



**Culture Friendly Consulting, LLC**

# Diversity Symposium: Integration and Campus Engagement

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HELEN PARK JAMESON

# German Proverb

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*“To a worm in a jar of horseradish,  
the whole world is horseradish.”*

# What I plan to share with you today.

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- A bit of my philosophy, experience(s) and approach to intercultural consulting and training.
- Review specific programs –
- Provide tips on “*things to consider*” as you begin and/or further similar journeys on your own campus.

My comments, observations, opinions, and perspectives regarding my experiences at the University of Iowa are simply that. They do not necessarily reflect the views of the University of Iowa, its leadership, and/or employees.

# International Student & Scholar Support

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- The Basics
- International Student Orientation
- Nationality and Regional Student Organizations
- Cultural Diversity Day Festival

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- But I arrived approximately one week after 9/1/01
- The UI was in the process of implementing an int'l st. fee
- Gary Althen had announced his retirement and would be there one more year.

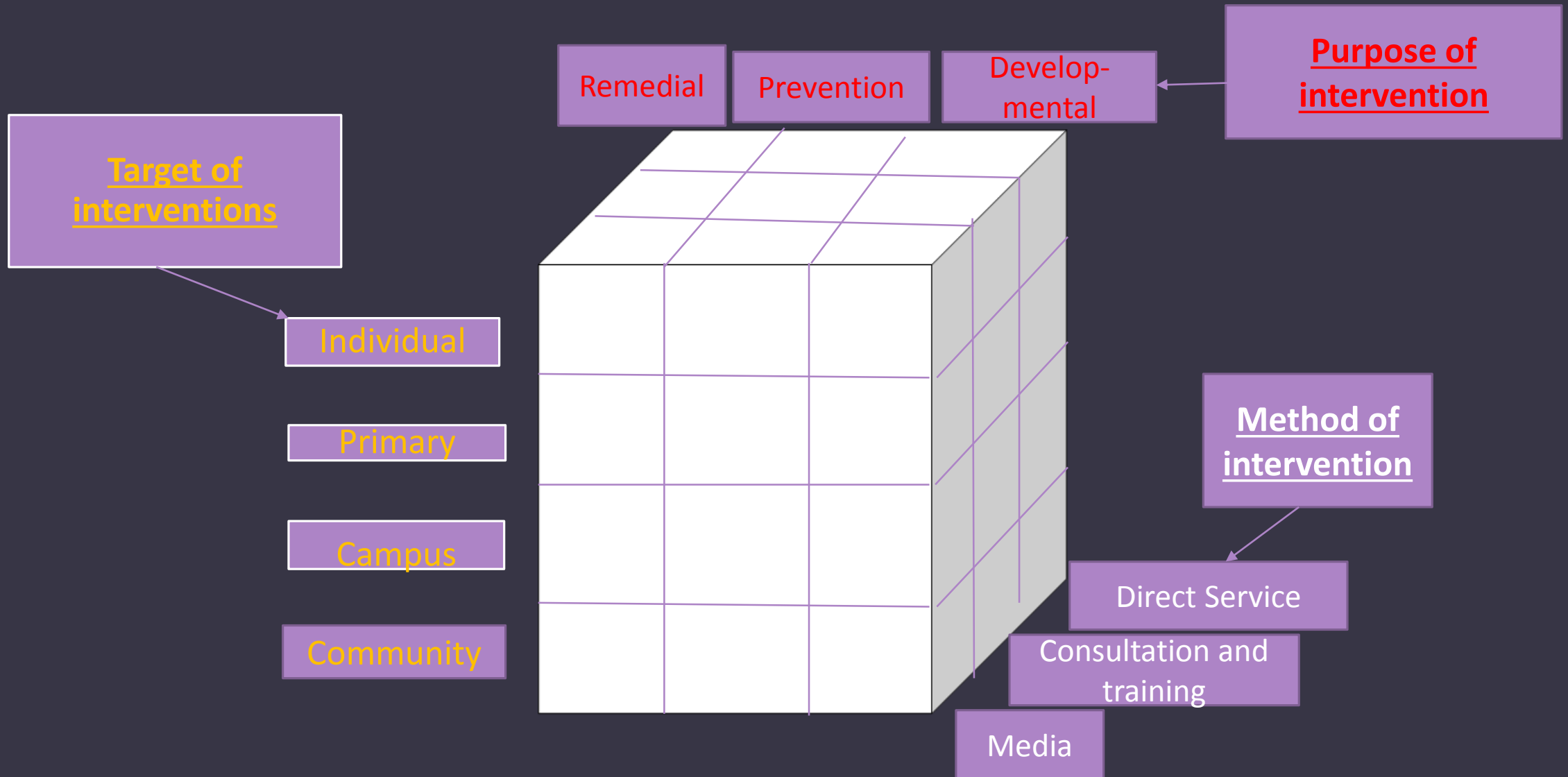


# What could be added to an already strong int'l student support system?

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- OASIS
- Café Central
- Life in Iowa
- Global Buddies (OISS and Study Abroad Office)
- Small Group Orientation Leaders (Becky Zama, Iowa State Univ.)
- Conversation Partners (Maureen Burke - ELL)

# Cube Programming Model - Ursula Delworth



How can OISS impact the environment  
in which international students,  
live, study and play?

# Assessment – Who, What, When, Where Why and How? Define it!

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- Who? Faculty, diverse students, staff, community, funding sources and potential funding sources
- What? Have a clear purpose
- When? Timing is important
- Where? Safe environment, secure data
- Why? Credibility, targeting, energy, making the case, need
- How? Focus groups, surveys, assessment tools, observation

