WPI & Diversity Competency:
Developing an Inclusive and Diverse Community on Campus Creates Effective Engineers

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Abstract

In an increasingly diverse community both locally and abroad, diversity and inclusion competency is critical to students’ success. To better understand how this diversity mission should play a role at WPI, different types of competency were identified: Global, intercultural, multicultural, and diversity competency. An analysis of WPI’s diversity competency was conducted by learning about current initiatives from WPI administration, faculty, and the student body to increase global, intercultural, and diversity competency. The impact of a student-led initiative to increase global competency, the Global Expo, was also analyzed. Lastly, recommendations on how to increase diversity competency were made at the administrative, academic, and co-curricular level.
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Executive Summary

Introduction

The world that US Americans encounter today is more diverse than in the past, and this diversity includes varieties of racial, ethnic, and gender identities or expressions. With this increasing diversity, colleges, universities, corporations, and civic or military organizations need to ensure that students, faculty, and staff have a good understanding of cultures, countries, and most importantly the diversity of people, both locally and abroad. Much like the US as a whole, Worcester Polytechnic Institute (WPI), is also a diverse community. This year, 37.3% of full-time degree-seeking undergraduates identify as races/ethnicities other than white, and 11% of this group are nonresident alien students. Meanwhile, 57% of full and part-time degree seeking graduate students on campus identify with races other than white; of these students, 43.6% are nonresident aliens. Due to such a large mixture of nationalities, culture, and difference in thoughts, backgrounds or experiences, it is essential that students and faculty have a firm basis of knowledge to understand and interact with one another and to fulfill WPI’s mission to create and knowledge at the frontiers of academic inquiry. The purpose of this project was to analyze WPI’s Diversity Competency, and provide recommendations at the administrative, faculty, and student levels, concerning how to improve Diversity Competency at WPI.

Defining “Competency” in a Globalized World

Establishing what makes a person competent in a diverse community has been a topic of heightened attention since the 1960s. Various definitions have surfaced over the years to better explain and establish a metric that can measure competency in a globalized nation. Brief definitions and basic concepts regarding Global, Intercultural, and Multicultural competency are provided in the table below.

| Global Competency | • Global competency focuses on transnational interactions.  
|                   | • A globally competent person has: substantive knowledge, perceptual understanding, intercultural communication skills, and a strong understanding of historical and current events. |
| Multicultural Competency | • Multicultural competency focuses on interactions with others who are culturally different from oneself.  
|                          | • Multicultural competency has to do with the ability to work with and interact with others who are culturally different from oneself.  
|                          | • It involves understanding oneself as a racial/cultural being that can be subject to: Biases, assumptions, and stereotypes. |
| Intercultural Competency | • Intercultural competency focuses on individual interactions in both local and global settings.  
|                          | • Intercultural competency reflects the capacity of a person to foster cooperative relationships with dissimilar others. It places greater emphasis on adapting during social interactions. |
• Themes of intercultural competency include: empathy, perspective taking, and adaptability.

While these different types of competencies address multicultural and intercultural communication in global and local settings, they do not incorporate differences in gender, and identity. Therefore, a broader definition of competency that encompasses these dimensions of difference is needed.

Redefining “Competency”

Diversity competency incorporates global, intercultural, and multicultural competency. It has been defined as “a process of learning that leads to an ability to effectively respond to the challenges and opportunities posed by the presence of social cultural diversity in a defined social system.” This definition of diversity competency better coincides with the educational goals of many collegiate institutions: to prepare students to successfully handle situations within their field of specialty in a dynamic environment. The term “diversity competence” differs from intercultural and multicultural competence in its emphasis on the full range of attributes that make up diversity, whether associated with cultural differences or not. Based on its definition, diversity competence is the type of “competency” that collegiate institutions, such as WPI, should seek to nurture in their students. It encompasses diversity not only as differences in nationality and culture, but also in gender and or other forms of identity.

Diversity Competency at WPI

With dynamic work environments and increasing social diversity in the work place, institutions of higher learning need to recognize the importance of embracing and fully supporting diversity on their campuses. Although WPI has nationwide recognition due to the wide array of STEM programs offered, particularly engineering, it also currently has a range of administrative, faculty and student-driven initiatives related to diversity and inclusion development. The table below lists these initiatives.

| Administrative          | • Interdisciplinary Global Studies Division (IGSD)  |
|                        | • International House                           |
|                        | • The OASIS House                               |
|                        | • Vice President for Talent Development and Chief Diversity Officer |
|                        | • Project Inclusion                             |
|                        | • Teaching Innovation Grants                    |
| Faculty                | • Increasing intercultural awareness for English language learners (Professor Boucher-Yip) |
|                        | • Incorporating Diversity Awareness in Great Problems Seminars (Professor Pfeifer & Professor Stoddard) |
|                        | • Perspective taking in IQP teams (Professor Shockey) |
|                        | • Global Re-Entry Seminar                       |
| Student                | • International Student Council (ISC)           |
|                        | • Humanitarian Global Alliance (HGA) & Engineers Without Borders |
One of the various student led initiatives that took place on campus during the fall of 2016 was the Global Expo (GlobEx).

**GlobEx: Increasing Global and Intercultural Competency on Campus**

The Global Expo took place on September 23rd 2017. Staging this event was one of the main objectives of this project at its earliest stages. The goal of this event was to bring the international community, clubs, and students who have been abroad for projects, internships, and/or co-ops, together to deliver an event that would help WPI gain global competency through the experiences of students themselves. Another goal was to reach out to students who may not be aware of the issues affecting our nation as well as the world. To simulate a “travel experience,” participants received a blank passport. By going to tables, each of which represented different countries, students had the opportunity to partake in the table/country’s activity, and earn a customized stamp from that country (See Appendix A-H for the GlobEx planning guide). In addition, participants enjoyed live performances from international students representing their home country, talks from the Global Humanitarian Alliance, and food trucks.

Despite the positive feedback from collaborators and participants alike, this project also attempted to assess the effectiveness of GlobEx from a broader perspective. The event provided partial knowledge on cultures, world issues, and global dynamics. Based on the definitions of competency highlighted earlier in this summary, GlobEx helped somewhat to increase global competency. Students learned about global issues, and many realized how racially and ethnically diverse WPI truly is. The expo generated a sense of curiosity among students, but this alone is not enough to fully develop global competency. Although the event showcased the many cultures present on campus, it did not provide the intercultural communication skills needed for students to effectively engage with these culturally different groups. This would require classes, training, traveling or immersion in other cultures, among many other things, to develop these intercultural communication skills. One event held for three to four hours is not enough on its own to have a lasting impact on the global competency of student. But this is not to say that GlobEx did not serve its purpose.

This event was designed to spark curiosity in those who attended, to make them think about the issues happening outside the US, and to create awareness on the ethnic and racially diverse community present at WPI. At that level, GlobEx did help increase global competency by creating a space where students could learn about other cultures, countries, and global issues in a fun and interactive way.
**Analysis of Diversity and Inclusion Initiatives at WPI**

After conducting further research, meeting with WPI administration and faculty, and working side by side with students on diversity and inclusion initiatives, this project concluded the following:

- Diversity and inclusion components are isolated from WPI’s Learning Outcomes.
- While WPI states that it values diversity and inclusion in the Strategic Plan, its role as a “cross-enabler” is unclear to external audiences which reduces its impact on current or prospective students.
- WPI’s cross-enablers of Diversity & Inclusion, Faculty and Staff Development, and Sustainability can be applied to recommendations on how to improve Diversity Competency on Campus.
- There is a lack of faculty and student training on diversity and inclusion.
- A disconnect between current diversity and inclusion programs and initiatives occurs on campus.
- It is difficult to engage various student communities on campus on diversity and inclusion topics.
- Co-curricular programs, such as GlobEx, help spark interest of unengaged students, but are not sufficient to promote diversity competency as standalone events.

**Recommendations**

Based on this analysis of these initiatives, the following are recommended at the administrative, academic, and co-curricular levels:

**Administrative**
- Incorporate diversity as part of WPI’s definition of Innovation
- Elevate diversity and inclusion in WPI’s Strategic Planning
- Continue recruiting qualified members from diverse backgrounds
- Provide diversity & inclusion training programs for all faculty and staff
- Provide equal opportunity and privileges to all
- Create an online public platform for diversity and inclusion at WPI
Academic

➢ Update WPI Undergraduate Learning Outcome number eight to better incorporate diversity competency
➢ Hold a diversity & inclusion training program during New Student Orientation (NSO)
➢ Develop a required diversity component for all ID 2050 classes
➢ Work with student body to take active roles in co-curricular programs

Co-curricular

➢ Make GlobEx a recurring yearly event
➢ Continue to present multicultural, racial, and global awareness events
➢ Work with faculty to create event awareness and reach out to various student communities

Conclusion: What should Diversity Competency mean at WPI?

WPI needs to develop an inclusive and diverse community on campus in order to educate engineers and scientists who are equipped to become effective leaders and innovators in the diverse world in which they will be working. WPI graduates should have diversity competency—the awareness, knowledge, and skills needed to effectively communicate, collaborate, and engage with diverse individuals and communities in meaningful ways through interactions characterized by reciprocity, mutual understanding, and respect. For individuals, diversity competency means that someone should be able to recognize the diversity present in a group, engage with it, and take this diversity into account when making decisions. Diversity competence recognizes that individual choices have an impact on the surrounding community, and brings this knowledge and awareness of diversity, inclusion and equity to decision-making. As members of any community, a diversity-competent person should be able to acknowledge diversity, value it, recognize the struggle that dissimilar others may face, and create an environment of inclusion and equity. As members of the WPI community, the first step in the right direction is to recognize and engage with the diversity present all throughout campus. But ultimately, a person becomes truly competent the moment he or she acknowledges these differences, chooses to take action, and makes strides toward positive change.
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Chapter 1: Introduction

The world that US Americans encounter today is more diverse than in the past, and this diversity includes racial, ethnic, and gender identity or expression. This diversity is projected to increase in the coming decades; by 2055 the US will not have a single racial or ethnic majority (Cohn & Caumont, 2016). A large part of this shift in diversity is due to the forces of immigration and globalization. Globalization, is the process of interaction and integration among people, companies, and governments of different nations ("What is Globalization?," 2016). This process is driven by international trade and investment and aided by the advances in information technology. With this increasing diversity, colleges, universities, corporations, and civic or military organizations need to ensure students, faculty, and staff, have a good understanding of cultures, countries, and most importantly people, both locally and abroad.

