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Global Duos: An Internationally-Minded Reflection and Mentorship Program for International Students and Study Abroad Returnees

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GLOBAL DUOS: AN INTERNATIONALLY-MINDED REFLECTION AND
MENTORSHIP PROGRAM FOR INTERNATIONAL STUDENTS AND STUDY
ABROAD RETURNEES

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PIM 71

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of
Intercultural Service, Leadership, and Management at SIT Graduate Institute in
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12 February 2013

Advisor: Lynée Connelly

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A handwritten signature in black ink, appearing to be 'A. M.', written over a horizontal line.

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“I soon realized that no journey carries one far unless, as it extends into the world around us, it goes an equal distance into the world within.”

Lillian E. Smith, author of *Strange Fruit*

ABSTRACT

The Center for Global Engagement (CGE) at the College of New Jersey (TCNJ) in Ewing, NJ is a primary catalyst in the cultural and physical exchange of students in higher education. The office sends nearly 300 students abroad every year, worldwide, while also overseeing the intake of a growing number of international students incoming to the United States studying for a semester or a year at TCNJ. While these two groups of students are ever more supported and challenged by the CGE, there is a clear disconnect in terms of interaction, exchange of resources, and communication between American students studying away from TCNJ and international students incoming to study at TCNJ.

Currently, the support for both groups is well established. Upon returning to the U.S., study abroad returnees participate in a number of re-entry conferences and peer advising opportunities, where they have the opportunity to address the cultural issues they face upon reentry and advise future study abroad students. The international students also interact with TCNJ students whom they will be living with, through an existing “Culture Partners” program as part of the International House living and learning community. Individually, each group receives complete support from the CGE, but there is a need for more. There is no formal interaction between international students and study abroad returnees – the two groups that the CGE works most closely with on a daily basis.

The Global Duos program aims to connect these two groups in a positive, supportive, and mutually beneficial way. American students returning from studying abroad will be paired with an incoming international student in a one-to-one ratio from the same or similar location to where the American student studied abroad. The Global Duos program will give study abroad returnees an additional outlet of reflection in their reentry process, while the international students will have a personal resource and a friend to advise and support them prior to and after their arrival at TCNJ. The shared knowledge of a common culture experienced by both the American and international students provides a preexisting connection that will forge a long-lasting bond and channel of international cultural exchange on and beyond the TCNJ campus. Creating a network of interconnected, personal relationships across students of different cultures is an invaluable tool the College of New Jersey can use to further its internationalization goals.

Introduction

The College of New Jersey (TCNJ), situated in Ewing, NJ, is not unlike most undergraduate institutions in today's global world with respects to its internationalization aims and agendas. According to Van Damme (2001), "we have come to a point in the development of higher education where internationalization policies and practices face the limits of their development unless the quality challenge is addressed in all its consequences." The College of New Jersey is actively addressing the quality of its internationalization efforts through a number of different offices, specifically The Office of Admissions and the Center for Global Engagement (CGE). The Office of Admissions boasts an enriched study abroad program as an enticing factor to attend TCNJ (Admissions, 2012). While TCNJ has been sending students abroad on traditional short-term, semester-long, and year-long programs for years, it was and still is, in the process of bringing the global community to TCNJ's New Jersey, USA campus. TCNJ is well aware that not all students can take a semester abroad, for personal or financial reasons, but the university's administration fully and openly realizes the value of an international presence on campus – not just for the international students who come to study there, but for the American students interacting with them.

Through the CGE, where I am completing my practicum, TCNJ is able to work toward their priority internationalization goals. The CGE handles all outgoing study

abroad applications and advising, and also plays host to a growing number of incoming international students. The CGE at TCNJ is a catalyst for all of these international experiences and is the hub for internationally-minded students. Their website describes their office aims:

“The Center for Global Engagement at The College of New Jersey works with all undergraduate students who would like to participate in education abroad (study abroad, internships, service-learning, volunteering, and work abroad) as well as all international students who come to TCNJ to study for a semester or a degree.” (Stauff, 2012).

My position at TCNJ gives me the amazing opportunity to work with both groups of students, though upon my arrival, I was mostly focused on the incoming international students and the International House (I-House) living-learning community in which many of them live and learn. The Global Duos program aims to connect both groups of students: American study abroad returnees and incoming international exchange students.

The International House at TCNJ

The International House, or “I-House,” at TCNJ is a living-learning community designed to “engage a community of domestic and international students in a variety of leadership and learning opportunities...that will help individuals learn more about other cultures as well as their own” (Living and Learning Communities, 2012). As of

the 2012-2013 Academic Year, the I-House is a designated section of the Townhouses South Complex on TCNJ's campus, Townhouses 3 and 5. Each house at the moment has the capacity for ten international students and ten domestic students, which leaves five of the 25 current international students to live in on-campus housing outside of the Townhouse South Complex. The Global Duos Program would require the expansion of I-house into Townhouses 4 and 6 as well, so that all members of the Global Duos/I-House community can live within reasonable walking distance of each other and feel connected as a cohort. Through a number of planned events, intercultural communication workshops, culture nights, field trips, discussions, and house meetings, I-House community members learn cross-cultural communication skills, recognize their own cultural norms and values and take steps to bridge the gap that may exist between international students and their American classmates.

An intrinsic program element in the I-House community is what is currently known as the "Culture Partners" program. The Culture Partners program is a collaboration between the Office of Residential Education (ResEd) and the CGE. On the ResEd website for the I-House, it is clearly stated, "domestic students will pair up with international students to help them learn about the campus community and campus traditions" (Living and Learning Communities, 2012). In its simplest form, the current Culture Partners program is meant to provide international students with the contact information for current American TCNJ students as a resource for any pre-arrival questions, from what the residence halls are like, to what the weather is like in

New Jersey, to what students do on the weekends. In its basic form, the Culture Partners program is a positive addition to the I-House community. However, to keep up with the increasing load of international students, and the increasingly internationalizing campus as a whole, the Culture Partners program has the potential to broaden and become a more cohesive program, involving more than the just the members of the I-house, to provide a lasting impact on the I-House community, study abroad alumni, the CGE, and TNCJ as a whole; the Global Duos program.

The Existing Culture Partners Program

The CGE office at The College of New Jersey, while small, is responsible for handling all TCNJ students who study abroad as well as all incoming exchange students from one of TCNJ's thirteen partner universities. Up until this point, the existing Culture Partner program paired an American TCNJ student living in the I-House with two or three international students who may or may not be living in the I-House. The program pairs students at random, connects them via Facebook or email, and provides a set of discussion questions and opportunities to ease the international students' transition. While the program was able to provide a useful resource for international students prior to their arrival at TCNJ, a more intentional pairing of TCNJ students who have a preexisting connection to the country their Culture Partner is from would facilitate a mutually beneficial relationship and an improved intercultural connection. International houses are powerful forces on college

campuses across the United States; they have the power to forge long-lasting, intercultural relationships. At the University of Berkeley, nearly one thousand alumni of their I-house have married another resident of the I-house (Notable Alumni, 2012). Without question, international houses are unique microcosm of world cultures, that naturally assimilate with their American counterparts in an intense, culturally-rich, transformative experience.

Program Rationale

On the TCNJ campus, internationalization is a key objective seen throughout departmental meetings and informal and formal campus discussions and agendas (Jon Stauff, personal communication, September 14, 2012). TCNJ is a state-funded, highly selective institution, with a mission to keep New Jersey's most talented students in state for higher education (About, 2012). For a school with the large majority of its students hailing from New Jersey, TCNJ's internationalization mentality already surpasses that of many similar institutions. The burden, and perhaps the pleasure, of facilitating most of the international experiences on campus falls on the campus' CGE. Both outgoing and incoming programs are increasing at a steady rate, with Fall 2012 and Spring 2013 seeing unprecedented numbers of students studying abroad and incoming international students from partner universities. (Jon Stauff, personal communication, September 13, 2012). As such, TCNJ is on trend with the larger

higher education community. 270,604 U.S. students studied abroad for academic credit in 2009/10, an increase of 3.9% over the previous year. U.S. student participation in study abroad has more than tripled over the past two decades (Institute of International Education, 2011). On the incoming side, in 2010/11, the number of international students in the U.S. increased to a record high of 723,277 students, a 32% increase since 2000/01 (Institute of International Education, 2011).

With the growing number of international students coming to TCNJ, their presence on campus as a resource for internationalization discussions and perspectives is immensely valuable (Heba Abouraba, personal communication, October 25, 2012). Students are not able to see what is beyond state borders prior to their arrival at TCNJ. The I-House itself serves as a platform for internationalization of the TNCJ campus. Similarly, with the increasing number of study abroad students who will seek support upon their return arrival, their international experiences and perspectives also bring a much-needed dimension to the New Jersey-home state dominated campus. Combining these two groups to facilitate a mutually beneficial relationship would create a campus environment of global understanding, cross cultural communication and learning using its preexisting resources, its own student voices, and the power of its students. Creating a network of interconnected, personal relationships across students of different cultures is an invaluable tool TCNJ can use to further its internationalization goals.

Similar programs do not exist at any of the neighboring schools, including Princeton University, Rider University, Rutgers University, and Rowan University. All have their own version of TCNJ's I-House, but there is no such intentional cohesion and collaboration with American study abroad students. At international houses across the country, universities do have similar "Culture Buddies" programs in existence – cultural pairing programs that enhance the cultural learning within living-learning communities. For example, Vanderbilt University's "First Friends" program utilizes voluntary American partners from a variety of community sources, including civic and religious groups, as well as Vanderbilt faculty and staff, and pairs them with incoming international students, encouraging monthly meetings and constant correspondence. There is an application and orientation process, both of which ask for applicants' international experience and hobbies, though applicants are not necessarily Vanderbilt students living in the same place and interacting with most international students on a daily basis (First Friends, 2012). At the University of Tennessee Knoxville, the Buddy Program matches international exchange students and domestic University of Tennessee students based on common interests and expectations, but not necessarily a cultural connection (Ackland, 2012). Finally, the University of Miami's "Buddy Program" is a small existing program utilizing study abroad alumni that focuses primarily on the experience of the incoming international student, rather than the reciprocal relationship between the two groups (Buddy Programs, 2012).

Theoretical Foundations

Olson, et. al (2007) eloquently provides a foundation for the practice of internationalization efforts and multicultural education. They note:

Internationalization involves more than merely engaging in curriculum creation and reform. It also involves developing linkages, partnerships, and collaborative research arrangements with institutions in other countries, fostering connections among faculty, student exchange, the recruitment of international students and scholars, and international development activities...