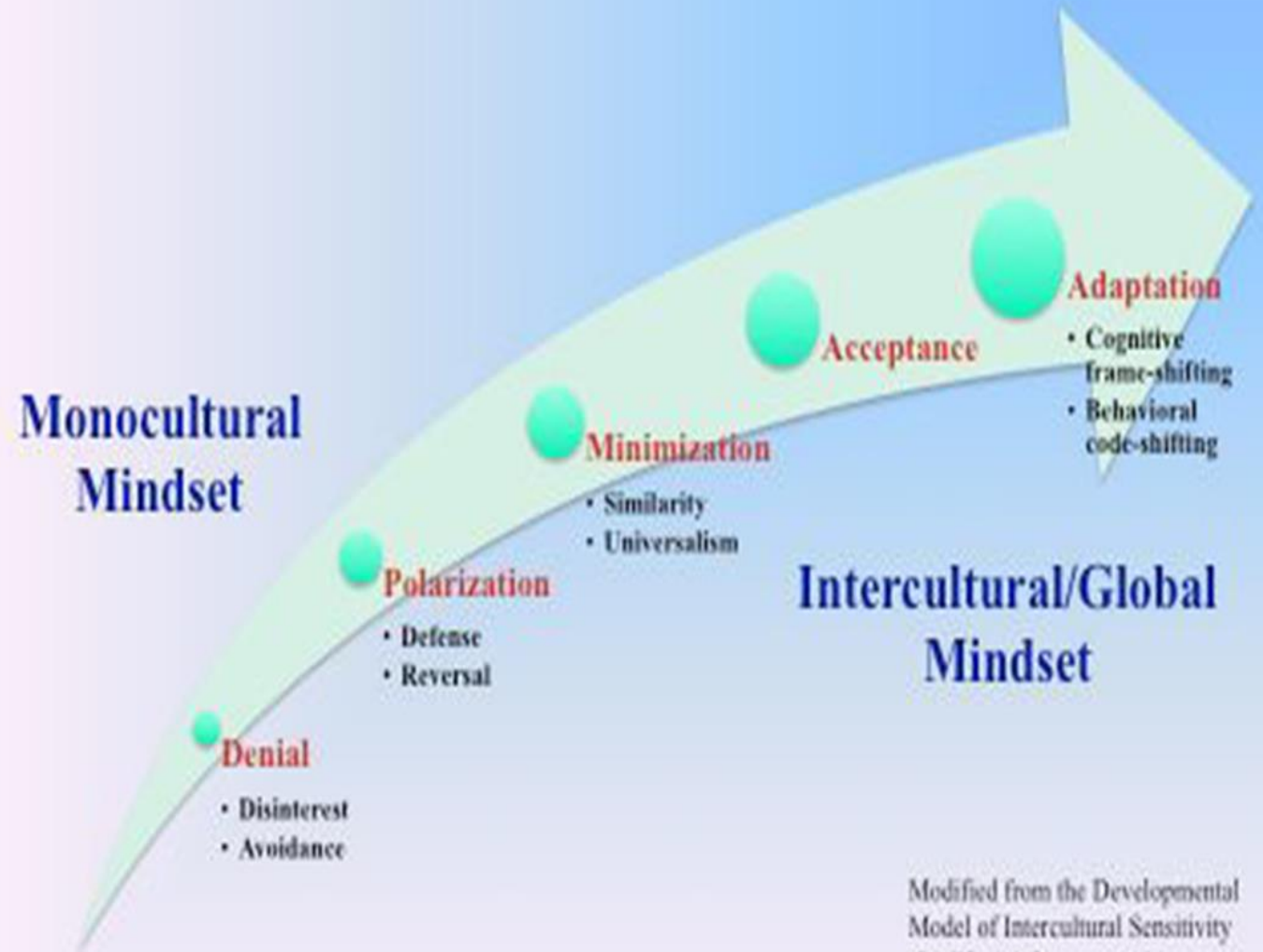
# Policy, Procedures and Practices

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- Continually, review and assess and update at your own unit level – Listen, surveys, focus groups, committees, discuss with colleagues on other campuses
- Build powerful coalitions to update campus-wide PP&P and/or design anew

# Intercultural Development Continuum

Dr. Mitchell R. Hammer



Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986

# DMIS Monocultural Mindsets

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➤ **Denial** – inability to construe cultural differences

- Disinterest and avoidance

➤ **Polarization** – recognition of cultural differences coupled with negative evaluation of other culture. Very much an “Us vs. Them” mentality

- Defense
- Reversal

# DMIS Transitional Stage

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## ➤ **Minimization**

- Overemphasizes commonalities and underemphasizes differences

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The Golden Rule  
vs.  
The Platinum Rule

# Intercultural/Global Mindset

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- **Acceptance** – Recognition and appreciation of cultural difference in behavior and values. Acceptance of but not necessarily agreement with cultural differences)
- **Adaptation** – Enables perceptual shifts into different cultural contexts – shift to understand different organizations of reality and appropriate, alternative forms of behavior.
  - Cognitive frame-shift
  - Behavioral frame shift

# Building Our Global Community (BGC)

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- Began 2004 and was collaboratively implemented by OISS and UILD
- Facilitators (of these 2 hour workshops) are faculty, staff and students from across campus
- Provides 10 to 15 workshops designed to offer UI faculty and staff the skills and insights useful as they seek to educate and serve the UI international population (and sometimes more)
- Global certificate – required intro. workshop plus any other 4 workshops of the participants choosing – and an annual certificate ceremony

