New Program GCS Proposal
Executive Summary

Concept Description
The University of Oregon is a multicultural school, which provides students with many international programs and events. Bringing international and native students together is another main objective of the ASUO. During our research we found out that not only are students not aware of the bulk amount of programs that are offered, but they also are not getting involved with the programs that are known.

Situation Analysis
As an institution, the University of Oregon has a large breadth of programs, clubs, and events that help increase individual cultural development. Unfortunately, there is a lack of attendance and knowledge of these clubs. In order to mitigate these issues and increase cultural competence within the university, we are going to create a mandatory program for international students. This will endeavor to expose them to domestic students and activities, and vise versa.

Solution
We are proposing to create a new mandatory program for international students. This will aim to foster general communication and cultural exploration. The program will be called “Global Communication Studies” (GCS). In order to ingrain multi-cultural characteristics, the students will have to take it when they first start attending the University of Oregon.

Implementation
Here are some main points of how the program works:
  • The program counts as IC and is worth 2 credits.
  • Incoming students are divided into 5-8 person groups.
  • Each week, groups will attend at least one club meeting, event, or program, and report to their respective undergraduate advisor.
    • The new students will write weekly reports about their experiences.
  • There will be an actual class that students will attend once a week, which will aim to give them further insight on their tasks as well as giving them further insight on the various events that they can attend.

Management
A professor will guide volunteers in the supervision of the students, as well as providing the students with advice. There will be volunteers and communication major students who help to guide and supervise students. Every week, students will hand their reflection papers in to their respective supervisors, and will be assessed by the papers as well as the two projects.

Finance
Gross Margin=$556,483

TO CREATE A NEW PROGRAM: GLOBAL COMMUNICATION STUDIES
From: Thornton Hare, Kelly Fitzgerald, Jinye Yu, Shuang Han, Yeji Lim
To: Associated Students of the University of Oregon
August 2, 2011

Introduction
According to the “University of Oregon International Students and Scholars 2010-2011 Annual Profile”, there are 1746 international students in attendance\(^1\). Almost 66.5% come from East Asia, the rest of them are from Southeast Asia, Oceana, South & Central Asia, Canada, Europe, Middle East, Africa, and Latin America\(^1\). The University of Oregon is a multicultural school. Improving cultural development is an important objective of the ASUO. The University of Oregon has many international cultural service programs, including: International Night, Flagship, International Week, and Study Aboard options. However, many students simply focus on their own culture, and rarely participate in the international programs that are available to them. According to our research\(^7\), the majority of students are afraid to interact with people from other cultures. We propose the creation of a new program that will encourage students to communicate with each other by creating a unique learning environment.

Situation Analysis
1. Background
The University of Oregon’s mission statement\(^3\) posits that “we should develop ‘international awareness and understanding’” in order to further our fit within a globalizing society. For this to be realized, the University believes that the campus should facilitate an atmosphere of “care and support”. Though, the ultimate goal of both the University and the ASUO is to increase the overall cultural competence of the membership body\(^1\).

According to the ASUO Diversity Statement, cultural competence is defined as, “an active and ongoing process of self-reflection, learning, skill development, and adaptation, practiced individually and collectively, that enables us to engage effectively in a culturally diverse community and world”\(^3\). Even removed from a multicultural context, these traits are desired in a person. Though, they become extremely important in our contemporary situation.

The world in which we live in is drastically different than the one that existed less than thirty years ago. Technology has made it so that it is increasingly easy to communicate with different parts of the world. In addition, the ease of communication has furthered the need for interaction with the other parts of the world and moreover, cooperate with them. In order to thrive in our world, people must, at the very least, have a cursory understanding of other cultures, and be able to convey certain thoughts to them.
2. *The Situation*

One of the key ways to improve cultural competence is through exposure. The more a person is exposed to various cultures, the more they are able to connect with a broader range of ideas. This thought resonates with the principle with a liberal education; it is the enrichment of the individual. The University of Oregon recognizes this, and has a wide range of clubs and events that can facilitate exposure\(^1\). Unfortunately, it appears that the opportunity of exposure is not enough. There has to be a process that pushes people to engage in cultural exposure.

The data, which were collected via surveys, suggests that students are not aware of all of the programs that are offered. More importantly results of the data expressed concern regarding the lack of attendance to the known programs\(^2\). This has left students less knowledgeable and removed from various elements of cultural experience. A large part of this is that many students tend to shy away from leaving their comfort zones.

3. *Transformation*

The University of Oregon has a large amount of students. They come from different countries, and have their own respective cultures. In order to succeed in school, it is important to interact with people from different cultures. The data suggests that international students demonstrate some of the lowest participation in the programs offered at the U of O\(^2\). By focusing on the international students, we aim to increase the participation and development of one of the least exposed groups in the school, and enrich the other students through increased interactions with this body of students. For international students to truly come out of their comfort zones, they have to be put in situations that requires them to stretch their borders.