Internationalization is ultimately about integrating international, global, or intercultural content into all aspects of the teaching, research, and services functions of an institution; it is a transformational change initiative.

The converging of these student groups is an attempt to further integrate cultural learning into students' spaces, lives, and environments. The theoretical background behind designing the Global Duos program lies in the foundations of the following frameworks: transformative education/multicultural education, cultural learning and reentry, as well practical theoretical foundations surrounding mentorship programs and living-learning communities on university campuses.

Transformative Education/Multicultural Education

Both American students on their experiences abroad and international students at TCNJ are catalysts of transformative education: the idea that education, and an experience in a country other than one's home, has the power to transform a student's entire life perspective, mentality, self-confidence, and life goals, among many other facets. Kiely (2004) found that "students returning from an education experience outside their home country experienced profound changes in their world-view in at least one of six dimensions: political, moral, intellectual, personal, spiritual, and cultural." It is in an institution's best interest to not only create and facilitate such experiences, but support them. The Institute of International Education published a guide to international education as an institutional priority and noted that education abroad "benefits U.S. institutions by providing their students with experiences that are sustained and meaningful to them both personally and professionally throughout their lifetimes" (Institute of International Education, 2012).). By supporting international experiences, an institution breeds students who have "improved academic performance upon returning to their home campus, higher graduation rates, and improved knowledge of cultural practices and context compared to students in control groups" (Institute of International Education, 2012).

I am a passionate believer in education abroad experiences as a form of transformative education, also referred to as multicultural education (Biraimah, 2003),

and believe the implementation of the Global Duos program would help support this movement on the TCNJ campus.

The proposed program also provides opportunity for students who have studied abroad to participate in active, intentional reflection of their own experiences abroad. "Participation in international [experiences] increases students' intercultural competence, language skills, appreciation of cultural difference, tolerance for ambiguity, and experiential understanding of complex global problems related to their academic program of study" (Kiely, 2004). Such skills and competencies are enhanced through intentional reflective programs. The Global Duos will focus on reflection, operating under the assumption of Itin (1999) that experiential education involves "carefully chosen experiences supported by reflection, critical analysis, and synthesis," which are "structured to require the learner to take initiative, make decisions, and be accountable for the results." The Global Duos program will allow structured reflection to occur via its essential program components. By befriending, helping, understanding, and communicating with a student from the country they were recently abroad in, domestic TCNJ students are reliving that connection to the country and reflecting upon their personal transformations. Students are taking that experience and regained perspective further, and applying it in a situation that pertains to their current life back at home as a TCNJ student.

Cultural Learning & Re-entry

Theories on cultural learning explicate the student experience both during and after their abroad experience. For the study abroad returnees, cultural learning happens when they are abroad, inevitably, but it is carried over upon their return home. Upon their return home, students may experience re-acculturation through what Gullahorn and Gullahorn (1963) introduced as the W-Curve to incorporate the adjustment to returning to the home culture in five stages: Honeymoon, Culture Shock, Initial Adjustment, Mental Isolation, and Acceptance and Integration. If timing in the Global Duos program goes according to planned, the program should have its greatest impact on students entering the Acceptance and Integration phase of their re-entry. It is at this stage where students are taking their experiences abroad, accepting them as a past experience, and integrating it into their current lives. By having the ability to express their understanding and utilize their knowledge of their host culture, students in the Global Duos program will reach that stage of acceptance, and by befriending and advising an international student from that culture, they will be able to integrate their study abroad experience as a part of their current environment and lives.

While not all students progress through the “W-Curve” at the same rate, or in the same order, TCNJ’s preexisting re-entry workshops will complement and support the cultural learning that students will undergo through participation in the Global Duos program. The progression through the “W-Curve” varies greatly depending on

the individual, and while the timing of Global Duos partners may be slightly imbalanced in terms of the relationship between the two students, the CGE's re-entry workshops should help alleviate this imbalance without further burdening the international students. Providing the simultaneous support for the American student to integrate themselves into the greater educational and culture community, in a setting with other returnees, will allow them to develop in their own reverse culture shock so that their concentration and focus on the international students' experiences can be fairly balanced.

Cultural learning for international students happens upon their arrival to the United States; they learn about the culture they are becoming a part of, but also feel a heightened awareness of their own culture in contrast to their new space. International students, while they have realistic expectations about their adjustment to college, often experience a more difficult transition than U.S. students (Kaczmarek et. al., 1994). Recognizing the inevitable cultural learning and designing a Global Duos program for incoming international students is an example of what Charles-Toussaint & Crowson (2010) described as "alter[ing] factors within the social environment itself that contribute to the difficulties experienced by international students." Sherry, et. al (2009) notes that "a University's emphasis on the international students having to 'adapt' or 'adjust' may effectively involve placing all the responsibility for change on the international student, and none on the University." The intrinsic design of having international students go through the experience alongside domestic students as part

of the Global Duos program helps ease this tendency & discrepancy. It is in fact the University's responsibility to create programs that help the international students to adjust. Socialization, and the association to I-house, is something the University can manage through the Global Duos program connecting American and International students.

Bridging the Gap Between Internationalization and Multicultural Education

With transformative education and cultural learning influencers in both study abroad as well as incoming international students, there still exists a clear divide between these two student groups; it is evident on campus in the students' interactions (or lack thereof), and in the way in which faculty and staff handle these separate groups. Olson et. al. (2007) brings an entirely new perspective to combining these groups, which the Global Duos Program at TCNJ will have a viable hand in facilitating. Olson et. al. (2007) notes, "The philosophies and conceptual frameworks underpinning internationalization and multicultural education are not static, and capturing and communicating their evolving natures are not easy." The Global Duos program is a converging of the internationalization efforts of TCNJ, and the multicultural education that study abroad and international student experiences provide. It is a catalyst for transformative knowledge, which is indeed the common denominator between both frameworks of knowledge, and can provide a rationale,

concept, and strategy conducive to fostering students who are what Lewin (2009) would call global citizens, equipped to live in a globalized, multicultural world.

Mentorship Programs

It is important to recognize that while the Global Duos program is a form of mentorship program, it is a two-way, equally powered duo. While each partner will inevitably be at different stages of cultural awareness and integration, each partner will be responsible for supporting each other in the same capacity without undue expectations being leveled on either participant. No member has more power or mentorship authority over the other; they essentially mentor each other, as opposed to traditional mentorship programs, where one member is seemingly more knowledgeable than the other. In fact, both members of the Global Duos, the international student and the domestic student, are equally responsible as both learners, and teachers. Deardorff (2009) noted that “important components of knowledge needed to help develop a more interculturally competent teacher include culture-specific knowledge, especially deeper understanding of worldviews, historical contexts and other influences on a culture... it [is] essential to be able to understand the world from others’ perspectives.” Through the Global Duos program, students as teachers will bring their various perspectives and culture-specific knowledge in a mutually beneficial forum. Intercultural mentorship programs offer rewarding opportunities for mutual learning (Koskinen & Tossavainen, 2003). Research on

intercultural mentorship programs on university campuses is limited, but the research that does exist suggests that a mentor system for international students may help reduce negative feelings of adjustment and make them feel “more at home” (Jochems, et. al., 1996). Kim & Egan (2011), one of the most recent studies on cross-cultural mentorship programs, added that “employing multilevel mentoring relationships can further social network and capital of an organization and its members.”

Living-Learning Communities

International students on The College of New Jersey campus are a powerful resource for American students as their peers (Breuning, 2007) (Deardorff, 2009). International students provide global perspectives in classes, social events, discussion, and especially within living-learning communities, which the I-House at TCNJ is a prime example of. According to Inkelas & Weisman (2003), “learning communities link together learning opportunities...to help students integrate and obtain a deeper understanding of their knowledge...participants not only partake in coordinated curricular activities, but also live together in a specific residence hall where they are provided with academic programming and service.” Effective learning communities are interdisciplinary and interactive in nature, introduce students to diverse, complex perspectives and promote critical thinking and contextual learning (Zhao and Kuh, 2004 as cited in Hollern, 2012). The Global Duos Program facilitates the interdisciplinary, interactive forum of learning within the I-House living-learning

community, bringing in the perspectives of the international students “new” experience with that of the domestic study abroad alumni’s previous experiences abroad and current experience living in I-House alongside their Global Duo Partner.

While students will be interacting within the intense I-House community during the majority of their time on campus, it’s important to note that international students’ integration into the larger campus community will still happen outside of I-House and irrespective of I-House programming. Students, while responsible for supporting and encouraging each other in an environment of cultural exchange, will not be the sole supporters of each other’s growth. The I-House community provides students with a safe and enriching environment at TCNJ. Outside of I-House, Global Duos students will not be burdened to rely on each other completely and will have other resources on campus upon which to rely on. While the I-House unifies and connects students in their living environment, ultimately the international students’ experiences outside of I-house are what shape their integration into TCNJ life as a whole.

Goals and Objectives

Mission Statement

The Global Duos program at The College of New Jersey aims to provide support for both recently returned study abroad alumni and international students through a

cohesive, collaborative alliance that provides a forum for cross-cultural support and exchange.

Program Goal

To provide a program that develops cross-culturally competent student leaders.

Program Objectives

The program will offer:

1. A resource for incoming international students navigating a transition to U.S. College culture.
2. An outlet for study abroad returnees to express their maintained connection to their study abroad experience.
3. An opportunity for ongoing and constant student reflection regarding their cultural experiences.
4. A replicable program that can withstand the expansion of international initiatives and interest on the TCNJ campus.
5. Activities that cultivate global citizenship, self-exploration, and leadership.

Participant Goal

To provide a program that facilitates a sustainable, personal, meaningful cross-cultural exchange.

Participant Objectives

By the end of the semester, international students will be able to:

1. Articulate a deeper understanding of American culture.
2. Feel comfortable and supported in the TCNJ community by their Global Duo Partner and peers.
3. Feel empowered as ambassadors of their countries in an American university setting.
4. Forge long-lasting connections with their Global Duo Partner that last beyond their time at TCNJ.

By the end of the semester, study abroad returnees will be able to:

1. Articulate a deeper understanding of their Global Duo Partner's culture.
2. Integrate their international education experience into their daily and future lives as TCNJ students.
3. Use their international education experience as a tool for communication, support, and as a way to relate to their Global Duo Partner.
4. Feel empowered as Ambassadors of American culture.
5. Actively reflect on self-awareness and identity development.
6. Clarify future education and career goals.