Much like the US, Worcester Polytechnic Institute (WPI), has a diverse community as well. 37.3% of full-time degree seeking undergraduates identify as races/ethnicities other than white, and 11% of the 37.3% are nonresident alien students ("2016 Fact Book," 2016). Meanwhile, 57% of full and part-time degree seeking graduate students on campus identify with races other than white; of these students, 43.6% are nonresident aliens ("2016 Fact Book," 2016). Due to such a large mixture of nationalities, culture, and difference in thoughts, it is essential that students and faculty, have a firm basis of knowledge for how to understand and interact with one another.

Many of the concepts regarding the understanding of other groups of people, and what tools are needed for said understanding, fall under the term “global competency.” In this paper, global competency, as well as newly-established definitions of competency, such as “diversity competency,” will be presented. This is followed by a discussion of the initiatives that both
students and faculty at WPI are taking to increase diversity competency on campus. Lastly, recommendations on how to increase WPI’s diversity competency, and reasons why this is an important topic for the WPI community to address are provided.
Chapter 2: Defining “Competency” in a Globalized World

Establishing what makes a person competent in a diverse community has been a topic of heightened attention since the 1960s. Various definitions have surfaced over the years to better explain and establish a metric that can measure competency in a globalized nation. Yet, this has proven to be quite difficult. Much like the complex and varied definitions of “culture”, there are various aspects that encompass “competency”. In this section, varying definitions of “competency” are presented to better establish the type of competency WPI should focus on improving.

2.1 Global Competency

In the spring of 2000, lee Olson and Kroeger (2001) conducted a survey of fifty-two New Jersey City University faculty and staff to assess the relationships between their international experience, global competencies, and levels of intercultural sensitivity. The survey drew on Milton Bennett’s Developmental Model of Intercultural Sensitivity and definitions of global competency from Wilson, Stohl, Singer, and Hanvey (2001). For their study, they defined a globally competent person as someone who has “enough substantive knowledge, perceptual understanding, and intercultural communication skills to effectively interact in our globally interdependent world”. In terms of an organization, it means that there are both sufficient number of people who have this knowledge, understanding, and skills and a culture that promotes such competency.

Substantive knowledge includes knowledge of cultures, languages, world issues, global dynamics, and human choices (Wilson, 1996). Debates between specialists about how many cultures and how many languages one should learn, continue to this day. Having a fluency on world issues and global dynamics require another level of competency in analysis on their own (lee Olson & Kroeger, 2001). Knowledge of human choices, refers to the knowledge and the ability
to analyze how what one does at home has relevance elsewhere (Lee Olson & Kroeger, 2001). Lee Olson and Kroeger state that there are other, critical yet hidden, components of global competency that are more difficult to categorize because they involve perceptions, emotions and communication skills. For purposes of their study, they grouped these components into two groups, “perceptual understanding” and “intercultural communication” (Lee Olson & Kroeger, 2001).

Components under “perceptual understanding” describe the process people use to take in the world their understanding of others. This concept, in regards to global competency, includes open-mindedness, resistance to stereotyping, complexity of thinking, and perspective consciousness (Wilson, 1996). Perspective consciousness refers to the recognition or awareness that one’s worldview is not universally shared, and that this view continues to be shaped by influences that can be difficult to detect (Hanvey, 1982).

Components grouped under “intercultural communication” are the skills used to engage effectively with others. These skills include adaptability, empathy, cross-cultural awareness, intercultural relations, and cultural meditation (Lee Olson & Kroeger, 2001). Cross-cultural awareness refers to the ability to understand how another culture feels from the standpoint of the insider. Intercultural relations depend on the ability to develop intercultural interpersonal relationships. Wilson (1996) also claims that cultural mediation requires the ability to serve as a bridge between cultures.

There are varying definitions of global competency, and the one that Lee Olson and Kroeger presented was just one of them. Cohen and Malin (2009) define global competency as the knowledge and skills to help people understand the world they live in, to be able to comprehend global affairs and events, and to create possibilities to address them. They state that global competency includes attitudinal and ethical dispositions that make it possible for individuals to
interact peacefully, respectfully, and productively with those from diverse geographies (Cohen & Malin, 2009). Both definitions presented have similarities, Cohen and Malin’s definition include three interdependent dimensions:

1) A positive disposition toward cultural difference and a framework of global values to engage difference.

2) Having the ability to speak, understand, and think, in languages in addition to the dominant language in the country in which people are born.

3) Knowledge and understanding of world history, geography, and the global dimensions of topics such as health, climate, economics, and globalization.

These three dimensions share many similarities to the two components, “perceptual understanding” and “intercultural communications” that Lee Olson and Kroeger presented. This demonstrates that despite the varying definitions of global competency there are prevailing themes of being open minded, having a strong understanding of historical and current events, and developing good intercultural communication skills.

2.2 **Intercultural Competency**

Intercultural competency places greater emphasis on one-on-one interactions. Cultural competence is often used interchangeably with intercultural competence. This term has evolved throughout the years through the field of intercultural communication. There are numerous definitions and frameworks that exist but a consensus has not been reached on a definition (Lee, Poch, Shaw, & Williams, 2012). Since 1996, intercultural communication as a field has taken a turn with a shift in the meaning of culture to include gender, ethnicity, race, sexual orientation, and social class (a Crossroads, 2010). Intercultural studies conceives culture as an “ideological struggle involving historical power relationships and involving the relation between culture,
identity, and power” (a Crossroads, 2010). Looking at culture from this perspective, plays a key role in conceptualizing intercultural competence.

Intercultural competence emphasizes effective interaction between individuals who represent different cognitive affective, and behavioral orientations, and reflects the capacity of a person to foster cooperative relationships with dissimilar others (Kim, 2009). Intercultural competence is not specific to any culture and it can be applicable to any encounter between individuals of differing cultural or ethnic backgrounds.

There are three common themes in most Western models of intercultural competence: empathy, perspective taking, and adaptability (Deardorff, 2009). One of the best known developed approaches to examining intercultural competence is the model of intercultural sensitivity (DMIS) developed by Bennet and others and later revised by Hammer as the Intercultural Development Continuum (IDC) (Hammer & Bennett, 2009).

As seen in Figure 1, the IDC model identifies a continuum with five core orientations ranging from ethnocentrism, characterized by stages of denial and defense, to the transition stage of minimization of cultural difference, to the intercultural or global mindsets of acceptance and adaptation. Eventually this continuum leads to integration. The model begins with a denial stage, where denial toward cultural diversity disregard cultural differences and emphasizes for diverse others to fit into “historically derived values and practices” (Hammer & Bennett, 2009), also
known as stereotyping. Defense orientation sees these cultural differences as threatening and divisive.

Experience of difference

Development of intercultural sensitivity

<table>
<thead>
<tr>
<th>Denial</th>
<th>Defense</th>
<th>Minimization</th>
<th>Acceptance</th>
<th>Adaptation</th>
<th>Integration</th>
</tr>
</thead>
</table>

Ethnocentric Stages → Ethnorelative Stages

*Figure 1: Intercultural Development Continuum* (Chun & Evans, 2016, p. 36)

The acceptance stage involves increased “self-reflexiveness” in experiencing both differences and commonalities between diverse groups, whereas adaptation is characterized by a broadened repertoire of behaviors and frameworks that allow the individual to adapt to varying cultural contexts (Hammer, 2009). It is important to recognize that development cannot be measured with linear, stage-based models and theories. They do not address the complexity of human development and emotions, situational influences, and the potential of different outcomes among people from differing cultures.

Compared to global competency, intercultural competency is more focused on individual interactions, in both local and global settings. Intercultural competency does not focus as much on having global knowledge, but it does place great emphasis on being able to adapt in social interactions. It also places great emphasis on being able to reflect on the impact these interactions have. Under the definition used for the word “culture”, intercultural competency encompasses
more than just race and ethnic background. While there are some differences between these two concepts of competency some common themes remain, such as being open-minded.

2.3 Multicultural Competency

Multicultural competence is another important term that has gained attention in global learning literature. This term originated during the multicultural education movement and was adopted in the early 1980s in the counseling psychology literature (Mueller, Pope, & Reynolds, 2004). The definition of multicultural competence is linked with the ability to work with, and interact with, others who are culturally different from oneself in meaningful ways (Mueller et al., 2004). Sue and others (1998) developed and elaborated a multifaceted framework of multicultural competence. This framework addresses ten critical aspects of multiculturalism:

1. Valuing cultural pluralism and acknowledging that our nation is a cultural mosaic.

2. Addressing social justice, equity, and cultural democracy.

3. Acquiring attitudes, knowledge, and skills to function effectively in a pluralistic democratic society.

4. Including characteristics of individual and collective diversity beyond race, class, gender, and ethnicity.

5. Celebrating contributions of our own and other cultures and exploring positive and negative aspects of our own and other groups’ behavior that address history, conditions, and social realities over time.

6. Respecting and valuing other perspectives and worldviews without value neutrality.

   Investigating differences resulting from power and privilege.

7. Contributing to analytical thinking by incorporating conflicting bodies of information into sound perspectives.
8. Embracing change at individual, organizational, and social levels.

9. Acknowledging painful realities about oneself, one’s social group, and society.

10. Achieving individual and social outcomes through inclusion, cooperation, and progress toward mutually shared objectives.

(Sue et al., 1998)

Sue and others (1998) state that multicultural competence also involves understanding oneself as a racial/cultural being that can be subject to biases, assumption, and stereotypes, and the impact that this can have on relationships.

2.4 Diversity Competency

There are multiple definitions and models for competency, but the ones mentioned thus far, do not specialize in developing competency in a collegiate atmosphere. Diversity competency incorporates global, intercultural, and multicultural competency. It was created to better define the growth and development that occurs on a college setting, specifically regarding diversity. This competency embraces research that multiple types of diversity experiences influence learning (Goodman & Bowman, 2014). Situations where there is diversity are not always associated with different cultures but rather different aspects of social identity. These can be personal encounters, or interactions, that occur when there are differences among people (Goodman & Bowman, 2014). This terminology embraces aspects of diversity that are not always based on nationalities or national cultures.

Cox and Beale (1997) define diversity competency as “the process of learning that leads to an ability to effectively respond to the challenges and opportunities posed by the presence of social cultural diversity in a defined social system” (p. 2) This definition of competency, better coincides with the educational goals that many collegiate institutions seem to have: to prepare students to
successfully handle situations within their field of specialty in a dynamic environment. After extensive review of the meaning of terms that included intercultural competence, multicultural competence, and diversity competence, Chun & Evans (2016) paraphrase Mueller’s, Pope, and Reynolds (2004) used this definition as their basis for diversity competence:

“The awareness, knowledge, and skills needed to effectively communicate, collaborate, and engage with others who are different from oneself in meaningful ways through interactions characterized by reciprocity, mutual understanding, and respect.”

