

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the left and right sides of the page, framing the central white area where the text is placed.

Residential Education

STRATEGIC PLAN

VISION: *A picture of our preferred future*

- ▶ Residential students flourishing in a diverse community



MISSION: *Why we exist/our core purpose*

- ▶ To celebrate, educate & transform residential students toward whole-person, intercultural, and servant-leader development



Values: what is most important to us







Mutuality

Intercultural
Development

Multicultural
development

Active
curiosity &
discovery

Stories

Intrinsic
motivation

Principled
integration

Critical self-
reflection

Dialogue &
Dialectical
Discourse

Healthy
teams

Servant-
leader
development

Seeking
common
ground

Process-
orientation

Emancipatory
learning

Open
mindedness

Servant-
leader
development

Open-ended
inquiry

Long-term
perspectives

Mentoring/
coaching

Social justice
& change

Individual-
isation

- **Authentic Relationships** - guarding and establishing cultural and social expectations
- **Advocacy** - considering and meeting the needs of others within and outside one's community
- **Servant-Leader Development** - holistic interplay and healthy living between personalities, skills, and social strata
- **Intrinsic Motivation** - finding inspiration for performing various actions for the sake of enjoying the activity itself
- **Life-Long Learning** - a desire for a long-term outlook in genuine education
- **Emancipatory Learning** - freeing the learner, teacher, and system to construct new ways of learning that benefits every person
- **Prudent and Creative Risk-Taking** - the courage, wisdom, and output in making culturally long-distance connections between peoples and ideas

- **Internationalisation** - infusing international and/or intercultural dimensions within every sphere of the mission, teaching, research, and services of tertiary education*
- **Cultural/Civic Engagement** - properly using knowledge, skills, values, and motivation to identify and address issues of public concern
- **Strategic Education** - processing objectives in learning from concept to action to societal change
- **Process-Oriented** - emphasizes on the journey and finding best possible ways in achieving goals
- **Active Listening** - seeking to holistically and fully understand, appropriately respond, and retain
- **Individualization** - the wonder, discovery, and implementation of the unique qualities of individuals

- **Equitable Partnerships** - building bonds between individuals and communities to create more just, right, reasonable treatment of local and global citizens
- **Stories** - the diversity of ways in which lives interact
- **Dialogue and Dialectical Discourse** - the mutual desire to establish truth between various points of view through active listening and mutuality
- **Healthy Teams** - building communities that journey towards the 6 Dimensions of Wellness***
- **Open-Ended Inquiry** - the desire to be conversational and relational without only seeking to arrive at answers or solutions
- **Local- and Global-Mindedness** - dynamic interfacing and advocacy between disparate cultures
- **Global Competencies** - the acquisition of in-depth knowledge and understanding of international issues, and an appreciation of and ability to learn and work with people from diverse cultural backgrounds**

*Adapted from NAFSA's and American Council on Education's "Mapping Campus Internationalization", 2008.

**Adapted from NEA Education Policy and Practice Department, 2010, http://www.nea.org/assets/docs/HE/PB28A_Global_Competence11.pdf

***from <http://www.polyu.edu.hk/stars/about-stars/6dimensions.html>

- **Community Development** - members collaborating in finding solutions and new processes to common problems
- **Transformative Learning** - a process of examining, questioning, validating, and revising our perspectives
- **Inclusivity** - the intention and gradual systemic change towards including those historically excluded and marginalized
- **Emotional Health** - an increasing sense of well-being enabling individuals and communities to be able to function in society and meet the demands of everyday life
- **Seeking Common Ground** - building mutual trust and relationships in the midst of diversity
- **Peace and Reconciliation** - the search for truth, justice, forgiveness, and genuine accommodation between historically disparate or conflicting groups

- **Social Justice & Change** - holistically engaging the often marginalized communities and ways of understanding each other
- **Multicultural Development** - the process of increasing justice, fairness, and advocacy between historically disparate cultures
- **Mentoring/Coaching** - one-on-one remedies for various servant-leadership deficits and lack of specific skills within communities
- **Long-Term Perspectives** - diligence in thinking about futures and from the future towards empowerment of various communities
- **Active Curiosity and Discovery** - igniting and empowering the desire to learn in a myriad of ways

- **Principled Integration** - building healthy relationships between culturally disparate individuals and communities while elevating unique elements in them
- **Perspective-Taking** - the willingness to change and enlarge one's "comfort zones"
- **Empathy** - being appropriately affected by others' emotions
- **Mutuality** - a desire to learn and grow together in increasingly horizontalized manner
- **Intercultural Development** - increasing engagement between communities of different ethnicities, gender, and socio-economic strata
- **Critical Self-Reflection** - exploration and development of alternative (new) ways of thinking and behaving
- **Open-Mindedness** - the humility to continue to change for the betterment of self and others

*Adapted from NAFSA's and American Council on Education's "Mapping Campus Internationalization", 2008.

**Adapted from NEA Education Policy and Practice Department, 2010, http://www.nea.org/assets/docs/HE/PB28A_Global_Competence11.pdf

***from <http://www.polyu.edu.hk/stars/about-stars/6dimensions.html>

SCOPE: *Whom we seek to influence*

- ▶ The ResEd Team under the Office of Student Resources and Residential Life offers innovative and supports existing:

- ▶ Educational programs
- ▶ Mentorship
- ▶ Coaching

in *whole-person, intercultural, and servant-leadership development* for undergraduate and post-graduate residential students, and tutors, in collaboration with wardens at PolyU

Student Learning Outcomes (SLOs) & Program Objectives (POs)

- ▶ **STUDENT LEARNING OUTCOMES (SLOs):** *What we want students to learn (i.e. awareness, attitudes, skills)*
 - ▶ What should they cognitively articulate?
 - ▶ Knowledge; *noticia/logos*
 - ▶ What should they demonstrate ownership of?
 - ▶ Feeling; *fiducia/pathos*
 - ▶ What should they practice and take responsibility for?
 - ▶ Skills and character attributes achieved and/or action items; *assentia/ethos*
- ▶ **PROGRAM OBJECTIVES (POs):** *What we generally do to fulfill our mission (beginning on slide 51)*