Needs Assessment

Assessing the need for such a Global Duos program pairing incoming international students with study abroad alumni came through my experience in implementing the preexisting Culture Partners program that the CGE has been running for the past two years with the incoming international students. Formal assessment of the successes and shortfalls of the Culture Partners program following initial implementation of the existing program in Fall 2012 was in the form of a three-dimensional approach: online program surveys to current participants in the Culture Partners program, interviews with staff members, TCNJ students, current international students and current domestic students living in the I-House during the 2012-2013 Academic Year, and a review of the existing literature and guidance for I-House coordinators.

When I first arrived at TCNJ, one of my first duties as I-House Program Coordinator was distributing the I-House Pre-Program Survey (See Appendix A). Designed to gauge student's meeting style preferences, level of cultural awareness and competence, as well as why they chose to live in I-House, its results illuminated the initial successes and flaws of the I-House curriculum and specifically the existing Culture Partners program. Domestic students expressed interest in living in I-House as a way to learn about other cultures. Their decision to live in I-house was relevant in their lives at the moment. One student described their decision to live in the I-House:

“I’m really interested in learning about other cultures. I think when I meet many diverse people and learn about them, it helps me to learn more about myself, and that’s a big part of my life right now” (Pre-Semester Survey, 2012). Students were interested in “new perspectives and approaches to tasks, problem solving, on-going issues, and everyday issues” and by living in I-House would gain “communication skills...and carry that with me throughout school, my future career, and beyond” (Pre-Semester Survey, 2012). Coming into I-House, students were well aware of the implications that living in the house would have beyond the academic year, and we were well aware of the insight and personal learning they would experience. One student noted, “I will have a wider insight into different and very interesting cultures, I will know many new people from all over the world and I will broaden my horizon[s].” Additionally, 56% of both domestic and international students said they were confident about solving possible cultural issues that may happen in I-house (Pre-Semester Survey, 2012).

The positive outlook and hopes for the I-House residents was met with a contrasting negativity when asked about their experience with the Culture Partners program implemented in Fall 2012. Students echoed sentiments about timing, interests, and communication that could have been improved from the prior program.

Timing wise, students wanted to be contacted sooner with their culture partners assignments, and they wanted more time to spend with them upon arrival: “I would...recommend that there be some informal time put aside for the students to get

to know their cultural partners” (Pre-Semester Survey, 2012). Students stressed the importance of establishing that connection well before arrival as well: “having a culture partner makes it easier for you and the other person to easily communicate with each other because you know you are already there for each other...Having a culture partner before moving in was much more important than after moving in” (Pre-Semester Survey, 2012).

While a personal connection, and a solid foundation for international students with questions about TCNJ, language, and personal information was created, students felt a disconnect between the interests and personalities of their culture partners and their own interests and personalities. One student noted their experience with the random assignment of culture partners: “I ended up hanging out with students with similar interests rather than the ones ‘assigned to me.’ And same with other domestic students we ended up readopting students.” Another student echoed these comments with “It does benefit both domestic and international students, but it might be nice to choose a partners from a selected list of countries, and give more time to get to know the other person” (Pre-Semester Survey, 2012). By providing a common cultural link via which students can relate to each other, students will hopefully feel more committed to the program itself and invested in their experience as well as the experience of their fellow I-House members, be it international or domestic students. The common experience of studying abroad and having the familiarity of a particular culture is what sets the Global Duos program apart from the previous Culture

Partners program; it is the missing link in the current CGE programming and will bridge the gap between domestic study abroad returnees and incoming international exchange students.

The Culture Partners program did garnish an excitement for coming to TCNJ. One international student noted: “I got more (if possible) excited about coming to TCNJ,” and had significant impact on both the domestic and the international students incoming to TCNJ (Pre-Semester Survey, 2012). 78% of domestic students said having a cultural partner helped make their transition into I-House easier. Similarly, another international student noted: “Culture partner tell me how to make life easier in TCNJ. She helps me to find many things and she is a very good friend” (Pre-Semester Survey, 2012). In interviews with TCNJ staff at the CGE, the history and creation of the Culture Partners program was reiterated.

After reading the initial program survey results from the current I-House residents, it was clear that from the student perspective, both domestic and international, there was a disconnect in the pairing of Culture Partners. Within I-House, the Culture Partners program has not been an enormous focal point, and often is implemented as routine, and not as a well-thought out, developed program (Curtis Chan, personal communication, October 23, 2012). Instruction for initiation of the Culture Partners program is limited via the “International Program Coordinator Survival Guide” (Antil, 2012) and lacks follow up throughout the semester.

Outside of I-House, the CGE engages with Study Abroad alumni on a semesterly basis, the main event of which is an annual reentry conference held in collaboration with neighboring schools, sponsored by the New Jersey Partnership for Study Abroad. According to Melissa DiMeglio, Study Abroad Advisor at the CGE, the reentry conference is a chance "to help students gain insight into their overseas adventures, learn how study abroad may be incorporated into career planning and graduate school applications, and understand how they can continue to keep the 'international' as part of their daily lives after they graduate" (Melissa DiMeglio, personal communication, October 22, 2012). In addition to the reentry conference, Peer Advisors are constantly monitored and solicited for participation and help with study abroad fairs, and general CGE administrative support throughout the semester (Annie Amitrani, personal communication, October 22, 2012). While the network of Peer Advisors is well established, their training and utilization has not been maximized. Similarly, support for their re-entry needs apart from the conference, which students must voluntarily register for, is not as present a force on campus, in students' daily lives upon returning to TCNJ. Having a program that would give students a way to not just share their experience abroad, but rather use their experience abroad in a new setting, by pairing them with international students, would further bridge the gap between their time abroad and their time stateside. It would connect international students to a domestic student already primed for the multicultural interaction with their specific home region. It would also give the study

abroad alumni a chance to reflect on their experience abroad in a new way. The CGE would provide this support position in a new, challenging manner through the Global Duos program.

Program Description

This program is designed for implementation beginning in the Fall 2013 semester at The College of New Jersey. It will pair current TCNJ students who have studied abroad with an incoming International Student from the same or similar region as their study abroad location. Students will have a chance for cultural learning, friendship forming, and logistical questions and answers. The international students will have a contact person to ask questions about American culture and TCNJ life before their arrival. Students will have a “familiar face” upon arrival to campus and to America. Study abroad alumni will have a chance to further process and make connections to their positive abroad experiences for the purpose of reflection and processing it as it pertains to their current lives upon their return home from their abroad experience. TCNJ students will also have a chance to play a big part in easing the international students’ transition into their TCNJ experience, as resource of knowledge, mentor, and supporter. For both parties, the opportunity for life-long profound friendships is a huge advantage for participation in the program. I decided to combine the two student groups for a meaningful, powerful, interactive program

after being part of a prior “Culture Partners” program for incoming International Students and current TCNJ (non-study abroad) students, and seeing the enthusiasm of study abroad Peer Advisors.

Curriculum

Learning Philosophy

The Global Duos program is designed to connect international students with internationally-minded domestic students, who have experience in a common culture. This connection will foster further globally-minded students, intercultural competence, and students who are confident and capable to live and work in an international environment. Through the Global Duos program, domestic students will have a heightened sense of cultural awareness and identity and will have a chance to express their international education abroad experiences in their current and future lives. International students will have an eased transition and enhanced comfort through their pre-arrival and arrival phases, whilst on campus, and towards the end of their exchange semesters. Learning will take place in a cohesive, experiential environment, focused on intercultural experience and self-reflection.

Pairing

A critical piece of the Global Duos Programs success lies in the pre-arrival and pairing processes for the Global Duo Partners, most of which will take place in the Summer leading up students' arrival, and after all housing placements have been confirmed. Using the database of study abroad alumni, and those who respond to the Peer Advisors recruitment as interested applicants in becoming a Global Duos, will be placed into a list of domestic Global Duos, along with the country/region they studied abroad in.

At a specialized meeting with the Residence Director of the Townhouses Complex and the Program Coordinator of the CGE, Global Duo pairs will be formed on a one-to-one ratio of international student and study abroad returnee, based on the home country of the international student and the study abroad region of the domestic student. In the case that an even number of matches is not possible, the Program Coordinator will pair students with their best interests in mind, taking into account similar regions/languages and other cultures either students has expressed interest in even if it differs from the home country or study abroad country. The important criteria in pair matching is an expressed interest and predisposed knowledge about the common country, culture or region between the pairs. As all students will be living in the same Townhouse Complex, it is not critical that the pairs live in the same house. Townhouses South 3, 4, 5, and 6 will all be designated for international students and their Global Duo Partner to live in and are all within easy walking distance of each other. While the townhouses will be reserved for participants

in the Global Duos programs (international students and their Global Duo Partners), TCNJ students who are interested in being part of the international environment and community will also be invited and welcome to participate and attend I-House events.

Communication

As students will be coming from nearly 15 different countries, a solid and clear plan of communication is essential. After the pairing process is complete in the summer, approximately one month prior to arrival, an email will be sent out to all students introducing the Global Duos program and providing contact details for their Global Duo Partners (See Appendix B. for sample email to international students and Appendix C. for sample email to domestic students). It will be the domestic students' responsibility, as part of the program, to initiate contact with their Global Duos Partners, via email, phone, or Facebook. Facebook is an important tool for communication, and all members will be given a link to "friend" the Program Coordinator so that they may be added to the I-House Facebook group. This page will be a forum for all mass group communication, event reminders, and impromptu meet-ups and group meals.

Using Facebook as a primary communication tool is challenging and risky but is the most accessible and most frequented medium for TCNJ students. In most cases, students have Facebook accounts that they check more frequently than their email, as I have learned from personal experience, though it should not be assumed that every

student has a Facebook account. Similarly, many international students may be traveling, or in transit, prior to their arrival at TCNJ, making connectivity and communication an issue for their Global Duos Partners trying to contact them. Because of this, it's important to take a three-fold approach to initial communication and communication throughout the semester. Important messages regarding Global Duos Partners must be sent via email, though follow up and reminders may be broadcasted via the I-House Facebook group, and finally posted to the I-House page on SOCS, TCNJ's classroom management online forum and automated e-mail system. As the I-House environment is a mix between academics and social life, it will naturally cross into the Facebook platform, thus allowing a long-lasting physical connection to the students via a platform they frequently use anyway throughout the whole process – pre-arrival, arrival, immersion into I-house and TCNJ life, pre-departure, and post-program.

