d.)



After careful consideration, I decided that my program would be guided by three of the twelve competencies, see Table 6 for details (Teaching + Learning Commons, n.d.). I deemed these three competencies as most crucial in what I wanted students who went through my program to receive. Keeping them in mind, I worked on writing out the learning outcomes of the program, which centered on cross-cultural connections, identity, and communication styles (Appendix D). Following this, I created overarching goals of what I hoped the program would achieve, focusing on connecting the international student and study abroad returnee populations, while cultivating intercultural competencies (Appendix D).

Table 6

Competency Descriptions (Teaching + Learning Commons, n.d.)

Competency	Description
Teamwork & Cross-Cultural Collaboration	Works with and seeks involvement from people and entities with diverse experiences towards a common goal, demonstrating strong interpersonal skills, respect and dignity for others.
Self-Reflection	Assesses, articulates and acknowledges personal skills and abilities, and learns from past experiences and feedback to gain new insights and understandings.
Understanding the Global Context	Demonstrates an understanding of complex global issues and systems, and how issues and actions have local and global implications for the future.

After establishing the overarching goals and learning outcomes of the program, Gabi had me create an outline of what the program might look like (Appendix E). Through previous discussions with Gabi and my primary contact at Study Abroad, Jay, I listed some common themes or topics that both international and returnee students experience while abroad (see Table 7).

Table 7

Program Topics and Descriptions

Theme	Description
Identity	The ways in which you/others around you may have identified you, based on traits like race, gender, sex, appearance, language ability, etc.
Pre-departure Thoughts/Feelings	How did you feel before you left your home country? What expectations did you have going to your study abroad destination?
First Impressions	What first thoughts and feelings did you have of your study abroad country? What amazed you? What shocked you?
Challenges Abroad	What did you find difficult during your time abroad? Homesickness? Language barriers? Difficulty adjusting to the curriculum? Making new friends?
Best Memories	What are your favorite memories being abroad? Did you discover a new food? Learned a skill/hobby you wouldn't otherwise in your home country? Improved on your language abilities?
Post-departure/Present Thoughts/Feelings	How did you feel after your study abroad experience (for students currently in their study abroad experience: How are you feeling currently?)? Thoughts on what you can/could do differently?

During this stage, a large unknown was whether my program would be a one-time program or a series of programs. In our bi-weekly meetings, Gabi and I debated the merits of each. While a program series might provide an opportunity to observe greater growth of

students' intercultural competencies and a chance to do deeper dives into each individual topics, ultimately due to time constrictions and my own level of knowledge in the topics, we decided to hold the program as a one time, general overview of the topics. If the program went well and there seemed to be a further need and interest, Gabi and I agreed to consider further, more detailed workshops in common topics for my target communities. Two major themes emerged from this process: collaborative creation, program breakdown, and the importance of I.

Collaborative Creation. While Gabi and Jay were my main supervisors throughout my research and program building, they were not the only ones to assist in designing my program. Gabi recommended I connect with David Saide at ISPO who runs Intercultural Social Hour and Luis Legaspi, an advisor at Study Abroad who provided a valuable resource in defining identity work. Through discussions with both parties, I was able to break down my program more thoroughly, as well as better grasp how deeply intertwined my own identity was with the program I was creating. In the process of creating my program, two major themes emerged: program breakdown and the importance of I.

Program Breakdown. By the time David and I met, I already had a rough draft of my program outline, which he requested I talk him through. I outlined the program which included a sign-in, self-introduction, Gallery Walk with the topics, discussion/debrief, and resource sharing (Appendix E). Throughout my presentation, David not only asked thoughtful questions, he also provided feedback on improvements and adjustments he thought might prove useful. For example, he reminded me the importance of laying out ground rules, such as “Step up, step back” (i.e. the importance of sharing “air time”) and “Call in vs. call out,” an especially important point as my program would intentionally mix people from different backgrounds, who might have different views. “Call in vs. call out” I learned, is a rule to have students ask someone

who's shared an idea they disagree or feel uncomfortable with, letting them know why they feel that way, and possibly asking them to clarify their viewpoint, rather than outright lashing out when there are points of disagreement. He also stressed two important points that should be in any program, timing and definition.