International students can expand their comfort levels through repeat exposure. Attendance of the university clubs, programs, and events can lead to an increase in cultural development. As we have discussed previously, most people do not voluntarily put themselves in these kinds of situations. We believe that the best way to mitigate this issue is by creating a mandatory program that will encourage students to stretch their borders and become further culturally developed. The mandatory attendance of these programs will not only increase the awareness of the various events, but hopefully institutionalize a more culturally competent student population.

**Solution**

We will create an additional program in order to amend the lack of exposure of the international students within the U of O. The Global Communication Studies (GCS) program for international
students will foster communication and cultural exploration. It will accomplish this with a unique team building curriculum.

GCS will require international student enrollment with communication concentrations being strongly encouraged to participate. Mentors will be primarily compromised of seniors enrolled at the U of O. The mentors will act as a unique and personal guide through a ten week course.

Because of the relatively large size of the incoming international student body, the course will be offered three terms a year; Fall, Winter, and Spring. Furthermore, each course will be broken down into groups of five or more students. Groups will be as diverse as possible, with a random assortment comprised of different ethnic and cultural backgrounds.

Time constraints dictate that students would be better off enrolling sooner rather than later. From this, we have concluded that the best possible implementation of this program would be for the incoming freshman.

The drive behind our program is to expose students to new and different cultural perspectives. This will bring people together, and facilitate inclusion and ultimately foster cooperation. By enhancing awareness and exposure to the different university programs, students will be forced out of their comfort zones. Ultimately enriching the cultural perspective of the entire student body.

**Structure**
The new program would be entitled, “Global Communication Studies,” and would include the following:
1) Mandatory incoming international students inclusion (sophomores are optional).
2) Open to University of Oregon students and “Strongly Recommended” for communication majors.
3) Transfer students would not be required to participate.
4) Incoming classes would be broken up into separate groups of 5-8. The GCS would take cultural considerations when assembling the groups.
5) Students would be supervised by undergraduate seniors with experience and a desire to promote cultural development. Seniors would refer directly to a professor and relay any concerns or considerations.
6) Personal seniors would be encourage to have a particular program that they are involved within. This would allow for a unique guide of the University of Oregon.
7) Mandatory colloquium worth 2 credits, can be applied to IC (international cultures).

**GCS Curriculum**
- Groups would meet at least once a week.
- The first few weeks would focus on getting students in the respective groups to familiarize themselves with each other. Writing an individual assessment and possible improvement plan.  
- Each group would attend at least one club, group, program, or event per a week offered by or near the University of Oregon. Students would not be limited to said programs but would expect heavy emphasis on them.  
- Every week students would write a reflection of group accomplishments, reporting to personal senior.  
- In weeks five and ten, a group project will be submitted, demonstrating individual and groups breadth of cultural development.  
- Peer evaluations will help to determine individuals contribution.  
- Finally a reflection piece on individual assessment and growth of improvement plan.

Resources
- Each term a professor gives assistance to the personal seniors.  
- The personal seniors receive feedback from both students and Professor.  
- Accumulated knowledge of senior, graduate and current students will guide and lend constructive criticism to the groups.  
- The class will meet once a week for students to report their weekly activity and get further ideas.  
- The groups will also report to the personal undergraduate advisors in reserved rooms in the Knight Library.

Financials

U of O Costs:
Average salary for 2010-2011 Journalism Full time professor\(^{(12)}\) = 95,000
Building Fee per student\(^{(13)}\)= 25.00

Student Costs\(^{(13)}\):
Non resident credit fee= 587.00
Matriculation and Health fees not included.

Program:
Number of incoming freshmen international students\(^{(11)}\)= 567.00
567(587*2)= $665,658 Total revenue for GCS per year.
95,000+567(25)=$109,175 Total costs for GCS per year.

Gross Margin= $556,483

The GCS would help to create a central web of learning and understanding. As well as furthering communication and cultural diversity to strengthen the campus as a whole. Creating a tradition that can be passed on to subsequent students.
Risk Analysis and Improvement

Potential risks include: attendance, communication, and a lack of interest in the program. A large part of this program involves the willingness of the our student body to attend and facilitate the program. These problems can be ameliorated through incentives, as well as through strong guidance and leadership.

First, many people are concerned that a mandatory program will reduce student passion. However, if the GCS program is optional, there is no difference from the other existing international culture service programs. As a result, few students will take part in the program. Another concern is that this new program will require a lot resources e.g. supervision, and financial backing. We will solve these problems by recruiting communication majors in addition to a pool of interested juniors and seniors from any background. Both the communication majors and the general pool of upperclassmen would get an upper division advising credit. Another incentive would be the resume, and experiential value of being a mentor; the students would gain invaluable leadership skills as well as gaining further knowledge about the university.