There are commonalities between the definitions of intercultural, multicultural, and diversity competence such as:

1) Recognizing that cultural dominance and historical forms of exclusion take shape through channels of power and privilege.

2) Recognition and respect for cultural differences.

3) A dynamic understanding of fluid nature of culture

4) The connection of culture with identity

5) The self-determination and self-affirmation involved in identity formation

6) The skillsets needed to engage and communicate with those who are different from oneself.

These commonalities address the cognitive, behavioral, and affective dimensions of interactions (Chun & Evans, 2016). The term diversity competence differs from intercultural and multicultural competence in its emphasis on the full range of attributes that make up diversity, whether associated with cultural differences or not (Chun & Evans, 2016). Based on its definition, diversity competence is the type of “competency” that collegiate institutions should seek to nurture in their
students. It encompasses diversity not only as differences in nationality, but also in gender, and identity.

### 2.5 Measuring Learning in a Globalized Environment

Institutions and educational organizations have sought to develop metrics and rubrics to measure the growth of students in a field of study, and it is no different in the field of global, cultural, and diversity learning. The Association of American Colleges and Universities (AAC&U) is one of the leading national associations concerned with the vitality, quality and development of undergraduate liberal education, regardless of a person’s academic specialization or intended career. The AAC&U, along with nationwide faculty, developed sixteen VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics that articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment ("VALUE Rubric Development Project,"). There are three broad categories that a learning outcome rubric could fall under: Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative and Applied Learning.

These rubrics are intended for institutional-level use in evaluating and discussing student learning, and not for grading. The core expectations articulated in the VALUE rubrics are intended to be translated into the language of individual campuses, disciplines, and even courses ("Global Learning VALUE Rubric,"). The Global Learning VALUE rubric, provides metric by which to gage a student’s learning regarding global and cross cultural competency. This rubric defines global learning as:

_A critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are_
attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably.

The developers of this rubric go on to explain that effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. They further state that the rubric, and the idea of global learning, is based on the principle that the world is a collection of “interdependent yet inequitable systems”, and that higher education has a vital role in expanding knowledge to students in this field ("Global Learning VALUE Rubric,").

Lastly, the ACC&U acknowledge that global learning cannot be achieved in a single course or a single experience, but that is acquired cumulatively across students’ entire college career through an institution’s curricular and co-curricular programming. Since the rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) are not designed to be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level ("Global Learning VALUE Rubric,"). After defining the different types of competencies, and introducing diversity competency as the most suited for a college environment, the current status of diversity competency at collegiate institutions, including WPI, will be discussed.
Chapter 3: Diversity Competency at WPI

3.1 Diversity Competency at Institutions of Higher Learning

With dynamic work environments and increasing social diversity in the work place, institutions of higher learning need to recognize the importance of embracing and fully supporting diversity on their campuses, but also acknowledge the importance of the relationship between diversity and being an active member of society. Unfortunately, explicit references to cultural or diversity competency are rare. Chun and Evans (2016) reference some universities that embrace the relationship between diversity and participation in a larger society. Oberlin College, a private liberal arts college with a well-known professions school of music, has a diversity driven mission statement:

“Oberlin seeks a disparate and promising student body. Recognizing that diversity broadens perspectives, Oberlin is dedicated to recruiting a culturally, economically, geographically, and racially diverse group of students. Interaction with others of widely different backgrounds and experiences fosters the effective, concerned participation in the larger society so characteristic of Oberlin graduates.” (Oberlin College, 2015)

Some of the objectives of Oberlin’s undergraduate experience are: nurturing students’ social consciousness and environmental awareness and the development of skills and knowledge needed to navigate in a global society (Oberlin College). These objectives are interwoven with the development of “humane, thoughtful, and influential actors in the world” (Oberlin College).

Chun and Evans (2016) mention that colleges and professional schools associated with the helping professions or whose graduates will have frequent community and client interactions are more likely to refer to cultural or diversity competence in their mission, vision, and values.
statements. For example, the identity and mission statement of the University of Washington School of Law identifies the school’s purpose as “Leaders for the Global Common Good” (University of Washington, 2014):

    To accomplish our goals, we nurture a student-centered, culturally competent, and collegial community united by our commitment to sustainable excellence in achieving our vision and mission. . . . Our faculty members are the intellectual leaders of our community; they are culturally and intellectually diverse, distinguished in their respective fields.

Similarly, Dartmouth College’s approach to transformative learning emphasizes “Knowledge, Skills, and the New Meaning of Mastery” to prepare students for rapidly changing global world of work (Dartmouth College, 2013). Dartmouth requires all undergraduates to develop competency-based objectives that complement curricular requirements through useful and meaningful research, scholarship, and/or creative practice. They take learning beyond theory and classrooms. Dartmouth provides study abroad programs, personalized and hands-on learning, and working off campus contribute to students’ readiness for a complex world of work. Educating beyond the degree represents an important educational objective designed to advance society through discovery and innovation and contribute to local, national, and global communities (Dartmouth College).

At the Massachusetts Institute of Technology (MIT), a taskforce on the future of education describes higher education as at an “inflection point” and notes that the Institute’s educational role does not stop at the campus borders but includes a global community of learning (“Institute-wide Task Force,” 2014, p.4) The report includes five recommendations to transform pedagogy at MIT and five recommendations to extend MIT’s educational impact to the world. The internal recommendations identify the need for an environment that builds educational connections throughout the institute. Additional recommendations include expansion of the cohort-based
learning community model to transform the undergraduate experience, and the development of an undergraduate service program to work on serious issues that challenge society. Recommendations to extend the institute’s worldwide impact include using current, unresolved problems to spark global discussions, and developing a more diverse group of learners for its MITx program that offers online courses and resources to students, individual, and organizational members outside of MIT. Per the report, the MITx program also has the potential to develop new opportunities for global interaction for current MIT students (“Institute-wide Task Force,” 2014). Yet, MIT is not the only STEM institution to place an increased importance on providing diverse and global interaction opportunities, in addition to classroom knowledge. WPI currently offers a wide range of these opportunities as well.

3.2 Current Diversity & Inclusion Initiatives at WPI

Although WPI has nationwide recognition due to the wide array of STEM programs offered, particularly engineering, it also offers a wide range of resources, from administrative to student-driven initiatives, for its diverse community.

3.2.1 Administrative Resources

WPI has numerous resources and programs on campus that revolve around cultural awareness, global learning, and provide support to the diverse community on campus.

3.2.1.1 Interdisciplinary Global Studies Division

WPI’s Interdisciplinary and Global Studies Division (IGSD) is a unique academic unit that serves as a gateway for students and faculty to connect with and make a difference in communities around the world (“Interdisciplinary & Global Studies,“). The division administers two important components of WPI’s project-based learning model: the Global Projects Program, WPI’s signature study and work away program; and the Interactive Qualifying Project (IQP), an interdisciplinary
project experience that challenges students to examine the impact of science and technology on society to address social issues and human needs ("Interdisciplinary & Global Studies,").

Through the Global Projects Program, WPI science, engineering, and business students travel to more than forty off-campus locations across six continents. Students are immersed in new cultures, and tackle unstructured problems in ways that are meaningful to local sponsors in real communities. Project centers locations—ranging from large international cities to small mountainside villages—are host to interdisciplinary and major capstone projects, and humanities and arts projects ("Interdisciplinary & Global Studies,"). IGSD faculty members and staff advise and support students as they complete their projects on or off campus at one of the over forty-five global project centers. The faculty also leverages project center environments to conduct their own research on local and regional sustainable development and interdisciplinary, project-based education ("Interdisciplinary & Global Studies,").

3.2.1.2 International House

The International House provides programs and services to assist, educate, and support international students and scholars in their transition to US society and academic culture. ("International House," ) The International House promotes the academic, professional, and personal growth of international students and scholars while also providing professional expertise on immigration and employment issues to ensure student, scholar, and institutional compliance with federal regulations ("International House," ). A range of services are offered, including:

- Visa and immigration help
- English as a second language program
- Social Security card processing
- Career help
• Finding and securing temporary housing
• General counseling

During the Fall of 2016, Colleen Callahan-Panday, current Associate Director of the International House, created the Multicultural Programming Committee (MultiProCo), a committee at WPI that brings together executive members from different multicultural and internationally oriented student groups on campus to discuss cross-campus multicultural programming and events.

3.2.1.3 The OASIS House

The OASIS (Offering Acceptance, Support, and Inclusion to Students) House provides a centralized location for WPI students to meet and study in a warm, relaxing environment, thereby giving students a place to build a community ("Oasis Cultural Center "). Students can reserve the kitchen, lounge area, and/or conference room for events, group meetings, or activities. Many of the multicultural student groups host cultural events at the Oasis House to raise awareness of the diverse cultures that exist on campus ("Oasis Cultural Center ").

The Office of Multicultural Affairs (OMA) is located inside the OASIS House. It oversees a wide variety of diversity and inclusion programming. The mission of the OMA is to foster a campus community that “respects and celebrates diversity in all its dimensions, including but not limited to differences of race, ethnicity, religion, gender, sexual orientation, age, socioeconomic status, and physical ability” ("Multicultural Affairs "). The Office serves and supports all members of the WPI community, with additional outreach to students from underrepresented backgrounds. Multicultural Affairs staff members promote social justice, equity, and multicultural awareness through a wide variety of initiatives, programs, and support services, while also providing students
with the tools and resources they need to achieve their academic, professional, and personal goals, and become responsible and productive global citizens ("Multicultural Affairs ").

3.2.1.4 Vice President for Talent Development and Chief Diversity Officer

Following a national search, WPI named Michelle Jones-Johnson, MBA, MA, SPHR, Vice President for Talent Development and Chief Diversity Officer. In this new role, Ms. Jones-Johnson will be strategically focused on supporting employee and leadership recruitment, retention, and development, and on identifying opportunities for creating a more diverse and inclusive campus community. ("WPI Names Michelle Jones-Johnson Vice President for Talent Development and Chief Diversity Officer," 2016). Jones-Johnson joined WPI on July 1, 2016. Michelle commented for the article posted on June 2, 2016:

"I am drawn to WPI’s mission and its commitment to blend research, science, and technology to make an impact on the world that we can touch, see, and feel. I see a university that strives to respect and celebrate diversity—in gender and gender identity, race, ethnicity, religion, sexual orientation, age, physical ability, and other dimensions. This role creates a unique opportunity for WPI to leverage talent to make meaningful strides toward its strategic objectives, grounded in diverse thinking and fueled by innovation." ("WPI Names Michelle Jones-Johnson Vice President for Talent Development and Chief Diversity Officer," 2016)

In addition to the resources already in place, WPI faculty and students have also taken it upon themselves to develop innovative ways to raise cultural and diversity awareness.
3.2.1.5 Project Inclusion

Starting in the fall of 2017, WPI will take part in a program called Project Inclusion. This project began in 2011 when a coalition of higher education leaders launched an initiative that aimed at ensuring that New Hampshire’s student graduate from college were being prepared for participation in an increasingly multicultural environment ("Project Inclusion,"). Michelle Jones-Johnson, VP for Talent and Development and Chief Diversity Officer, and Bonnie Walker, Executive Director of Diversity and Inclusion Strategy, will be guiding the New England Resource center for Higher Education (NERCHE) Project Inclusion initiative. Ideally, this will be a long-term commitment to ensure an inclusive, equitable and diverse environment for all.

