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Wildcats International Neighbors: Bridging International Students with Local Community at Northern Michigan University

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WILDCATS INTERNATIONAL NEIGHBORS:
BRIDGING INTERNATIONAL STUDENTS WITH THE LOCAL COMMUNITY
AT NORTHERN MICHIGAN UNIVERSITY

Manato Kaisho

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

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ABSTRACT

In Fall 2013 semester, Wildcats International Neighbors (W.I.N.) was designed and implemented as a pilot program for the International Programs Office (IPO) at Northern Michigan University (NMU). It was a cross-cultural program to connect international students and local community members for mutual cultural exchange. Moreover, this program served as a support program for international students during their transition to American culture. Fall 2013 semester was first time when the IPO implemented this program. At the end of the semester, the IPO conducted a program evaluation, and the office discovered there were several aspects of the program that needed to be improved.

This Course-Linked Capstone (CLC) proposes a new Wildcats International Neighbors program based in large part on the evaluation results of the W.I.N. pilot program. The majority of this CLC is devoted to the Needs Assessment, to justify why the pilot program needs improvement. By adopting this proposed version of W.I.N., the IPO will be able to provide high quality of services to international students and invite local community members to explore a variety of cultures from around the world. In addition, the IPO will be able to assist international students at NMU with adjustment to American culture through the new version of W.I.N. In order to avoid confusion, in this CLC, the old version of W.I.N. is referred to as the pilot program, and the proposed version of the program is referred to as W.I.N.

Keywords: international student and scholar services, mentor program

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Wildcats International Neighbors:

Bridging International Students with Local Community at Northern Michigan University

Introduction

Many higher education institutions in the United States put their efforts into international student recruitment for a variety of reasons. Such reasons include diversifying the campus and local community, increasing profits, being recognized nationally and internationally, and advocating for internationalization on campus. In fact, according to the Institute of International Education (IIE), international student enrollment has been increasing since the 2006-07 academic year. As of the 2012-13 academic year, a total of 102,069 new international students came to the United States to study at university or college (Institute of International Education, 2013a).

According to IIE (2012), the total international student enrollment at universities in the United States was 819,664 for the 2012-13 academic year. The state of Michigan follows the national trend with regards to international student enrollment. In the 2012-13 academic year, the state of Michigan hosted 26,930 international college students (Institute of International Education, 2013b).

The President of Northern Michigan University (NMU), President Haynes, advocates for internationalization on campus. President Haynes emphasized internationalization on campus during his speech at the 2013 Fall Convocation (D. S. Haynes, personal communication, August 21, 2013). In order to meet President Haynes' vision with regards to internationalization on campus, the International Programs Office (IPO) comprehensively assists NMU with enhancing international aspects on campus.

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Background: Northern Michigan University and the City of Marquette

Northern Michigan University is a four-year, public, post secondary institution in Marquette, Michigan. NMU is a medium-sized university with 8,879 students as of Fall 2013 (Northern Michigan University, 2013). Approximately 80% of students – 7,141 students – are from Michigan. Among students from Michigan, 4,223 students were from the Upper Peninsula of Michigan (U.P.). The majority of NMU students – 5,673 students – commute to the University. The majority of students at NMU, 7,627 students or 86%, self-identified as Caucasian (Northern Michigan University, 2013), which means the university is not ethnically diverse. There were 106 non-U.S. students enrolled on an F-1 or J-1 visa, or students with permanent residency as of fall 2013 (Northern Michigan University, 2013). The top five countries of origin were Canada, the People’s Republic of China, Finland, Germany, and the Republic of Korea (Northern Michigan University, 2013).

The city of Marquette is the largest city in the U.P. with a population of 21,355 as of 2010 (U.S. Census Bureau, 2013). In addition, 91.1% of the residents are Caucasian (U.S. Census Bureau, 2013). In other words, both NMU and the city of Marquette are largely homogenous in terms of race and ethnicity.

Background: International Programs Office

The International Programs Office oversees study abroad programs and international student and scholar services (ISSS). Moreover, the IPO is responsible for coordinating cross-cultural programs and events on campus. The IPO consists of four full-time staff members, one Graduate Assistant, and one student worker. The Director oversees all aspects of IPO operations. The Executive Secretary serves as the Designated School Official (DSO), advising international students in immigration and transition to American culture. The Coordinator of Education

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Abroad and Exchange Programs is responsible for coordinating all kinds of study abroad programs, advising interested students for study abroad, and maintaining partnerships with overseas institutions. The Coordinator of International Student and Scholar Services also serves as DSO. The Graduate Assistant helps with international student recruitment. The Graduate Assistant is also responsible for carrying out one cross-cultural program, the Central American Youth Ambassador (CAYA) at NMU, which will be introduced later in the needs assessment. One student worker supports the Executive Secretary and the Coordinator of Education Abroad and Exchange Programs.

The IPO coordinates a few international student activities to assist international students with their transition to American culture. The IPO is responsible for a three-hour international student orientation every fall. The IPO annually hosts an IPO Welcome Picnic at the beginning of fall semester. The office also takes international students on one or two field trips to explore other parts of the U.P. Aside from these activities, the IPO does not offer cultural immersion activities for international students on campus and the surrounding areas.

The Director of the IPO was aware of a lack of support for international students and scholars in adjusting to American culture. ISSS at NMU needed to improve its cross-cultural, educational, and social programs. In order to improve ISSS at NMU, the pilot program of Wildcats International Neighbors was designed and implemented in fall 2013 semester. It was a cross-cultural and mentoring program between international students and local community members, so that each group of participants mutually shared their culture for better understanding of various cultural aspects. In addition, this program served as a support program for international students to assist with their transition processes to American culture. At the end of the fall 2013 semester, the IPO conducted a program evaluation, and identified issues that if

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addressed properly would improve the overall quality of the program. Therefore, this CLC proposes a new version of Wildcats International Neighbors based on the pilot program. In order to avoid confusion, the old version of Wildcats International Neighbors is referred to as the pilot program, and the proposed version is referred to as Wildcats International Neighbors (W.I.N.).

Theoretical Foundation

There are a number of student-service related theories and studies to justify the benefits of W.I.N. These theories and studies include student development theory, especially social identity development theory and psychosocial development theory, and the benefits of extracurricular activities, in particular, a peer mentor program.

Student Development Theory: Definition

A number of scholars have studied student development theory, and many of them developed their own definition of the theory. Student development theory has a couple of schools of thought, and two of them – social identity development theory and psychosocial development theory – are significant for W.I.N. However, before introducing these schools of thought, it is important to define student development theory. Generally, when scholars talk about student development theory, they are referring to students' personal development at post-secondary schools (Evans, Forney, & Guido-DiBrito, 1998).

Scholars define student development as college students' growth in terms of their sense of selves, sense of interdependence, values and beliefs, and their ability to make meaning of their experiences (Baxter Magolda, 2009; Baxter Magolda, & King, 2011; Evans, Forney, & Guido-DiBrito, 1998). These developments might be evidenced among high school students or other young adults. Nevertheless, considering the college environment, college students are more likely to experience growth than high school students. Additionally, in order to develop

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themselves, college students have to face challenges and receive positive and adequate support from an institution (Gardner, 2009). Changes that college students experience eventually affect three dimensions of development: cognitive, interpersonal, and intrapersonal (Baxter Magolda, 2009; Torres, Jones, & Renn, 2009).

Evans, Forney, and Guido-DiBrito (1998) introduce four questions that student development theory and theorists should answer – what sorts of intrapersonal and interpersonal changes do college students experience, what aspects lead to students' development, what kinds of external elements both positively and negatively influence students' growth, and what kinds of developments should higher education administrators focus on. In order to answer these critical questions, educators, especially student affairs personnel, need to comprehend how college students develop their cognitive, intrapersonal, and interpersonal dimensions of selves (Torres, 2011).

Student development theory is relevant to coordinating all kinds of university-sponsored events and programs. Such programs are meant to support college students for their personal and academic development regardless of student demographics. However, it is also important to determine whether or not student development theory is applicable to international students.

Student Development Theory and its Applicability to International Students

Although many scholars study student development theory, only a few of them apply the theory to international college students (Anderson, Carmichael, Harper, & Huang, 2009; Glass, 2012; Heggins, & Jackson, 2003; Kim, 2012; Moores, & Popadiuk, 2011). Scholars, who examine international students' development, tend to utilize transition theory (Anderson, Carmichael, Harper, & Huang, 2009; Heggins, & Jackson, 2003; Kim, 2012). Transition theory examines what kinds of factors influence individuals, their transitions, and environment due to

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significant transitions in individuals' lives (Heggins, & Jackson, 2003). Another theory that is often used to analyze international students' personal development is Chickering's seven-vector theory. This theory identifies seven categories of students' development, and examines students' "emotional, interpersonal, ethical development along with intellectual development" (Gardner, 2003, p. 19). Chickering's theory, however, is controversial in its applicability to international students. Some scholars argue that Chickering did not consider students' ethnic and racial identities (Heggins, & Jackson, 2003; Kim, 2012; Maekawa Komada, McEwen, Liang, & Lee, 2002; Patton, McEwen, Rendón, & Howard-Hamilton, 2007).