# Intro. BGC Session (required for certificate)

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- Brief summary of int'l student and scholar statistics at UI and nation wide.
- Brief overview of the regulations governing students entering the US on F and J visas
- Overview of cultural adjustment process
- Redundancia
- Int'l Student and Scholar Panel

# Some BGC Workshop Titles

Immigration Regulations that Affect International Students

Cross-cultural Insights Into Supervising and Being Supervised

LGBT Worlds: A Look at Sexual Orientation and International Students

Intercultural Conflict Styles (Hammer's Model)

Muslim Student Experiences on a Secular Campus

US American Culture(s) as Seen Through Foreign Eyes

The J-1 Scholar: Philosophy, Policies and Procedures

Pronunciation of Chinese Names

Country/Culture Workshops

Creating Welcoming Environments    Cultural Insights: Fairy Tales, Fables, and Fun

Immigration in Iowa: Past, Present, and Future

White Privilege: Lessons From Both Sides of the Ocean

Intercultural Growth: Let's Get Personal (DMIS/IDI)

# Quotes from BGC participants:

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- *“This session should be recommended to all employees and REQUIRED for all supervisors.”*
- *“The quiz results definitely surprised me and I realized that maybe I am not as culturally aware as I think I am. It’s made me start to think more about my actions and interactions with other cultures and to work towards doing even more to work and interact in a better manner.”*
- *“Great instructors, knowledgeable, and willing to take tough questions.”*

# Going Global in Iowa (GGI)

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- 2005-06 Year of Public Engagement (YPE) seed grant to gauge the level of interest in training services, and develop workshops to meet the needs of off campus businesses and non-profits in the state.
- GGI offered customized, interactive workshops on a sliding fee scale to help organizations develop the cross-cultural skills and “know-how” to serve an increasingly international population
- Examples of customers – Bank tellers, other colleges and universities, fair housing association, large insurance company, and more.