To support this project, the self-assessment rubric designed to institutionalize diversity, equity and inclusion in higher education will be used ("Project Inclusion,"). The rubric will allow WPI to reflect on six dimensions of structural college and university life. The six dimensions include:

I. Philosophy and Mission

II. Faculty Support

III. Curriculum Pedagogy, and Research

IV. Staff Engagement and Involvement

V. Student Support

VI. Administrative Leadership and Institutional Support.
After the program launches, Project Inclusion will be approached in three phases over the first year:

**Phase I:** Campus Commitment Review (in progress) – the purpose of this phase is to meet with the President, Chief Diversity Officer, and a diverse group of faculty, students and staff.

**Phase II:** Campus Assessment (March-August) – Formation of cross-institutional steering committee to participate in selecting and prioritizing the dimensions of the rubric. The goal is to identify 2-3 dimensions of the rubric to begin our work, understanding that this work will continue over several years. Formation of steering group sub-committees to begin more targeted work on identified dimensions. The Steering Committee will share periodic updates with the campus community throughout this process.

**Phase III:** Work Plan Development (September-August) – The steering committee will focus the group on work place development for measurable interventions related to the dimensions identified. The committee will also present their plan to the campus community. ("Project Inclusion")

### 3.2.1.5 Teaching Innovation Grants

WPI offers funding for faculty and staff to develop and test innovative programs on campus in the form of grants. The recipients of the Faculty Learning Community (FLC) grant test ways of integrating reflection on values, interests, skills, and life/career direction into the student experience, connecting curricular and co-curricular learning. ("Teaching Innovation Grants: Grant Recipients 2016," 2016). Part of the FLC focuses on Global and Intercultural Competency; recipients of these grants test ways of developing students’ global or multicultural competency.
more explicitly in our curricula. This work is also intended to induce campus-wide conversations as to whether WPI should have an undergraduate learning outcome in this domain. This FLC is being supported by an additional investment from the Provost and President ("Teaching Innovation Grants: Grant Recipients 2016," 2016).

3.2.2 Faculty Initiatives

Ideas and programs within the WPI faculty regarding global, cross cultural, intercultural, and diversity competency are also in the works. Programs such as Re-Entry Seminars, held by IGSD, to provide a place for students to share and reflect on their abroad project experiences, and holding campus community forums on culture and stereotypes, are only a few of the initiatives taken by faculty on campus.

3.2.2.1 Increasing Intercultural Awareness for English Language Learners

Professor Esther Boucher-Yip, Associate Teaching Professor in the Humanities and Arts department and FLC member, has taught communication skill and writing courses at the college level got over a decade all over the world. Professor Boucher-Yip has observed a gap in students’ skills, knowledge, and attitudes about communicating with others who are culturally different. For her own courses and for other WPI stakeholders, she has created authentic learning materials using students’ reflections of their communication experiences in a variety of global and multicultural contexts ("Teaching Innovation Grants: Grant Recipients 2016," 2016).

Through her experimental courses on cross-cultural communication, Professor Boucher-Yip uses an intercultural approach for teaching. She teaches English language learners about the multicultural context of learning a language, and the importance of understanding the variety of cultures that make up the United States. She currently teaches courses such as ISE 1801 (Composition for non-native speakers of English) and ISE 2800 (College writing for non-native
speakers of English), are focused on writing and grammar. But instead of assigning typical writing homework, Professor Boucher-Yip creates assignments that make students learn about culture as well. For example, for one of the assignments, she had students interview native born English speakers and then write a reflection piece about what they had learned (Boucher-Yip, 2016). During an interview, Professor Boucher-Yip (2016) commented that her goal is to help international students adjust culturally in a short span of time.

3.2.2.2 Incorporating Diversity Awareness in Great Problems Seminars

Professors Geoffrey Pfeifer and Elisabeth Stoddard, also members of the FLC, are working together toward incorporating diversity awareness in the Great Problem Seminars (GPS). Through the Great Problems Seminar (GPS), small teams of first-year students and faculty step outside their disciplines to solve problems focused on themes of global importance. This semester long course immerses students into university-level research and introduces them to the project-based curriculum at WPI. ("Great Problems Seminars ", 2016)

Associate Teaching Professor Pfeifer’s research focus in philosophy is on contemporary continental philosophy, social and political philosophy, global justice, and development ethics. He teaches philosophy courses, international studies courses, as well as the Great Problems Seminars program ("Geoffrey Pfeifer," 2016) Assistant Teaching Professor Stoddard’s research focuses on the policy and politics of food production in a changing climate and global economy. She is also interested in the ability of social movements to make powerful changes, especially in the age of social media. Professor Stoddard is passionate about teaching and about providing students with the tools to question previously taken-for-granted relationships of power, nature, and society. She advises students on their projects in the Great Problem Seminars and during their Interactive Qualifying Projects. ("Elisabeth "Lisa" Stoddard ", 2016)
Professors Pfeiffer and Stoddard want to explore ways of better realizing a diversity outcome in the Great Problems Seminars for first-year students. They are doing this, by helping students understand how great problems impact people differently depending on factors such as race, ethnicity, class, and gender. They created modules for four GPS courses focusing on the intersection of race with energy poverty, environmental justice and climate change, food security, and access to clean water. They are also working on creating resources to make it easier for other GPS faculty to properly teach about diversity awareness within GPS courses.

The GPS seminars have various learning outcomes. One of the learning outcomes relates to teamwork. Being able to work with other members from diverse backgrounds. This includes anywhere from diversity of gender, national origin, to different learning outcomes. Developing cultural awareness is another learning outcome. During her interview, Professor Stoddard, emphasized the importance of students’ understanding of the problems they will be focusing during GPS are always within a particular cultural context (Stoddard, 2016). After exposing them the diversity and issues that surround it, instead of achieving a superficial solution to the problem, she hopes groups provide a sweep of recommendations that takes into account the cultural or social context within the community (Stoddard, 2016). Professor Stoddard also mentioned that significant research shows that working on a project with a diverse group of people elevates the quality of the project because there are different perspectives looking at the problem.

Professor Pfeifer and Stoddard recognize that putting a diverse group of people working together is not enough. There needs to be discussion and reflection, and some of it can often be difficult and uncomfortable. Based on this, they developed a four-step series of activities/interventions paired with reflections over two terms, to engage with both diverse experiences and uneven experiences in terms of the problems, as well as having teams engaged
with the diversity within their team (Stoddard, 2016). From the students’ reflections, Professor Stoddard observed that many students from homogeneous groups (all members being from the same gender, race, or background) felt that not having a diverse group prevented their team from developing as much of a complex understanding of the problem and therefore not having as strong of solution, versus a more diverse team (Stoddard, 2016). After going through the four activities, many students recognized that coming from similar backgrounds can limit a group’s ability to understand a problem, and to come up with the best solution possible. This led to discussions about what could be done to change the lack of diversity within STEM fields, or what could be done to bring diverse perspectives. Based on the students’ reflections, Professors Stoddard and Pfeifer also noticed that they provided an opportunity for an open dialogue about students’ backgrounds, deeming the four interventions as successful tools to help increase diversity awareness within the GPS seminars.

3.2.3 **Student Initiatives**

WPI is filled with motivated students that want to make a difference on campus. They provide inclusive, educational, and diverse opportunities through various clubs, activities, and organizations on campus.

3.2.3.1 **International Student Council**

The International Student Council (ISC) is a student-run organization that aims to promote awareness of cultural diversity and international issues on campus. The club strives to help the international students adjust to their new environment ("International Student Council,"). They also provide opportunities for students to share their culture to the WPI community.
3.2.3.2 Humanitarian Global Alliance & Engineers Without Borders

WPI’s Humanitarian Global Alliance (GHA)’s main focus is to link WPI students and university resources with the underprivileged communities home and abroad through integrated development efforts ("Global Humanitarian Alliance,"). GHA is devoted to helping the underprivileged people of third world nations and those within the community in Worcester. This organization helps provide unfortunate youth with clean water, sanitation, education and other opportunities ("Global Humanitarian Alliance,"). To achieve this vision, they actively reach out to those in need, collaborate with them, and design and implement a personalized plan to fulfill their needs.

Engineers Without Borders (EWB) is a student chapter of the national organization Engineers Without Borders-USA. The chapter's goals, mission and vision are aligned with those of the national organization. The chapter’s vision is a world in which the communities they serve have the capacity to sustainably meet their basic human needs ("Engineers Without Borders USA,"). The WPI chapter plans trips to underprivileged communities in other countries where they use their skills and knowledge to work on a project that often ends up having a life changing impact on these communities ("Engineers Without Borders USA,").

3.2.3.3 The Alliance

First founded in 1988, The Alliance was organized to provide a necessary voice and body for the students at WPI of all sexual orientations and gender identities ("The Alliance,"). They offer a strong social, educational, and support network for the WPI community including meetings, social events, and communication with similar organizations in the Worcester community and nationwide ("The Alliance,").
3.2.3.4 Model United Nations

The Model UN club aims to promote public speaking and awareness of global issues within members of the WPI community. Members of the organization are trained to debate in a format similar to the United Nations (UN) and participate in conferences held throughout the nation ("Model United Nations,"). Additionally, members are also involved in hosting Model UN simulations within the campus to raise awareness.

3.2.3.5 Multicultural Clubs and Minority Represented Organizations

There are over two hundred clubs and organizations on campus. Over fifteen of these are cultural clubs, twenty-four have themes of society awareness, and over five represent provide professional development for minority groups on campus.

3.2.3.6 Greek Diversity & Inclusion Committee

The Greek Diversity and Inclusion committee was recently added to WPI’s Interfraternity council. The purpose of this committee is to create awareness about the importance of having diversity in Greek life. They raise awareness through various events, such as hosting guest speakers to talk about issues having to do with inclusion.