Even though there are not many studies regarding international student development, they do experience three dimensions of development: interpersonal, intrapersonal and cognitive, while they study at American higher education institutions (Glass, 2012; Heggins, & Jackson, 2003; Maekawa Komada, McEwen, Liang, & Lee, 2002; Moores, & Popadiuk, 2011; Popadiuk, 2010). Unfortunately, there is still a lack of dedication in examining international student development while they attend university in the United States. Therefore, in order to identify similarities and differences between domestic and international students in their three dimensions of development, further research is needed on international student development.

Nonetheless, even though it is not clear whether or not student development theory is applicable to international students, social identity development theory and psychosocial development theory justify benefits of W.I.N. to international students.

Social Identity Development Theory: Definition

The first school of thought is social identity development theory. This examines how college students develop their social identities, namely in regards to their race, ethnicity, gender, sexual orientation, socioeconomic status, physical and mental abilities and disabilities, religions,

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as well as their multiple social identities (Gardner, 2003; Glass, 2012; Torres, 2011; Torres, Jones, & Renn, 2009). Torres (2011) defines social identity as how individuals establish relationship with their own groups and other groups. This theory helps scholars understand the social structure that results from a variety of social identities, as well as to comprehend how students' social identities influence students' other aspects of development (Abes, 2009; Maekawa Komada, McEwen, Liang, & Lee, 2002).

Psychosocial Development Theory: Definition

The second school of thought is psychosocial development theory. This theory examines college students' development of self-concept, values and beliefs, and relationship with others and self (Baxter Magolda, 2009; Evans, 2011; Gardner, 2009; Heggins, & Jackson, 2003; Kim, 2012). Torres, Jones, and Renn (2009) introduce two important concepts of social psychology, emerging adulthood and possible selves.

Benefits of Extracurricular Activities

There are a number of studies that show positive connections between international students and extracurricular activities, and they validate benefits of W.I.N. for international students. Astin (1999) introduces involvement theory – engaging in university campus activities helps students' growth. Astin (1999) defines involvement as, “the amount of physical and psychological energy that the student devotes to the academic experience” (p. 519). While Astin's study does not distinguish between international students and domestic students, studies by Abe, Geelhoed, and Talbot (1998) and Toyokawa, and Toyokawa (2002) look at positive impacts of extracurricular activities on international students. Participating in extracurricular activities supports international students with high academic achievements, high level of satisfaction of their college campus lives, an improvement of interpersonal skills, and self-

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assessed adjustment to the host society (Abe, Geelhoed, & Talbot, 1998; Toyokawa, & Toyokawa; 2002).

Community engagement is another good activity for international students. Glass (2012) argues community engagement supports international students with their personal growth, especially for their self-authorship. Hochhauser (1990) is another scholar who advocates for the importance of community engagement for international students. According to Hochhauser (1990), two benefits of community engagement by international students are “to use the resources of the community to facilitate the academic progress and personal development of international students and scholars” (p. 102-103), and “to use these students and scholars to strengthen the international dimension of the community” (p. 103). It is not clear exactly how community engagement supports international students’ development, yet arguments about community engagement and its benefits to international students support designing W.I.N.

Peer Mentor Programs. Many educators recognize the benefits of a peer mentor program at university (Abe, Geelhoed, & Talbot, 1998; Abe, Geelhoed, & Talbot, 2003; Leask, 2009; Westwood, & Baker, 1990). The peer mentor programs that scholars refer to are mentor programs between international students and domestic students. Even though W.I.N. is a mentor program between international students and local community members, understanding student-to-student peer mentor programs helps clarify the importance of W.I.N. Regardless of age differences, both American students and local community members can share American culture with international students, which aids international students in adjusting to American culture.

The studies show that peer mentor programs between international and domestic students benefits international students in areas such as high levels of educational outcomes (although studies do not specify how they assessed the outcomes), high rates of satisfaction of their

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experiences at university, and high retention rates among international students (Abe, Geelhoed, & Talbot, 2003; Abe, Geelhoed, & Talbot, 1998; Leask, 2009; Westwood, & Baker, 1990).

Positive impacts from the peer mentor program on international students are hypothesized to be due to making new friends and learning about host culture from their peers, which means international students interact with the host society. A number of scholars claim that interacting with the host society is one of the key elements for international students to integrate into a new environment (Abe, Talbot, & Geelhoed, 1998; Al-Sharideh, & Goe, 1998; Toyokawa, & Toyokawa, 2002; Westwood, & Barker, 1990).

The majority of international students at NMU live in residence halls; hence, they have opportunities to interact with American students and learn about American culture from them. However, in order for international students to experience a variety of aspects of American culture, it is important for them to be exposed to more American culture, such as traditional family dynamics and typical ways to spend weekend, from local community members. Thus, through interacting with local community members, NMU international students will benefit from exploring diverse American cultures and integrating into the local community.

Furthermore, a couple of educators have studied the other student population – domestic students. Abe, Geelhoed, and Talbot (2003) state that the peer mentor program changed domestic students' perspectives of international students, and the program also positively influenced family members and friends of the domestic students. Leask (2009), claims that through the peer mentor program, domestic students explore other cultures with their international peers.

Although these studies focus on the peer mentor program among college age students, these studies are applicable to W.I.N., because the international students have chance to interact with the host society to learn about American culture. Local community members have the

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opportunity to learn about other cultures from their international partners. The important piece is that international students have chance to interact with a variety of people in the United States – American college students and local community members – to learn about American culture through W.I.N.

Proposed Program and Participant Goals and Objectives

The program and participant goals and objectives for the pilot program are on the IPO website (International Programs Office, n.d.c). IPO acknowledges that a majority of program participants are not familiar with the difference between goals and objectives in terms of the student services for higher education. Therefore, the IPO provides definitions of program and participant goals and objectives. Program goals are what the IPO wants to achieve; program objectives are how the IPO achieves program goals. Participant goals are what the IPO wants participants to achieve, and participant objectives are how the IPO wants participants to achieve participant's goals. The following program goals and objectives and participant goals and objectives are proposed for updated version of W.I.N.

Program Goals

- To provide opportunities to local community members to expand their knowledge of international affairs and cultures from around the world.
- To assist international students at NMU to adjust to and learn about the culture of the United States and the Upper Peninsula of Michigan.

Program Objectives

- Connect local community member(s) and international student(s) at NMU based on their interests and hobbies, and other factors.

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- Support local community members and international students at NMU in developing intercultural communication skills through participating in a monthly activity.
- Conduct end of semester survey to all participants to identify what is helping and what is preventing them from learning other cultures and developing intercultural communication skills.

Participant Goals

- For all participants: a) to mutually share their cultures.
- For local community members: a) to learn about other cultures and countries from international students at NMU.
- For international students at NMU: a) to explore the culture of the United States and the Upper Peninsula of Michigan, b) to help their transitions to new environment, c) to rediscover own culture.

Participant Objectives

- Local community members and international students meet at least once a month throughout the academic year (September to April), and engage in variety of activities of their choice.
- Participants are strongly encouraged to attend all Monthly Activities.
- Practice intercultural communication skills through interacting with partners.
- Fill out a feedback form at the end of each semester (the end of November and April).

Needs Assessment

The pilot program was designed and implemented by the Graduate Intern, an international student himself, who both experienced culture shock, and witnessed that the

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majority of international students went through the phenomenon during their adjustment to American culture. During the process, ISSS needs to guide international students in integrating into American culture, or needs to refer them to appropriate university services. If international students successfully adjust to the host society and/or campus, they will become great resources to enhance internationalization on campus, because they can articulate cultural differences between their home culture and host culture, and share their experience with domestic students and local community members. It seems like the majority of American higher education institutions acknowledge this point and provide a variety of programs to support international students and enhance internationalization on campus. A variety of university departments also take initiative to bridge international students and domestic students.

Nonetheless, it seems like universities throughout the United States might forget to include the surrounding community when they coordinate cross-cultural programs. Therefore, international educators need to focus on connecting international students with local community members in order to create a welcoming community for international students, and help local community residents explore various cultures from around the globe. The IPO also needed to improve their community outreach in terms of internationalization on campus. This was the initial motivation to create the pilot program.

Methodology

The needs assessment took place through various methods including, informally and formally analyzing NMU and the city of Marquette, examining relevant theories and studies that are introduced in the Theoretical Foundation, and conducting the formal program evaluation at the end of fall 2013 semester. The program evaluation is the most important element of the needs assessment because it examined the pilot program.

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The City of Marquette and its Culture

Demographics of NMU and the city of Marquette are discussed in the introduction, which states that the majority of NMU students and residents of Marquette are Caucasian. In addition to this, culture in the Upper Peninsula was another reason for developing the pilot program.

According to Loukinen (1997), many people in the U.P. of Michigan are of Finnish descent.

