

Student Intercultural Development Campus-Community Engagement Pilot Project

Project Description

Need for Intercultural Learning & Development

As a land grant institution, K-State is committed to developing students who are ready to engage their careers and communities in order to make progress on the daunting challenges facing a diverse and changing world. Inherent to this challenge is the need for intercultural awareness and competence. In a time of increased racial tension and calls for social justice in higher education, both nationally and locally, K-State launched the One Family: Intercultural Development Initiative to explore how to cultivate a more reflective and proactive community where diverse perspectives feel truly valued, heard, and engaged. This initiative was sponsored by both the President and Provost to engage over 1,000 community voices (over 50 units on campus with over 25 community dialogues) of administrators, faculty, staff, students, and community members to explore the scope and breadth of intercultural development work currently being done on campus and the potential to intentionally support and expand this work. The most crucial theme to emerge from community conversations was **the need for Intercultural Development Training and Intercultural Immersion Experiences providing a Safe Space to Experience Commonalities and Differences and partake in Courageous Conversations**. The community dialogues that took place indicated the need for more dialogues and storytelling in the form of a Freshman Seminar and university-wide student-centered “Wildcat Dialogues”. This project will support the development of an intentional sequencing of K-State’s *First-Year Intercultural Immersion Experience*, as well as create expanded opportunities for intercultural development training across the entire campus and the Manhattan community.

Engagement Activities

Specifically, we will engage the campus and community through the integration of (1) public dialogue-based events, (2) leadership training and educational programs, and (3) cross-disciplinary curricular approaches, including service-learning and community-engaged scholarship. The Intercultural Development Inventory (IDI), a validated psychometric tool developed from the Developmental Model of Intercultural Sensitivity (Bennett) already being used across campus with hundreds of administrators, faculty and staff, would be a key learning tool supporting these efforts to launch an intercultural learning student engagement initiative over the next two years. Through these approaches we will build up a foundation of change agents or “Intercultural ambassadors, advocates, and mentors” within our community to create sustainability for an intercultural student initiative that will be housed out of the Division of Student Life, Diversity and Multicultural Student Affairs beginning in the summer of 2018. These ambassadors would gain a deeper understanding of intercultural learning through structured trainings and further intercultural learning on campus and beyond.

Campus and Community Dialogues - We plan to engage audiences through intercultural immersion activities and intentional dialogue at the K-State Wildcat Warm-up (Intercultural Immersion Experience; approximately 500 first-year students and 20 student/faculty/community

facilitators), a new university-wide event called Wildcat Dialogues (up to 1000 students and 100 student/faculty/community facilitators), and a Community Conversation event (up to 100 community members)

Developing a Leader/Facilitator Network - All leaders/facilitators for these public events will take the IDI assessment, and receive IDI group coaching and facilitation training to equip them to lead others in courageous conversations. We will host at least 6 facilitator trainings over two years.

Intercultural Training - Participants at any event may express interest in further training and development regarding intercultural learning. Those who express participate in “Tier 1” of the Intercultural Development and Advocacy Model (see Appendix) to further their development as intercultural ambassadors, advocates, and mentors. We will host at least 6 open trainings over two years. Participants who have completed Tier 1 training will also be recruited to join the “Facilitator Network” for future events.

We will utilize feedback with all participants for the purpose of project assessment. (Ex. “One-Family Initiative Module One” survey in Appendix). Additional activities include curricular and co-curricular engagement through integration of IDI in academic courses (e.g., Human Ecology, Leadership Studies, and others), as well as intentional training and dialogues with student organizations and community groups (see list of campus and community partners in Appendix).

Timeline of Project

Summer 2018	Wildcat Warm-Up Intercultural Immersion Experience; <i>Facilitator Training</i>
Fall 2018	Wildcat Dialogues - <i>Facilitator Training; Tier 1 Training</i>
Spring 2019	Community Conversation in developed and facilitated as a service learning/community engagement through Cats for Inclusion project (instructor, Kerry Priest) <i>Facilitator Training; Tier 1 Training</i>
Summer 2019	Wildcat Warm-Up Freshman Intercultural Immersion Program; <i>Facilitator Training</i>
Fall 2019	Wildcat Dialogues - <i>Facilitator Training; Tier 1 Training</i>

Accomplishment Benchmarks

The short-term goals for change include; (1) Increased number of intercultural ambassadors, advocates, and mentors; (2) Increase integration of intercultural learning and the IDI in curricular, co-curricular, and community activities/approaches/training, (2) Set the foundation for additional funding, programs, and engaged research/scholarship around intercultural learning.

The Role of Collaborative Partners

We anticipate this project will engage many on and off campus partners. For the purpose of this proposal, the primary partners are: K-State Division of Student Life, Diversity and Multicultural Student Affairs - providing leadership and coordination for Wildcat Warm-up, Intercultural

Immersion Experience; Staley School of Leadership Studies - providing leadership and coordination for Wildcat Dialogues; K-State Research and Extension - providing intercultural community-wide resource support and engagement; College of Human Ecology - providing research and development regarding intercultural immersion experiences abroad; Manhattan Committee on Race Reconciliation - providing platform and network for Community Dialogue
Additional confirmed campus partners: K-State First providing curricular and facilitation support for intercultural immersion experiences.

The following units are committed to having members trained as IDI Qualified Administrators by August 2018. There are many more interested and coming on board that could support individual and group consults with students as well as intercultural learning training and development: College of Human Ecology, College of Engineering, K-State Global Campus, Human Capital Services, The Division of Student Life (Diversity & Multicultural Student Affairs, Academic Achievement Center, LGBT Resource Center, Student Access Center, Diversity and Multicultural Student Affairs, Career Center, Veteran Student Services & Housing and Dining), The Staley School of Leadership Studies, The Office of the Provost (K-State First & Office of International Programs), College of Veterinary Medicine, Division of Communications & Marketing, Office of Administration and Finance, Office of the President, College of Education, College of Agriculture, College of Arts and Sciences (Office of the Dean, Department of Physics, Department of Sociology), K-State Research and Extension, and the College of Business.

Potential impact for all collaborative parties

The long-term potential impact of this project includes an intentional and strategic cultural climate shift (thoughts, behaviors, and policies) throughout our campus and community to create a more welcome and inclusive environment through the creation of a network of intercultural ambassadors to promote intercultural learning experiences within K-State and Manhattan community. We will be moving *from* checking the diversity box *to* infusing intercultural learning systemically. The impact for all parties includes:

1. Increased self-awareness and intercultural learning
2. Increased understanding of different worldview frameworks
3. Developing capacity for positive intercultural relationships
4. Promote lived values of “K-State Family” and Principles of Community on and off campus
5. Advance goals of KSUnite
6. Build greater sense of campus-community and beyond
7. Advance democratic/civic aims of higher education/K-State Mission
8. Leadership development and career preparation