SLO: Whole-person competencies

Self-Care	Consistently demonstrates practices and increasing habits that promote one's emotional, physical, social, spiritual, occupational, intellectual, and mental health**
Care for Others	Displays a commitment to nurturing others' six dimensions of wellness**
Individual Role in Healthy Community	Illustrates behaviors that recognizes personal responsibilities in creating and maintaining healthy communities and inclusive well-being
Personal Wellness and University Involvement	Clearly articulates and increasingly manages one's engagement in academic and professional facets of university life, while demonstrating their relationship to personal wellness
Life Goals	Displays the ability to construct academic, personal, and professional goals and how they intersect, while beginning to achieve those goals
Embracing Differences	Engages affirmatively with differences in both individuals and communities, worldview, opinions, and practices; can articulate value of differing perspectives
Wellness and Care for the Environment	Increasingly able to identify connections between individual well-being, community well-being, and environmental well-being

*Some adapted criteria from Learning Outcomes for PolyU Graduates at Undergraduate Degree Level: Policy and Guidelines (June 2012), https://www.polyu.edu.hk/obe/institutional_policies/Learning_Outcomes_for_PolyU_Graduates_at_Undergraduate_Degree_Level.pdf, and Learning Outcomes for PolyU Graduates of Taught Postgraduate Programmes, https://www.polyu.edu.hk/obe/institutional_policies/Learning_Outcomes_for_PolyU_Graduates_of_Taught_Postgraduate.pdf

**adapted from PolyU's Centre Stars webpage, <http://www.polyu.edu.hk/stars/about-stars/6dimensions.html>

How to assess for whole-person competencies...

* Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.

Whole-Person Competencies Assessment

	Denial* of the Whole Person	Defense against the Whole Person	Minimization of the Whole Person	Acceptance of the Whole Person	Adaptation of the Whole Person	Integration of the Whole Person
Self-care	Fails to generate opportunity or motivation for building good personal habits	Sees some of the positives of practicing good personal habits, yet protects one’s current lifestyle, and unwilling to increase good habits	Tends to generalize about good personal habits without detailed analysis of one’s current habits	Demonstrates a positive volitional turn towards good personal practices/habits and begins to explore ways to move towards action (i.e. begins to develop ideas)	Increasingly finds alternatives to practice good habits, and is building momentum towards achieving first set of ideas or goals	Consistently demonstrates practices and increasing habits that promotes holistic wellness while processing setbacks and regression. Internalizes wellness through multiple frames of reference
Care for others	Intentionally and consistently isolates oneself from others	Sees any push towards caring for others as a breach of fulfilling one’s own desires	Sees the positive outcomes of nurturing others in wellness without much action	Accepts others as just as important as oneself including others’ issues of well-being	Begins to communicate nurture and encouragement towards peers in well-being	Displays strong commitment to nurturing others’ wellness in holistic manner
Individual role in healthy community	Very little or no motivation for including others or one’s well-being into lifestyle	Cognitively understands importance of fulfilling one’s responsibility towards others’ well-being but without any action	Begins to envision healthy communities but sees the goal of inclusivity as too lofty or difficult to pursue	Begins to make small but significant decisions in personal responsibilities that one’s sees is positive towards community building	Practices good habits in making decisions for both oneself and the community, and strives to include others more holistically	Illustrates behaviors that recognizes personal responsibilities in creating and maintaining healthy communities and inclusive well-being
Personal wellness & university involvement	Refusal to articulate importance of managing one’s engagement with both academic, professional, and personal wellness	Can begin to articulate importance of one’s engagement in academic, professional, and personal life but without exploring relationship between them	Can articulate importance of one’s engagement in academic, professional, and personal life, and can articulate their relationship, but has not yet begun to manage them	Begins to demonstrate through small activities engagement in academic, professional, and personal life but without integration; is beginning to learn how to process frequent setbacks and regressions.	Articulates, begins to manage various facets of academic, professional and personal life, and acknowledges their relationship as well as paradoxes	Clearly articulates and increasingly manages one’s engagement in academic and professional facets of university life, while demonstrating their relationship to personal wellness
Life goals	Inability and ignoring to construct academic, personal, and professional goals	Notices some connections between academic, professional, and personal habits, but still thinks one’s current habits are acceptable	Sees the critical linkage between academic, professional, and personal goals, but without much action towards creating them	Begins to demonstrate ability to create academic, professional, and personal goals but without integration. Begins the first few steps towards achieving them.	Begins to work through possible setbacks and regressions, and demonstrates persistence in engagement in academic, professional, and personal life; can begin to critically think through integration.	Displays the ability to construct academic, personal, and professional goals and how they intersect, while beginning to achieve those goals
Embracing differences	Denies the unique differences in both individuals and communities and perspectives therein	Sees the differences between individuals, communities, and perspectives, but denies their value over against superiority of self	Minimizes differences between individuals, communities, and perspectives, opting for emphases on commonalities in ethnic, gender, and socio-economic terms (i.e. “deep down we’re all the same”)	Recognizes and demonstrates appreciation of cultural differences in behavior and values; accepts cultural differences as viable alternative solutions; demonstrates beginning ability to interpret phenomena within context. Categories of difference are consciously elaborated.*	The development of communication skills that enable intercultural communication. Beginning to effectively display empathy, frame of reference shifting, understanding, and to be understood across cultural boundaries.*	Engages affirmatively with differences in both individuals and communities, worldview, opinions, and practices; can articulate value of differing perspectives
Wellness & care for the environment	Inability and ignoring to identify connections between individual, community, and environmental well-being	Understands some of the benefits of care for the physical environment, but without action, individually, and within community	Can articulate generalities, but has not yet explored or analyzed elements of individual, community, or physical environment well-being	Accepts the facts of negative impact on physical environment, and begins to explore solutions and alternatives to individual and community habits towards positive environmental impact	Begins to share ideas of alternative individual and community habits towards positive environmental impact, and analyzes them collaboratively	Increasingly able to identify connections between individual, community, and environmental well-being

Matching Competencies with Desired Graduate Attributes of PolyU

Whole Person Competencies Sub-categories ↓	Professional Competence	Critical Thinker	Effective Communicator	Innovative Problem Solver	Lifelong Learner	Ethical Leader
Self-Care	•	•	•		•	•
Care for others	•	•	•		•	•
Individual Role In Healthy Community	•	•	•	•	•	•
Personal Wellness & University Involvement	•	•	•	•	•	•
Life Goals	•	•	•	•	•	•
Embracing Differences	•	•	•	•	•	•
Wellness & Care for the Environment	•	•	•	•	•	•