Furthermore, culture in the U.P. is influenced by Canada due to its geography. These facts make culture in Marquette unique, as well as make it difficult for international students at NMU to smoothly integrate into the local community. For example, a majority of international students learn standard American English. English spoken in the U.P. has a distinctive accent, and some international students might be confused by it. Due to the homogenous society in Marquette, local community members might be hesitant to interact with international students, and this would prevent international students from successfully adjusting to Marquette and the surrounding areas.

Central American Youth Ambassadors

International Programs Office is responsible for delivering Central American Youth Ambassadors (CAYA) to assist local community members with enhancing their cross-cultural knowledge. CAYA is designed by the U.S. Department of State, and NMU is one of the designated universities in the United States to operate the program. Under CAYA, a number of teenagers from Central American countries visit Marquette and do a home-stay with local community members for a week (International Programs Office, n.d.a). While they are in Marquette, youth engage in various cross-cultural and youth programs during the daytime, and explore culture with their host family at night.

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Although CAYA is a great cross-cultural program for local community members to explore various cultural aspects, there are a couple of limitations. First, CAYA takes place only once a year, in January, for one week. Second, some local community members are hesitant to support CAYA and host youth from Central American countries due to the amount of responsibility and commitment required. Therefore, only a few local community members get involved in CAYA.

W.I.N. is a great program to provide cross-cultural opportunities to wide range of local community residents in Marquette. Participants are expected to meet with their partners only once in a month, and local residents are not expected to host international students. This program is for a full academic year. Therefore, W.I.N. will attract a variety of local residents due to its level of commitment and the length of the program.

Personal Reflection as an International Student and Student Development Theory

In addition to the Graduate Intern's reflection on living in the United States and the city of Marquette, the Theoretical Foundations presented above support the rationale of W.I.N. First of all, social identity development theory supports the significance of W.I.N. to international students, because W.I.N. provides an opportunity for international students to better understand their own cultural identity. Based on the Graduate Intern's experience, interacting with non-Japanese individuals helped him find out his ethnic identity. One of many definitions of ethnic identity is to find out, understand, and then accept one's one ethnicities. Japan is a homogenous society. When he was in Japan, it was normal for him to be Japanese, and did not have to think about his ethnicity. However, since he came to the United States, he constantly has had to think about his ethnicity. Talking to non-Japanese people throughout his time in the United States has

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led him to develop his ethnic identity as Japanese, because people have asked him about Japanese culture. In order for him to answer these questions, he had to articulate his culture.

W.I.N. will give opportunities to international students to interact with Americans who are interested in learning about their culture. Therefore, the Graduate Intern hopes international students will think about their ethnicities, and become more aware of their ethnic identities. On the one hand, international students who are from multiethnic societies might have already developed their ethnic identities (for example, students from Malaysia and Germany participated in the pilot program). W.I.N. is an opportunity for those international students to enhance their ethnic identities. On the other hand, international students from homogenous societies would start to develop their ethnic identities (for example, international students from Japan and South Korea who participated in the pilot program). Social identity development theory, which analyzes how college students develop their ethnic identities, validates W.I.N. and its benefits to international students as they explore their ethnic identities.

Psychosocial development theory also validates the creation of the pilot program and W.I.N., because developing international students' ethnic identities is related to the development of their self-concept, values, and beliefs. While the Graduate Intern was developing his ethnic identity, he was also determining values and beliefs as a Japanese person. Finding answers to these two questions was crucial for him in developing his core self-concept. He believes that if he did not interact with non-Japanese people, he would not have developed his ethnic identity, values, and beliefs. He believes that W.I.N. supports international student participants in exploring their values and beliefs based on their ethnic identities.

In addition, because all program participants interact with individuals from different cultural backgrounds, W.I.N. will provide them with opportunities to learn how to develop

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meaningful relationships with individuals from other cultures. Developing this skill is important because at some point in their lives, they will have another occasion to develop relationships with individuals from other cultures. Hence, psychosocial development theory, which analyzes how college students develop their self-concepts and relationships with others, supports the benefits and importance of W.I.N.

Pilot Program Evaluation

The Graduate Intern implemented the program evaluation regarding the pilot program at the end of Fall 2013 semester so that he could identify whether or not the pilot program met all the intended outcomes, and what areas of the pilot program needed improvement. He created the survey form with Google Drive, and sent a link to the survey to all 32 pilot-program participants. At the same time, he made an announcement about the evaluation on the Facebook page but did not put the link to the survey, because non-program participants were also on the Facebook page. After two weeks from the initial contact, he closed the survey and analyzed the results.

Questionnaire. The main step of conducting the program evaluation was creating a questionnaire (see Appendix A for the completed survey form). The first part of the questionnaire was open-ended questions. The survey asked how often they met with their program partner. If they did not meet with their partner, respondents needed to indicate reasons for not meeting with their partners. This gave the Graduate Intern some ideas about whether or not respondents committed to the pilot program. A reason for asking why respondents did not meet with their partner was to identify whether or not he could avoid such situations in the future. For instance, some respondents could not commit to the pilot program due to unpredictable circumstances, which he could not foresee. The next question was what kinds of activities respondents enjoyed. Respondents could list as many activities as they wanted. The Graduate

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Intern did not have clear intentions for this question, but it turned out that this question helped him improve the pilot program.

The core question of the program evaluation was whether or not participants learned new aspects of other cultures and/or their own culture. One of the expectations of the pilot program was to mutually exchange cultures; thus, this question directly affects the continuation of the program. For instance, if respondents learned about new cultural aspects, then the Graduate Intern needed to improve the pilot program to enhance their learning outcomes in the future. If respondents did not learn about new cultural aspects, then the Graduate Intern needed to analyze why they did not explore the new culture, and how the pilot program could help participants expose themselves to new cultural aspects in the future.

The next question was about the kick-off party, which was held at the beginning of the pilot program in September. During the party, the Graduate Intern handed out a program packet, which contained the office and his contact information, examples of activities, and information about intercultural communication. Additionally, during the party, he conducted a mini workshop about intercultural communication skills. The survey asked respondents whether or not the program packet and intercultural communication workshop were useful, and asked respondents for the reasons for their answers.

There was one open-ended question, which was only for community members. During the pilot program, the Graduate Intern sent out information about culture shock and international student's general perceptions of mental health to local community members. The question asked whether or not they wished to receive more information about international students aside from culture shock and international student's perceptions of mental health.

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The last open-ended question asked how the Graduate Intern could improve the pilot program for the future. The reason for asking this question was to hear opinions from participants. Program participants might not have had experience in designing cross-cultural events or programs; however, they could provide valuable insights as participants.

The second part of the questionnaire was quantitative questions. For all quantitative questions, respondents were asked to select numbers, one was the worst and five was the best. First, respondents were asked to rate overall satisfaction of the Graduate Intern's support. Essentially, after the kick-off party, the Graduate Intern communicated with program participants a few times via email only. At the middle of semester, he sent out a check-in email to all participants. The second question was to rate the usefulness of the program packet, which was distributed to all pilot-program participants during the kick-off party. The next question was whether or not respondents will join W.I.N. in the future. Respondents had a choice of "yes", "no", and "I don't know." The last question was to rate their overall satisfaction with the pilot program. At the end of the survey, respondents could leave any comments.

Evaluation Results

There were a total of 32 participants, and 18 of them completed the survey, a 56% response rate. Nine respondents were local community members, and the other nine respondents were international students.

Frequency of Meetings. A majority of respondents, 12 respondents, met with their partners at least once a month. One respondent met with their partner once a week. Six respondents met with their partner a few times during the semester, or did not meet with their partner at all. Among the six respondents who did not regularly meet with their partners, four of them listed schedule conflicts as the reason for not meeting with their partners.

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A List of Activities. Respondents listed a variety of activities in which they engaged. There were a total of 10 different activities listed, and each respondent listed more than one activity. The top three popular activities were having meals together, doing outdoor activities, and attending local and campus events. Having meals together and doing outdoor activities were particularly popular. Many respondents listed the names of local restaurants. Outdoor activities such as canoeing were also popular activities among participants because of the environment in Marquette and the surrounding areas. The city of Marquette is located along Lake Superior, and there are a couple of beautiful hiking trails around the city. The city of Marquette and NMU offer a variety of events during summer and fall, and the Graduate Intern sent information about local and campus events to all international students, including ones who did not participate in the pilot program, and local community members, who wished to receive the information.

New Cultural Aspects. With regards to new cultural aspects that respondents explored with their partner, eight of them said they learned about cultural differences and similarities. A couple of respondents discovered different family dynamics in other cultures. Two local community members listed other countries' perceptions of the United States as a new cultural aspect that they learned from their partner. Five respondents said they did not learn any new cultural aspects from their partner. These five respondents did not meet with their partner or met with partners only once in the semester.

In terms of new cultural aspects that they learned about their own culture, eight respondents said they did not learn anything new about their own culture. Among these eight respondents, four of them did not meet or met only once with their partner during the semester. One respondent, who did not learn any new aspects of her own culture, was an expert about her own culture and taught the culture at the University (as mentioned this in the survey). Five

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respondents rediscovered their own social norms such as table manners and eye contact. One interesting response was: “This is unusual to drink so much milk! Our student was amazed at the size of our milk carton” (Anonymous, personal communication, December 2, 2013). Two respondents said the pilot program was a great opportunity to consider how they have seen other cultures previously.