3.2.3.7 Senior Seminar for International and Global Studies

As part of the International and Global Studies minor and major requirements, students must take a seminar course. One of the purposes of the seminar, is to provide small group discussions about global and cultural themes. Throughout the course students are asked to think about ways to increase global competency on campus. After brainstorming ideas throughout the term, students propose ways that they believe will help increase WPI’s global competency. While taking this course during my junior year, my classmates and I proposed to hold a Global Exposition where international students and US American students that have gone abroad for projects, could
come together and share their experiences to the WPI community. The results of the plans that originated in this seminar are described in the next chapter.
Chapter 4: GlobEx-Increasing Diversity Awareness on Campus

During C term of the 2016 spring semester a group of WPI seniors and juniors took the Senior Seminar for International Studies (INTL 4100). One of the major themes of the class was to brainstorm ideas of how WPI can develop and continue to increase global competency within the student body. One of the ideas was to hold a Global Exposition (GlobEx).

Concurrently, Phi Sigma Sigma, Global Brigades, and Hispanic & Caribbean Student Association (HCSA), submitted a proposal to WPI’s Student Government Association and won the $10,000 idea competition. The proposal was to hold an event called Tech Travels. During this event, students would have the opportunity to participate in various fun activities such as rock walls, inflatables, and food trucks, as they “traveled” to different parts of the world.

Since the theme behind both ideas were somewhat similar, my teammate, Nikos, and I met with the Tech Travels board before the end of the academic year, and we all agreed to merge the two proposals together to hold an event that would be fun, but also have educational and learning components (For more information on how GlobEx was organized please see Appendix A through H).

4.1 Purpose

The goal of this event was to bring the international community, clubs, and students who have been abroad for projects, internships, and/or co-ops, together to deliver an event that would help WPI gain global competency through the experiences of students themselves. As well as to reach out to students who may not be aware of the issues affecting our nation as well as the world.

Currently there are over eighty countries represented at WPI through the student body. It would have been ideal to have as many of these countries represented as possible. Since this was
the first year that this event was being organized, it was decided that having at least twenty tables, representing countries or global issues, would be a good start.

4.2 *Simulating the “travel experience”*

Students checked in at the registration table, which meant to simulate an airport’s Check-In Desk. As students checked in, they received a blank passport (see Appendix B) and a quarter sheet with a schedule of events. Each table represented a country or organization that was addressing a global issue. For example, Alpha Gam had a table where they discussed diabetes’ impact worldwide. Volunteers located at each table included natives from those countries, students that have done projects or work in those countries, and/or members from multicultural clubs.

Students had the freedom to create their own events for the tables. The only guideline was that the activities showcased the culture of the country being represented, as well as some of the issues that may affect that country. Students were given a $30 budget per table/country. To get reimbursed they had to submit an online expense form thru SGA on TechSync. They were provided with a poster layout to edit based on their respective country (see Appendix C for examples of posters used this year). In addition to the posters, volunteers also submitted designs for passport stickers (See Appendix D).

4.3 *Rewarding those that “traveled the most”*

By stopping at each table and participating in that table’s activity, students had the opportunity to get their passport “stamped”. Students were also given stamps if they participated in the rock climbing wall, the inflatable, engaged on some of the activities on the stage, or ate at one of the two food trucks. Students had to obtain fifteen stamps to be able to claim one of the 200 super fan limited edition tank tops that the Student Government Association (SGA) sponsored for the event. Students also had the opportunity to win one of the six Ultra Fan shirts.
To win an Ultra Fan shirt, students had to have a minimum of twenty stamps (ideally these were students that participated in most, if not all, of the events), and had to answer three questions from the knowledge quiz. This quiz was made based on the activities, and information presented at each of the tables.

4.4 GlobEx’s Impact at WPI

As previously mentioned the goal of GlobEx was to bring international students, and US American students, together to deliver an event that would help WPI gain global competency through the experiences of students themselves. Another goal was to raise WPI students’ awareness on global issues. After the completion of the event I received feedback from three of event collaborators: Andrew Santos, President of ISC; Colleen Callahan-Panday, Associate Director of the International Students and Scholars Office; and Samantha Ervin, Graduate Assistant, Global Projects Program.

Andrew found GlobEx to be very successful. He spoke to many of the volunteer students at the tables, as well as the international students involved. From what he saw, everyone really enjoyed being a part of the event and having the opportunity to share a bit of their home with the WPI community. He heard a lot of great feedback from students visiting the tables and collecting stamps as well.

“Walking around the quad and seeing the participation of all the students was a truly great sight to see and experience...Raising global and cultural awareness on campus has been one of my missions while here at WPI, and I'm glad to see that a lot of other students are on the same boat.”

He mentioned the International Student’s Council desire to support, promote, and host, events like the Global Expo moving forward.
Samantha Ervin, from IGSD, provided feedback on the event as well. She claimed that students who attended seemed to really enjoy learning about the many places throughout the globe that WPI relates to. Samantha spoke to several other students who were helping at their countries’ tables, and they all had positive comments about the event as well.

Colleen, on behalf of the International House, praised the event as well. She was pleased to see the program, and very impressed with the participation and collaboration from students across campus to make it happen. She noticed new students that had not previously attended culturally themed events prior to GlobEx. In her feedback, she stated that the event energized new people to come out and engage with the diverse community on campus.

*I remember overhearing from an American student that the information she learned at one of the country exhibits was “cool, I didn’t know that before!” and I think that was the point of the entire program—reaching students who might not have as much global engagement and empowering them to discover more about the world.*

In addition to receiving feedback from collaborators, a series of interviews were conducted during the Global Expo. Students were asked questions regarding global competency, and whether they thought GlobEx was going to help them increase their global competency. Overall the interview responses were positive. Students had a general idea of what it meant to be globally competent. All students interviewed felt that the event was going to help them increase their global competency (See Appendix I).

**4.5 GlobEx’s and Competency at WPI**

Despite the positive feedback from collaborators and participants alike, the effectiveness of GlobEx also needs to be assessed from a scholastic perspective. The event provided partial knowledge on cultures, world issues, and global dynamics. Based on the definitions of competency
discussed in Chapter 2, GlobEx somewhat helped increase global competency. Students learned about global issues, and many realized how racially and ethnically diverse WPI truly is. The expo generated a sense of curiosity among students, but this alone is not enough to fully develop global competency. Although the event showcased the many cultures present on campus, it did not provide the intercultural communication skills needed for students to effectively engage with these culturally different groups. It takes, classes, training, immersions in other cultures, and traveling, to develop these skills.

GlobEx provided a space for students to learn about various cultures and global issues, but it could not provide the perceptual understanding needed to process the information given in an effective way. This perceptual understanding includes open-mindedness, resistance to stereotyping, complexity of thinking, and perspective consciousness (Wilson, 1996). For example, students who may not have a positive disposition toward cultural differences, they would not be able to get as much out of the event as those who have. Ultimately, one event held for three to four hours is not enough on its own to have a lasting impact on the global competency of students. But this is not to say that GlobEx did not serve its purpose.

This event was designed to spark curiosity in those who attended, to make them think about the issues happening outside the US, and to create awareness on the ethnic and racially diverse community present at WPI. The ways in which GlobEx did help increase global competency were by creating a space where students could learn about other cultures, countries, and global issues in a fun and interactive way. While GlobEx provided some of the first steps needed to develop global competency, it also played roles in developing WPI’s diversity competency.

The expo created an opportunity for students to recognize the diversity within our campus that they may not have been actively engaged with prior to the event. Due to location and time of
the day, most of the students that attended were underclassmen living in the dorms. These students are just starting their time at WPI, and making them curious and interested on global topics, could incentivize them to become engaged on these topics in the future. Perhaps the biggest impact on diversity competency at this event came from student volunteers from varying backgrounds working together at the tables, and sharing their experiences. These one-on-one interactions between international students and US American students is more difficult to track, and thereby more difficult to measure their effectiveness.

GlobEx also helped develop diversity competency. As discussed in Chapter 2, diversity competency was created to better define the growth and development that occurs on a college setting. This concept embraces the mindset that variety of experiences influence learning. Examining GlobEx from a diversity competency perspective, the event provided a diverse experience. But it does not go as far as providing the tools needed to effectively respond to the challenges present in a diverse and globalized environment. For example, while students learned about global issues, and the variety of cultures at WPI, there were no learning lessons on how to cope with said variety of races, culture, and ethnicity. This event created awareness, and provided some basic knowledge, but it did not provide the skills needed to succeed in a diverse environment. These skills cannot be obtained in a one day event, they require time and training.

GlobEx, and events like it, are more beneficial if used in a co-curricular setting. As a standalone event, it provides exposure to various cultures on campus and to global issues. But coupled with other programs and activities on campus, GlobEx has greater impact. For example, holding the Expo around the same time frame of the Global Fair, could result in students who attend both to keep in mind global issues in when deciding which project sites to register for. This year, some professors offered extra credit to students who attended the Expo. Students had to write
a short reflection piece about something they had learned during the event. This incentive, also influenced students to reflect on their experience. Reflection is essential to learning, and not an immediate result of GlobEx, unless otherwise induced by other means. Events like GlobEx, coupled with all the other current administrative, faculty, and student activities taking place on campus, create an environment for discussions regarding diversity to occur.

In this chapter, the impact of GlobEx on campus, and how to better utilize the event to improve diversity competency on campus was analyzed. Now it is also necessary to look at where diversity competency currently stands at WPI, and how to continue to grow and improve this competency on campus.
Chapter 5: WPI’s Strategic Planning & Learning Outcomes

5.1 Defining Diversity Through WPI’s Strategic Plan

WPI’s Strategic Plan for 2015-2018, *Elevate Impact*, lists of three-year, and long term goals and missions WPI administration will strive for during the upcoming years. Diversity plays a role in some of these goals and therefore increasing diversity competency remains a critical component to mission success. *Elevate Impact* has three major goals (*Elevate Impact: A Strategic Plan for WPI (2015-2018)*, 2015):

1. Extend the success of WPI’s distinctive undergraduate education
2. Expand transformative research and graduate education
3. Enhance WPI’s reputation and visibility

The first and third goal have underlying global and diversity components to them. As part of extending the success of WPI’s undergraduate education is the initiative of Global Projects for All. Under this initiative one of the short-term goals is for 90% of undergraduate students and 20% of PhD students have an off-campus project experience (*Elevate Impact: A Strategic Plan for WPI (2015-2018)*). Based on data from an extensive study of WPI graduates conducted by the University of Massachusetts Donahue Institute, WPI administration claims to recognize that the experience students have during their project work is life changing, and that it matters to employers (*Elevate Impact: A Strategic Plan for WPI (2015-2018)*).