Source: Integrated Plan for Fostering the Development of the Desired Graduate Attributes at PolyU 2012-15

SLO: Intercultural Competencies

Self-Awareness	<ul style="list-style-type: none">• Explain the particularities of one's own cultural behaviors, attitudes, beliefs, mores, and practices; how one's culture(s) and experiences have shaped their values, how to identify and respond to cultural tendencies/biases, and how to integrate one's culture(s) in healthy ways within multicultural communities• Demonstrates the skill of assessing the impact of one's own expectations, assumptions, judgments• Demonstrates the skill of personal adjustment in beliefs, attitudes, and cultural practice as a result of living and learning from many cultural particularities (multicultural environment)• Demonstrates the ability to articulate one's evolving cultural identity (identities) and how it (they) relate to significant and even conflicting global and cultural issues
Empathy, Understanding, and Perspective-Taking	<ul style="list-style-type: none">• Demonstrates the ability to listen to, be influenced by, and be affirming towards the feelings of another cultural community, and the ability to articulate experiences from the perspectives of one's own culture(s), as well as the perspectives of more than one culture
Intercultural Communication	<ul style="list-style-type: none">• Able to honorably negotiate shared meaning in the midst of complex cultural differences of verbal and non-verbal communication that can be increasingly articulated and interpreted
Curiosity and Openness	<ul style="list-style-type: none">• Demonstrates increased involvement with the culturally other, consistently asks complex questions about other cultures, and constructs answers that reflect more than one cultural perspective
Cultural Schemas	<ul style="list-style-type: none">• Articulates with increasing complexity the understanding of the values of various cultures, and their histories, politics, communication styles, beliefs, economics, practices, and social structures
Cultural Diversity (Multi-culture)	<ul style="list-style-type: none">• Able to positively apply and formulate insight into multiple worldviews, experiences, hierarchies, while constructing shared meaning with individuals/groups of other cultures to engage global and social problems• Recognizes the marginal cultural voices in a multicultural community, and expresses the need for equitable interaction and the resolution of challenges• Begins to articulate and examine systemic and institutional challenges within a multicultural environment and in multicultural dynamics
Social Responsibility within Local and Global Contexts	<ul style="list-style-type: none">• Applies developing insights from historical and contemporary contexts of human institutions, organizations and activity in various local and global systems in order to appropriately address complex challenges in the human and natural world• Applies developing intercultural skills to address complex local and global challenges using different cultural perspectives

How to assess for intercultural competencies...

* Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.

Intercultural Competencies Assessment*

	Denial of Difference	Defense against Difference	Minimization of Difference	Acceptance of Difference	Adaptation to Difference	Integration of Difference
Self-Awareness	Inability and resistant to understand, interpret, or expound on cultural particularities, impact of assumptions, or cultural identity of oneself	Sees some of the particularities and expectations of one’s culture(s), but either tends to see another culture as superior while maligning one’s own, or tends to see one’s own culture(s) as superior while maligning others;	Tends to generalize about one’s cultural particularities, and be simplistic about thriving in different cultures, while emphasizing commonalities and minimizing differences of self	Demonstrates a positive volitional turn towards developing a metalevel view of cultural difference, including one’ culture(s), and begins to articulate cultural particularities with interest	Increasingly finds different ways to communicate that enable intercultural communication, and can more fully explain cultural particularities of self	Sees oneself as “in process” while explaining one’s own cultural particularities, expectations, attitudes, practices, and identity in increasingly comprehensive ways – and how they relate to significant global and cultural issues
Empathy, Understanding, and Perspective-Taking	Intentionally and consistently isolates oneself and one’s monocultural group from others; does not see the need to listen to or be affirming towards other groups	Sees any push towards empathy and understanding for the culturally “other” as a breach of one’s privilege and identity	Sees the need for a quick “solution” to negative feelings when encountering cultural differences, or within a cultural group itself, without exploring the differences or perspectives	Accepts others from different cultural communities and seeks to understand differences in feelings, perspectives, contexts, and schemas	Effectively uses empathy and frame-of-reference shifting, to understand and to be understood across cultural boundaries	Demonstrates ability to listen to, be influenced by, and be affirming towards the feelings of another cultural community, and the ability to articulate experiences of perspectives of both cultural self and other
Intercultural Communication	Very little or no motivation for communicating in ways outside the familiar	Cognitively understands some categories for cultural difference, but seeks to only preserve original worldview when encountering new categories	Communicates in insistently “nice” terms without acknowledging complexities of cultural differences, and overemphasizing commonalities	Begins to respect cultural differentiation of categories, and explores non-verbal as well as verbal differences, while seeking to improve meaningfulness	Able to consciously shift perspective into alternative cultural worldview elements and communicate in cultural appropriate ways in those areas	Honorably negotiates shared meaning in the midst of complex cultural differences of verbal and non-verbal communication that can be increasingly articulated and interpreted
Curiosity and Openness	Inability to articulate importance of other groups, but rather resort to superficial statements of tolerance and stereotyping, and treating outsiders in condescending manner	Little curiosity and openness to the perspectives of the culturally “other”, usually motivated by exaggeration of positive aspects of existing cultural worldview compared to others	Communicates more answers than questions, as curiosity and openness are constrained by reliance on cultural superficiality	Begins to demonstrate interest in other cultural groups through asking questions and initiating conversations	Increasing cultural competence does not hinder curiosity and openness, but rather increases them through increased intentional perspective-taking and dialogue	Consistently asks complex questions about other cultures, and constructs answers that reflect more than one cultural perspective
Cultural Schemas	Inability to construct healthy differentiated cultural categories, but rather resort to broad generalizations with little motivation to understand complexities	Cognitively understands some complexities within various cultures. But the more differences are encountered, the more negative the evaluation of cultural variation	Resists engaging in complex cultural aspects (i.e. values, histories, communication styles, beliefs, social structures, etc.) in favor for emphasis on cultural similarities	Begins to demonstrate ability to construct meaning in increasing complexity as cultural relativism increases and as one begins to interprets phenomena in context	Internalizes more than one cultural worldview, and moves within the cultural complexities with greater fluidity and ease, while able to articulate those elements well	Articulates with increasing complexity the understanding of the values of various cultures, and their histories, politics, communication styles, beliefs, economics, practices, and social structures
Cultural Diversity (Multiculture)	Denies the existence of social hierarchies and power distance, and refusal to notice marginal and underrepresented voices	When encountering difference, perceives need to defend privilege and particular identity, same-culture segregation, and denial of equal opportunity	Minimizes differences between individuals, communities, and perspectives, opting for emphasis on commonalities based on ethnocentric terms, without the need for equitable interaction	Recognizes and demonstrates appreciation of cultural differences in behavior and values; accepts cultural differences as viable alternative solutions; demonstrates beginning ability to recognize marginal cultural voices and need for equity	Able to recognize and respond to power in cultural context, and beginning to be able to exercise power appropriately in various cultural contexts, in order to develop equitable voices and solutions to problems	Applies and formulates insights into multiple worldviews, while constructing shared meaning with other cultures to engage global/social problems, including marginal voices and systemic challenges towards better multicultural dynamics
Social Responsibility within Local and Global Contexts	Inability to identify and denies cultural complexities within systems, organizations, and activities	Sees complex cultural, global, and economic development as evolutionary with “developed” cultures at the acme, and with tendency towards social/cultural proselytizing of “underdeveloped” cultures	Can articulate cultural generalities, but has not yet explored or analyzed elements of institutional privilege, rather accepts them, and derives simplistic solutions to complex local/global challenges	Accepts and seeks to understand the histories, systems, and complex challenges of human institutions, as well as different cultural perspectives used to address those challenges	Able to develop intercultural skills on one’s own and within multiple communities, while gleanng cultural wisdom from a variety of sources and contexts to address various local/global issues	Applies developing insights from various contexts in various local/global systems to address complex challenges, using different cultural perspectives