Information for Local Community Members. In terms of the information that the Graduate Intern sent to local community members, six local community members said there was no other information that they wished to receive. One respondent wished to receive guidelines regarding what program participants could and could not do. Another respondent said knowing about international students’ living conditions, such as whether or not the students had a car, would have been helpful.

Suggestions from Survey Respondents. The last open-end question was how the Graduate Intern and/or IPO could improve the pilot program. Seven respondents – four international students and three local community members – said coordinating events exclusively for the program participants would have been beneficial for meeting other participants and knowing about their experiences through the pilot program. One respondent suggested checking applicants’ schedules so that applicants would have time for the program.

Overall Rates of the Graduate Intern’s Support. The second part of the survey was the quantitative questions. The first quantitative question was to rate the Graduate Intern’s support throughout the semester. One was the lowest and five was the highest, and average was 4.4. A majority of respondents rated this question at four or five. However, two respondents rated one, and one respondent put three to this question. These three respondents were all international students. The respondent, who selected one on this question, did not meet with his or her partner.

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Ratings of the Program Packet. The second quantitative question was to rate the program packet, which the Graduate Intern distributed during the kick-off party. One was the lowest and five was the highest, and the average rating was 3.3 to this question. Two respondents selected one, and one respondent rated it as a two. Among the respondents who selected one for this question, one of them did not meet with a partner, and the other respondent met with a partner a few times during semester. Since it was a close-ended question, it was impossible to know why the program packet was not helpful. Nonetheless, it was possible that respondents associated the program packet with the intercultural communication workshop during the kick-off party. Respondents, who rated three or less on the program packet commented the workshop was not helpful or did not mention the workshop.

Overall Satisfaction of the Pilot Program. The next quantitative question was to rate the overall satisfaction of the pilot program. One was the lowest and five was the highest, and the average was 3.8. Two respondents chose one, and other two respondents rated three for this question. The respondents who chose three did not meet with their partners. Among the respondents who put one, one respondent did not meet with a partner, and another respondent also rated the Graduate Intern's support as one.

Future Participation and Remarks. The last quantitative question was whether or not respondents would participate in W.I.N. in the future. A majority of them, 14 respondents, said they would participate in W.I.N. in the future. Two respondents said they would not join the program in the future. Two respondents were not sure whether or not they would participate in the program again.

Overall, regarding quantitative questions, respondents who were dissatisfied were mostly international students. This might reflect on the Graduate Intern's involvement in the pilot

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program after the kick-off party. The Graduate Intern put efforts into communicating with local community members through sending out information about international student's mental health in general and culture shock. He also communicated with one particular local community member regarding her international partner. However, the Graduate Intern did not contact international participants during semester. Therefore, international student participants reported low satisfaction with the Graduate Intern's support and the program.

Proposed Program Description

Based on the result of the needs assessment and the evaluation of the pilot program, one way for IPO to assist the University in regards to its internationalization effort is to improve the pilot program for the future. The following is the proposed W.I.N. program description:

Wildcats International Neighbor (W.I.N.) is designed to be mutually beneficial for both NMU international students and local community members through learning and sharing cultures. It is also a mentor program for international students to support their transition to the NMU environment. This program is for one academic year (September to April), and we ask you to commit to meet with your assigned partner at least once a month through engaging in a variety of activities or events of your choice (*we will give you examples of activities and events). Besides meeting with your partner, we will organize a Monthly Activity so that all participants can share in other participants' experiences. The Monthly Activity is optional, yet we strongly encourage you to attend.

Local community members and international students are connected based on their interests and hobbies, though we cannot guarantee to meet everyone's interests. At the end of each semester (December and April), we will contact you to ask for feedback for

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this program. The feedback is optional and confidential, but we greatly appreciate your feedback in order to improve our services.

As noted in the description, IPO asks the participants to meet with their partners at least once a month so that the program will not overwhelm the participants' schedule. The Monthly Activity consists of cross-cultural and social activities, in order to assist participants with their learning outcomes.

Curriculum

Throughout the semester, the Monthly Activity is organized for W.I.N. The Monthly Activity is a great opportunity for program participants to learn about other participants' experiences through W.I.N., as well as to enhance participants' learning outcomes.

Intended Learning Outcomes

Intended learning outcomes through the Monthly Activity:

- to explore a wide variety of cultural aspects;
- to enhance friendship among program participants;
- to articulate cultural differences;
- to rediscover one's own cultural aspects through explaining it to others;
- to appreciate cultural differences and one's own culture;
- to assist international students with their adjustment to the local society;
- to improve intercultural communication skills.

A Description of Monthly Activity

There are various kinds of activities. IPO plans the following events – an intercultural communication workshop, a holiday potluck party/a trivia game night, a ski trip, hiking, and the end-of-the-year party. Attendance at the Monthly Activity is not mandatory, but IPO strongly

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encourage participants to attend all of them. The first activity is an intercultural communication workshop, which is based on experiential learning as well as adult learning. It also accommodates all four learning styles by conducting a variety of activities in order for attendees to develop intercultural communication skills. This will be especially beneficial for attendees who have never interacted with someone from different cultural background.

The second Monthly Activity will be both a social and educational event. IPO will host a potluck party while the attendees enjoy a trivia game. IPO encourages local community members to provide kitchen space for their international student partner so that both local community members and international students can prepare one dish from their culture. Through cooking together, participants can develop friendships while they explore cuisines from other culture. IPO will prepare the trivia game. All questions are about respecting the culture and countries of W.I.N. participants, so that attendees are exposed to various cultures.

A ski trip to Marquette Mountain and hiking at Sugar Loaf Mountain are social events that will take place in February and March. The city of Marquette and the surrounding areas have great natural resources. Marquette Mountain is approximately a 20-minute driving from the NMU campus, and Sugar Loaf Mountain is approximately a 15-minute from the campus. These outdoor activities will help international students be active outside; February and March in Marquette are still cold, and a majority of international students tend to stay inside. Being inside and isolated from others affects international student's mental health. Thus, international students tend to get depressed during winter. In order to help support international students' mental health and to prevent depression, hosting outdoor activities is important. In addition, some international students have never gone skiing; this provides an opportunity for them to try new activity.

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IPO hosts the end-of-the-year party. This is a potluck style party, and again IPO strongly encourages local community members to provide their kitchen facilities to international student partners. This event wraps up W.I.N., and focuses attendees' reflections on their experience through W.I.N.; IPO conducts two or three activities to assist attendees with their reflections.

Staffing Plan

The Coordinator of International Student and Scholar Services (ISSS) will be the primary staff member to coordinate W.I.N. This position already exists; hence, IPO does not need to hire a new staff member. Currently, the Coordinator of ISSS serves as Designated School Official (DSO), and advises international students on various problems. Unlike huge institutions, NMU hosts only approximately 90 international students. Furthermore, the Executive Secretary of IPO serves as DSO and advises international students as well. Therefore, the Coordinator of ISSS is able to coordinate W.I.N. Furthermore, this position is expected to coordinate cross-cultural events and programs.

The Graduate Assistant (GA) will be the second staff member to coordinate W.I.N. Current GA's responsibilities are supporting the Director of IPO on international student recruitment, and coordinating CAYA. The Director of IPO goes on international student recruitment trips a couple of times a semester, and CAYA takes place only in January. Thus, the GA has ample time to be available for W.I.N. In addition, this position already exists; hence, IPO does not need to hire a new GA.

Program Marketing

W.I.N. will be marketed to two different audiences – international students and local community members. The webpage for the pilot program was developed (International Programs Office, n.d.c), and IPO will update contents for W.I.N. The webpage has the program description,

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a link to program and participants' goals and objectives, and a link to the online application. The webpage is meant for both local community members and international students.

Marketing to Local Community Members

University faculty and staff members are main targets in terms of marketing to local community members. Both off- and on-line marketing materials are needed. Making a flyer is the first step of the marketing plan, and there have to be two different flyers for local community members. One is for university faculty and staff members (see Appendix C), and another is for the local residents (local community members who are not affiliated with NMU) (see Appendix D). The contents of the flyers are the same. Flyers emphasize that local community members will learn about other cultures from international students without leaving the United States, will satisfy their desire to volunteer, and the program will help them appreciate their own culture. The only difference between two flyers is the contact information. The flyer for university faculty and staff members contains campus mail address and a web link to the W.I.N. website, because the flyer will be distributed through campus email. The flyer for local residents has the full campus address but not the web link because the flyer will be distributed in person.

Another marketing strategy is to utilize a variety of campus resources. The Marketing and Communication Department at NMU is great resource to reach out to the entire university. This department can announce the program through online news feeds at the NMU's main webpage, and NMU official Facebook page. Introducing W.I.N. on the NMU main webpage will especially attract a wide range of faculty and staff members. Additionally, some local residents check the NMU website and can find out about W.I.N.