# Quotes from GGI participants

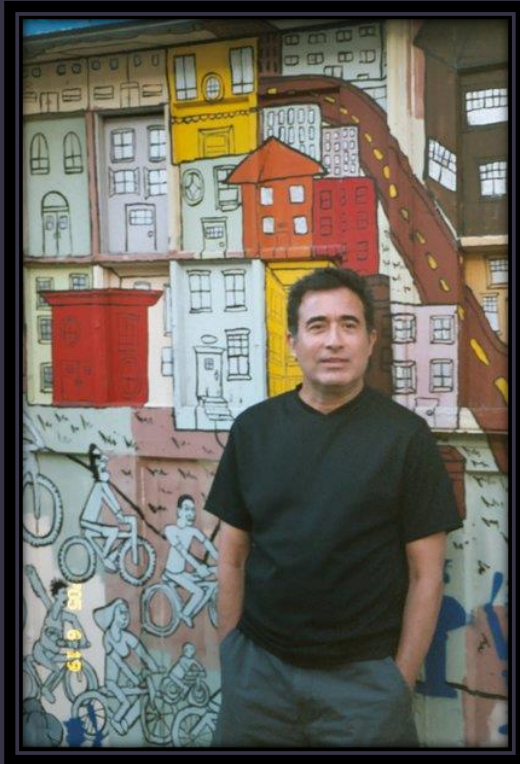
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- *“I began to see international students and staff as a great resource for us to learn from.”*
- *“[I learned] Having “good intentions” and a “naturally friendly” personality is just not enough. Thanks for offering much more!”*
- *“I gained a broader base of appreciation for some of the reasons that people may respond in unexpected ways to the same situation, and now I have clues about better ways to respond when my “usual” approaches don't seem to yield the expected results. I now feel more confident about communicating, both understanding others and being understood.”*

# Bridging Domestic and Global Diversity: A Training Program For Student Leaders

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Dr. Dorothy Simpson-Taylor, Director of Diversity Resources  
Helen Jameson, Manager, Intercultural Training, Int'l Programs  
Carlos Serrato, Asst. Dir. Office of Student Life  
University of Iowa



# Bridging Domestic and Global Diversity: A Training Program for Student Leaders

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- ❖ In 2007, OISS received a UI Catalyst Seed Grant to work collaboratively with the Director of Diversity Resource and the Asst. Director Office of Student Life.
- ❖ 20 to 25 students are selected each year to participate – competitive, based on needs related to the make up of the group. Goal – roughly 1/2 graduate and 1/2 undergrads. Roughly, 10 underrepresented domestic students, 10 international students, and 5 students from the majority culture on campus (white students)
- ❖ Series of on-going sessions required 2 X per month during spring semester
- ❖ Utilizing the talents and expertise of staff from across campus
- ❖ Theory based – DMIS



# The Vision

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Bridging the gap and creating paths between UI international students and domestic students of color, as well as, others with white privilege who are interested in this bridging process and their role in it.

# Why Such A Vision

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- ❖ Overcome stereotypes,
- ❖ Develop bridges across historical and political divides
- ❖ Share resources, and
- ❖ Empower groups of underrepresented students on campus to work together toward common goals (and at the same time, recognize/acknowledge the between group differences)



# The Goals

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- ❖ Increased Cultural Competence –
- ❖ Impact beyond the target group –
- ❖ Developing Strategies -



# Difficult Conversations -

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- ❖ Stereotypes-all around
- ❖ Racism and other “isms”
- ❖ Socio Economic Status
- ❖ Mixed Race/1st and 2<sup>nd</sup> generation
- ❖ White power and privilege
- ❖ Social justice
- ❖ Lots of personal stories



**Dr. Eva Schoen**  
**Senior Staff Psychologist,**  
**Univ. of Iowa**

# The Content

- ❖ Intro session
- ❖ Rice Around the World
- ❖ DMIS theory and IDI feedback
- ❖ Cultural Self Awareness (minimization)
- ❖ Multicultural Leadership
- ❖ White Privilege: Lessons Learned from Both Sides of the Ocean
- ❖ Intercultural Conflict Styles Inventory (Mitchell Hammer)
- ❖ Open Forum (student organized and implemented)
- ❖ Certificate Ceremony
- ❖ Alumni Activities – student government funds