Relying on his previous experience hosting programs at ISPO, we discussed and determined rough time boundaries for each activity of the program, while ensuring we left additional time for sections such as the debrief which we suspected could last longer. David's second point of importance was in defining terms. He told me that it was always important to define terms that students might not know such as "identity," but also, the importance of providing examples to fill this gap. He gave me the suggestion of writing out examples under each of the Gallery Walk topics. For example, under the topic of "First Impressions," I could put a sticky note stating, "Confusion about eating habits. Slurping seen as a mark of politeness in Japan," and so forth under each of the topics so students had a sample to follow. David also reminded me to be mindful that I was working with at least two different communities and to be aware of tenses when defining terms for my audience. For instance, "How are you feeling post-study abroad?" in combination with "How are you feeling at this current point in your study abroad?" Being aware of how students are at different points of their study abroad experience and reflecting that in the lingo used is crucial to making sure every attendee feels included.

The final piece of advice David had was to come up with an activity to continue the progress made during the program. In the case of my own, this would be the focus on intercultural competencies and cross-cultural connections. Though simple, we added a final activity in my program for students to write down 2-3 items to complete that involved cross-cultural activities, such as attending Friday Café or learning how to say "hello" in Korean by the

next quarter and then share these goals with a partner. This would provide an easy way for students to have tangible goals in continuing their work on their intercultural competencies in the near future, while sharing these items with a partner reinforced the connections made at the program

The Importance of I. In early discussions with Jay and Gabi around possible topics for international and returnee students to explore, a stand-out topic to me was identity. Certainly, identity is important in our everyday lives and interactions, but it becomes even more apparent, can change or take on new meanings when one is abroad. As important as the topic was, I was also cognizant that I would need some assistance in how to break down this term for the program attendees. For this matter, I turned to Luis. Luis is an advisor at the Study Abroad Office but is also interested in the identity work that is so crucial in higher education. Both Jay and Gabi referred me to Luis when I inquired about how best to facilitate discussions around identity. I got in touch with Luis and we met twice in early February. Two themes emerged in the discussions we had: the idea of the salient identity and being self-aware of one's identity.

Salient identities were a focal point Luis and I discussed throughout our meetings specifically how specific identities come into play depending on situations. In the case of my target communities, international and returnee students, I was interested in having them do a deeper dive into the identities they hold/held while studying abroad. Luis reminded me of the influence multiple facets being abroad has on identity work, be it the physical location the student is into the components a specific culture has. For example, a student identifying as LGBTQ+ coming from a Western country to an Eastern country could experience drastically different reactions to that identity, thus necessitating the need to hide that specific identity. While some students might be aware of their identities (i.e., I identify as a cisgender, straight, Asian

female), others might not. Furthermore, Luis cautioned that for some students, this might be the first time they actively thought about their identity. We discussed how best to facilitate discussions of identity, being mindful in holding space if students wished to do deeper dives into their identity, while also ensuring students felt comfortable in elaborating on their salient identities.

One question Luis posed to me in our discussion was, “How did self-awareness of your own identity help you move through the world more confidently?” We talked about my own experiences studying abroad in Japan and Taiwan and through the conversation, I found myself thinking more consciously about my own identities while abroad. In my own experience, being Asian American while studying in Asia came with a mixed bag of pros and cons. On the one hand, I was able to more easily “blend in” and didn’t receive questions like “You can use chopsticks?” that many of my non-Asian appearing peers received. Being Asian also seemed to impact my greater success in befriending locals in Japan, who seemed warier in talking to non-Asian students, likely due to fear over language barriers (despite my own limited language abilities). On the other hand, during my time in Taiwan, oftentimes when locals spoke too quickly or used too advanced vocabulary, I felt a sense of shame over my limited Mandarin abilities. Luis listened, validated my responses, and told me all students who go abroad carry unique identities abroad and experience them in a multitude of ways. The challenge then becomes how do we get students conscious of these identities? And how do students carry and grapple with this awareness upon return to their home country? Luis advised me to think deeply on how being abroad had changed how I understood my identities, while abroad and when I returned, and to be ready to share this with the program attendees to get them thinking about their own salient identities and the impact it continues to have even after they return home.