Other campus departments that are great resources for marketing are campus TV and radio stations, and campus newspapers. As the program expands in the future, IPO will need to

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approach to local community members through a variety of methods. Utilizing local media will enable IPO to reach out to a wide range of people in the community; however, there are associated costs for the IPO to advertise W.I.N. through local media. Therefore, marketing W.I.N. through campus media is realistic. Additionally, corroborating with university media resources will enhance branding of W.I.N.

Using a variety of social media is also useful for local community members marketing. Currently, IPO has a Facebook account, and the Facebook Page for the pilot program was created during fall 2013 semester; IPO will continue using the Facebook page for marketing. Another method to reach out participants is through email. In addition to these two methods, the IPO will open YouTube and Tumblr accounts. YouTube is a great site to post videos from W.I.N. participants. IPO will ask for video clips from W.I.N. participants about their activities to post on YouTube. IPO will also post testimonial videos about how W.I.N. helps participants learn about other cultures, and how the program supports international students with their transitions to the local society. Tumblr is another social media outlet to which IPO will post blogs, pictures, and videos. These social media will be useful not only for W.I.N., but also to announce other IPO activities.

Off- and on-line brochures are other marketing material. The brochures include some pictures, two or three short testimonials from program participants, and upcoming W.I.N. events. Showing more images and voices from participants will attract potential applicants. The off-line brochure is also useful to reach out to local community members who do not have social media accounts.

Marketing to International Students

Marketing plans for local community members are also applicable to international student marketing. For instance, the IPO will continue using the flyer from the pilot program with some adjustments (see Appendix E). The flyer talks about benefits of sharing their cultures with people in the United States, and the advantages of integrating into the local community through learning about local culture and practicing English. In terms of contact information, the flyer has the campus address and a link to the W.I.N. webpage. The language in the flyer is appropriate for international students. For instance, instead of stating, “to assist international students with successful integration process into American culture,” the flyer says, “to help you adjust to American culture easier.”

In addition, the IPO makes the flyer, brochure, and webpage in Arabic, Chinese, and Korean. The IPO focuses on Middle East, such as United Arab Emirates and Saudi Arabia, and China and South Korea, for international student recruitment. Therefore, making marketing materials in the three languages will not only increases program participants, but also helps international student recruitment from these three regions of the world. Flyers and the brochure will be distributed during the Orientation for New International Students.

Furthermore, the IPO will rearrange the W.I.N. webpage. The current IPO main webpage concentrates on study abroad programs (International Programs Office, n.d.b). The webpage for the pilot program was difficult to locate on the IPO website. Hence, the IPO will put the link to the W.I.N. webpage on its main webpage. Another way to make the W.I.N. webpage more visible at the IPO webpage is to tie W.I.N. with one of international student scholarships. The Global Ambassador Scholarship is awarded to degree-seeking international students based on their grade point average. In return, scholarship recipients are expected to engage in cross-

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cultural activities on campus. Although IPO does not define in which cross-cultural activities the scholarship recipients can participate, W.I.N. is a great program for scholarship recipients.

Program Recruitment

Similar to the marketing plan, there are two different recruitment plans based on the two audiences. Nevertheless, there are some commonalities between two different audiences, as both plans rely on online methods. The IPO will send flyers to all international students and all university faculty and staff members through the university email system. The IPO Welcome Picnic, which takes place at the beginning of fall semester in each year, is another great occasion to recruit participants. The IPO invites all international students, the entire university, and some local community members. Aside from these plans, there are a couple of recruitment plans for specific targets.

Local Community Member Recruitment

University faculty and staff members, and teachers and staff members at local public schools, are great applicants for W.I.N. In particular, since they are required to go through background check when they are hired at a school or the University, they are safe and reliable applicants for the program. CAYA host families also serve as safe, reliable program participants. The IPO will reach out to them via email invitations to participate in W.I.N. If there is an opportunity, IPO staff members can recruit them in person as well.

Local Organizations. The IPO will also reach out to local organizations, including local churches and the Sister Cities Advisory Committee in Marquette, to serve as program participants. Generally speaking, church members are generous and interested in helping international students adjust to the local society and American culture. They are also interested in learning about other cultures. Therefore, they are excellent program applicants.

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Members of the Sister Cities Advisory Committee are another important group of people to recruit for W.I.N. They are most likely interested in learning about other cultures and sharing American culture with foreigners. In addition, the committee is officially affiliated with the city of Marquette, and if the city of Marquette gets involved in W.I.N., the IPO could possibly get additional access to useful community resources and other activities. This also helps the IPO build relationships with the city, which will help local community member recruitment.

University Organizations. Furthermore, the IPO needs to reach out various campus resources. IPO staff members visit the following university departments for recruitment: Multicultural Education and Resource Center (MERC), Center for Native American Studies (CNAS), and Ethnic and Cultural Diversity Committee (ECDC). MERC is responsible for supporting various types of minority students on campus. CNAS oversees academic programs in Native American Studies, and promotes awareness of Native American culture on campus. ECDC is one of presidential committees, which promotes diversity on campus. These groups are responsible for diversifying campus; thus, staff members of these organizations are interested in internationalization on campus, and they are potential applicants.

International Student Recruitment

Recruitment plans for international students are more diverse than ones for local community members. All international students – returning, incoming, and students at Northern’s English Language Institute (NELI) – are recruited. IPO utilizes its Facebook account as well as other social media outlets to recruit international student participants. Another recruitment strategy for international students is announcing the program during a new international students’ orientation session. In addition, the IPO talks to the Coordinate of NELI,

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which is the English as Second Language program at NMU, about to W.I.N. to recruit NELI students.

Moreover, IPO will discuss the program with all prospective international students, even before they are admitted to NMU. By introducing W.I.N. to prospective students and their parents, they may feel more comfortable studying at NMU, and they may commit to the University. Especially if the students are incoming freshman to the United States or exchange students who have never been to the United States, the IPO will heavily recruit them for W.I.N., because the program will help them learn about American culture and adjust to the local society.

Recipients of Global Ambassador Scholarship are another group of international students that the IPO will focus on. Recipients of the scholarship are supposed to engage in cross-cultural programs and events on campus, and W.I.N. is great opportunity for the recipients. IPO knows who are scholarships recipients are; thus, the IPO will recruit the recipients to W.I.N. in person as well as via email.

The IPO has built a relationship with the All Nations Club and Chinese Student Association. Both student organizations focus on internationalization on campus. Many college students do not read emails, so recruiting international students through university email is not sufficient. Therefore, IPO staff members attend a couple meetings to recruit organization members for W.I.N.

Furthermore, the IPO will hold an information session to announce the details about IPO-sponsored events and programs to all international students. During the international student orientation session, IPO staff members introduce a couple of IPO-sponsored events and programs, but they do not go over details because many students arrive jet-lagged. Therefore, the IPO will hold a separate information session to talk about IPO-sponsored events and programs.

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This information session is open to public, which means that returning international students will also have an opportunity to find out about IPO-sponsored events and program, including W.I.N. Moreover, this will help the IPO build a good relationship with all international students. Overall, recruiting international students through email or social networking sites is not enough. Hence, the IPO will present to international students in person to recruit for W.I.N.

Program Admission

There is one admissions step for interested individuals to participate in W.I.N. Those who are interested in W.I.N. need to fill out and submit an application form. Since there will be two participant groups – local community members and international students – there are two different application forms. The application form asks a wide range of questions in order to verify that applicants are suitable for W.I.N. After the IPO reviews the applications, the office will make matches between international students and local community members. W.I.N. defines local community members as university faculty and staff members, and local residents. Domestic students at NMU are local community members, and it is significant to connect international and domestic students for various reasons. However, domestic students at NMU are excluded from W.I.N., because they have chance to meet with international students through living at residence halls, taking classes, and attending campus events. In addition, there is another cross-cultural program to connect domestic students and international students. Thus, domestic students are excluded from W.I.N.

Local Community Members Application Form

A majority of questions on the application form for local community members are basic (see Appendix F). For instance, the form asks their occupation. If applicant's occupation and international student's academic major are similar, the IPO will consider matching them. Local

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community members are also asked to list all family members who live in the house. This is for sake of international students' safety and avoids predictable issues.

Another important question for local community members is whether or not they have hosted foreign students before. Local residents who have not hosted foreign students prior to applying for W.I.N. are preferred, because the IPO wants them to have new experiences. The office acknowledges that local community members who have hosted foreign students before have better intercultural communication skills and they are comfortable with being around an international student. However, in order for various local community members to have cross-cultural experience, local residents who have not hosted foreign students, will get priority.

Local community members can list their preference of countries or regions where the international student is from. If they list specific countries or regions, the IPO will try to match them with an international student who is from one of listed countries or regions. Applicant's hobbies and interests are other important qualifications with regards to making matches. Both the list of countries, and hobbies and interests are equally significant qualifications to make pairs.