Matching Competencies with Desired Graduate Attributes of PolyU

Inter-cultural Competencies Sub-categories ↓	Professional Competence	Critical Thinker	Effective Communicator	Innovative Problem Solver	Lifelong Learner	Ethical Leader
Self-Awareness	•	•	•	•	•	•
Empathy, understanding and perspective-taking	•	•	•		•	•
Intercultural communication	•	•	•	•	•	•
Curiosity and openness	•	•	•	•	•	
Cultural schemas	•	•	•		•	•
Cultural diversity (multi-culture)	•	•	•	•	•	•
Social responsibility within local and global contexts	•	•	•	•	•	•

SLO: Servant-Leader Competencies

Self-Awareness	<ul style="list-style-type: none"> • Can analyze and express in depth one's own servant-leadership and followership capacity and capability through personal vision, goals, values, beliefs, learning styles, and individual personality
Ethical Servant-Leadership	<ul style="list-style-type: none"> • Ability to assess ethical situations and questions, and apply ethical perspectives holistically, individually, and for communities
Embracing Ambiguity and Paradoxical Qualities	<ul style="list-style-type: none"> • Demonstrates increasing tolerance and high regard for seemingly dissimilar ideas, values, and cultures through in-depth analysis, with the increasing ability to integrate those paradoxical ideas, values, and geographies of thought
Personal and Community Well-Being	<ul style="list-style-type: none"> • Displays a commitment to nurturing one's own and others' six dimensions of wellness
Cultivation of Healthy Teams	<ul style="list-style-type: none"> • Ability to actively and reflectively listen to others, while constructively expressing oneself • Demonstrates skills in communication including, respectful tones, body language, facial expressions to convey the most appropriate attitude about members of teams as well as the tasks at hand • Asks timely questions to teammates, while motivating them through expressions of confidence, values of tasks, and team members' potential to accomplish those tasks while building authentic relationships • Provides service and helps to team members on their terms, while offering genuine encouragement
Creative Civic/Social Responsibility and Identity	<ul style="list-style-type: none"> • Articulates complex issues and needs in the public square after having articulated sense of leadership and service, and demonstrates a commitment to creatively and reflectively apply oneself and one's team to meet those needs • Articulates social and environmental challenges in local and global systems, and can analyze various services and helps, while responding responsibly to meet those challenges
Cultural Diversity (Inter-culture and Multi-culture)	<ul style="list-style-type: none"> • Recognizes and demonstrates grasp of cultural complexities with regard to particular histories, values, politics, communication styles, beliefs, mores, and socio-economics • Able to interact constructively with others with increasing understanding and deepening interpretation of the above • Able to culturally adapt and communicate on others' terms without losing one's own cultural identity (identities), while engaging the task(s) in holistic ways

How to assess for servant-leader competencies...