To ensure that every student can take part in off campus project programs WPI will expand the number of global projects available to students, both domestically and internationally. In the Strategic Plan, the administration states that to remove financial barriers that prevent students from participating, WPI will also launch a targeted fundraising effort for scholarships and project center
endowment funds, and seek to defray other costs of student participation ("Elevate Impact: A Strategic Plan for WPI (2015-2018),"). According to the Plan, by 2018 WPI will:

- Provide a global stipend to every undergraduate student to ensure access to WPI’s signature academic experience.
- Offer PhD students the opportunity to participate in global and industrial experiences as part of their graduate experience.
- Establish a Global Impact Lab to document and disseminate impacts of global projects, and to catalog all project work at WPI in alignment with a list of WPI Grand Challenge Themes.

As part of the third major goal in Elevate Impact—Enhance WPI’s reputation and visibility—the administration would like to increase the university’s global partnerships. This initiative involves establishing six alumni chapters, and identifying and securing Global Ambassadors as an alumni leader in each ("Elevate Impact: A Strategic Plan for WPI (2015-2018)," 2015). Currently, WPI has project centers located in twenty five countries; with nearly 900 students undertaking off campus projects each year WPI promises to harness the power of its strong global alumni network and influence it in a way that will maximize opportunities for our students, faculty, and alumni to make an impact ("Elevate Impact: A Strategic Plan for WPI (2015-2018),").

The focus will be on three regions of the world: China, Central Europe, and Latin America. “These are regions where we already have established alumni bases and nascent partnerships that offer maximum potential for growth; as well as explore other global partnerships on an ad hoc basis.” The goal is to develop and nurture robust relationships with WPI alumni and partners that continue to increase WPI’s global impact. By 2018, WPI aims to:
➢ Establish six new global alumni chapters, and identify and secure a designated Global Ambassador as the lead in each, with a minimum of one chapter in each of the three key strategic regions.

➢ Execute a memorandum of understanding (MOU) with at least two academic partners in each of the three regions and develop concrete action plans to deliver on the MOUs.

➢ Identify (starting with the Class of 2016) all graduating students (undergrad and graduate) from countries outside the United States, and provide them with WPI Email for Life. Identify all alumni in the three key regions; and contact those who do not have valid email addresses in our records and sign up 25% of them for a WPI email address for life, with an ultimate goal of 50%. ("Elevate Impact: A Strategic Plan for WPI (2015-2018)," 2015).

These goals from the Strategic Plan are important to note because they have global themes. With more project sites available, students have greater opportunity of exposure to other cultures, both within the U.S. and abroad. In addition, the Strategic Plan goes farther to discuss elements to the success of these goals. Three of these “Cross-cutting enablers” were:

- Diversity and inclusion
- Faculty and staff development
- Sustainability

In the Strategic Plan, WPI recognizes the importance of diversity and inclusion. The Plan states that “perhaps the single largest enabler of innovative thinking for WPI is creating an inclusive, diverse community that values difference in thought, cultural background, and perspective.” Due to this, the administration will increase their efforts to recruit and retain students,
faculty, and staff of diverse backgrounds ("Elevate Impact: A Strategic Plan for WPI (2015-2018),"). In addition, WPI will institute programs to help ensure the university is a place that appreciates difference, and work to sustain an environment where all members of our community are empowered to perform at their best("Elevate Impact: A Strategic Plan for WPI (2015-2018)," 2015).

Regarding faculty and staff development, the initiatives discussed in Elevate Impact, will continue to place WPI on the leading edge of innovation in higher education. This will require putting in place new programs and activities in support of students’ learning and our faculty members’ research.

“They [new programs and activities] will require us to hire and retain the best faculty and staff who embrace the mission of WPI, and for those faculty and staff to evolve their work over time as global challenges evolve, and our own programs change.” ("Elevate Impact: A Strategic Plan for WPI (2015-2018)," 2015)

WPI recognizes that in order to support a fast-paced learning and working environment, it is important to look at the changing needs of our faculty and staff through new opportunities for training and development of their talent ("Elevate Impact: A Strategic Plan for WPI (2015-2018),").

Sustainability, is another important aspect of the Plan. WPI’s principles of sustainability include: ecological stewardship, social justice, and economic security. By implementing the principles of the WPI Plan for Sustainability the administration believes that the institution will advance broad sustainability goals in academics, research, campus operations, and community outreach ("Elevate Impact: A Strategic Plan for WPI (2015-2018),").
5.2 WPI Learning Outcomes Lack Diversity Competency

WPI’s Undergraduate Catalog lists its mission, goals, values for undergraduate education, learning outcomes, as well as the institution’s commitment to pluralism. Yet despite having multiple opportunities to address diversity competency throughout these sections, there is no strong commitment to providing diversity training for students to successfully interact both locally and abroad. Under “WPI’s commitment to pluralism”, it is stated that “recognizing the importance of pluralism to creativity, innovation, and excellence, WPI is dedicated to creating an atmosphere that encourages diversity in all aspects of campus life-from academics, to residence hall living, to social interactions among students, faculty, staff.” (WPI, 2016). Based on this statement, what is referred in the undergraduate catalog as pluralism, is also a synonym to diversity competency. This is the only time in the catalog when a topic similar to diversity competency is addressed.

While the institution does state that it is committed to creating an atmosphere that encourages diversity, there are no learning outcomes related to diversity competency. This presents a conflicting argument because if it is not part of the learning outcomes, then there is no need to train students on diversity inclusion.

Out of the ten learning outcomes listed in the undergraduate guide (which were last revised in 2004), number eight is the closest one that refers to competency. It states “Graduates of WPI will be aware of how their decisions are affected by other individuals separated by the time, space, and culture. This learning outcome accounts for interactions with individuals in other parts of the world (global and multicultural competency), but it does not account for a key component of diversity competency, which is the interactions that take place locally.
Chapter 6: Analysis and Recommendations

6.1 Analysis

After conducting research, meeting with WPI administration and faculty, and working side by side with students on diversity and inclusion initiatives, the following was found:

*Diversity and inclusion components are isolated from WPI’s Learning Outcomes.*

Despite having diversity and inclusion as one of the first cross-enablers in the Strategic Plan, Elevate Impact, this cross-enabler is isolated from the current undergraduate learning outcomes. Diversity and inclusion are not included in the WPI’s goals, the statement of values for undergraduate education, nor are the undergraduate learning outcomes. The statement of “WPI’s Commitment to Pluralism” is in the catalog, but its values need to be integrated into other statements.

*The role of diversity and inclusion as a “cross-enabler” is unclear to external audiences which reduces its impact on current or prospective students.*

As mentioned briefly before, Diversity and inclusion is one of the first cross-enablers listed in WPI’s Strategic Planning. But this cross-enabler is not presented in material such as public handouts and fliers. This presents an issue in communicating the importance of this goal, because both current and prospective students do not know that diversity and inclusion is something that WPI and values as an institution. Choosing to not take a public stance on this issue weakens the current initiatives taking place on campus.

*WPI’s cross enablers of can be applied to recommendations on how to improve diversity competency on campus.*
As it will be seen in the recommendations section three of the cross-enablers presented in the strategic planning guide can be used and as basis for recommendations on how to improve diversity competency on campus. These cross-enablers are: Diversity and inclusion, faculty and staff development, and sustainability. Using aspects of the Strategic Planning to induce recommendations sets a strong foundation for success.

*There is a lack of faculty and student training on diversity and inclusion.*

Through the interviews and discussions held on campus it was found that both faculty and students lack proper diversity and inclusion training. This increases the difficulty of having open discussions about this issue. Faculty and staff can not properly train students on diversity inclusion, if they do not feel comfortable with the topic themselves.

*There is a disconnect between current diversity and inclusion programs and initiatives occurring on campus.*

After conducting several interviews on campus, it was found that this spite of having many initiatives taking place there is a disconnect for lack of communication between the organizers of these initiatives. Often it was found that there were similar ideas stemming from different students, faculties, or departments. There needs to be better communication between faculty and students throughout campus. Programs and projects seem to be compartmentalized from one another.

*It is difficult to engage various student communities on diversity and inclusion topics.*

After organizing the Global Expo, it was evident that a critical part of improving diversity competency on campus involved engaging as many different student communities as possible. Sometimes this require creative methods. This included offering Super Fan shirts and food as
incentives for students who otherwise may not have attended the event. Yet once they were there, students were engaged and excited to be learning about global issues.

**Co-curricular programs, such as GlobEx, help spark interest of unengaged students.**

During the Global Expo it was confirmed that providing a fun yet educational atmosphere helped spark interest of unengaged students. While the Global Expo what successful, it is not sufficient to promote diversity competency as a standalone event. It worked best when it was cobbled with academic incentives such as professors providing students with extra credit for writing reflections after attending the event.

### 6.2 Recommendations

Based on the analysis made, there are improvements that can be made at the administrative, faculty, and co-curricular levels to improve diversity competency on campus. On the administrative level, WPI should consider incorporating diversity as part of WPI’s definition of Innovation. One example of how this could be accomplished, is by adding a diversity competency component to the new Foisie Innovation Studio. The administration should also elevate the overall importance of diversity and inclusion in the Strategic Planning. While it is listed as the one of the first cross-enablers, it is not presented well to external audiences. This could be mitigated by simply adding the importance of the diversity and inclusion in the current handouts made available to incoming students. Putting this issue on the forefront elevates the importance of the topic and increases awareness.

The WPI administration should also continue to recruit qualified members from diverse backgrounds. This is directly related to the Diversity and Inclusion cross-enabler. As WPI’s student body becomes more diverse, the institution should continue its efforts to recruit faculty with diverse backgrounds as well. Additionally, diversity and inclusion training programs for all
current faculty and staff should be provided. This has a direct correlation to the Faculty & Staff development cross-enabler. As part of its social justice component, in the Sustainability cross-enabler, the administration should continue to provide equal opportunity and privileges to all. Lastly, an online public platform for diversity and inclusion needs to be created. This would help maintain open lines of communication between individuals and groups working on diversity competency efforts.

On the academic level, WPI Undergraduate Learning Outcome number eight should be updated to better incorporate diversity competency. This outcome states that graduates of WPI will “be aware of how their decisions affect and are affected by other individuals separated by time, space, and culture.” This outcome statement needs to be revised to address the importance of successful interactions in both local and global settings, the diversity on campus and adjacent communities as well as those located around the world.

Additionally, the university should hold a diversity & inclusion training program during New Student Orientation (NSO), and develop a required diversity component for all ID 2050 classes. NSO is the only opportunity where the entire freshman class can be reached to. This presents an excellent opportunity to provide diversity competency training for new members of the WPI community. Meanwhile, adding a diversity component to ID 2050 classes, ensures that all students both staying local and going abroad receive some basic instruction on how to properly react and interact in a socially dynamic environment.