Orientation

Upon arrival to TCNJ, all international students and their Global Duos will attend a five-day Orientation (See Appendix D. for Orientation Schedule) organized by the Program Coordinator at the CGE. Orientation will include various meetings with campus organizations, team building activities, and a formal meet and greet on day one for Global Duos to finally meet face-to-face and begin to get to know one another, hang out, and interact in a structured setting. Orientation will provide an

opportunity for formal training in intercultural sensitivity and communication. On the Monday of Orientation, American students will attend a tailored training specifically for the American students to prepare them for living with and relating to the international students, while the international students attend applicable information sessions (See Appendix E. for American Global Duos partner training agenda). This mini-workshop for American students during Orientation will provide the basis from which the intercultural communications workshops will build upon; students will begin to learn how to use their experience abroad to relate to and support the international students they will be living alongside.

Culture Nights

Based on the ultimate foundation of cultural exchange and expression, Culture Nights will provide monthly outlets of culture in a fun, dynamic way. Held once a month during the semester and organized by a student volunteer or volunteers living in I-House, each Culture Night will feature a specific culture or cultures decided by the student volunteers. The night's agenda will ultimately be decided by the student volunteers as well, but may feature a presentation from the students, traditional food, dress, movie, current events, customs, trivia, and/or language lessons (See Appendix F for a sample agenda of what a typical night may include).

Intercultural Communication Workshops

Each semester, the Program Coordinator will develop and create two to three Intercultural Communication (ICC) Workshops. These workshops will give students a chance to formally address the issues and challenges they have encountered as part of the I-House and also allow for cultural advising in a more academic setting. The two workshops will serve as supplemental instruction periods to other Global Duo Partner events, and will begin with a workshop on identity, followed by a more expressive, interactive workshop on life in the I-House and Intercultural Communication as a field of study.

The first workshop will address various conceptions of cultural identity and student development through the eyes of Torres (2011) and Evans (2011). Torres (2011) and Evans (2011) will provide students with an opportunity for introspective analysis of where they fall along their psychosocial, cognitive-structural, and moral identity development scales. Chickering & Reisser (1993) will also be introduced, linking education in the formation of a student's identity. Finally Baxter Magolda (2000) will be introduced as well to provide insight on incorporating worldviews and key abroad experiences in identity formation. Students will be asked to describe their identity, share with their cohort members, and discuss the similarities and differences between them. Cultural self-awareness is an intrinsically internal process, thus students will be required to submit a reflection assignment at the end of the workshops, to interpret in

their own time what culture means to them (See Appendix G. for sample ICC Workshop agenda).

The second, follow-up workshop will be student-led and more dynamic. Students may bring a topic of their choice to the workshop, and have a chance to lead various degrees and types of cultural learning activities. At this workshop, either a guest speaker or the Program Coordinator will facilitate a dialogue on successful Intercultural Communication, and how best to use their learning in I-House in future cross-cultural interactions.

Global Duos Blog

As an ongoing method of collaboration and communication, each Global Duo Partner pair will be assigned to post pictures, stories, and updates on a group blog. Each pair will be responsible for titling the blog, and sharing the link with family and friends as an expression of each other's learning and a site for reflection before and throughout the semester.

Reflection Activities

Hollern (2012) noted that in an International House setting,

“Reflection is an essential piece of the learning process. Reflection allows students to recognize their intercultural sensitivity and development as a cultural being. Students take advantage of the activities, workshops and living

together but without a way to synthesize what they are learning and doing, they may not make the connection between their experiences and the new knowledge, skills and awareness they acquired.”

Various activities throughout the semester will be designed for students to reflect upon their experiences as a Global Duo Partner. These activities will include the aforementioned Global Duo Partner blog and a final reflection dinner at the end of the semester where students will be asked to present their experience as a Global Duo Partner, however they choose to express it via a poem, song, video, movie, dance, art project, presentation, or narrative essay. Reflection on friendships will happen throughout the year in structured and unstructured ways. Gift exchanges and letter-writing activities will give students a chance to evaluate the impact that the house, their Global Duo Partner, and other students have had on their lives during the semester.

Staffing Plan

The Program Coordinator in the CGE is currently responsible for creating, planning, and organizing all events and curriculum within the I-House prior to and after students’ arrival on campus. As such, she/he will be responsible for coordinating most aspects of the Global Duos program. With the help of the Director of the CGE, and the Study Abroad Advisor at the CGE, the Program Coordinator will be

responsible for gathering the list of incoming international students as well as the list of recently returned study abroad students who have already applied to be part of the pre-existing Peer Advisors program.

The pairing of the study abroad students with the incoming international students should be a well-thought out, particular process completed by the Program Coordinator as well as the Residential Director of the Townhouses Complex (RD) at the College of New Jersey. The Program Coordinator along with the RD will together embark on the process of pairing international students with study abroad alumni who have studied abroad in the region, or similar region of where the international student hails from. As the RD is responsible for overseeing all campus housing applications, as well as any other residential issue in the I-House complex, she/he will be a very valuable resources in ensuring that pairs are matched intentionally, with compatible students.

The Program Coordinator will be responsible for organizing all initial communication with international students and study abroad alumni prior to students' arrival on campus. Emails will be sent to students introducing the Global Duos program and initiating the pairing and connecting process (See Appendix H for Peer Advisors recruitment email). The Program Coordinator is also responsible for designing and implementing International Student Orientation, of which the study abroad alumni will participate in alongside the international students. It is the Program Coordinator's duty to organize an event or workshop during Orientation

formally introducing each Global Duo Partner pair, and providing guided time for Global Duos to interact face-to-face shortly after arrival on campus. Furthermore, it is the Program Coordinator's main semester-long duty to create Global Duos programming throughout the semester and implement the above curriculum. The Program Coordinator will be the students' main contact for any issues that arrive during the program, and will be the main lead on all events and programs requiring a facilitator.

Program Marketing

As the program is currently utilizing two groups of students whose recruitment is already managed, specific program marketing strategies will not be necessary. However, the Global Duos program will be a useful tool in both the marketing of the CGE and potentially The College of New Jersey's admission materials. Having such a program on campus is a desirable attribute that TCNJ may want to advertise to potential students.

As it stands right now, little is done in the way of international student recruitment by the Office of Admissions at TCNJ, mainly because strong relationships are already established with the international universities that send exchange students to TCNJ (Jon Stauff, personal communication, September 13, 2012). Those relationships funneled through the CGE have been in place for years, and really

require no further marketing efforts. The CGE, while it is not formally discussed as an agenda, has considered reaching out and increasing the number of universities TCNJ has an exchange with, although the capacity for doing is not quite there in the office at the moment (Jon Stauff, personal communication, October 23, 2012).

Specific marketing efforts will not be required for ICC workshops, as they will be a mandatory part of the housing contract residents sign with ResEd upon agreeing to live in I-House. Culture Nights will also be required events to attend as part of the living-learning community, though they will also be expanded to invite other groups on campus. Advertisements for Culture Nights and other I-House events that students propose and implement will be posted via flyers on campus announcement boards, the CGE and I-House Facebook pages, Facebook events, and advertisements in the TCNJ weekly newspaper, *The Signal*. Around mid-November, before housing assignments are due in ResEd, a general marketing push to advertise I-House will also be implemented via the above platforms (See Appendix I for marketing materials).

Student Recruitment and Admissions

Potential participants

International exchange students at TCNJ come from 13 potential different universities, depending on the semester: Goethe University in Frankfurt, Germany, Mahidol University in Bangkok, Thailand, Kansai Gaidai University in Osaka, Japan,

University of Blaise-Pascal in Vichy, France, the University of Newcastle in Newcastle, Australia, LaTrobe University in Melbourne, Australia, Victoria University in Melbourne, Australia, University of San Andrés in Buenos Aires, Argentina, Northumbria University in Newcastle-upon-Tyne, England, University of Nottingham in Nottingham, England, University of Limerick in Limerick, Ireland, Universidad Europea in Madrid, Spain, and the Technical University of Tajikistan in Dushanbe, Tajikistan. All international exchange students are guaranteed housing on campus, and will automatically be enrolled in the Global Duos program upon their admission to TCNJ as an international exchange student and upon their decision to live in I-House. Incoming international exchange students are not required to live in the I-House; they communicate their choice to live in I-House or not with ResEd prior to their arrival on campus. Those who do not live in I-House, however, will still be invited to participate in the Global Duos program.

Study abroad returnees have typically been abroad in the fall semester of their junior year. TCNJ students study abroad in the spring, albeit less commonly, and even fewer study abroad for an entire academic year. Pre-approved TCNJ programs send students to all of the above universities, as well as to preapproved and petitioned study abroad programs in six continents through nearly 14 different third-party program providers (Programs by Region, 2012).

TCNJ students who study abroad are immediately offered the opportunity to become a Peer Advisor upon their return to the TCNJ campus via email from the

CGE. The Peer Advisor program is a pre-existing program managed by the CGE that utilizes study abroad alumni to advise current TCNJ students who are planning or considering a semester, summer, or year-long study abroad experience for themselves. Peer Advisors typically participate in Peer Advisor training at the beginning of each semester, and are frequently encouraged to work alongside the CGE throughout the year, attending Study Abroad fairs, events, and information sessions. Peer advisors agree, as a component of participating in the program, to offer their contact details on the CGE Peer Advisor webpage for potential study abroad students to be able to reach them. (Study Abroad Alums and Peer Advisors, 2012). The Peer Advisors group is the ideal pool to choose students to participate in the Global Duos program alongside the incoming international students because they are students who have studied abroad and upon their return home expressed an interest in maintaining a connection to their study abroad experiences, via the Peer Advisor program. In the initial invitation to participate in the Peer Advisor program, the CGE will also use that opportunity to invite students to apply for and participate to be a Global Duo Partner upon their application to the Peer Advisor program (See Appendix H). Using the Peer Advisor program, the Global Duos program utilizes a preexisting database of students who have studied abroad and who have interest in bringing that experience back upon their return home. These Peer Advisors, as part of joining the Global Duos Program, would simultaneously apply to live in the I-House as all Global Duos will live in the I-House together.

