

Panther Ambassadors for a Culturally Competent Campus

The Panther Ambassadors for a Culturally Competent Campus (PAC3) program was designed with two primary goals in mind:

- To help students improve their cross cultural interaction skills
- To increase cross cultural interactions on campus

The PAC3 Seminar specifically focuses on helping University Housing students improve their cross cultural interaction skills. In order for us to achieve the first learning goal above, we identified the following objectives for the seminar:

- Identify how one's individual culture frames perspective and informs intercultural interactions;
 - Describe their own cultural identities (diversity dimensions);
 - Express how their cultural identities (diversity dimensions) intersect with each other;
 - Identify how their personal experiences influence their cultural identities;
 - Identify how their cultural identities (diversity dimensions) influence their personal experiences;
- Describe cultural competency concepts and theories;
 - Improve their understanding of cultural patterns, norms, traditions, and the lifestyles of self and others;
- Synthesize skills of contextual communication, self-regulation, and exploration to navigate cross-cultural interactions;
 - Demonstrate the ability to successfully engage in intercultural interactions;
 - Practice self-regulation in response to cultural interactions; and
 - Use contextual communication techniques.
- Utilize course knowledge to enhance facilitation skills;
 - Integrate knowledge of cultural competence to plan educational initiatives;
 - Demonstrate basic facilitation skills

Evidence of the conceptual foundation

The PAC3 program was developed with an interdisciplinary approach, incorporating theories, models, and frameworks from communication, student development, learning, and intercultural competency development to achieve its program objectives and desired learning outcomes for students. The following is a list of the major theories, models, or frameworks and how they are used in the program:

- **Communication:** The Shannon and Weaver Model (1949) is used to teach students the structure and process of communication, with a particular focus on effectively sending and receiving messages in their communication with others. Additionally, we focus on enhancing their active listening skills through exercises and using techniques that convey understanding and comprehension
- **Student Development:** Self Authorship (Baxter Magolda's and King's, 2004) is used as the foundation for coaching students and helping them to identify intercultural development goals that build their confidence and belief in themselves to effectively interact and communicate cross-culturally with others who they perceive to be different

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than themselves. We also use the Social Change Model of Leadership (Komives and Wagner, 2009) to teach the 7 C's of Leadership (Astin and Astin, 1996)

- **Learning:** The program curriculum design uses active learning techniques to engage the students, such as discussion, case study, role play, and simulation. Additionally, a peer learning model is used during class sessions to develop students' interpersonal relationships and the cohort experience. Additionally, we use adult mentoring and coaching to reinforce students sense of self-efficacy and to assist them in developing and achieving their goals for increasing their intercultural competency
- **Intercultural Competency Development:** The Intercultural Developmental Continuum developed by Dr. Mitchell Hammer (adapted from the Developmental Model of Intercultural Sensitivity, Bennett, 1980) is the framework for how students are taught intercultural competency development, and the IDI is used to assess students' cultural competency

The PAC3 program objectives and student learning outcomes are assessed using multiple methods, such as qualitative assessment (pre-post IDI), qualitative assessment (coding and theming of artistic representations and student reflections), and observation (role plays, communication dyads, intergroup dialogues, presentations, and 360 evaluation). These multiple methods of assessment and evaluation strengthen the quality of the program and provide evidence of effective practice and learning.

References

Astin, Helen S. and Alexander W. Astin. A Social Change Model of Leadership Development Guidebook Version III. The National Clearinghouse of Leadership Programs, 1996.

Baxter Magolda, M. B., & King P. M. (2004). Learning partnerships: Theory and models of practice to educate for self-authorship. Sterling, VA: Stylus.

Bennet, Milton, J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, ed. *Education for the Intercultural Experience*. Yarmouth, Me.: Intercultural, 1993. Print.

Komives, Susan R., and Wendy Wagner. *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*. San Francisco, CA: Jossey-Bass, 2009. Print.

Shannon, Claude Elwood, and Warren Weaver. *The Mathematical Theory of Communication*. Urbana: U of Illinois, 1949. Print.