



GLOBAL ORIENTATION ON CULTURE AND ETHICS

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

INCREASING # STUDENTS DOING NON-TRADITIONAL GLOBAL EXPERIENCES

MULTIPLE ORIENTATIONS AND MANY STUDENTS GETTING NO TRAINING

GO! NOW PROVIDES CENTRALIZED TRAINING FOR STUDENTS ON CULTURE+ETHICS

BUT...

AFTER 5 YEARS OF EVALUATING IT, HERE IS WHAT WE'RE ASKING NOW:

IS IT WORKING?

	PRE-ORIENTATION	POST-ORIENTATION	POST-ENGAGEMENT
DEMOGRAPHICS What is the race/ethnicity/gender identity, major, and previous travel experience of the respondent?	✓	linked to previous responses	
EXPERIENCE DESCRIPTION Where will the respondent travel, what will they do, and who is supporting it? [Country of travel, type of experience (internship, research, study abroad, service, service-learning), partner organization/independent work, dates, campus sponsorship/funding status?]	✓	linked to previous responses	
GLOBAL PERCEPTIONS What are the anticipated greatest impacts, importance of preparation, and other ethical concerns?	✓	✓	✓
CHALLENGES Looking forward what challenges does the respondent anticipate? After orientation, what cultural/ethical insight is prescient? During experience was there a specific example of how learning at orientation benefited respondent?	✓	✓	✓
GENERAL PROGRAM EVALUATION Specific questions for each content segment of orientation, general suggestions for improvement. Post-experience is there a recommended topic that program could have addressed but didn't?		✓	✓
RECOMMENDATION Would respondent recommend program to their peers?		✓	✓

Some Best Practices We've Adopted

INCREASING RESPONSE RATE

- Personal, merged email invitations.
- Reminders from progressively higher ranked staff/faculty.
- Import previously collected data (don't ask a second time for basic info).
- Use branching so respondents don't have to wade through questions that don't apply to them.
- Incentives! You can create them without extra cost.

STRUCTURAL CONSIDERATIONS

- Structure questions so you can see:
 - » What they want to know (pre-training)
 - » What they think they learned (post-training)
 - » What they needed to have learned (post-return)
- While you can't really control for all variables, you can ask respondents to have hindsight.
- Front load data collection
 - » Students are happier filling out a long form to register rather than after an event is "finished".

the **GO!**™ framework for **CULTURE + ETHICS**

REALISTIC EXPECTATIONS

Having realistic expectations requires:

CONTEXTUAL UNDERSTANDING + FLEXIBILITY

This entails having an understanding of the history and problems of "development" projects; recognizing the limitations & barriers of your work (both project-based and personal), and being aware of the particularities of the local context.

ETHICS

Becoming an ethical agent, requires three key competencies:

HUMILITY + RESPECT + CAUTION

Developing these skills increases awareness of power inequalities, ethnocentrism, and the potential to do harm (both in research and as a service provider).

SUSTAINABILITY

Being sustainable requires taking into consideration:

LONG-TERM IMPACTS + EFFECTS OF ONE'S WORK

The only truly sustainable outcome of your project is your own learning!

RESPONSIBILITY

Cultivating a sense of responsibility requires being:

INFORMED + ACCOUNTABLE + REFLECTIVE

Being informed requires doing basic research on the location's history, culture, geography, government and other context-specific knowledge. Being accountable means holding yourself responsible for your professional and personal actions, as well as for the health & safety of yourself and others. Being reflective is an active and intentional practice requiring the ongoing questioning and thoughtful engagement of your experience.

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Questions or collaboration?

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