The current general application for TCNJ students to apply to live in the I-House is open to all TCNJ students in their first, second, or third year. The previous application lacked any specifics on study abroad or previous international experience, nor did it have an interview process. The application to live in I-House for the Academic Year 2013-2014 will still exist for students outside the Peer Advisors pool who want to apply to become an I-House member, though the application will explicitly state the need for them to have experience living, studying, or traveling in a different country and was created as a collaboration between myself and the current Residence Director of the Townhouse Complex, Curtis Chan (See Appendix J for I-House Application 2013-2014). Keeping the application open will allow a few slots for students who may not have had traditional study abroad experiences while at TCNJ, but may have a connection to foreign country through previous travel, family experience, or demonstrated serious interest prior to coming to TCNJ.

Logistics

As mentioned above, most students study abroad in the fall semester of their junior year. At the same time, TCNJ receives more international students in the fall semester than in the spring. In the 2012-2013 academic year, TCNJ welcomed 24 international students, while only having ten in the Spring, four of which were year-long placements and were not “new” international students. This inherent timing

issue poses a potential threat to correctly syncing the return of the study abroad students with the arrival of incoming international students. However, because of the greater number of international students in the fall, the program will pilot in the Fall semester of 2013. Delaying the start until nearly a year since the majority of American students depart on their study abroad endeavors will not detract from the program, but rather provide a more in depth outlet for reflection at a time when their experience may begin to fade from their immediate mindset and they enter the Acceptance & Integration of their reentry process. At the same time, students who study abroad in the Spring of 2013 will have an opportunity to relive and reflect on their experience in the semester immediately following their return home.

With that said, having a sample size of six new international students will be a prime pool for experimentation in the Spring 2013 semester, and it may be useful for the active Program Coordinator to pilot such a program as soon as the incoming class of international exchange students in the Spring of 2013. It may be too soon for me to actually implement the program in its entirety, but it may be worth pairing the four new incoming international students with four recently returned study abroad returnees, regardless of their status within the I-House or the Peer Advisors program. Because this timing is soon, housing assignments would have already been made for the Spring 2013 and would not be guaranteed to be near the I-House.

In an ideal scenario, the study abroad returnees would live in the I-House alongside their Global Duos. Because of housing constraints in the ResEd office at

TCNJ, the I-House at the moment only has the capacity for twenty students; ten international and ten domestic. Because the TCNJ campus is fairly small and most students live within reasonable walking distance from each other, students living outside the I-House are still close enough to feel connected and part of the same cohort of Global Duos; however, pending a contract arranged with the ResEd the study abroad returnees and the incoming international students to all be able to live in the Townhouses with each other, upper-class housing open to juniors and seniors (See Appendix K. for the Master Timeline of Marketing, Recruitment, Implementation, and Follow Up).

While the above scenarios regarding housing and pairing of Global Duos represent an ideal scenario, long-term continuity in the number of students incoming and returning from similar countries cannot always be expected. The program must be replicable and thus adapt to changes in student enrollment and the countries students study abroad in. In the case that there is an uneven pairing of students international students from a country that TCNJ does not have any current students who have recently studied abroad there, or an potential I-House resident has studied abroad in a country where TCNJ does not have any incoming students from the Global Duos staff will be faced with a case-by-case basis of student pairing. It may be necessary to create triads of students, where “unmatched” students join a Global Duo pair based on interest, rather than actual experience in a specific country or region. It may also be necessary to undergo a second round of Global Duos applications open to

students who have not necessarily traveled abroad themselves, but have expressed and demonstrated serious interest in becoming a part of the international living-learning community and would still benefit the I-House Global Duos community. Upon application into the Global Duos program, students will be required to provide a list of countries/regions that they have experience and interest in, which the Global Duos staff will use in irregular matching situations.

Because the international students will come from a pre-determined list of schools (see above in Student Recruitment and Admissions), the Program Coordinator will be able to prepare an initial pairing of TCNJ students who have participated in TCNJ Direct exchanges at one of the universities the international students have come from. The program will not limit itself to just students who have gone on these exchanges, however, and matching will again be made on a case-by-case basis based on student experience, and if no direct experience is possible, by student interest.

In a similar scenario, should there be an unusually high or low number of incoming international students, the CGE Program Coordinator would work with ResEd to develop a plan for housing extra students in other Townhouse residences, or filling empty vacancies with students not involved in the Global Duos Program, at the discretion of the CGE Director.

Health and Safety Plan

The Global Duos program requires no additional health and safety protocol. The CGE, as part of International Student Orientation, sets up information sessions with the appropriate health and safety offices on campus which include: Students Health Services (SHS), Counseling and Psychological Services (CAPS), and Campus Police. Ultimately, it is the responsibility of ResEd to ensure the health and safety of students whilst in residence halls. The Global Duos Program follows procedures already in place for current TCNJ students.

One additional mental health issue the CGE staff, ResEd, and Program Coordinator may face with both the international students and domestic students is the potential threat of Culture Shock. Culture Shock may cause feelings of depression, longing, and withdrawal, and will be addressed through regular communication and check-ins with all students involved in the Global Duos Partners program. Students will also be made aware of the of the CAPS services on campus, which are always free and confidential.

Crisis Management Plan

Similar to the Health and Safety plan, the Global Duos program will also follow procedures already in place for current TCNJ students. No additional crisis

management plans will need to be implemented or created. Emergency contacts and phone numbers of all staff, as well as Global Duos Partners, will be made available, distributed, and publicly visible via the Global Duos Program's Facebook page and contact cards distributed during Orientation.

Budget and Budget Notes

All funding available for the current I-House community, which includes all of the current international students and their Global Duos, is a collaboration between the CGE and ResEd. The CGE Program Coordinator is paid by TCNJ Human Resources, and the Community Advisor (CA) of the I-House is paid by ResEd's budget.

The ResEd budget for living-learning communities is separate from the regular townhouse budget, (Curtis Chan, personal communication, October 23, 2012). For the Fall 2013 and Spring 2014 semesters, the Culture Partners Program requires a minimal portion of the total I-House budget, mostly to cover Orientation, Meet and Greet, events throughout the semester, and finale reflection dinners. (See Appendix L). The budget breakdown is as follows:

Global Duos Meet and Greet Dinner/BBQ

During Orientation in the Fall and Spring Semesters, the budget will cover a BBQ or dinner, weather permitting, for the international students and their domestic Global Duos. The cost will include all cooking supplies, groceries, snacks, decorations, and anything else required for the setup of the dinner.

Global Duos Events/Culture Nights

Throughout the semester, up to four Global Duo Partner Events or Culture Nights will be held. The budget will cover all materials required for each culture night including decorations, food, and transportation costs to gather materials. As students will be hosting the events in their lounge, space is not a factor in the event budget.

ICC Workshops

ICC Workshops will be held twice per semester, and the budget will cover all materials necessary for the execution of each including paper, pens or markers, and snacks. A projector for presentations will be donated by ResEd's office supplies and any computers or laptops used will be the Program Coordinator's own.

Reflection Dinner/BBQ + Final Send-off

Similar to the Orientation Meet and Greet dinner/BBQ, the budget will cover cooking supplies, groceries, snacks, decorations, and anything else required for the setup of

the dinner. The budget for the finale dinners will also include any materials necessary in the creation of final send-off gifts, which will include a Global Duos Yearbook,” created by the Program Coordinator, with printing and paper costs covered in this budget category.

Evaluation Plan

Evaluating the Global Duos program mirrors the needs assessment process that predated the implementation and design of the Global Duos program. Pre-semester and post-program surveys are already distributed via online survey software and posted to the I-House Facebook group or via email. As part of the existing pre-program I-House survey, pre-semester I-House evaluation will include the addition of questions directly related to students’ experience with the Global Duo Partner program. (See Appendix M for Evaluative Pre-Semester Survey). At the end of the semester, prior to students’ departure from campus, they are also currently required to respond to a post-program survey. As will be the case at the beginning of the semester, the existing I-House evaluations will be used as a forum in which to insert evaluative questions regarding the Global Duos program throughout the semester (See Appendix N for Evaluative End of Semester Survey). Using the same methods of distribution as the previous evaluation of the current Culture Partners program, the

new program will thus be evaluated by students themselves on a twice-per-semester basis.

In addition to surveys administered directly to students, the Global Duos Program will be evaluated as part of the regular agenda of various different meetings with campus organizations. The first of which and perhaps most direct evaluation will occur during bi-weekly I-House “Steering Committee” meetings. These meetings that are already held by the Program Coordinator in the CGE, the Community Advisor in I-House, and the Resident Director of the Townhouses Complex, are established to discuss housing concerns, event planning, and program implementation. Adding an agenda to discuss the Global Duo Partner program during all phases of implementation (from partner pairing to arrival to semester events to closing and post-program) would be a seamless integration into an already-existing evaluation resource. In addition to the Steering Committee meetings, program planning and evaluation will also be added to weekly CGE meetings, similarly at all phases of the Global Duos program processes.

Pending the implementation of the Global Duos program at TCNJ, it would be in the best interest of the CGE and all offices to interact with other universities, whether neighboring or not, that have similar Global Duos programs. TCNJ specifically already has regular monthly or bi-semester meetings with neighboring Rowan and Ramapo Universities (Melissa DiMeglio, personal communication, September 14, 2012) that could serve as platforms for expanding and integrating the

Global Duos programs on more New Jersey campuses. Skype conferences with the University of Miami, University of Tennessee Knoxville, or Vanderbilt University can form the basis of a Global Duos network of Universities, theoretically across the country. These meetings could serve as a forum for brainstorming new ideas, support for new programs, and offering advice and experiences regarding current Global Duos programs.

Conclusions & Implications

The International House at The College of New Jersey is a unique microcosm of the world nestled in the Townhouse community of a state university campus. It is a vibrant, passionate community of internationally-minded students interested in cultural exchange and learning about the world outside the walls they live within. On a relatively small campus of 6,135 full time students (*At a Glance*, 2012) the international community at TCNJ is a bubbling force, waiting to expand the borders of its strong intra-communal network into the rest of TCNJ's campus. The I-House community, through the Global Duos Program would take its first step in permeating its mission and resources through other channels of campus life, via a very relevant and applicable network – study abroad alumni.