Local community member applicants will be asked how they heard about W.I.N. Knowing how applicants find out about the program helps the IPO reduce concerns about applicants' reliability. Furthermore, with regards to the marketing and recruitment plan, it is crucial for the IPO to know where applicants heard about the program, so that the IPO can identify the effectiveness of the marketing plan. They are also asked to answer why they applied for W.I.N. This is to make sure that local community applicants understand purposes of W.I.N., as well as to ensure they understand that they are committing to meet with their partner at least once a month.

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Local community member applicants also need to list other community activities to which they are already committed. This question will be useful to help determine whether or not applicants will have time for W.I.N. If applicants are heavily involved in community services, they might not have time to commit to W.I.N. The IPO will not discriminate against local community members due to community engagements.

Lastly, they need to provide two references in order for them to participate in W.I.N. Since the IPO will recruit a wide range of people for W.I.N., it is important for the office to know applicant's characters and their reliability. References need to explain whether or not applicants are reliable and trustworthy people. References can be from their neighbors, co-workers, friends, or even family members. However, at least one reference needs to be from non-family members.

International Student Application Form

The application form for international students is similar to the one for local community members (see Appendix G). It also asks international students' hobbies and interests and the international student's academic major at NMU so that if local community members work in a related field, the IPO considers pairing them together.

One important question on the application for international students is how long they have lived in the United States and studied at NMU. One program goal of W.I.N. is to help international students adjust to American culture. If international students have lived in the United States for long period of time, they might have already adjusted to life in the United States. International students who have lived in the United States for a long time, but are new to NMU, might need support in integrating into the local society. Therefore, students who have lived in the United States for less than one year receive top priority. Regardless of how long they

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have lived in the United States, international students who are new to NMU – those who have studied at NMU for less than one year – have next highest priority for placement. International student's countries of origin are another important question for the application because local community members can list their country preferences.

International student applicants are asked why they applied for W.I.N. for the same reason as local community members. It is to make sure international students know the purpose of the program, and make sure they understand that they have to commit to meet with their partner, as well as the concept of commitment in the United States. If international student applicants cannot provide clear reasons for applying, they might not be good candidates for this program.

International student applicants need to identify whether or not they are students of Northern's English Language Institute (NELI). If they are NELI students, they need to submit one reference letter from a NELI instructor. A reference letter needs to show that NELI student applicants have basic English communication skills, and understand the concept of commitment in the United States. This is another way to make sure NELI students understand purposes of W.I.N. Moreover, even though W.I.N. is a great program for NELI students to improve their English skills, local community members are not ESL instructors. Hence, if NELI students have low English skills and cannot have basic conversation in English they are not good candidates for W.I.N, because this will take away local community members' opportunities to learn about other cultures.

International student applicants need to list other extracurricular activities that they engage in. If international students have other commitment besides classes, they need to include a list of extracurricular activities – being a member of student organization(s), working on

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campus, being involved in a residence hall committee, etc. The IPO will not exclude international students who are heavily involved in other extracurricular activities; however, this will help the IPO predict whether or not international students will have time to commit to W.I.N.

Health and Safety Plan

Developing a health and safety plan for cross-cultural events and programs, including W.I.N., is challenging. Regarding W.I.N., one potential health-related issue is mental health issues, in particular, culture shock. All international students go through culture shock, which can result in depression. It is hard to predict when international students will experience culture shock, and severity of the phenomenon. Nonetheless, culture shock is an unavoidable phenomenon for all international students. Hence, the best way to proactively handle culture shock is to know about the phenomenon. During the orientation session for new international students, IPO staff members discuss culture shock; therefore, international students are supposed to know about this issue. Yet, it is better for the IPO to discuss culture shock with all international students during the middle of semester again.

The IPO also needs to pay attention to local community participants' mental health. First of all, they might interact with international student participants who are undergoing culture shock and depression. Local community members are not expected to act as a psychiatrist to provide mental health services for international students. However, it will be useful for local community members to know about symptoms of culture shock, so that they can refer the international student participants to the IPO for proper services.

Culture shock is caused by exposure to an unfamiliar culture. Therefore, local community members might also go through culture shock by interacting with international student participants, and learning about other cultures from them. In order to assist local community

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members with culture shock, the IPO will share information about culture shock with all program participants by adding the information in the program packet.

Although the IPO is an expert in supporting international students on culture shock, the office cannot provide professional mental health services to international students and local community members. Therefore, the IPO will develop strong relationship with the Counseling and Consultation Services at NMU and Behavioral Health at Marquette General Hospital.

Crisis Response Plan

All university administrators hope crisis will not occur during the course of any university related activities. However, crisis does happen, and in order to respond properly, universities need to develop crisis response plan. NMU has developed “the Emergency Response Guidelines” (Northern Michigan University, 2004). If crisis occurs to W.I.N. participants while they are in the university property, the Emergency Response Guidelines are applied regardless of participants’ affiliation with the University.

If a crisis happens outside the university property, the Emergency Response Guidelines does not apply. Therefore, based on NMU’s Emergency Response Guidelines, an alternate crisis response plan is created (see Appendix H). Definition and types of emergency are same as NMU’s Emergency Response Guidelines. The only difference is the communication channel. First, participants will call 911 and follow the local authority’s instruction. Once they call 911, they call the IPO general phone number so that someone at the office will pick up the phone call. If it is after IPO’s office hours, participants call the Coordinator of ISSS directly. Whoever picks up the phone call will gather as much information as possible, and report to the Director of IPO about an incident. If international students call the IPO for an emergency and need help with English, IPO staff member will try to travel to the scene. It is crucial for local authorities to

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understand the specifics of what happened and to provide proper medical care for program participants. If IPO staff members cannot travel to the scene, they need to be on phone and assist the local authorities via phone.

After the crisis, if participants need mental health care, the IPO will refer them to campus or local counseling offices. In addition, the IPO will check-in with involved participants weekly to discuss their reaction to the crisis. Meanwhile, the IPO will hold a briefing meeting among IPO staff members to discuss the crisis, and assess responses. Furthermore, if it is appropriate, the IPO will communicate with other program participants and provide care and support.

Budget

W.I.N. is a voluntarily program. Hence, participants do not receive any kinds of compensations. Two current IPO staff members will coordinate W.I.N.; thus, no budget is needed for staffing. Nonetheless, Monthly Activity and the kick-off party will need a budget. There will be a total five the Monthly Activities: the intercultural communication workshop, the holiday potluck party/a trivia game night, a ski trip to Marquette Mountain, hiking at Sugarloaf Mountain, and the end of year party, as well as the kick-off party at the beginning of fall semester. The following table shows the budget.

W.I.N. Kick-Off Party	
Venue at Whitman Commons for 2 hours	\$60.00
Catering Service	\$194.50
<i>Subtotal</i>	\$254.50

Intercultural Communication Workshop	
Venue at IPO	\$0.00
Catering Service	\$84.50
<i>Subtotal</i>	\$84.50

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Potluck Party	
Venue at Whitman Commons for 2 hours	\$60.00
Catering Service	\$94.50
<i>Subtotal</i>	\$154.50

Ski Trip to Marquette Mountain	
Lift and rental for 1 IPO staff member	\$54.00
Participants are responsible for their own equipment	
<i>Subtotal</i>	\$54.00

Hiking at Sugar Loaf Mountain	
A bottle of water for each participant	\$10.00
<i>Subtotal</i>	\$10.00

End of Year Party	
Venue at Whitman Commons for 2 hours	\$60.00
Catering Service	\$194.50
<i>Subtotal</i>	\$254.50

Total budget for academic year 2014-15	\$812.00
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Evaluation Plan

A program evaluation takes place at the end of each semester – December and April – in order to find out whether or not W.I.N. has met the program goals. It is also important to identify problems and solutions in order to constantly improve the program. The evaluation form is created with Google Drive in order to ensure the confidentiality of respondents, as well as to enable all IPO staff members to have access to the survey results (see Appendix I for the evaluation form). The survey form is an updated version of the old form that was used for the pilot program.

The survey is optional and confidential; there will be no penalties for not completing the survey, and there will be no compensation for completing the survey. The survey will be sent to

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all program participants through email as well as postal mail. Both the email and postal mail are sent from the Director of IPO in order to establish the authority of the survey. The IPO will notify participants about the survey through social media to make sure all participants are aware of the survey. However, the survey will not be uploaded at any social media, because non-W.I.N. participants also join social media.

Participants have two weeks to fill out and return the survey to the IPO. A week after the initial contact regarding the survey, the IPO will send a remainder email and postal mail to all participants, and remind them of the survey on social media. If participants choose to fill out the paper version of the survey, they can mail it to the IPO or bring it to the office. After they submit the survey, they cannot change their answers. Two weeks after the initial contact, the link to the on-line survey will be closed. If the paper version of the survey is delivered after the deadline, but has a postal stamp dated prior to the deadline, the IPO will accept the survey. Otherwise, the office will not accept any delayed submissions.