Reflect. I found designing the program was the most difficult cycle for me to achieve due to my inexperience creating and holding a program of my own. I found myself hesitating initially in the early stages of planning and relied heavily on my supervisor, colleagues, and campus partners to give me feedback or validate the decisions I made. This could be tracked through my own speech pattern; in the earliest stages of program planning, when speaking to Gabi or Jay, I would refer to the program as “our” program. They and other co-workers continually challenged me, asking what I wanted out of my program and what I wanted students to take away from the experience. Over time, I slowly began to own the program as my own, referring to it as “my” program. I also had to sit with the idea that though I needed the expertise and advice of my more seasoned colleagues, my own experiences and ideas had their merit in helping shape the design of my program. Designing a program of my own allowed me to reflect on my experience abroad in conjunction with my target populations, as well as provided an opportunity to increase my self-confidence in programming and working with the global education population.

A final reflection I had in conversations with offices throughout campus in designing my program was how siloed things are at a large, research university like UCSD. Despite the abundance of programs and offices catering to specific populations, there still remain gaps and a need for offices to cross-collaborate to connect populations like international students and the returnee population, who long for connection and a way to continue their international experience, but who aren’t sure where to find the solution. In this specific case, my role as a graduate student conducting research proved an asset as it allowed me the fluidity to move between and work with different campus partners, which likely could not have happened as quickly or at all, in creating a program like my own had I been in a more fixed role.

Plan & Act. After designing my program, the next steps Gabi and I discussed was in marketing to students. As it was already nearing the end of the Winter quarter, we decided to wait until the start of Spring quarter to send out information to students. Marketing was primarily set to occur via email through ISPO, STARS, and the Outreach Coordinator's email list serves as well as word of mouth during the first two Coffee Hours of Spring Quarter. Additionally, plans were made with Ana Correra de Mattos, the graphic designer at ISPO to work on creating a flyer for my program. Finally, I planned to reach out to staff from the offices of ISPO, Study Abroad, Outreach Coordinators, and I-House to participate in overseeing the program, helping as my eyes and ears in determining the intercultural competencies occurring through interactions by the two populations. These staff members would use the "Intercultural Knowledge and Competence VALUE Rubric" to gauge and mark down students' level of intercultural competence for each participant, which would later be reported to me for data collection (Appendix F). Unfortunately, prior to implementation of these final steps of marketing, outreach, and the execution of my program, the outbreak of COVID-19 occurred, and any further actions were forced to a halt.

Limitations

Though strides were made in the data I gathered regarding cross-cultural interactions at UCSD and programming efforts, there were still limitations to this research. First and foremost was the lack of direct input from international students. With restrictions on data-gathering methodologies such as interviews, focus groups, or surveys, there was no way to collect information on the international student experience on a larger scale. Data regarding the international student experience or opinion was collected through anecdotes personally heard by me or secondhandedly by one of my colleagues.

A second limitation of the program was the unforeseen outbreak of Coronavirus disease (COVID-19) throughout California in the middle of March. The virus resulted in the cancellation of not only all programs at UCSD, but the rapid transition of classes from in-person classroom sessions to online platforms through the rest of the school year. This limitation resulted in the cancellation of my program. Though the option to host the program in an alternative form was proposed, such as through an online platform, I made the difficult decision not to do so. My decision was made on the basis that the program's overarching goal was to foster cross-cultural interaction between international and returnee students. I felt that this would be best achieved through face-to-face interactions, especially when handling such crucial topics as the ones I anticipated occurring. I also knew it would be extremely difficult for my Global Education colleagues and I to observe student interactions on an online server, as I felt observing online might interfere with the organic interactions of the two communities in a way it would not have in an in-person setting. Lastly, I acknowledge how the coronavirus brought about a shift in negative attitudes toward different international groups, especially targeting Chinese or Asian-appearing persons, and how this could deter many students with these backgrounds from wanting to gather in a space where they might be vulnerable based on their ethnicity and/or physical appearance. Thus, while I plan to one day implement my program, for now, given the challenging circumstances, I felt it was best to shelve it for a future date.