Recently returned study abroad alumni are a relatively untapped body of knowledge and experience at TCNJ. In contrast, the presence of international

students on campus is increasingly becoming a well-known resource for cultural learning, evidenced by their participation in campus events, and invitations from Deans and Presidents alike to attend classes as guests, sharing their experience as international students on a relatively homogenous campus. Their nurturing in the I-House is a force to be reckoned with, and through the previous three years of the CGE's dedication, has become a solid network of internationals with a strong curriculum foundation. The implementation of the Global Duos Program would further strengthen this curriculum, while at the same time nurturing study abroad alumni as an equally powerful resource for a fully internationalized campus. The Global Duos Program would create a platform for international and cultural learning, self-expression and reflection, and strong, long-lasting international friendships.

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Appendices

Appendix A. I-House Pre-Program Survey

1. Your classification:
 - a. American/Domestic Student
 - b. International Exchange Student
2. Number of semesters you have lived in the I-House. If Fall 2012 is your first semester, please put "0"
 - a. 0
 - b. 1
 - c. 2
3. Why did you decide to live in the International House?
4. Have you traveled, studied, or lived outside your home country?
 - a. Yes
 - b. No
5. If you answered "Yes" to the previous question, please list the countries where you have traveled, studied, or lived.
6. Please rank the following determining factors of living in the International House based on the importance in your decision to live in the I-House - 1 being the most important factor and 10 being the least important. Drag and drop the choices in order of importance.
 - a. Opportunities to meet and interact with people from different countries
 - b. Opportunities for maintaining and improving language skill
 - c. Sharing a townhouse with people from different countries
 - d. On-campus accommodation
 - e. Townhouse style housing
 - f. I-House programs
 - g. Other available informal activities and events among I-House residents
 - h. Available support and interaction with staff and departments (Residence Director, Community Advisor, Center for Global Engagement Staff
 - i. Opportunity to Participate in the Culture Partners Program
7. Do you prefer unstructured meetings with I-House residents (i.e. talking in the common room, spur of the moment events planned by residents) or structured meetings (i.e. intercultural communication workshops, culture nights, etc.)?

- a. structured
 - b. Unstructured
 - c. A combination of unstructured and structured events
8. What most excites you about living in the International House?
9. What concerns do you have about living in the I-House this semester?
10. What do you think you will gain through your experiences in living in the / International House?
11. How do you think having a Culture Partner will affect your experience in the I-House?
12. Did having a Culture Partner make the transition into I-House easier?
 - a. Yes
 - b. No
 - c. Other:
13. Please describe a positive experience you have had with the Culture Partners program prior to arrival at TCNJ (if any):
14. Please describe a negative experience you have had with the Culture Partners program prior to arrival at TCNJ (if any):
15. Would you recommend the Culture Partner program be required for I-House residents in the future? Why or why not? How would you improve it?
16. How comfortable are you living with somebody from a different culture?
 - a. Very comfortable
 - b. Uncomfortable
 - c. Neither comfortable nor uncomfortable
 - d. Comfortable
 - e. Very comfortable
17. How much knowledge and awareness do you think you have about other cultures, especially the cultures of the current International Exchange students?
 - a. None at all

- b. Not much
 - c. Somewhat
 - d. Enough
 - e. A lot
18. How flexible and open do you feel you are to other cultures, different situations, and unexpected behaviors?
- a. Very inflexible
 - b. Inflexible
 - c. Neither flexible nor inflexible
 - d. Flexible
 - e. Very flexible
19. How confident do you feel about solving possible cultural issues that may happen in the International House?
- a. Very unconfident
 - b. Unconfident
 - c. Neither unconfident nor confident
 - d. Confident
 - e. Very confident
20. Comments and Remarks?

Appendix B. Sample Global Duos email (to International Students)

Hello!

As Jon or Curtis may have mentioned, my name is Amanda and I am the new International Assistant/Program Coordinator in the Center for Global Engagement (and obviously thrilled about it!) I am excited for the opportunity to get to know you all and contribute to the richness of the International House program. The first order of business... the Global Duos program!

So, what is a "Global Duo?" Excellent question!

Your Global Duo Partner is an American TCNJ student that will be living in the "international house" or in one of the Townhouses alongside many of you. They will be reaching out to you soon via e-mail, Skype, or Facebook and will be your resource for cultural exchange, primarily to help you with the transitions of studying abroad in the US, but also for you to share your culture with them. You will be exploring and

sharing one another's perspectives, cultures, and experiences... they can address questions you may have about TCNJ or the US in general... and they will be a friendly face in a new place when you arrive to campus...

A few other notes about the Global Duos:

- They are your "cultural ambassadors;" Creating intercultural relationships is also one of the fundamental aspects of the I-House mission.
- All American Global Duos have already studied abroad in your country or region, and are familiar with many of the sights and sounds you experience every day
- They have also been in similar abroad experiences, and have experienced the a cultural shock of being in an unfamiliar country, though that country happens to be very familiar to you.
- Based on your continuing interaction and communication with your Global Duo Partner, there will be opportunities to report your experiences throughout the semester during I-House meetings, orientation, through presentations, etc.

That Facebook page Jon mentioned earlier will be up soon, and remember - you are always a teacher and a student, so I encourage you to take this initial project as an opportunity to explore your own culture while gaining exposure to a new one - and make some friends in the process!

If you have any questions, concerns, do not hesitate to contact me! My TCNJ extension is 2596 and my email is BatistaA@tcnj.edu. See you soon!

Amanda

--

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Appendix C. Sample Global Duos Email (to domestic students/study abroad returnees)

Hello!

As Jon or Curtis may have mentioned, my name is Amanda and I am the new International Assistant/Program Coordinator in the Center for Global Engagement (and obviously stoked about it!) I am excited for the opportunity to get to know you all and contribute to the richness of the International House program. The first order of business... the Global Duos program!

So, what is a "Global Duo?" Excellent question!

Your Global Duo Partner(s) are international students that will be starting at TCNJ in the fall for their study abroad experience in the US. Via email, Skype, or Facebook you will reach out to them and establish a relationship prior to their arrival. Explore and share one another's perspectives, cultures, and experiences... address questions they may have... be a friendly face in a new place...

Why? Another good question!

The purpose of the Global Duos program is multidimensional. It provides you and your partner(s) with cultural exchange opportunities and assisting international students with the transitions of studying abroad in the US. By establishing contact prior to arrival, you are a resource for the culture of TCNJ and the US in general. Creating intercultural relationships is also one of the fundamental aspects of the I-House mission. It is a great opportunity to relive and reflect on your experiences abroad and apply what you have learned abroad to your current life at home in New Jersey.

What are the EXPECTATIONS of a Global Duo Partner?

- 1) Email (or Facebook message) your partner(s) regularly, establish a report
- 2) Serve as a "cultural ambassador" of the US - address questions your partner may have about living at TCNJ and in the US
- 3) Get to know about the culture of your partner(s): it is a two-way street!
- 4) Based on the continuing interaction and communication, report your experiences (there will be required opportunities to do this throughout the semester during I-House meetings, orientation, through presentations, reaction papers, etc.)

Some of you have already studied abroad or will soon be studying... so I encourage you to put yourself in the shoes of your partners. What are some frequently asked questions they might have? What do YOU want to LEARN about their cultures? Do you have stories, advice, or warnings? You will find attached to this email contact information for your Global Duos and some discussion questions to keep in mind for orientation (no writing necessary!). We will also be starting a Facebook page for I-

House and we want you all to sign up for it, as it is THE place to communicate important things...and it helps out during the international student orientation process. Keep a lookout for that as well.

Remember - you are always a teacher and a student, so I encourage you to take this initial project as an opportunity to explore your own culture while gaining exposure to a new one - and make some friends in the process!

If you have any questions, concerns, or seek some ideas to get started, do not hesitate to contact me! My TCNJ extension is 2596 and my email is batistaa@tcnj.edu . Go get 'em!

Amanda

--

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Appendix D. Orientation Schedule



FALL 2013 INTERNATIONAL STUDENT ORIENTATION

THURSDAY, AUGUST 22, 2013

- **1300-1700: (Green Hall 111/Eickhoff Hall 114)** - Students meet with Center for Global Engagement office staff. Keys for international and domestic students are distributed for dorm access and students will be able to move in. International students' keys will be distributed by team CGE and domestic students will pick theirs up upon arrival to campus.
- **1700: (Eickhoff Hall Dining Area) Meet and Greet Dinner**

FRIDAY, AUGUST 23, 2013

- **800: (Eickhoff Hall Dining Area) BREAKFAST**
- **900: (Green Hall 119)** Students get TCNJ ID Cards and welcome kits with orientation schedule and emergency contact cards.
- **1130: (TBD/Outside/Health Services)** Group “Check-in”/Questions/Concerns. International Students who still need to will get their meningitis shots at health services.
- **1200: (Eickhoff Hall Dining Area) LUNCH**
- **1300: (TCNJ Campus)** - TCNJ Campus Tour
- **1400-1700 (Off Campus):** Wal-mart/Bank/Cell Phone trips.
- **1800: (Eickhoff Hall Dining Area) DINNER**
- **1900: (Townhouse South Lounge)** Floor Meeting (Review TCNJ housing policies, alcohol rules, etc.)

SATURDAY, AUGUST 24, 2013

- **1000: (Eickhoff Hall Dining Area) BRUNCH**
- **1200 – 1700: (Townhouse South Lounge/All Campus):** Team Building Activities/TCNJ Scavenger Hunt
- **1800: (57 Green Lane)** BBQ Social Event

SUNDAY, AUGUST 25, 2013

- **1100: (Eickhoff Dining Hall) BRUNCH**
- **1200-1700 (Off Campus):** Trip to Princeton
- **1800: (Eickhoff Hall Dining Area) DINNER**
- **1900: (Townhouse South Lounge)** Floor Meeting (Discuss and plan culture nights & culture partner evaluation, go over semester calendar of mandatory and optional events for Fall 2012)

MONDAY, AUGUST 26, 2013

INTERNATIONAL STUDENTS 915-1130

- **915-945: (Green Hall 14)** Students meet with Records and Registration to learn how to use the campus course registration software, PAWS.
- **1000-1100: (Social Science Building 131)** Students meet with CGE Director about their international status and immigration guidelines; make appointment to follow up on documents.

DOMESTIC STUDENTS 930-1130

- **915 – 1100: (Townhouse South Lounge)** American Global Duo Partner Training

- **1200: (Eickhoff Hall Dining Area) LUNCH + Overview of Dining Hall**
- **1400-1500: (Townhouse South Lounge)** Students meet with the Office of Counseling and Psychological Services and Student Health Services
- **1600: (1855 Dining Room)** Reception lunch with Faculty & I-House. Dress to impress!