In the survey, respondents are asked whether or not they are willing to be interviewed in person for follow-up. In this case, the IPO will contact the respondents to set up the interview. If the respondents, especially international students, cannot physically meet with IPO staff member, the interview will be conducted through Skype. Phone interviews are not encouraged, because IPO staff members cannot see facial expressions and behaviors during the interview. However, if there are no other methods available, a phone interview will be conducted (see Appendix J for the interview questionnaire). All interviews will take place within one month after the respondents submit the survey, in order for interviewees to have fresh memories about their experiences and their survey answers.

Final Remarks

Northern Michigan University seeks enhanced internationalization on campus through increasing the number of international students enrolled. The President of Northern Michigan University advocates for this goal, and the International Programs Office at NMU is one of the crucial players in achieving the university's internationalization efforts. While the University attempts to increase international student enrollment, the University, especially the IPO, must also provide high quality international student services.

In order to support internationalization efforts at NMU, the pilot program – Wildcats International Neighbors – was created and implemented during Fall 2013 semester. This was a cross-cultural program to connect international students with local community members to exchange cultures for a better understanding of the world. Furthermore, the pilot program served as the support program for international students in adjusting to local society.

The pilot program went well. Some program participants provided positive feedback about the pilot program through the program evaluation. For instance, one evaluation respondent said, “It was a great opportunity and experience to have. I really appreciate [the Graduate Intern] and [the] IPO people who helped to prepare this. Hope this program last[s] for a long time!” (Anonymous, personal communication, December 10, 2013).

Nevertheless, the pilot program needs improvement to provide better support for program participants. The proposed new version of W.I.N. will ensure program applicants understand the purpose of W.I.N., and will enhance participants' learning outcomes. Additionally, the new W.I.N. will be applicable when program applicants increase in the future. Hopefully, the IPO will accept this program proposal in order to provide high quality of service to international students. If the IPO improves and continues W.I.N., this program will be one of the most

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valuable programs at the International Programs Office and in assisting Northern Michigan University in its internationalization efforts.

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Appendix A

The Pilot Program Evaluation Form

The Wildcats International Neighbors Feedback

This is a survey regarding your experience with the Wildcats International Neighbors (W.I.N.). This survey is anonymous: no one in the International Programs Office will know who completed or who did not complete this survey; you can choose to complete or not to complete this survey without any penalties. You can withdraw from the survey at any point by closing the window.

Feedback will be used to improve the W.I.N. program. In addition, Manato will use the results for his capstone as a part of the requirement of the Master of Arts in International Education at SIT Graduate Institute. Manato will not know who completed or who did not complete the survey, and your name will not appear anywhere on his capstone paper.

Please contact Manato (906-227-2430 or mkaisho@nmu.edu), if you have any questions regarding this survey.

* Required

Demography *

You are participating in the W.I.N. as

- Local family
- International student

How often did you meet with your partner in each month this semester? *

If you did not meet with your partner at least once in a month, what were the reasons? *

Please address as many reasons as you have

What kinds of activities did you do with your partner?

Please list activities, events, places that went to with your partner.

What new cultural aspects did you learn from your partner? *

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What new cultural aspects did you learn about your OWN culture? *

Did you discover something new about your own culture?

Was the intercultural communication mini-workshop, which Manato led during the W.I.N. kick-off party in September, useful to you? Why or why not?

If you did not attend the kick-off party, please leave this section blank

***For local families only. Manato sent a couple of emails about culture shock, and mental health and international students this semester. Is there any other information you wished Manato had sent?**

How satisfied are you with Manato's support throughout the W.I.N.? *

1: very dissatisfied. 2: dissatisfied. 3: okay. 4: satisfied. 5: very satisfied.

Was the program packet (documents that Manato handed out during the kick-off party, or the document that Manato sent to you through email) helpful for you? *

1: Not useful at all. 2: Not useful. 3: Somewhat useful. 4: Useful. 5: Very useful

Is there anything that Manato/IPO can improve regarding the W.I.N.?

Would you consider participating to the W.I.N. again in the future? *

- Yes
- No
- I don't know

Please rate your overall satisfaction of the W.I.N. *

1: very dissatisfied. 2: dissatisfied. 3: okay. 4: satisfied. 5: very satisfied.

Please leave any comments here.

Before submitting your survey!

By clicking "submit" button, you allow Manato and the International Programs Office to use your response to improve the W.I.N. AND you allow Manato to use your response for his capstone: your name will NOT appear anywhere on his capstone. If you would like to know how your response was used in Manato's capstone, please contact him directly.

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Appendix B

Monthly Activity Schedule

Month	Activity	Location
Sunday, September 14, 2014	The Kick-Off Party	Whitman Commons, NMU Campus
Sunday, October 12, 2014	Intercultural Communication Workshop	IPO Office
Sunday, November 16, 2014	Holiday Potluck	Whitman Commons, NMU Campus
Saturday, February 7, 2015	Ski Trip at Marquette Mountain	Marquette Mountain
Saturday, March 28, 2015	Hiking at Sugar Loaf Mountain	Sugar Loaf Mountain (Meet outside Hedcock at NMU Campus)
Sunday, April 19, 2015	End of the Year Party	Whitman Commons, NMU Campus

*Wildcats International
Neighbors: W.I.N.*



Want to explore the world WITHOUT LEAVING your home??

Overview of this program

- We would like for community neighbors and international students to meet at least once a month throughout the 2014- 15 academic year to mutually share experiences. This is a great opportunity for everyone to explore each other's cultures.
- This is also a mentor program for international students to adjust to a new environment.

We believe this program will benefit you for following reasons:

- To explore other cultures from international students at NMU.
- To get international experience without leaving the U.S.
- To fulfill your satisfaction of helping international students' transition to American culture so that the students can achieve their academic and personal goals while they attend at NMU.
- Learning about other cultures and countries expands your knowledge of international affairs, as well as American culture.

To apply for this program, please send email to ipo@nmu.edu to obtain the Microsoft Word version of the application, and then fill it out and return it to IPO. Or please go to <http://www.nmu.edu/internationalprograms/node/228> to find the online application.

Application deadline is Monday September 8.

We will have a potluck style kick-off party on September 14, Sunday, from 5:30pm until 7pm at Whitman Hall Commons.

Contact Information: ipo@nmu.edu 906-227-2510

*Wildcats International
Neighbors: W.I.N.*



Want to explore the world WITHOUT LEAVING your home??

Overview of this program

- We would like for community neighbors and international students to meet at least once a month throughout the 2014-15 academic year to mutually share experiences. This is a great opportunity for everyone to explore each other's cultures.
- This is also a mentor program for international students to adjust to a new environment.

We believe this program will benefit you for following reasons:

- To explore other cultures from international students at NMU.
- To get international experience without leaving the U.S.
- To fulfill your satisfaction of helping international students' transition to American culture so that the students can achieve their academic and personal goals while they attend at NMU.
- Learning about other cultures and countries expands your knowledge of international affairs, as well as American culture.

*Wildcats International
Neighbors: W.I.N.*



To apply for this program, please fill out attached application form, and mail it by **Monday September 8.**

The mailing address is:

Northern Michigan University
International Programs Office
C. B. Hedgcock 2101
1401 Presque Isle Ave
Marquette, MI 49855

Or please send an email to ipo@nmu.edu to send you application or link to online application.

We will have a potluck-style kick-off party at Whitman Hall, NMU, on Sunday September 14, from 5:30pm until 7pm.

*Wildcats International
Neighbors: W.I.N.*



***Want to share your cultures with people in the
U.S.??***

Overview of this program

- We would like for community neighbors and international students to meet at least once a month throughout the 2014-15 academic year to mutually share experiences. This is a great opportunity for everyone to explore each other's cultures.
- This is also a mentor program for international students to adjust to a new environment.

This program will benefit you for following reasons:

- To share and learn cultures with local neighbors.
- To help you adjust to American culture easier.
- To provide opportunities for you to share your culture with American people.
- To improve your English skills, and make American friends.

To apply for this program, please send an email to ipo@nmu.edu to obtain the Microsoft Word version of application, and then fill it out and return it to him. Or please go to <http://www.nmu.edu/internationalprograms/node/228> for the online application.

Application deadline is Monday September 8.

We will have a potluck style kick-off party on Sunday September 14, from 5:30pm until 7pm at Whitman Hall Commons.

Contact Information: International Programs Office, ipo@nmu.edu
906-227-2510 Hedgecock 2101

Appendix F

Application Form for Local Community Members

**Wildcats International Neighbors: W.I.N.
Application Form for Local Community Members**

*Please fill it out this form and return to International Programs Office by ***Monday, September 8** via email or mail.

- Overview of this program:
 - We would like for community neighbors and international students to meet at least once a month throughout the 2014-15 academic year to mutually share experiences. This is a great opportunity for everyone to explore each other's cultures.
 - This is also a mentor program for international students to adjust to a new environment.
- IPO will contact you through email toward the end of each semester (the end of November and the end of April) for feedback on this program.
- We will do our best to pair you with international students based on your needs, interests and hobbies.
- We will host Monthly Activities, and we strongly encourage you to attend them with your partners.
- We will have a potluck-style kick-off party on Sunday, September 14 from 5:30pm to 7pm at Whitman Hall Commons. It is not a mandatory gathering, but it is best to attend it to meet your partners.