Recommendations

Upon the conclusion of this research, through the process of reflection and information gathered over the various cycles of observation and informational interviews, I offer some future recommendations regarding improvement of cross-cultural interactions between international students and study abroad returnees (and to a larger extent, the domestic student population).

These recommendations can be broken down into three general categories: Resource Provision, Cross-Collaboration, and Globalization Efforts.

Resource Provision

One simple, yet crucial resource that could be undertaken by all the global offices at UCSD would be in maintaining a centralized website listing of all Global Education and other international-oriented offerings. These include programs from I-House, ISPO, IFSO, Study Abroad, Outreach Coordinators, as well as cultural student organizations. In listing all global and cultural programs in a single space, students will not need to scramble to multiple sites to find the service they desire, whether that be in finding a conversation partner or wanting to find the requirements to stay on a H-1B Visa.

Within the site suggested above, organizers should create a page specifically for graduate students. In programs hosted by ISPO, roughly one-half to two-thirds of attendees are usually graduate students. Similarly, Outreach Coordinator programs while targeted at the undergraduate population often receive inquiries by interested graduate students. The proposed page would list all international and cultural programs geared at graduate students or open to both undergraduates and graduates. While the Outreach Coordinator office's programs market their programs for undergraduates due to policies surrounding funding, should they or any other office that currently caters to undergraduates be open to welcoming graduate students, then this could also help increase graduate students' connection and sense of belonging to the school.

Cross-Collaboration

A second recommendation would be to increase collaboration efforts between the offices of Global Education and to a larger extent, I-House and the Outreach Coordinators. While collaboration efforts between offices tapered off between the GE offices in the early 2000s, it is

time for a resurgence in cross-collaboration. In this year alone, cross-collaboration efforts included programs such as:

- The International Symposium: A day-long symposium hosted by the GE offices for other campus partners to inform them of the international student experience and how better to serve them.
- The International Mixer: A space for international students and I-House students to connect with tabling and resources provided by GE, I-House, and other campus partners such as Athletics.

Collaboration efforts should start small and build off existing programs. As noted by seasoned program organizers like Grace and David, there is no shortage of programs. However, current programs are very niche in who they market to. While it is understandable that each office has their target populations they serve, there is also merit in considering expanding or opening an existing program to a second population, even in a one-off event. For instance, inviting the STARS to a co-hosted Coffee Hour by ISPO and Study Abroad would provide a quick win in connecting the study abroad returnee and international student population at little expense by the offices.

Globalization Efforts

A final recommendation would be the expansion of the roles study abroad returnees and international students play in the globalization efforts throughout campus. The current roles STARS and international students play in globalization efforts at UCSD is quite limited. While STARS do serve as peer ambassadors, helping to encourage prospective students to study abroad, international students lack a formal platform to voice their stories. The need to hear students' lived experience however is there. During the International Student Experience

Symposium, one section for a Q & A of an international student panel was among the most popular of the entire event. Campus partners' comments highlighted how hearing students' narratives gave them a better understanding of the diverse backgrounds and challenges international students face when coming to UCSD. The unique stories and viewpoints these two global communities possess have value but is not being utilized to its full potential. Combined with the importance peer to peer learning has, inviting international and returnee students into discussions around future globalization efforts is a must to bridge the greater campus community into becoming global citizens.

I conclude my recommendations by suggesting the continuation of cross-collaborations with international and study abroad returnee students. Just as the Global Education offices must collaborate to embody the complete global experience, our international and returnee populations must be connected to create an ongoing dialogue about their shared global experiences. Through open invitations to programs like Coffee Hour or mixers intended to connect the two, I believe small efforts like this could cause a great ripple effect in connecting these global communities.

Conclusion

When I first began this journey into learning about and hopefully improving the international student experience, one of my earliest thoughts was how similar the international student and study abroad returnee experience is. Gradually this parallel became the basis of my research and through observations and dialogues with international students, study abroad returnees, and the staff who work with them, my reflections solidified. While I was disappointed the unforeseen circumstance prevented my planned program from being held, I am not discouraged. The modifications and adaptations to unanticipated outcomes are part and parcel with the cycles of action research. Learning from these adjustments has taught me how to be a better higher

education professional in both using the knowledge already gathered and in being open to change that is at times, inevitable.