Servant-Leader Competencies Assessment						
	Denial of Service/Leadership	Defense against Service/Leadership	Minimization of Service/Leadership	Acceptance of Service/Leadership	Adaptation of Service/Leadership	Integration of Service/Leadership
Self-Awareness	Inability and resistant to notice one’s capacity and capability for servant-leadership and followership	Concerns oneself w/ self-protection when one notices certain deficiencies and/or negative attributes in one’s personal vision, goals, values, beliefs, learning styles	Tends to generalize about one’s servant-leadership and followership without detailed analysis or constructive expression of one’s current capacity and capability	Demonstrates recognition and appreciation of, and need for increasing capacity and capability of personal servant-leadership and followership	Increasingly finds ways to understand particularities of oneself and develops them to increase capacity and capability of servant-leadership	Can analyze and express one’s own servant-leadership and followership capacity and capability through personal vision, goals, values, beliefs, learning styles, and individual personality
Ethical Servant-Leadership	Intentionally and consistently ignores ethical questions and situations	Existing ethical constructs are protected by exaggerating its positive aspects, with little regard for assessing ethical perspectives holistically	Sees the value of addressing ethical questions and situations but without much application or in-depth assessment	Accepts ethical questions and issues as a critical developmental element of servant-leadership, and begins to apply ethical perspectives in limited situations	Ponders and internalizes ethical issues, situations, and questions in order to apply ethical perspectives holistically, through both service and leadership	Ability to assess ethical situations and questions, and apply ethical perspectives holistically, individually, and for communities
Embracing Ambiguity and Paradoxical Qualities	Little or no tolerance for different ideas, values and cultures; negative behavior towards paradoxical ideas, values, and geographies of thought	Begins to notice differences, but sees those differences negatively, thereby quickly attributing superiority and/or inferiority in the qualities and values considered	Begins to envision healthy communities whose individuals differ in perspectives/values but sees the goal of principled integration as too lofty or difficult to pursue	Begins to see cultural relativity as valid and important, and begins to interpret phenomena within context, having a more conscious elaboration on dissimilar ideas, values, and cultures	Demonstrates honor and thoughtfulness towards dissimilar ideas and values, while respecting those from dissimilar cultures and worldviews, and practicing intentional perspective-taking	Demonstrates increasing tolerance and high regard for seemingly dissimilar ideas, values, and cultures through in-depth analysis, with increasing ability to integrate those paradoxical ideas, values, and geographies of thought
Personal and Community Well-Being	Little or no time spent nurturing or discussing one’s own and others’ Six Dimensions of Wellness	Begins to see the value of the Six Dimensions of Wellness, but is defensive about current lifestyle and decisions, therefore resistant to change	Tends to generalize on issues of well-being, projecting onto others beginning habits that have found to be positive in one’s life, though unproven in others due to cultural, emotional, and physical differences	Begins to demonstrate through smaller activities and increasing responsibility the nurturing of one’s own and others’ Six Dimensions of Wellness	Builds a lifestyle of exploring ways in which to nurture one’s own and others’ Six Dimensions of Wellness	Displays a commitment to nurturing one’s own and others’ Six Dimensions of Wellness in holistic and integrated ways with oneself and in various cultural communities
Cultivation of Healthy Teams	Resistant towards active/reflective listening, constructive expression of self, building communication skills, asking questions to team members, serving and encouraging others	Begins to see the value of building and working within healthy teams, but still prefers to work in isolation, while communication attitudes remain self-centered, with little interest in teammates	Begins to experiment with relationships within teams, listening to others and their perspectives, ideas, tasks, while beginning to serve teammates, but still prefers the homogeneous unit without much skill in communication and inquiry	Begins to demonstrate ability to accept others on their terms as well as one’s own, increasing in communication and inquiry skills, and begin to positively influence and serve team members	Consciously and intentionally building one’s skills in communication, relationships with team members, and finding ways to motivate and serve others	Ability to actively and reflectively listen to others, while constructively expressing oneself, demonstrating skills in communication, asking timely questions to teammates, motivating them to both tasks and relationships, providing services and genuine encouragement
Creative Civic/Social Responsibility and Identity	Resistant to engage in, and persistently ignores needs in the public square, as well as social/environmental challenges in local/global systems	Begins to consider new information concerning public issues and the common good, but has tendency to remain in one’s perspective only while criticizing “underdeveloped” systems	Begins to understand a variety of local/global issues in the public sphere, but tends to over-simplify issues, and therefore over-simplify solutions at the cost of healthy creativity and reflection; desires to be responsible for aspects of the common good, yet over-generalizes	Recognizes and demonstrates appreciation of complex issues in the public sphere; accepts that part of servant-leadership is to serve the common good. Begins to articulate social and environmental challenges	Ability to shift perspectives in order to understand complex issues, needs, and challenges in the public sphere, and in local and global systems, while beginning to respond responsibly to meet those challenges	Ability to articulate complex issues and needs in the public sphere along with articulated sense of servant-leadership, and demonstrates commitment to holistically meet the needs of social and environmental challenges in local/global systems, having analyzed diversity of possibilities
Cultural Diversity (Interculture and Multiculture)	Little or no regard for cultural complexities or interacting constructively, while resistant to understanding how to communicate on others’ terms, and how to develop one’s own cultural identity	Communicates defense of privilege and identity with little motivation for communicating on others’ terms, and engaging tasks in holistic and culturally complex ways	Worldview is protected by attempting to subsume difference into familiar superordinate categories (“deep down, we’re all the same”), making it difficult to grasp cultural complexities and interact constructively*	Accepts cultural complexities in increasing details, understanding, and deepening interpretation, while beginning to communicate on others’ terms	Ability to consistently empathize and recognize/respond to power in cultural context without losing one’s cultural identity, but developing intercultural communication with humble learning posture	Recognizes and honors cultural complexities, and interacts constructively with others with increasing understanding and deepening shared meanings, while culturally adapting and communicating on others’ terms and retaining one’s identity

Matching Competencies with Desired Graduate Attributes of PolyU

Servant-leader Competencies Sub-categories ↓	Professional Competence	Critical Thinker	Effective Communicator	Innovative Problem Solver	Lifelong Learner	Ethical Leader
Self-awareness	•	•	•	•	•	•
Ethical servant-leadership	•	•	•	•	•	•
Embracing ambiguity and paradoxical qualities	•	•		•	•	•
Personal and community well-being	•			•	•	•
Cultivation of Healthy Teams	•	•	•	•	•	•
Creative Civic/Social Responsibility and Identity	•	•	•	•	•	•
Cultural Diversity (interculture and multicultural)	•	•	•	•	•	•