TUESDAY, AUGUST 27, 2013

Classes begin! Good luck!

Appendix E. American Global Duos partner training agenda

AMERICAN GLOBAL DUOS PARTNER TRAINING

Purpose: To prepare American students for sharing their experiences abroad, and prepare them for facing highly intense cultural living situations.

Agenda:

Sharing Activity (15 minutes)

Reflection Activity (10-15 minutes)

Mini-Lecture (15-20 minutes)

Group Activity (20 minutes)

Questions/Concerns (5 minutes)

Sharing Activity

Students sit in a circle, introduce themselves again, and wear a name tag that says “Hi, my name is Amanda, and I studied abroad in India” with their corresponding names and study abroad countries. Students also go around and share what semester they went, what they studied, where they’ve also traveled to, and what was the most surprising thing they learned while they were abroad.

Reflection Activity

In groups of 1-2, students are asked to answer the question “What did studying abroad mean to me?” This may be represented in a collage, drawing, poem, song, word map, or small essay or presentation. Students are encouraged to think about how their study abroad experience changed them personally, changed their perspective on the world, and/or changed their outlook and plans for their own lives. Students are encouraged to think about how it changed their own life internally, and also externally in terms of their relationship with others, thoughts about the world, and concerns or ideas for the future. It doesn’t necessarily have to be all positive

thoughts, but the point is to give students a separate time to answer the question for themselves.

Mini-Lecture

“How to use your study abroad experience to relate to others”

Using a PowerPoint presentation, give students quick pointers and tips for using their study abroad experience in their current lives including but not limited to: career choices, personality, relationships with family, friends, and significant others, plans for future career, current path of study, perspective on their own cultural identity, perceptions of how Americans are seen in the world, perception of other cultures, and finally, how they relate to others and express their experience to those who do understand, and those who do not understand. Encourage them explicitly to use their experience and new knowledge of that part of the world to relate to their Global Duos Partner and encourage them to recall their time abroad and how unfamiliar and scary it was at the beginning of their experience. Students will be invited to brainstorm and share the needs and goals of incoming international students, and how they can use their experiences to relate to and help the incoming international students.

Group Activity

As a team-building icebreaker to lighten the mood and leave students thinking positively, guide students through a game of “Human Questions.” The activity will give students into the “getting to know you” mode that they can bring to their interactions with the international students, and also get them to feel comfortable and get to know each other, as fellow domestic students.

Each member of the group gets a piece of paper in which they are instructed to write a question on it. The question should be one they’d want to know about fellow members of their group and can range from serious questions like, “What do you hope to get out of living in I-House this year?” to more silly questions like, “What was your favorite childhood candy?” Each student finds a person to ask their question to, the question is answered, and the second student repeats the process and asks the question on the piece of paper they are holding. After students have answered each question, they switch pieces of paper, and then find another partner to ask a question to and respond to their partner’s question. The activity continues until the facilitator judges that the majority of questions have been asked amongst the group, or the morale is dulling, or the time allotted is running out, whichever comes first.

Appendix F. Sample Culture Night Agenda

THAI CULTURE NIGHT AGENDA

1800: PowerPoint presentation on Thai culture: religion, dress, food, government, people (designed and presented by students from that culture)

1815: Thai language lesson: quick phrases (designed and presented by students)

1830: Traditional Thai food cooked by students is presented and served

1845: Traditional Thai dance is taught by students to entire group. Thai music is played.

Appendix G. Sample ICC Workshop Agenda

ICC WORKSHOP 1: CULTURAL IDENTITY

Purpose: To learn more about how I-House members see themselves and learn more about one another; and to explore identity development so students can reflect on their own identities and build a base for understanding other cultures. During orientation we started to explore identity, in the forms of culture, but hopefully we dive into it more strategically through this workshop.

Agenda:

Activity (10 minutes)

Discussion/Video (10 minutes)

Mini-Lecture (15-20 minutes)

Group Activity (15 minutes)

Feedback (5 minutes)

Activity

“10 Things about YOU”

- 1) Pass out a blank sheet of paper and instruct them to list ten things that come to mind when they are describing their identities.
- 2) Go around and share a few or all (as many as the student is comfortable with) of the descriptors that students wrote down.
- 3) Reflect with a discussion.

Discussion

The things we listed were: cultural identifiers (place, gender, race, nationality, sexual orientation, religious beliefs, ethnicity, aesthetics)

What was similar? What was different?

What was mentioned the most? What was mentioned first?

What are common indicators of identity? What is struck you as unusual?

How is cultural identity formed?

Video

For some people, identity is a tricky question. Like these people Third Culture Kid:

<http://melibeeglobal.com/2012/06/reflections-on-being-a-third-culture-kid-tck/>

Mini-Lecture

Introducing Torres (2011), Evans (2011), Chickering & Reisser (1993) and Baxter Magolda (2000)

- There are different levels of identity:
 - Micro-identity (the individual) What is an example of micro-identity? (Aesthetics...)
 - Meso-identity (community) What is an example of meso-identity? (Economic status...)
 - Macro-identity (national) What is an example of macro-identity? (Nationality, religion...)
 - Global (global) (European, American, ethnic...)
- Identity development is a process of familial and cultural socialization, exposure to other cultures, and personal development
- Based on your experiences, you form your own identity. You are able to pick and choose what groups you identify with, and which ones you do not identify with
- Interpersonal identity development is how we identify one another, and even ourselves! (It is how our brains process information the best – grouping, linking, categorization)
- We **categorize**: label others and ourselves into categories
- What are some categories that we place others into? International / Domestic, Male/ Female, Race, etc.)
- We **identify**: associating others with certain groups
- What kinds of identifiers do we use to associate others with certain groups? Who can give me an example of identification?
- We **compare**: comparing people and groups
- What kinds of groups are often compared? How does affect identity formation? (Comparing two groups and perhaps deciding one is better than another, and thus de-identifying with the “worse” group.)

Group Activity

Cultural Identity Worksheet (Groups of 3-4)

- To help clarify the definition of culture and let participants relate the concept to their own lives.
- To provide a creative and fun way for participants to begin to define their own cultural identity.
- To allow participants to learn about the differences and similarities of the people in the room.

- 1) Hand out Identity worksheet and have students and instruct them to fill out the four descriptors that they would consider the most when describing their identities (perhaps picking a descriptor from each of the four levels, but not required). Then answer the following two questions. These questions are important because we all need to be able to recognize both the assets and the liabilities of our cultural affiliations.
- 2) Have students break into groups of 3-4 and allow each student 2-3 minutes of uninterrupted talk time to explain what they wrote on their papers.
- 3) Give them an opportunity to discuss in their groups about the cultural identity described and address any questions they might have.

Feedback

- 1) What about this workshop worked for you?
- 2) What are things that could have been done differently?
- 3) Did you take away anything new from this workshop?

Appendix H. Peer Advisors Global Duo Partner Recruitment Email

Dear TCNJ Study Abroad Alumni,

Greetings from Green Hall!

We would like to invite you to participate in the Center for Global Engagement's work this coming academic year – there are a number ways we invite you participate.

a) Represent your study abroad program at the Study Abroad Fair on Wed., Sept 15, from 10am-3pm! If you would like to share your adventures with prospective students, please consider coming to the fair and staffing one of our tables for an hour (or more, if you are so inclined).

b) Please consider becoming a Peer Advisor! Students are the best ambassadors for study abroad - we know that already. If you would like to work with prospective study abroad students and help them learn more about the process, we would like to help

train you to become a peer advisor. This would involve a commitment of ninety minutes for the training session in September and as much time during the week as you would like to volunteer. Students interested in your country and/or your program will contact our office and we will ask you to get together with the interested students.

c) Become a Global Duo Partner to an International Exchange Student at TCNJ. Peer Advisors are also welcome to become Global Duos to incoming international students. You will have the opportunity to be paired with an international student prior to their arrival at TCNJ to be a resource for all things TCNJ, U.S. Culture, and a new friendship. You will be paired with a student from the region or similar region from where you were abroad it is the perfect chance to stay connected to your abroad locale while back in your daily lives at TCNJ. Participation in the Global Duos program will also allow you to live in the International House in the townhouses complex. Applications for I-House are due January 21, 2013. Your application to I-House will be expedited if you apply to be Global Duo Partner simultaneously.

To express your interest in becoming a Peer Advisor/Global Duo, please respond to this message with a short paragraph that focuses on why you would like to help advise the Center for Global Engagement on study abroad programming, and why you would want to become a Global Duo Partner.

Please email Amanda Batista at batistaa@tcnj.edu for more information about living in I-House and becoming a Global Duo Partner. Thanks for your attention! We hope to hear from you soon.

Cheers,

Amanda

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Appendix I. Marketing Materials

Culture Night Advertisement

Join TCNJ's I-House in its annual
Thai Culture Night!



There will be: Food
Culture
Thai language lesson
Thai dance lesson

October 17, 2013 | Townhouse South Lounge

I-House Advertisement

live in i-house.



live & learn with International Exchange Students in
Townhouses South

Plan cultural events

Participate in Intercultural Communication

Become a Global Duo Partner to an
international student

workshops

For more information, contact Amanda
Batista @ batistaa@tcnj.edu

Appendix J. I-House Application Academic Year 2013-2014

1. The following application is required if you wish to apply to the International House learning community for the 2013 - 2014 academic year. The goal of this community is to engage domestic and international students in a variety of leadership and learning opportunities. The community will participate in various field excursions, cross cultural opportunities, regularly scheduled meetings, special events, house discussions and campus initiatives in order to gain a broader global perspectives on-campus and beyond. It is a truly memorable experience offered by TCNJ.

Students accepting admission into the International House will be expected to fulfill the expectations included in the 2013 - 2014 Learning Contract (subject to change) and will enroll in a non-credit pass/fail graduation requirement. The 2013 - 2014 Learning Contract may be found at the address below:

<https://www.tcnj.edu/~reslife/lhc/documents/I-HouseContract2013-2014.pdf>

The International House is an integrated learning community sponsored by the Department of Residential Education and Housing, the Center for Global Engagement and the Department of Modern Languages. International House applications are due on Monday, January 21, 2013.