Most importantly, the data I collected and the support I have received from campus partners throughout UCSD's campus have shown me that my ideas have merit. I plan to continue working with the international and study abroad student populations, hearing their stories, and championing ways to have their voices heard. Internationalization does not end with one's return from being abroad. I believe through connections, both to one another as well as the greater campus community, international and returnee populations bring important lessons and viewpoints to growing globalization efforts at UCSD.

References

- Aaron, R., Cedeño, C., Gareis, E., Kumar, L., & Swaminathan, A. (2018). Peers to peers: Developing a student-coordinated conversation partner program. *Journal of International Students*, 8(3), 1316–1327. Retrieved from <http://ojed.org/index.php/jis/article/view/55>
- Bista, K. (2015). Roles of international student advisors: Literature and practice in American higher education. *International Education*, 44(2), 87-101. Retrieved from <https://sandiego.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=102017595&site=ehost-live>
- Campbell, J., & Li, M. (2008). Asian students' voices: An empirical study of Asian students' learning experiences at a New Zealand university. *Journal of Studies in International Education*, 12(4), 375-396.
- Campbell, N. (2012). Promoting intercultural contact on campus: A project to connect and engage international and host students. *Journal of Studies in International Education*, 16(3), 205–227. <https://doi.org/10.1177/1028315311403936>
<https://doi.org.sandiego.idm.oclc.org/10.1177%2F1028315307299422>
- Chou-Lee, M. (2017). Pastoral care: A critical factor for the successful integration of Asian international students in New Zealand. *Online Journal of International Education*, 2 (2), 22-44.
<https://sandiego.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=126838626&site=ehost-live>
- Deardorff, D.K. (2004). Internationalization: In search of intercultural competence. *International Educator*, 13-15.

Federis, M. (2019, June 20). *Visa rules are restricting the future of international students in the US*. PRI. <https://www.pri.org/stories/2019-06-20/visa-rules-are-restricting-future-international-students-us>

International Students & Programs Office. (n.d.). *About Us*. Retrieved from <https://ispo.ucsd.edu/about/index.html>

International Students & Programs Office. (2019). *International Students Fall 2019 Snapshot*. Retrieved from https://ispo.ucsd.edu/_files/about/reports-publications-statistics/2019-ispo-snapshot.pdf

Koshy, E., Koshy, V., & Waterman, H. (2010). What is action research? *Action Research in Healthcare*, 13(2), 205-221. <https://doi.org/10.1177%2F1028315308329786>

Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. *Journal of International Students*, 1(1), 1-24. https://www.sagepub.com/sites/default/files/upm-binaries/36584_01_Koshy_et_al_Ch_01.pdf

NAFSA. (2019, May). *Losing talent: An economic and foreign policy risk America can't ignore*. Retrieved from <https://www.nafsa.org/sites/default/files/media/document/nafsa-losing-talent.pdf>.

O'Leary, Z. (2010). *The essential guide to doing your research project*. London: SAGE Publications Ltd.

Outreach Coordinators. (n.d.). *About Us*. International & Out of States Students. Retrieved from <http://thecolleges.ucsd.edu/nonresidentinfo/about/index.html>

Outreach Coordinators. (n.d.). *Passport to Culture*. International & Out of States Students.

Retrieved from <https://thecolleges.ucsd.edu/nonresidentinfo/programs-events/Passport%20to%20Culture.html>

Pengelly, K. A. (2018). Loving neighbor as self: Translating the study abroad experience into intercultural friendships on the home campus. *Journal of International Studies*, 8(2), 1108-1128.

<https://doi.org/10.32674/jis.v8i2.136/http://ojed.org/index.php/jis/article/view/136>

Rhodes, T. (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, DC: Association of American Colleges and Universities.

Rose-Redwood, C., & Rose-Redwood, R. (2018). Building bridges across the international divide: Fostering meaningful cross-cultural interactions between domestic and international students. *Journal of International Studies*, 8(3), 1328-1336.