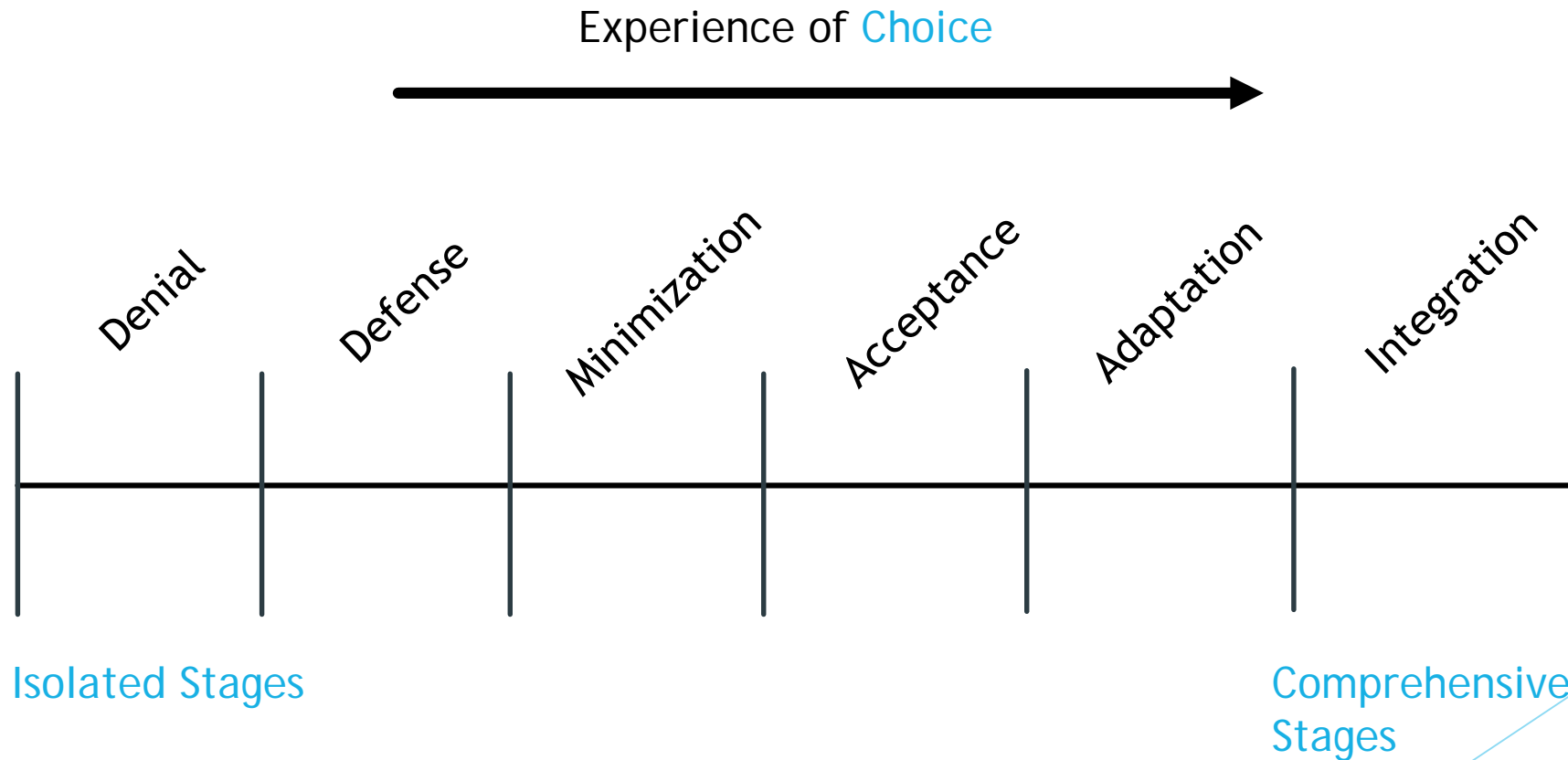
Student Learning Outcomes

Example Program: Welcoming Orientation Reception

Dinner	<ul style="list-style-type: none">• Affirm differences in individuals and communities
Security/Discipline Information	<ul style="list-style-type: none">• Recognize personal responsibilities in creating and maintaining healthy communities• Articulate individual well-being
Introduction and discussions with Wardens, Dean, & staff	<ul style="list-style-type: none">• Communicate the Wardens, Dean, tutors, ResEd's commitment to students' six dimensions of wellness
Intercultural icebreaker & prizes	<ul style="list-style-type: none">• Develop curiosity, openness and willingness to learn of other perspectives• Demonstrate passion and enthusiasm for hall life
Discussion among hall groups & Wardens	<ul style="list-style-type: none">• Build strong intercultural relationships and find a place of belonging

Developing Competencies within each Stage*:

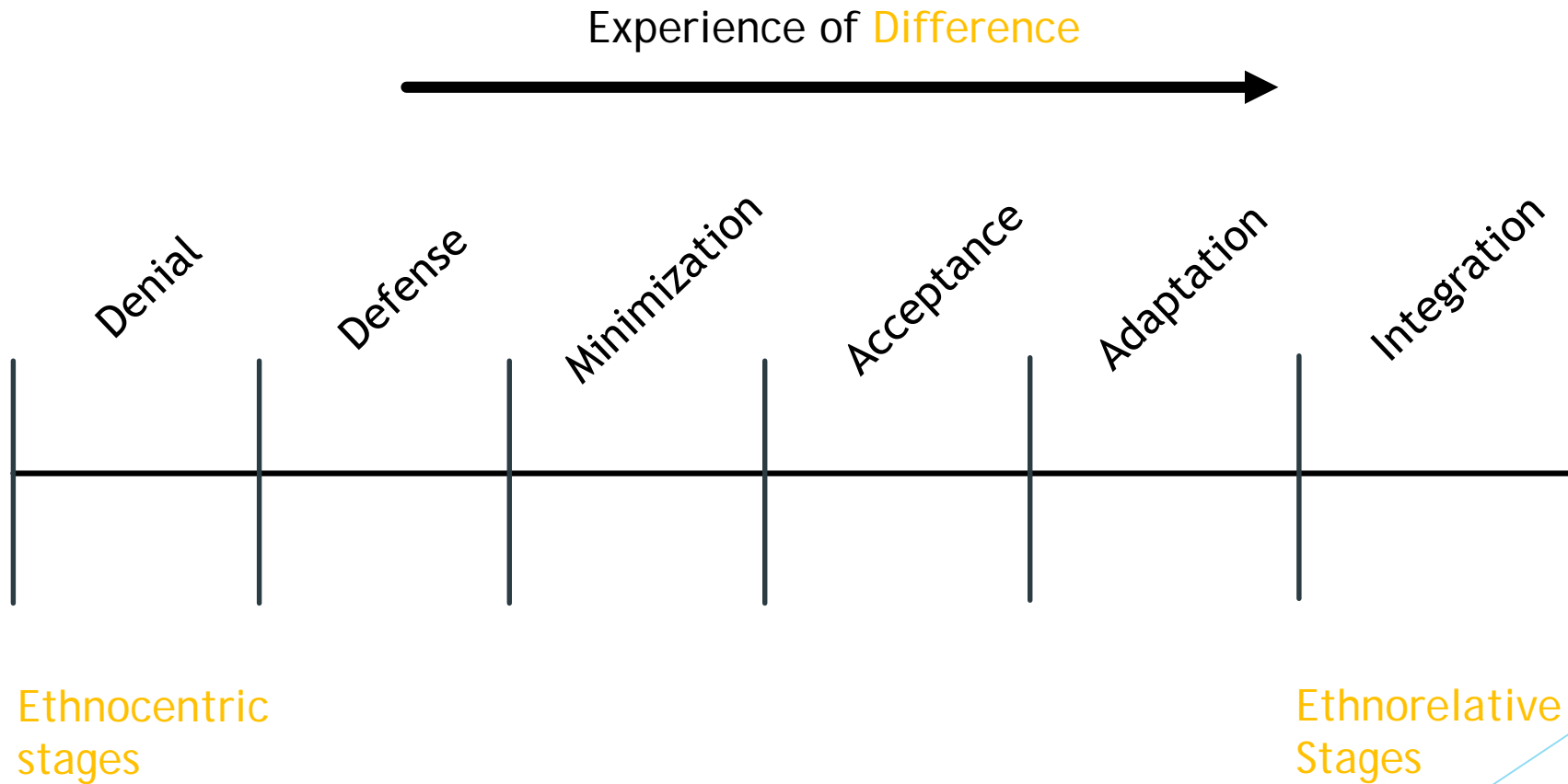
Whole Person Competency: Development of Holistic Decision-Making



* Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.