**ACKNOWLEDGE YOUR IDENTITY. EMBRACE OUR DIVERSITY.**  
BRIDGING DOMESTIC & GLOBAL DIVERSITY

**INTERCULTURAL & DIVERSITY RALLY**

**Friday, Oct 7, 2011 - 12pm-2pm  
at Kautz Plaza (T. Anne Cleary Walkway  
behind Calvin Hall)**

**SPEAKERS:** BRIDGING DOMESTIC & GLOBAL DIVERSITY

Trevis Henderson  
Bridge Alumni and Diversity  
Rally Planning Committee

Ellen Higgins  
UISG President

Kathrold Nwasa  
UISG Diversity Advocate

Soung Rang  
Bridge Alumni UI  
Undergraduate Student

David Haynes  
Bridge Alumni  
UI Graduate Student

Torana Bill  
ECGPS Diversity  
Coordinator

Information tables on the Bridge program,  
UISG, ECGPS, and the Cultural centers  
Speeches on Diversity at the  
University of Iowa

This event is sponsored by The Bridging domestic  
and Global Diversity Program Alumni, International  
Programs, University of Iowa Student  
Government, Executive Council of Graduate and  
Professional Students.

**First 400 people  
get a free T-Shirt!!!**

The University of Iowa INTERNATIONAL PROGRAMS UISG

# Some of my favorite activities

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- Redundancia (Nipporica Associates, Cultural Detective)
- In the Box, Out of the Box (Dr. Sherry Watt)
- Circles of Multi-Cultural Selves (Paul C. Gorski)
- “Where Am I From” poetry assignment (George Ella Lyon)
- Crossing the Line
- Craig Storti – Cross Cultural Dialogues

# What Makes the Bridge Program Unique?

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- ❖ Collaboration and sharing of resources among various
- ❖ offices and staff
- ❖ Staff/student ratio
- ❖ Length of program and thus opportunities for relationships to develop and reflection to take place
- ❖ Transparent approach ~ Shared DMIS theory (foundation) with participants
- ❖ Competitive application process
- ❖ Graduate and undergraduate students sharing with and learning from one another



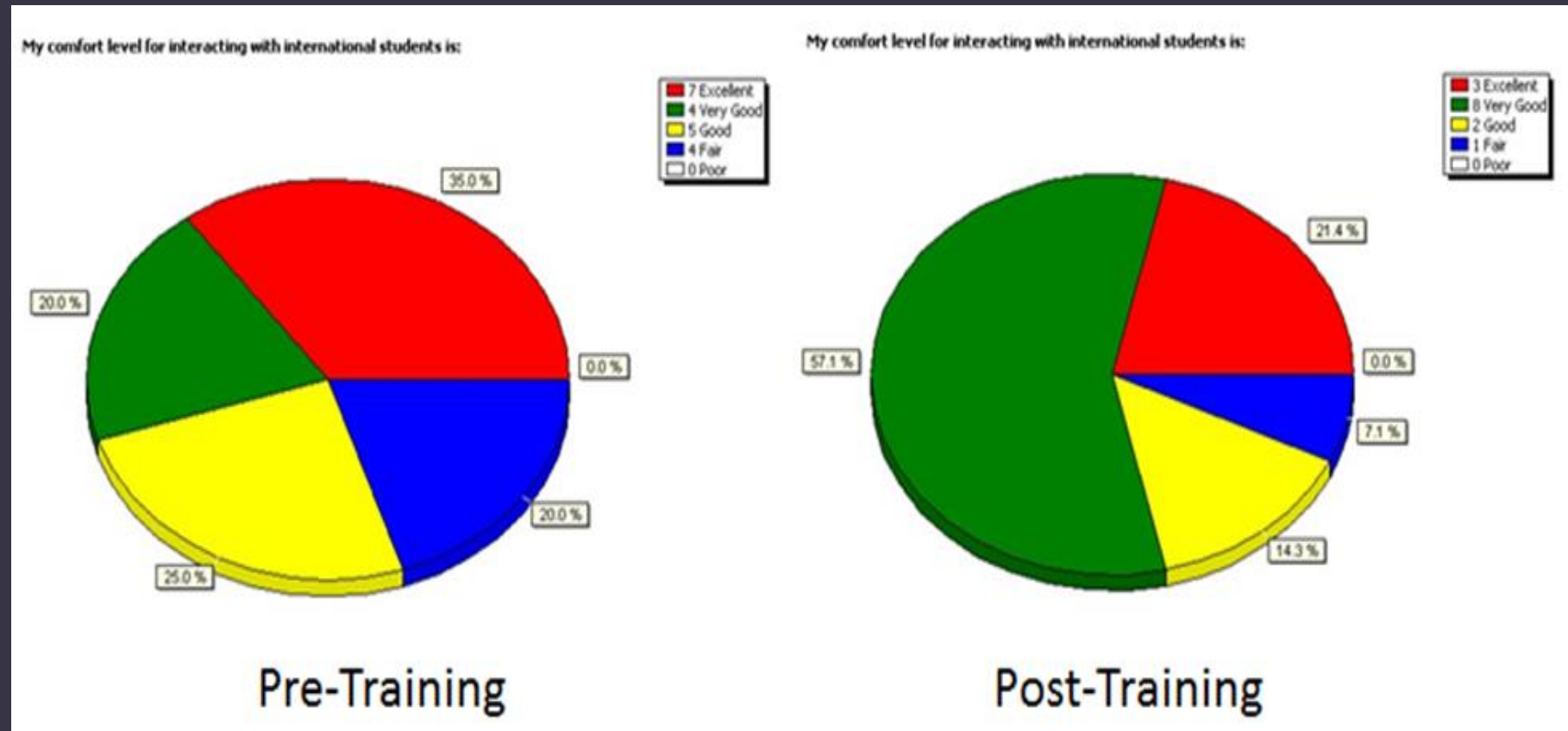
# Program Evaluation (Spring Semester, 2011)