<https://doi.org/10.32674/jis.v8i3.56>

Teaching + Learning Commons (n.d.). *Co-Curricular Record (CCR)*. Engaged Learning Tools.

Retrieved from <https://elt.ucsd.edu/ccr/index.html>

Teaching + Learning Commons (n.d.). *UC San Diego Competencies*. Engaged Learning Tools.

Retrieved from <https://elt.ucsd.edu/competencies/index.html>

Thomas, V., Ssendikaddiwa, J., Mroz, M., Lockyer, K., Kosarzova, K., & Hanna, C. (2018).

Leveraging common ground: Improving international and domestic students' interaction through mutual engagement. *Journal of International Students*, 8(3), 1386–1397.

<https://doi.org/10.32674/jis.v8i3.61/http://ojed.org/index.php/jis/article/view/61>

Todd, P., Nesdale, D. (1997). Promoting intercultural contact between Australian and international university students. *Journal of Higher Education Policy and Management*, 19(1), 61-75. <https://doi.org/10.1080/1360080970190108>

Ward, C. A. (2001). *The impact of international students on domestic students and host institutions*. Retrieved from https://www.educationcounts.govt.nz/publications/international/the_impact_of_international_students_on_domestic_students_and_host_institutions

Zhang, J., & Goodson, P. (2011). Predictors of international students' psychosocial adjustment to life in the United States: A systematic review. *International Journal of Intercultural Relations*, 35(2), 139-162.

Zhang, Z., & Brunton, M. (2007). Differences in living and learning: Chinese international students in New Zealand. *Journal of Studies in International Education*, 11(2), 124-140. <https://doi-org.sandiego.idm.oclc.org/10.1177%2F1028315306289834>

Appendix A: Flyers of Observed Programs



The flyer features a background of colorful paper lanterns in shades of blue, yellow, and green hanging from trees. The text is arranged in a clean, modern layout with a dark blue and yellow color scheme.

ispo programs

coffee hours

at ispo

Every Tuesday
9:30 - 11:00 am
Student Center B
1st Floor

- MEET ISPO staff and other students
- ENJOY light refreshments*
- PARTICIPATE in fun games

*Please bring a reusable mug to reduce waste!

UC San Diego
International Students & Programs Office

@ispo.ucsd
iPrograms.ucsd.edu



The flyer has a background of a world map with various international passport stamps overlaid. The text is bold and clear, with a mix of blue and black colors.

PASSPORT TO CULTURE

Listen to current students who have lived or studied in various regions of the world while enjoying regional food! Learn and share about culture, food, travel destinations, and more!

I-HOUSE LOUNGE CUZCO

THURSDAYS ✈️ 3:00-4:00PM

Appendix B: Informational Interview Questions

This purpose of this interview is to discuss international and domestic student interactions throughout UCSD. I will ask a series of questions and you are free to answer the prompt or not. You have previously signed a consent form permitting the inclusion of your responses for data collection. Please let me know if you would have any questions before we begin.

- 1) On a scale of 1-5 (1-Weak, 5-Strong), how would you rate the level of interaction between international and domestic students at UCSD?
- 2) Based on your direct contact and work with students or observations of the overall campus, what are your thoughts on the relationship between international and domestic students at UCSD?
- 3) What potential challenges do you believe limits international and domestic students from interacting? How can we approach or solve these challenges?
- 4) What methods have you seen been taken to connect international and domestic students? What worked, what didn't, and why?

Appendix C: STARS Survey

Hello,

My name is Michelle Wong and I am a graduate student in the University of San Diego's Higher Education Leadership program. I am currently working at the International Students & Programs Office at UCSD and am interested in conducting research on the interaction of international and domestic students at UCSD. As a student who studied abroad in my undergraduate, I understand the impact studying abroad can have and admire the STARS program for its mission in spreading the word about studying abroad. I would highly appreciate if you would take a few minutes of your time to fill out a brief survey regarding your experience studying abroad and as a STAR. The link to the survey can be found here: <https://www.surveymonkey.com/r/MTQN3X8>. Additionally, if you would be interested in hearing more about my research or just chatting more about your study abroad experience, you may contact me at: mww001@ucsd.edu.