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Contact Information

Mailing Address:

Northern Michigan University
International Programs Office
C.B. Hedgcock 2101
1401 Presque Isle Ave.
Marquette, MI 49855-5301

For NMU faculty and staff members, can use campus mail to submit the application form, if you would like to do so: IPO C.B. Hedgcock 2101.

Office: 906-277-2510

Please contact Manato, or go to <http://www.nmu.edu/internationalprograms/node/228> for detail of this program.

If you have question with regard to this application, please contact us.

We greatly appreciate your interests in this program, and your time to fill out and return this application.

*Please keep this page with you for future reference.

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Name: _____ Age (Optional): _____

Gender: _____ Have you hosted foreign student(s) before? Yes No

Occupation: _____

If you work at NMU, at which department?: _____

Contact Information

Phone: _____ Email Address: _____

Home Address: _____

Preferred method of communication: Phone Email Other (please specify) _____

Languages you can communicate in besides English: _____

Please list the other residents at your home.

Name (Required)	Gender(Required)	Age (Optional)
-----------------	------------------	----------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

If it were **possible**, would you like to be paired with an international student from a particular country or region? If so, which country or region?

If you are willing to be matched with more than one student, what is the maximum number? _____

Preference of gender of international student(s): Male Female No Preference

Do you have pet(s)? If so, how many, and what type of animals and their size (small, medium, large, or extra-large)?

Do you smoke? Yes No

Do you mind if your partner smokes? Yes No

Your hobbies:

What cultural aspects would like to **share** with international students? (Ex. language, food, sports, etc.)

What cultural aspects would like to **learn** from international students? (Ex. language, food, sports, etc.)

Please tell us how you found out about this program: NMU website, campus media, etc.? Please be specific.

Please tell us why you would like to apply for this program. Please be as specific as possible.

Please provide us two references: name and contact information.

1.

2.

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If you are involved in other community commitments, please list them.

By signing this form, I agree to meet international students at least once a month for the academic year.

Signature: _____ Date: _____

Appendix G

Application Form for International Students

**Wildcats International Neighbors: W.I.N.
Application Form for International Students**

*Please fill it out this form and return it to International Programs Office by ***Monday, September 8** through email or drop at C.B. Hedcock 2101.

- Overview of this program:
 - We would like community neighbors and international students to meet at least once a month throughout the 2014-15 academic year to mutually share culture. This is a great opportunity for everyone to learn each other's cultures.
 - This is also a mentor program for international students to adjust to American culture.
- IPO will contact you through email toward the end of each semester (the end of November and the end of April) for feedback on this program.
- We will do our best to pair you with local community members based on your needs, interests and hobbies.
- We will host Monthly Activities, and we strongly recommend you to attend them.
- We will have a potluck-style kick-off party on Sunday, September 14 from 5:30pm to 7pm at Whitman Hall Commons. It is optional gathering, but it is best to attend it to meet your partners.

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Contact Information

International Programs Office

Email: ipo@nmu.edu

Campus Address: International Programs Office
C. B. Hedgcock 2101

Office: 906-277-2510

Please contact IPO, or go to <http://www.nmu.edu/internationalprograms/node/228> for details of this program.

If you have question with regard to this application, please contact us.

We greatly appreciate your interests in this program, and your time to fill out and return this application.

*You need to return only next two pages.

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Name: _____ Age: _____
Gender: _____ Origin of country: _____
Major at NMU: _____ Second Major or Minor(s): _____

How long have you lived in the U.S.?

How long have you studied at NMU?

Are you NELI student? Yes No

Contact Information

Phone: _____

NMU Email Address: _____

Address in the U.S.: _____

Preferred method of communication: Phone Email Other (Please specify) _____

Native language(s): _____

Are you allergic to any animals, or are you afraid of any kinds of pet, ex. dog, cat, etc.?

Do you smoke? Yes No

Do you mind if your partner smokes? Yes No

Your hobbies:

What cultural aspects would like to **share** with local community members? (Ex. language, food, sports)

What cultural aspects would like to **learn** from local community members? (Ex. language, food, sports)

Please tell us how you find out about this program: IPO website, International Student Orientation, etc.? Please be specific.

Please tell us why you would like to join this program. Please be specific.

Are you involved in other extracurricular activities? If so, please list them.

By signing this form, I agree to meet local community members at least once a month for the academic year.

Signature: _____ Date: _____

Appendix H

Crises Response Plan

**Wildcats International Neighbors
Crisis Response Plan**

This Crisis Response Plan is applicable to crisis that takes place outside Northern Michigan University's property since NMU's Emergency Response Guidelines apply only within its property.

This Crisis Response Plan is based on NMU's Emergency Response Guidelines. Everything is the same as NMU's plan except the communication channel. Thus, in case of emergency, the International Programs Office staff members need to follow both NMU's Emergency Response Guidelines and this Crisis Response Plan.

Communication Channel

1. W.I.N. participants call 911 for emergency assistance.
2. W.I.N. participants call the International Programs Office's general phone number, 906-227-2510. If it is after office hours, they call the Coordinator of International Student and Scholar Service.
3. International Programs Office staff member report to the Director of International Programs Office.
4. Meanwhile, if international student participants are on the phone and need help with English, IPO staff members are strongly encouraged to travel to the scene to assist the local authority.
5. In the case of the death of program participants, the Director of International Programs Office reports to the Vice President of Student Services.

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After Crisis

- Provide a list of on-campus and off-campus after-care services, such as mental health support, to involved participants. If it is necessary, refer them to appropriate services.
- Conduct weekly check-ins with involved participants at least for four weeks, or until International Programs Office staff members feel it is necessary.
- Meanwhile, hold a follow up meeting at the International Programs Office to discuss the crisis, and how the office responded to the situation. Assess crisis responses, and make recommendations for future.

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Appendix I

Wildcats International Neighbors Survey Form

Wildcats International Neighbors Feedback Survey

This survey will be used to improve W.I.N. so that IPO can provide better services for you.

This survey is optional and all your answers are confidential.

If you choose to continue, please answer all the questions.

Please submit your answer by Monday, December 15, 2014.

If you have any questions regarding the survey, please feel free to contact IPO at 906-227-2510,
or ipo@nmu.edu.

Demography

You are participating in W.I.N. as a(n)

- Local Community Member
- International Student

How often did you meet with your partner?

1. Once a month
2. 1~3 times a month
3. Once a week
4. 1~2 times a semester
5. Did not meet with partner at all

If you choose #5 on the previous question, please tell us the reasons for not meeting with your partner.

***For local community members only* Did any of your family members join in W.I.N. related activities?**

- Yes
- No

If you met with your partner, please list the activities, including Monthly Activities, you did with your partner.

What new cultural aspects did you learn about YOUR PARTNERS' CULTURE?

What new cultural aspects did you learn about YOUR OWN CULTURE?

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***For international student participants only* Did participating in W.I.N. help you adjust to American culture? Why or why not?**

Did you attend any Monthly Activities?

- Yes
- No

If you attended any Monthly Activities, which event was your favorite?

Was the program packet helpful for you?

1. Not at all useful
2. Not really useful
3. Neither
4. Useful
5. Very useful

Are you satisfied with frequency of communication from coordinator?

1. Not at all satisfied
2. Not really satisfied
3. Neither
4. Satisfied
5. Very satisfied

How satisfied are you with coordinators' supports throughout this semester?

1. Not at all satisfied
2. Not really satisfied
3. Neither
4. Satisfied
5. Very satisfied

Will you consider participating in the W.I.N. program again?

- Yes
- No
- I don't know

Is there anything that coordinators can do to improve the W.I.N. program?

Over all satisfaction with W.I.N.

1. Not at all satisfied
2. Not really satisfied
3. Neither
4. Satisfied
5. Very satisfied

Are you willing to meet a coordinator for an in person or Skype interview for further questions? *If you choose "Yes," a coordinator will contact you to set up a time with you.

- Yes
- No

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Appendix J

Wildcats International Neighbors

Interview Questionnaire

For local community members

1. Was it difficult to communication with an international student? Why or why not?
2. (If applicable to an interviewee) How often did your family members joined W.I.N. related activities? Did they enjoy interacting with an international student? Did your family members learn about new culture from an international student?
3. Was explaining about American culture to an international student difficult? Why or why not?
4. What was the most exciting aspect from interacting with an international student partner?
5. Can you tell us about opinion about the program packet? How can it be improved?
6. Are there any disappointing aspects about W.I.N.?
7. Is there anything that you would like to share with us?

For international students

1. Please tell us details whether or not W.I.N. help you adjust to American culture.
2. Was explain your culture to American people difficult? Why or why not?
3. Was it difficult to communicate with someone from different culture besides due to language?
4. What was the most exciting aspect from interacting with your local community partner?
5. Can you tell us about your opinion about the program packet? How can it be improved?
6. Are there any disappointing aspects about W.I.N.?
7. Is there anything that you would like to share with us?