Developing Competencies within each Stage*:

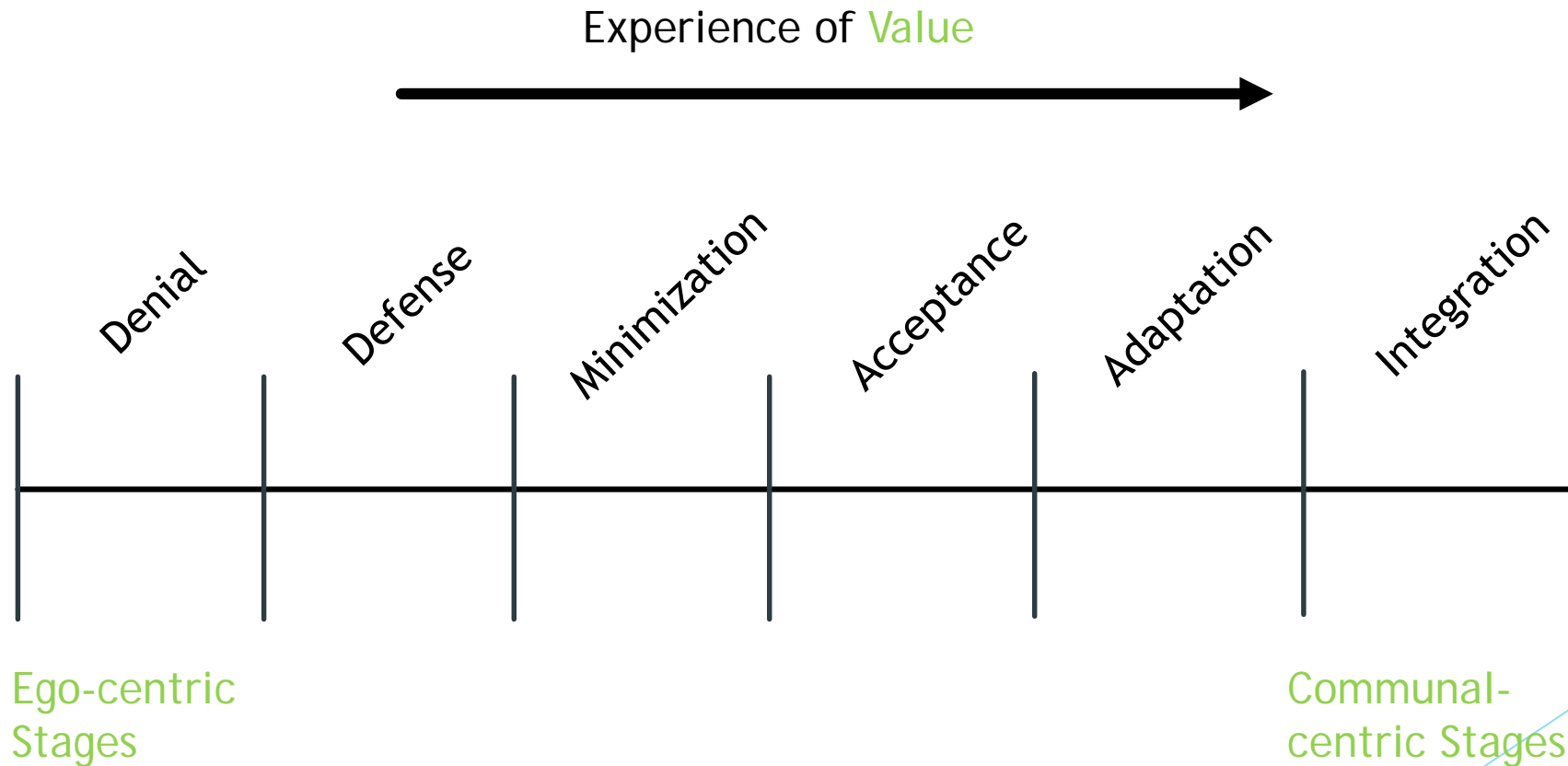
Intercultural Competency: Development of Intercultural Sensitivity