Recommendations on the co-curricular level include making GlobEx a recurring yearly event. The first year of this event was successful, but there are more opportunities for the event to expand. In future GlobEx, more countries can be represented, and more faculty could be involved, ultimately leading to greater attendance. Both faculty and student organizations should continue
to present multicultural, racial, and global awareness events. Lastly, student and faculty need to work together to create event awareness and reach out to various student communities.

6.3 What should diversity competency mean at WPI?

WPI needs to develop an inclusive and diverse community on campus in order to educate engineers and scientists who are equipped to become effective leaders and innovators in the diverse world in which they will be working. WPI graduates should have diversity competency—the awareness, knowledge, and skills needed to effectively communicate, collaborate, and engage with diverse individuals and communities in meaningful ways through interactions characterized by reciprocity, mutual understanding, and respect. As individuals, diversity competency means that someone should be able to recognize the diversity present in a group, engage with it, and take this diversity into account when making decisions. Diversity competence recognizes that individual choices have an impact on the surrounding community, and brings this knowledge and awareness of diversity, inclusion and equity to decision-making. As members of any community, a diversity-competent person should be able to acknowledge diversity, value it, recognize the struggle that dissimilar others may face, and create an environment of inclusion and equity. As members of the WPI community, the first step in the right direction is to recognize and engage with the diversity present all throughout campus. But ultimately, a person becomes truly competent the moment he or she acknowledges these differences, chooses to take action, and makes strides toward positive change.
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*VALUE Rubric Development Project.*


APPENDIX A: GlobEx Planning Guide

Logistics:

The first Tech Travels Ft. GlobEx took place on WPI’s Quad on Friday September 23rd, 2016 from 4-7 PM. During the event students picked up their “Passport” at the check in table, before they got to travel to different parts of the world. The quad was divided into different sections. Part of it was used for the tables representing countries and global issues, while other parts, were used for the stage, inflatable, rock climbing wall, and the food trucks (See Figure 1).

Figure 2: Quad Layout for Tech Travels Featuring GlobEx
Stage

The stage held four thirty minute performances throughout the event. This year there was a Zumba class, African Repercussion, and two BeAwares, one on Venezuela and another on Pakistan. BeAwares are events put on by WPI’s Global Humanitarian Alliance (GHA) whose purpose is to raise awareness on the current issues of other countries.

Public Relations (PR) Event Planning

One of the most important aspects of planning GlobEx was getting students to volunteer, and to make students aware of the event to have a strong first showing. Since this was the first time holding this event, Nikos and I started working on PR very early in the planning stages.

WPI Administration & Student Club Leadership

During D term, we met with various WPI administration members such as Colleen Callahan-Panday, Associate Director of the International House, and Blair Clarkson and Erin Bell, from the Interdisciplinary Global Studies Division (IGSD). We also met with leadership from student organizations such as the GHA executive board, and Shehroz Hussain and Sakshi Khurana, the past International Student Council (ISC) President and Vice-President, respectively. The purpose of these meetings was to explain GlobEx and receive feedback, as well as to gauge interest on their involvement in the event.

E-mails

During the summer, we got in contact with Andrew Santos, the current ISC President. He was very interested on the event and was of great help for reaching out to the international community. Through ISC and the International house, we reached out to multicultural clubs and international students on campus. E-mails with a brief explanation of what GlobEx was, were sent out periodically from the end of August until two weeks before the event.

Fliers

Interest fliers were handed out during the club fair that takes place the day before classes start, and during the Global Fair. The purpose of the fliers was mostly to get volunteers. Therefore, on the day of the club fair, fliers were handed out to tables rather than to students walking by. We
targeted clubs that we believed would be most interested in participating, or that would be ideal to have involved. Some of the clubs included: Engineers Without Borders (EWB), Model United Nations, the Black Student Union, and all the multicultural clubs on campus. See Appendix E for the contact information for the organizations and WPI administration that participated in GlobEx.

Fliers were handed out during the Global Fair to get volunteers from various IQP teams that had already gone abroad, and may be interested in showcasing a country from a non-native’s perspective. See Appendix F for flier design.

**Meetings**

Throughout A-term, Nikos and I attended multiple meetings to create awareness of the event, and to get more students/countries involved. We attended the first general body meetings of various multicultural organizations, including ISC, GHA, the Albanian Student Association (ASA), and the Hellenic Student Association (HSA).

We attended the first meeting for the Multicultural Committee Programming Committee (MultiProCo) that took place in A term 2016 to create more awareness on the event. MultiProCo is a group of executive board members from multicultural and internationally oriented student groups that discuss cross-campus multicultural programming and events. We also attended the Global Re-Entry Seminar that took place in A-term.

**Social Media & Other Forms of Advertisement**

We used Facebook, OrgSync, and SGA’s weekly events flier, to create awareness on the event. We also had the chalk drawing club on campus make a large drawing outside of the Rubin Campus Center, the night before the event.
Recommendations for Planning Another GlobEx

Although the first GlobEx had a great turn out, over twenty-five tables, and over four hundred attendees, there is always room for improvement. In regards to planning, Appendix G includes a to do list for the final week prior to GlobEx. This gives a general idea of the planning that took place during the final stages.

Event Scheduling

Holding the event during A term worked out very well. ISC does not have many large events planned this term, versus B-term when the International food festival takes place. During A term, the Global Fair takes place, which works well with GlobEx, and helps maintain a “Global Theme” throughout the term.

If possible, do not hold the event during midterms week. It would be best if the event were held a week earlier or a week after midterms. This year, the event took place on the Friday of midterms week. This put a lot of stress on the GlobEx volunteers. At the same time, scheduling on a different date may be difficult since there are a lot of events taking place on campus during the fall, such as Parents’ Weekend, Greek Week, Homecoming, etc. It is also important to keep the weather in mind. The later in September the event takes place, the more likely we are to have colder weather and rain.

Quad Layout

After receiving feedback from both volunteers and event participants, the quad could be lay out different to have better for a future GlobEx. The layout used for this year, Figure 2, the activities were too spread out. The stage was too far from the tables, which resulted in less students observing the activities because they were too busy involved on the tables. It would be best to place the stage closer to the tables, and move the tables so that the stage is right behind them. Figure blah shows the layout used this year, and Figure blah shows the new suggested layout. This new layout also allows for more room, since ideally there would be more students involved in upcoming years.
This year, volunteers mentioned that there was not enough space provided between tables. During times of high participant traffic, tables had upward of fifteen students, and they were overflowing into the space of the surrounding tables. For a future GlobEx provide some space between the tables to compensate for this, approximately five to seven feet of space between each table.

**Incentives**

Incentives were a key aspect to such a strong showing in the first year of GlobEx. This year, food trucks, super fan shirts, and Ultra Fan shirts, were used as incentives for students to attend the event, and more importantly to interact with the tables. A recommendation based on this year’s feedback would be to adjust the knowledge quiz. Students had to take this quiz, in addition to having at least twenty stamps, to have a chance at winning the Ultra Fan shirt. This year, students were asked three questions that were picked at random from the question bank. This made it extremely difficult to win the shirts. There were no winners this year. Perhaps the quiz could be adjusted so that students must get a certain number of questions right out of a total. For example, a student would need to answer correctly three 3 out of 5 questions asked.

*Figure 3: Suggested GlobEx Layout*
**Funds Allocation**

GlobEx happened in great part due to the funds that were made accessible by various groups (see Appendix H). A large portion of the $10,000 idea budget went toward GlobEx; we also had IGSD sponsor posters for the event. This year, shirts were given to volunteers that were at the check in table and those posted at all the other stations excluding GlobEx. These volunteers were mostly associated with the Tech Travels aspect of the event. Shirts needed to be ordered earlier and it was not until the middle of the term that we had a good idea of how many students would be participating in GlobEx. For a future GlobEx, if there are sufficient funds, it would be great to get t-shirts for the volunteers that are table sitting as well.

If another Tech Travels/GlobEx were to take place, the funds from the inflatable and Zumba, could be used toward other events on the stage that are more like presentations or performances. African repercussion was very good. Step Team was scheduled to perform but they cancelled before the week of the event. The money saved from the inflatable and Zumba could also be used to have more tables with countries and organizations, or to pay for another food truck to have more variety of cuisines. In regard to the food trucks it could be cheaper, to find local food trucks in the Worcester area, rather than trucks out of Boston.

**Adopt A Club**

A concept that we attempted this year, but were not able to fully apply was “adopt a club”. This meant clubs that may not necessarily have anything to do with creating global awareness took part in the event by being paired with students and organizations representing a country. For example, the game development club could pair up with BRAZA, the Brazilian student organization on campus, and hold a FIFA tournament during the event. This year, the Society of Women Engineers (SWE) paired up with Rwandan students and collaborated the Rwanda table. They spoke about women’s rights, and how this affects their ability to get involved in STEM. The goal behind this concept is to reach out to student populations on campus that may not be interested in global competency, but that could be attracted to the event through other topics or themes that they enjoy.
APPENDIX B: Passports

Images of the inside and outside of the passports that were handed out during the event.
APPENDIX C: Posters

These are some of the posters from countries or global issues that were presented at the Global Exposition.

- Myanmar is a country of rich historic culture and heritage

  Ancient Bagan City  Shwedagon Pagoda  Kyite Htee Yoe Pagoda

- Myanmar is home to the famous leg rowers of Shan State

- Kayan (one of the ethnic groups in Burma) women have received recognition for their long-neck rings

- Chinlone is a traditional sport of Myanmar

- Thanaka is the traditional makeup from the bark of the Thanaka tree

- Language: Burmese (မြန်မာစာ)

- Myanmar is the 40th largest country in the World.

- Myanmar has a traditional ceremony associated with each month of the year.

*This poster was generously funded by the Interdisciplinary And Global Studies Department (IGSD)*
Diabetes Around the World

Three truths and a lie...

- China is the country with the most number of people with diabetes.
- The average monthly cost to treat either type 1 or type 2 diabetes is more than $300.
- Gestational diabetes affects 1 in 25 pregnancies.
- Bahrain is the country with the highest percentage of people with diabetes.

285 million people affected globally by diabetes
25.8 million people in the US have diabetes
5th leading cause of death worldwide
Type 2 diabetes is preventable, but type 1 is not

*This poster was generously funded by the Interdisciplinary And Global Studies Department (IGSD)*
Pakistan
خوش آمدید!
(Welcome to Pakistan!)

National Language: اردو (Urdu)
Population: 190 million
Motto: Unity, Faith, Discipline
Fun Fact: Land of the 2nd oldest civilization

1. Pakistan has the largest consoli-
dicated irrigation system in the world.
2. KG, the second highest mountain
peak in the world, is in Pakistan.
3. Pakistan is home to the world’s
largest man-made forest, Chilka
Mangal.
4. Pakistan’s Chawara port is the
largest deep-sea port in the world.