Furthermore, there is a maximum capacity for all of our existing clubs, programs, and events. With such a large volume of students in attendance, there is the potential of overbooking for some of these things. In order to reduce this risk, the GCS will schedule student activities, which will guide them about which events are still available, so that the groups can make their decisions accordingly. Another major concerns is whether or not this program will in fact be beneficial. That still has to be seen. However, it will provide an opportunity for students, from various cultures, to get together and attend the various culturally enhancing activities that the university has to offer. During the process, the members of the groups will be able to not just develop friendships, but gain further knowledge about each respective culture.

Even though, there are some risks associated with the implementation of the program, the aforementioned steps and practices should ameliorate them. The following section will go into further detail about the operations of the GCS.

Technical Plan

With the generous donation of the ASUO grant, $50,000 will go to help fund this pivotal program. A general overview of the programs and initial start up is listed below.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1: Summer 2011 Term</td>
<td></td>
</tr>
<tr>
<td>Set up meeting with Julianne Newton</td>
<td>Aug</td>
</tr>
<tr>
<td>Schedule subsequent meetings to establish the credit based system</td>
<td>Aug</td>
</tr>
</tbody>
</table>
**Phase 2: Fall 2011 Term**
- Begin finalizing course requirements
- Finalize course requirements

**Phase 3: Winter 2012 Term**
- Design marketing campaign
  - Jan
- Begin Marketing campaign
  - Jan

**Phase 4: Spring 2012 Term**
- Begin recruiting Junior and Senior volunteers
  - Apr
- Develop a list of potential mentors
  - Jun

**Phase 5: Fall 2012 Term**
- Train volunteers
  - Sep
- Begin GCS
  - Sep

**Conclusion**
We establish a new program, GCS (Global Communication Studies), which can improve the cultural awareness of most students in the University of Oregon, and provide an opportunity to interact with people from other cultures. This program would be able to show the way for how the university can develop the cultural awareness of its students. With enrollment of students being from other countries steadily increasing, there is a growing need for students to perceive and understand other cultures. The school curriculum can and should be used in order to attract and get students involved in global activities, rather than just attending the class without any experiential learning. Even though most students are not naturally predisposed to understand unfamiliar cultures, the number of non-traditional students is increasing, providing the perspectives of their respective cultures. To prepare for this situation, the program will endeavor to encourage students to communicate with each other by building a unique learning program. This program would provide an environment which would make students participate in the clubs and activities, so that they can become more flexible in their thoughts and understanding within a global context. As such, we believe that this program will fit well within the University of Oregon based on: the estimated cost, the distribution of the faculty, and the flexibility of the classes. By prioritizing cultural development, we will pave the way for a more culturally sound and intelligent group of people. Thank you very much for your time and consideration, we hope that you will support this project.
Appendix A

1) "About the ASUO." ASUO | Associated Students of the University of Oregon -. ASUO. Web. 29 July 2011. <http://asuо.uoregon.edu/about.php>

2) Additional Survey:
   <http://www.surveymonkey.com/s/CZDK69K>
   Results Posted in Appendix C


7) Initial Survey

Appendix B

Global Communication Studies Plan

<table>
<thead>
<tr>
<th>GCS Program</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Introduction-&quot;Getting to know your group.&quot;</td>
<td>Introduction-&quot;Getting to know your group.&quot;</td>
<td>Introduction-&quot;Getting to know your group.&quot;</td>
</tr>
<tr>
<td>Week Two</td>
<td>Activity/Event/Program summary.</td>
<td>Activity/Event/Program Summary</td>
<td>Activity/Event/Program Summary</td>
</tr>
<tr>
<td>Week Three</td>
<td>Group meeting</td>
<td>Group meeting</td>
<td>Group meeting</td>
</tr>
<tr>
<td>Week Four</td>
<td>Activity/Event/Program Summary</td>
<td>Activity/Event/Program Summary</td>
<td>Activity/Event/Program Summary</td>
</tr>
<tr>
<td>Week Five</td>
<td>Group project One Due</td>
<td>Group project One Due</td>
<td>Group project One Due</td>
</tr>
<tr>
<td>Week Six</td>
<td>Group meeting</td>
<td>Group meeting</td>
<td>Group meeting</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Activity/Event/Program</td>
<td>Activity/Event/Program</td>
<td>Activity/Event/Program</td>
</tr>
</tbody>
</table>
**Appendix C**

1. You are an:
   a) International Student
   b) In State Student
   c) Out of State Student

2. How many clubs, groups, programs or events have you attended at the University of Oregon?
   a) 0
   b) 1-3
   c) 4-6
   d) 7+

3. How many clubs are you a member of?
   a) 0
   b) 1
   c) 2
   d) 3+

4. Would you support a mandatory program that would increase your involvement with the programs, clubs, and events that are offered at the University of Oregon?
   a) Yes
   b) No

5. Would you support a mandatory program that would increase your exposure to other cultures?
   a) Yes
   b) No

6. Would you agree that people are not comfortable interacting with people from other cultures?
   a) Yes
   b) No