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100% of the participants found the Bridge program beneficial to them. However three students dropped out for a variety of reasons.

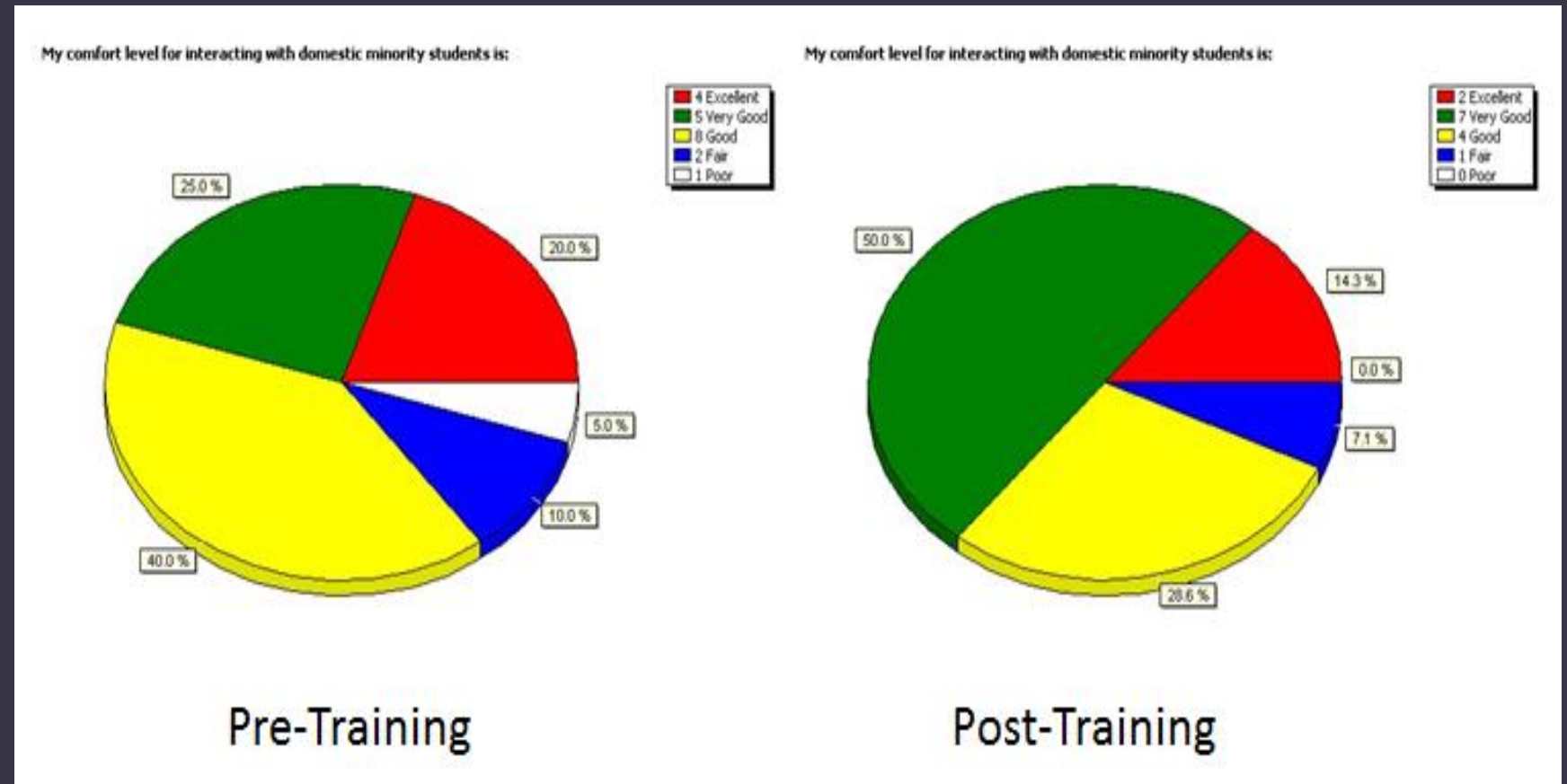
# Comfort level for interacting with Int'l St.