ALL students accepting admission to the International House are expected to complete a Housing and Dining Contract and pay the TCNJ housing deposit according the timeline set by TCNJ and Residential Education and Housing. There is no additional fee for living in the International House beyond the room fee determined by the TCNJ Board of Trustees. Please note that the continuance of the International House is contingent on demand and space available. You must indicate whether you understand and accept the terms of this application by selecting yes or no below:

- a. Yes
 - b. No
2. First Name:
 3. Last Name:
 4. TCNJ PAWS identification Number
 5. TCNJ Email Address (ALL communication will be through this email address):
 6. Cell Phone Number:
 7. Secondary Phone Number:
 8. Sex:
 9. Current Cohort Class:
 10. TCNJ Current Undergraduate School:
 11. Major:

12. Have you ever studied abroad?
13. If so, where?
14. Are you interested in studying abroad?
15. Please list your extracurricular activities (student organizations, athletic team(s), employment, internships and volunteer work, on and off-campus) and leadership positions held within:
16. Please select your availability to participate in the 2012 - 2013 International House:
 - a. The entire academic year 2012-2013
 - b. Fall semester 2012
 - c. Spring semester 2013
17. What do you hope to gain from participating in the International House?
18. What unique contributions can you offer to the International House community of cross cultural and global enthusiasts?
19. The International House aims to promote interest for and familiarity with the cultures, histories, stories, societies and languages of the global community through the creation of a living and meeting space of domestic and international students and scholars. How will your involvement in the International House advance the development of a globally conscious shared living experience?
20. Each student, domestic and international, is expected to develop and implement a project and/or event that celebrates the International House theme of building a global village. Please describe what you may plan to achieve this expectation. Your response should include an overview of the project and/or event, what fellow students may learn by attending, and what you hope participates may appreciate about you and the specific topic.
21. How did you learn about the International House? Please select all that apply:
 - a. Attending an I-House event
 - b. Interaction with former I-House resident
 - c. Residence Hall advertisement
 - d. The Residential Education and Housing Website
 - e. The Center for Global Engagement
 - f. Facebook
 - g. Faculty or other social media
 - h. Email from Residential Education and Housing
 - i. Atrium electronic bulletin board
 - j. I-House open house
 - k. A friend
 - l. Other: _____
22. Please explain anything else you would like to share with the selection committee in regard to your candidacy that was not solicited in this application:

Appendix K. Master Timeline of Marketing, Recruitment, Implementation, and Follow-Up: Fall 2013

21 November 2012: I-House Open House
 22 November 2012: Invitation to apply to live in I-House/Global Duos to peer advisors distributed
 21 January 2013: Housing applications for I-House due for all residents
 05 July 2013: Housing assignments/contracts finalized for all students living in I-House
 18 July 2013: Global Duos pairing process finalized
 22 July 2013: Introduction Global Duo Partner email sent to domestic and int'l I-House students
 22 August 2013: Student arrival
 22 August 26 August 2013 I-House Orientation
 28 September 2013: Culture Night 1
 6 October 2013: Intercultural Communications Workshop 1
 17 October 2013: Culture Night 2
 6 November 2013: ICC Workshop 2
 14 November 2013: Culture Night 3
 21 November 2013: I-House Open House
 29 November 2013: Culture Night 4
 5 December 2013: Reflection Dinner/BBQ + Final Send-off
 18 December 2013: Student departure

Appendix L. Budget

Expenses	Fixed Costs	Variable Costs			Total
FALL 2013 SEMESTER					
During Orientation					
Global Duos Meet and Greet BBQ	\$155		event	1	\$155
Global Duos Events/Culture Nights	\$100		night	4	\$400
ICC Workshops	\$20		semester	2	\$20

Reflection Dinner + Final Send-off	\$200		event	1	\$200
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SPRING 2014 SEMESTER					
During Orientation					
Global Duos Meet and Greet Dinner	\$100		event	1	\$100
Global Duos Events/Culture Nights	\$100		night	4	\$400
ICC Workshops	\$20		semester	2	\$40
Reflection BBQ + Final Send-off	\$125		event	1	\$125
Total Annual Cost					\$1,440.00

Appendix M. Evaluative Pre-Semester Survey

1. Your classification:
 - a. American/Domestic Student
 - b. International Exchange Student
 - c.
2. Number of semesters you have lived in the I-House. If Fall 2012 is your first semester, please put "0"
 - a. 0
 - b. 1
 - c. 2
3. Why did you decide to live in the International House?
4. Have you traveled, studied, or lived outside your home country?
 - a. Yes
 - b. No
5. If you answered "Yes" to the previous question, please list the countries where you have traveled, studied, or lived.

6. Please rank the following determining factors of living in the International House based on the importance in your decision to live in the I-House - 1 being the most important factor and 10 being the least important. Drag and drop the choices in order of importance.
 - a. Opportunities to meet and interact with people from different countries
 - b. Opportunities for maintaining and improving language skill
 - c. Sharing a townhouse with people from different countries
 - d. On-campus accommodation
 - e. Townhouse style housing
 - f. I-House programs
 - g. Other available informal activities and events among I-House residents
 - h. Available support and interaction with staff and departments (Residence Director, Community Advisor, Center for Global Engagement Staff
 - i. Opportunity to Participate in the Global Duos Program

7. Do you prefer unstructured meetings with I-House residents (i.e. talking in the common room, spur of the moment events planned by residents) or structured meetings (i.e. intercultural communication workshops, culture nights, etc.)?
 - a. structured
 - b. Unstructured
 - c. A combination of unstructured and structured events

8. What most excites you about living in the International House?

9. What concerns do you have about living in the I-House this semester?

10. What do you think you will gain through your experiences in living in the / International House?

11. How do you think having a Global Duo Partner will affect your experience in the I-House?

12. Did having a Global Duo Partner make the transition into I-House easier?
 - a. Yes
 - b. No
 - c. Other:

13. Please describe a positive experience you have had with the Global Duos program prior to arrival at TCNJ (if any):

14. Please describe a negative experience you have had with the Global Duos program prior to arrival at TCNJ (if any):
15. Would you recommend the Global Duo Partner program be required for I-House residents in the future? Why or why not? How would you improve it?
16. Please describe your experience with your Global Duo Partner prior to arrival at TCNJ in three words:
17. Did having a Global Duo Partner from a culture you studied abroad in/familiar with your home country ease in the transition to TCNJ? If so, how?
18. How did that affect your relationship and/or communication?
19. How comfortable are you living with somebody from a different culture?
 - a. Very comfortable
 - b. Uncomfortable
 - c. Neither comfortable nor uncomfortable
 - d. Comfortable
 - e. Very comfortable
20. How much knowledge and awareness do you think you have about other cultures, especially the cultures of the current International Exchange students?
 - a. None at all
 - b. Not much
 - c. Somewhat
 - d. Enough
 - e. A lot
21. How flexible and open do you feel you are to other cultures, different situations, and unexpected behaviors?
 - a. Very inflexible
 - b. Inflexible
 - c. Neither flexible nor inflexible
 - d. Flexible
 - e. Very flexible
22. How confident do you feel about solving possible cultural issues that may happen in the International House?

- a. Very unconfident
- b. Unconfident
- c. Neither unconfident nor confident
- d. Confident
- e. Very confident

23. Comments and Remarks?

Appendix N. Evaluative End of Semester Survey

1. Please indicate whether you are an International or Domestic student.
 - a. International
 - b. Domestic

2. Number of semesters you have lived in the I-House. If Fall 2012 is your first semester, please put "0"
 - a. 1 semester
 - b. 2 semesters
 - c. 3 semesters
 - d. 4 semesters

3. What was your FAVORITE I-House experience this semester?

4. Which of the following contributed to your learning to be culturally aware and communicate effectively with people from other cultures? Please rank in order of importance with 1 being the most important and 10 being least important.
 - a. On-campus accommodation
 - b. Townhouse style housing
 - c. Sharing a Townhouse with International/Domestic Students
 - d. Opportunities to meet and interact with people from a different country than your own
 - e. Opportunities for maintaining and improving language skill
 - f. I-House Events
 - g. informal activities and events among residents
 - h. Available support and interaction with staff and departments (RD, CA, CGE coordinator)
 - i. Attending classes with Domestic/International Students
 - j. Having a Global Duo Partner

5. How effective were the following I-House Programs in fostering your personal learning and understanding about other cultures and values? (Please

rank each as: Very ineffective, ineffective, somewhat ineffective, neither effective nor ineffective, somewhat effective, effective, very effective)

- a. Global Duos
 - b. Orientation
 - c. Culture Nights
 - d. ICC Workshops
 - e. End of Semester Reflections
 - f. CUB Trip(s)
 - g. On-Campus Cultural Events (Lectures, Film Series, etc.)
 - h. I-House Programming Events (BBQ, Community Service, Holiday dinners)
6. Would you consider yourself an active member of the I-House?
- a. Yes, very active.
 - b. Somewhat active.
 - c. No, not very active.
7. Based on your answer to the previous question, in your opinion, what made it easy or difficult to be an active or inactive member of the I-House?
8. How aware are you of your own cultural identity?
- a. Very Aware
 - b. Aware
 - c. Neither aware nor unaware
 - d. Unaware
 - e. Very unaware
9. Considering your I-House experience, how comfortable are you living with somebody from a different culture?
- a. Very comfortable
 - b. Uncomfortable
 - c. Neither comfortable nor uncomfortable
 - d. Comfortable
 - e. Very comfortable
10. How much knowledge and awareness do you think you have about other cultures, especially the cultures of the current International Exchange students?
- a. None at all
 - b. Not much
 - c. Somewhat
 - d. Enough
 - e. A lot

11. How has living in I-House helped or hindered your knowledge and understanding of other cultures?
12. How flexible and open do you feel you are to other cultures, different situations, and unexpected behaviors?
 - a. Very inflexible
 - b. Inflexible
 - c. Neither flexible nor inflexible
 - d. Flexible
 - e. Very flexible
13. How has living in I-House affected your life at TCNJ?
14. What is the biggest lesson or take-away you are leaving with this semester as a result of having a Global Duo Partner?
15. How has having a Global Duo Partner affected your life in I-House?
16. Please describe your experience with the Global Duos program this semester in three words:
17. What advice would you give future I-House members participating in the Global Duos program?
18. What improvements would you suggest for the Global Duos Program next semester?
19. If you are a domestic student, do you feel having a Global Duo Partner affected your connection to your study abroad country or culture? If so, how?
20. Would you feel more or less comfortable traveling to a foreign country after living in the I-House?
 - a. More comfortable
 - b. The same as before I lived in the I-House
 - c. Less comfortable
21. What improvements would you suggest for I-House next semester?
22. Any other comments or remarks?