- 1) Are you an international student?
- 2) What motivated you to join the STARS program?
- 3) What impact has studying abroad had on your viewpoint of globalization (defined as: interconnectedness and interdependence of world cultures and economies)?
- 4) On a scale of 1-5 (1-Weak, 5-Strong), how would you rate the level of interaction between international and domestic students at UCSD?
- 5) Prior to studying abroad, what were your interactions with international students at UCSD? After studying abroad, has that changed or not, and why?
- 6) Would you be interested in participating in an event connecting international students with study abroad returnees/prospective students?
- 7) Is there anything else you'd like to share regarding the topics this survey has covered?

Appendix D: Learning Outcomes and Overarching Goals

Learning Outcomes:

- Upon completion of the program, students will make at least 1 meaningful cross-cultural connection with a student of a background different than their own.
- Upon completion of the program, students will be able to identify their own cultural identities and communication styles.
- Students will demonstrate the ability to find commonalities and differences with others' worldviews in relation to their own. (Incorporation of verbal/nonverbal communication ability)

Overarching Goals:

- Foster cross-cultural interaction between international & study abroad participants/perspective students
- Connect above populations through their shared experiences of being abroad
- Cultivate students' intercultural competencies through meaningful engagement with members of a wider global community

Appendix E: Program Outline

- Sign-in, nametags
 - Individually colored stickers identifying: International, Domestic, Other
 - Students will be free to choose stickers to attach to their nametag (self-identify); they may choose multiple stickers if they identify as more than one
 - ex. An international student who has been in the U.S. since high school, but who went abroad again as a 3rd year at UCSD
 - Time: <10 minutes

- Self-introduction/introduction of research
 - Time: <5 minutes

- Icebreaker
 - “Speed friending” format
 - Students will form two lines facing each other and spend approximately 3-5 minutes speaking to one another, then one row will move down so everyone receives a new partner. This will be done 2-3 times.
 - Centered around the question: Why were you interested in participating in today’s program?
 - Students will also have the opportunity to exchange contact information (i.e. email addresses) if they so choose.
 - Time: 10-15 minutes

- Activity 1: Gallery walk
 - Big post-it notes with topics will be put up around the walls. Topics will include:
 - identity & who am I
 - pre thoughts/feelings
 - First impressions of (the country/school/people/etc.)
 - challenges abroad
 - best memory
 - post departure thoughts/feelings
 - Students will be given small sticky notes, asked to write responses to the given topics, and post them if they are comfortable doing so.
 - Time: 5-8 minutes to outline the program and define terms/answer questions. Afterward, 15 minutes for students to fulfill the task.

- Activity 2: Discussion in groups about Activity 1
 - Students will be divided into groups of 3-6 individuals (mixed groups of international and study abroad returnees) and asked to spend a few minutes at each topic station, answering the questions:
 - What was it like thinking about/answering (topic)?
 - What common themes do you see among the answers posted?
 - Students will also be prompted to elect a speaker in each group for the next activity.
 - Time: ~15 minutes

- Activity 3: Debrief in large group
 - Students will reassemble in the large group and be asked to share aloud what was discussed in their small group.
 - Time: ~10 minutes

- Activity 4: Looking Forward
 - Students will be given a blank note card and asked to write down two goals to continue working on their intercultural competencies.
 - After writing down their goals, students will share with a partner what they've written down.
 - Time: 5 minutes

- Activity 5: Resource Tables
 - Students will have the rest of the time to mix/mingle with one another as well as speak with campus partners who will be invited to share resources, such as:
 - I-House
 - Career Center
 - Study Abroad
 - Time: 10 minutes (or any remaining time)

Appendix F: Intercultural Competencies Rubric

Description: The Association of American Colleges and Universities’ (AACU) Intercultural Knowledge and Competence VALUE Rubric provides a means to measure an individual’s cultural patterns, how we compare, contrast, and adapt to cultures other than our own. It has been utilized on educational websites and in evaluating student learning in classrooms but is not intended to be used for grading (Rhodes, 2010).

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.