Red – Excellent  
Green – Very good  
Yellow – Good  
Blue – Fair  
White - Poor



# Comfort level interacting with Domestic Minority St.

Red – Excellent  
Green – Very good  
Yellow – Good  
Blue – Fair  
White - Poor



# How has the Bridge program impacted you?

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- ❖ “I understand more than ever that my attempt to understand others to a fuller degree begins with understanding how my life experiences impact how I see the world.”
- ❖ “The IDI was really influential in helping me understand ways to talk to people about diversity/difference and meet them at an appropriate starting point.”
- ❖ “I feel more comfortable in my own skin.”
- ❖ “The finding that I’m not alone in this changing world, and learning to comfortably communicate with others with many differences.”
- ❖ “The ability to express myself without fear of being looked down upon.”
- ❖ “Now I feel like a member of the 'global world' rather than a stranger in the United States.”

How do you anticipate the Bridge program will impact your future studies, career or other activities?

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- ❖ *“The IDI will also continue to serve as a lens for me in thinking about communicating across differences.”*
- ❖ *“It is a big impact on me because I felt more comfortable about my cultural background and learned to interact with people with differences.”*
- ❖ *“I am very cognizant that cultural differences exist in my interactions, even with those who seemingly have similar backgrounds to me. This assists me in being more understanding and patient with others as well as more curious about what influences others have had within their lives.”*

Sentiments shared at the Open Forums

**DON'T BELIEVE  
EVERYTHING  
YOU THINK**



**DONT KEEP  
CALM  
GET ACTIVE  
CHANGE THE  
WORLD**

# Collaborate, Collaborate,

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*Recognize differences*

**Know your limits & Push your limits**

Transparency

**It's a Learning PROCESS**

*Create safe places*

**Acknowledge power and privilege**

*Involve Heads, Hearts and Hands*

Have fun

Work hard at it

Assessment

Listen Carefully

**RESPECT**

**BELIEVE**

Communication Styles

Political correctness (careful)

Theory based (DMIS)

**REFLECT**

*Share stories*

**Build Trust**

*You don't have all the answers*

Increase cultural and racial self-awareness

*It's Developmental*

# And Collaborate Some More!

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- Visibility
- Listen and be respectful
- Give and take feedback gracefully
- Relationships - both face-to-face and social media
- Take ownership/responsibility when necessary, and share ownership when receiving accolades (utilize various forms of privilege for equity)
- Celebrate differing and multiple perspectives
- Credibility – know theory and how it relates to practice
- Evaluate program and provide everyone with reports

# Marianne Williamson

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*“In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it.”*





Thank you for listening and for your time!  
I'll be happy to try to answer  
any questions you may have.