*DID YOU KNOW?

*This poster was generously funded by the Interdisciplinary And Global Studies Department (IGSD)*
APPENDIX D: Stamps/Stickers

These include most of the sticker designs that countries and organizations used.
APPENDIX E: Points of Contacts

This list serves as a good start for students and organizations to contact for future expositions. These organizations, or students and faculty, we all involved in the planning and/or execution of the event.

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<th>Club, Organization, or Students</th>
<th>Contact Information</th>
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<td>Pakistan</td>
<td>Pakistani Students</td>
<td><a href="mailto:mashah@wpi.edu">mashah@wpi.edu</a>, <a href="mailto:sanaeem@wpi.edu">sanaeem@wpi.edu</a>, <a href="mailto:ashaikh@wpi.edu">ashaikh@wpi.edu</a></td>
</tr>
<tr>
<td>Paraguay</td>
<td>Paraguayan Students &amp; IQP Students</td>
<td><a href="mailto:jalawes@wpi.edu">jalawes@wpi.edu</a></td>
</tr>
<tr>
<td></td>
<td>(Javier Lawes)</td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>Filipino Students (Andrew Onagal)</td>
<td><a href="mailto:aonagal@wpi.edu">aonagal@wpi.edu</a></td>
</tr>
<tr>
<td>Rwanda</td>
<td>Students from Rwanda</td>
<td><a href="mailto:mndahiro@wpi.edu">mndahiro@wpi.edu</a>, <a href="mailto:pmnugabo@wpi.edu">pmnugabo@wpi.edu</a></td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>Saudi Arabian Students</td>
<td><a href="mailto:msfallata@wpi.edu">msfallata@wpi.edu</a>, <a href="mailto:raalsoby@wpi.edu">raalsoby@wpi.edu</a>, <a href="mailto:oiali@wpi.edu">oiali@wpi.edu</a></td>
</tr>
<tr>
<td>South Korea</td>
<td>Korean Student Association (KSA)</td>
<td><a href="mailto:ksa-off@wpi.edu">ksa-off@wpi.edu</a></td>
</tr>
<tr>
<td>Spain</td>
<td>Spaniard Student (Simon Escapa)</td>
<td><a href="mailto:sescapa@wpi.edu">sescapa@wpi.edu</a></td>
</tr>
<tr>
<td>SWE</td>
<td>Society of Women Engineers (SWE)</td>
<td><a href="mailto:sweofficers@wpi.edu">sweofficers@wpi.edu</a></td>
</tr>
<tr>
<td>Turkey</td>
<td>Turkish Student Association</td>
<td><a href="mailto:tsaofficiers@wpi.edu">tsaofficiers@wpi.edu</a></td>
</tr>
<tr>
<td>Vietnam</td>
<td>Vietnamese Student Association (VSA)</td>
<td><a href="mailto:vsaofficiers@wpi.edu">vsaofficiers@wpi.edu</a></td>
</tr>
</tbody>
</table>

Other Important Points of Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleen Callahan-Panday</td>
<td>Associate Director, International House</td>
<td><a href="mailto:ccallahan@wpi.edu">ccallahan@wpi.edu</a></td>
</tr>
<tr>
<td>ISC</td>
<td>International Student Council</td>
<td><a href="mailto:iscexecs@wpi.edu">iscexecs@wpi.edu</a></td>
</tr>
<tr>
<td>IGSD</td>
<td>Erin Bell, Blair Clarkson, &amp; Samantha Ervin</td>
<td><a href="mailto:bcclarkson@wpi.edu">bcclarkson@wpi.edu</a>, <a href="mailto:ebell@wpi.edu">ebell@wpi.edu</a>, <a href="mailto:saervin@wpi.edu">saervin@wpi.edu</a></td>
</tr>
</tbody>
</table>
APPENDIX F: Tech Travels Ft. GlobEx Fliers

Four hundred of these fliers were printed and handed out by hand to clubs and organizations during the activities fair at the beginning of A term. The purpose of these fliers was to make clubs and organizations aware of this event. The fliers were used mainly to spark interest among students to get volunteers for GlobEx.
• Travel around the world in just one day with Tech Travels and GlobEx. We’ll provide the passports!
• Join in on the annual events, customs and cuisines of unique places around the world such as live performances, rock climbing, a food truck, Zumba, and inflatables
• Get excited about IOP and MQP opportunities by visiting the countries where we host students or relive your favorite memories from your time abroad.
• Don’t forget to get your passport stamped from each country for a chance to win a prize at the end of your travels!

Remember, if you want to showcase your love for your country, your culture or any other, email us to find out how you can participate at techtravels@wpi.edu.
APPENDIX G: Last Week To Do List

WEEK OF GLOBEX TO DO LIST

Monday
-Send e-mail to alias with reminder (send as a reply of the post meeting e-mail sent)

  *Include deadlines written in the e-mail

  *Don’t cc techtravels so that they don’t get spammed

-Find volunteers to help set up on Friday

Tuesday
-E-mail people that have not sent posters by 5 PM

Wednesday
-Place poster print job order in the AM!

-Send sticker print job to printing services (500 per table)

Thursday
-Organize/figure out countries’ layout on the quad

-Send e-mail to alias with final country list & clubs/members involved

  *INCLUDE NEW EXPENSE FORM

  *Include explanation of layout of quad

  *Include pic from tech travels with quad layout

-Make quiz for Ultra Fan shirts

Friday (DAY OF EVENT)
-Pick up posters from ATC!

-Pick up stickers from printing center

-Pick up flags from International House

-Organize countries/tables on the quad
  
  *Put posters up on stands by 3:30 PM

-Set up check in for GlobEx volunteers
  
  *Here they can pick up their stickers
APPENDIX H: Cost of the Event

The table below includes cost and contact information for most vendors that were hired for Tech Travels ft. GlobEx. Please note that this is not an all-inclusive list of costs for Tech Travels. This is a list of estimated costs if GlobEx were to take place again in the upcoming years based on the feedback from what was successful at this year’s event.

<table>
<thead>
<tr>
<th>Item</th>
<th>Vendor</th>
<th>Qty</th>
<th>Cost</th>
<th>Contact info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food truck</td>
<td>Jamaica Mi Hungry</td>
<td>600 meals</td>
<td>$3,500.00</td>
<td><a href="mailto:jamaicamihungry@gmail.com">jamaicamihungry@gmail.com</a></td>
</tr>
<tr>
<td>Food truck</td>
<td>Kona Ice</td>
<td>3 hours or 300 servings</td>
<td>$700.00</td>
<td><a href="mailto:holly@hollysconaice.com">holly@hollysconaice.com</a></td>
</tr>
<tr>
<td>Rock Wall &amp; inflatable*</td>
<td>Party Vision</td>
<td>N/A</td>
<td>$2,100.00</td>
<td><a href="mailto:info@partyvision.com">info@partyvision.com</a></td>
</tr>
<tr>
<td>&quot;Passports&quot;</td>
<td>WPI Printing Services</td>
<td>500</td>
<td>$190.00</td>
<td></td>
</tr>
<tr>
<td>Fliers</td>
<td>WPI Printing Services</td>
<td>400</td>
<td>$90.00</td>
<td></td>
</tr>
<tr>
<td>Quarter sheets</td>
<td>WPI Printing Services</td>
<td>500</td>
<td>$65.00</td>
<td></td>
</tr>
<tr>
<td>Stickers</td>
<td>WPI Printing Services</td>
<td>570</td>
<td>$90.00</td>
<td></td>
</tr>
<tr>
<td>EMT Detail</td>
<td>WPI EMS</td>
<td>N/A</td>
<td>$110.00</td>
<td></td>
</tr>
<tr>
<td>T-shirts</td>
<td>Silverscreen Designs</td>
<td>60</td>
<td>$756.00</td>
<td><a href="mailto:cheryl@silverscreendesign.com">cheryl@silverscreendesign.com</a></td>
</tr>
<tr>
<td>Reserving Quad, tables, stage, &amp; GlobEx refund budget</td>
<td>*Facilities (33 tables)</td>
<td>N/A</td>
<td>$1,700.00</td>
<td></td>
</tr>
<tr>
<td>Sound Equipment</td>
<td>Radio Club</td>
<td>N/A</td>
<td>$125.00</td>
<td><a href="mailto:radio-execs@wpi.edu">radio-execs@wpi.edu</a></td>
</tr>
<tr>
<td>Africa Percussion (WPI Club)</td>
<td>N/A</td>
<td>N/A</td>
<td>$180.00</td>
<td>Leif Waugh</td>
</tr>
<tr>
<td>GlobEx Posters</td>
<td>ATC</td>
<td>25</td>
<td>-</td>
<td>Sponsored by IGSD</td>
</tr>
<tr>
<td>Flags</td>
<td>International House</td>
<td>23</td>
<td>-</td>
<td>Free. Sign out from Int’l House</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>$9,693.56</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I: Interviews

These are the links to the short interviews conducted during the Global Expo. Students were asked questions regarding global competency, as well as whether they believed GlobEx was going to help them increase their global competency. The last two interviews were conducted on Nikos & myself. We were asked what our definition of global competency was, as well as what could be improved for future global expositions.

Interview 1
Interview 2
Interview 3
Interview 4
Interview 5
Interview 6
Interview 7
Interview 8-Gyneth & Nikos Response on Global Competency
Recommendations for Future Global Expositions
APPENDIX J: Tech Travels ft. GlobEx The Towers Article

On Tuesday September 27th 2016, Anh Dao wrote an article about Tech Travels Ft. GlobEx. She volunteered to represent her country, Indonesia, at the Global Expo.

Earlier this year SGA introduced a $10,000 Competition for innovative event ideas. The winning idea went to the Tech Travels proposal. Together with Globex, the Tech Travels event was hosted on last Friday, September 23. The event was organized to provide the WPI international community with a way to show off their national culture and the general school community a chance to gain more awareness on about other countries’ current affairs and culture via fun activities.

Tech Travels was open to all WPI student. The event lasted from 4 to 7 p.m. with more than 30 cultural clubs participating. To simulate the real “travel experience,” each participant received a passport. By “traveling” to each country’s table and participating to the group’s activity, the student learned some new facts and got a stamp as a “visa.” To encourage “travellers” to travel more, whoever went to more than 15 countries and had over 15 stamps got a newly designed WPI Superfan tank top.

In addition, participants got to learn more about IJP and MQP opportunities presented by the IGSD, enjoy live performances from the Pakistan and Venezuelan students, listen to a talk from the Global Humanitarian Alliance and participate in fun activities such as rock climbing and free delicious Jamaican food.

Photos by Anh Dao & Shanshan Xie