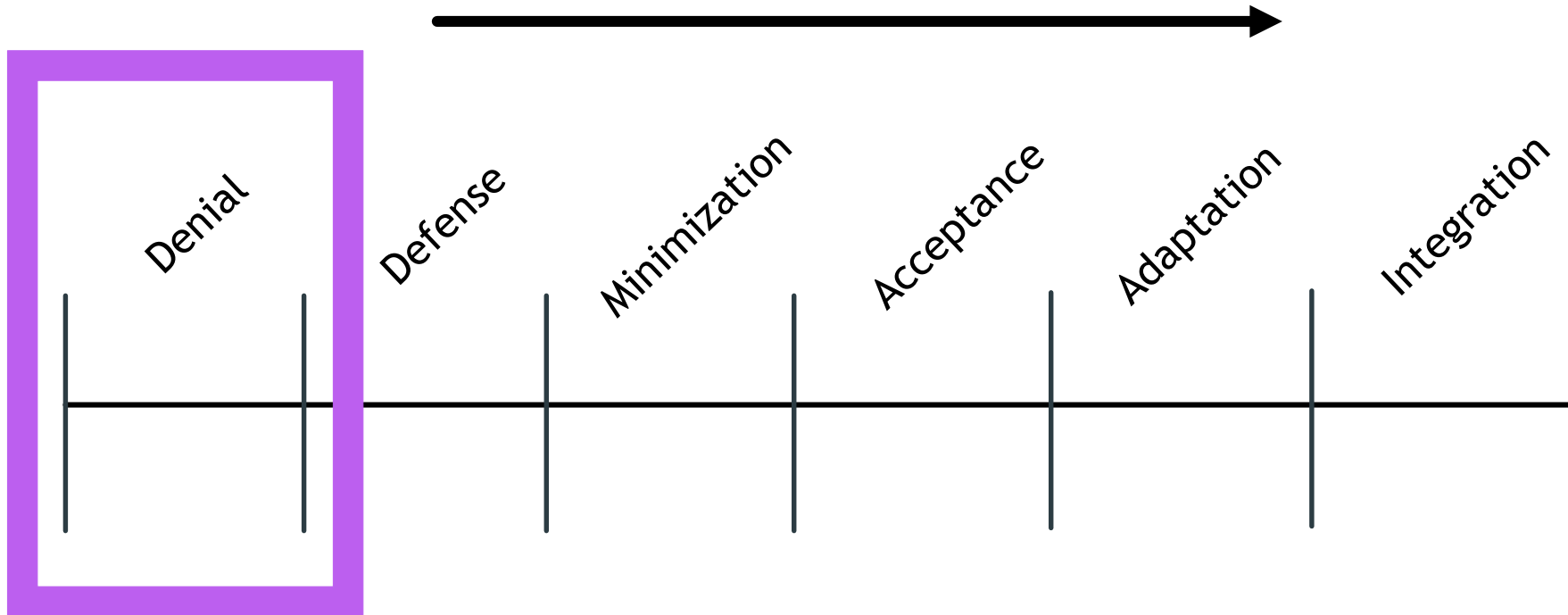
* Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.

Developing Competencies within each Stage*:

Servant-Leader Competency: Development of Service and Leadership



* Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.



* Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.

Denial

Developing Competencies: Denial

- ▶ **Developmental Task:**
 - ▶ To recognize the existence of holistic choices (Whole-Person), cultural differences (Intercultural), and servant-leadership values (Servant-Leadership)
- ▶ **Challenge and Support:**
 - ▶ Learners experience of choice, difference, and values: High Challenge
 - ▶ Educators should emphasize: High Support



Denial

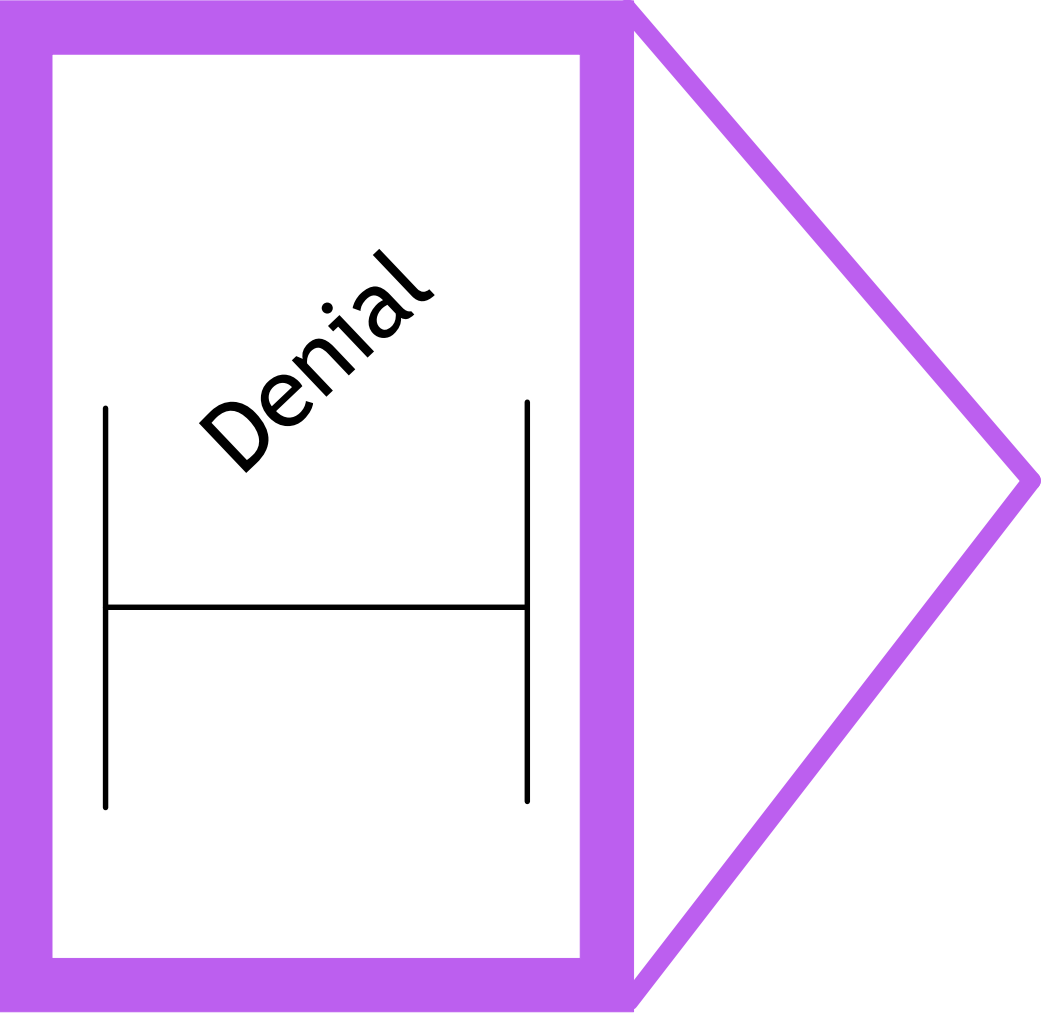
To Support the Learners:

Content:

- ▶ *“Objective” Healthy Choices:* Food, Rest, Exercise, Recreation, Work, Academics, Looking for others’ best interests, Community, Healthy Communication
- ▶ *“Objective” Culture:* Food, Fabric, Festival (i.e. art, music, literature, theatre, dance), Symbols, Holidays and Heroes
- ▶ *“Objective” Servant-Leader Values:* Ethics/Morals, Listening, Followership, Teams, Responsibility, Identity

Process:

- ▶ Illustrate ideas with user-friendly activities
- ▶ Embed choices, differences, and values in non-threatening contexts
- ▶ Promote an inclusive, non-blaming climate
- ▶ Address learner anxieties in existing categories, but limit time
- ▶ Build on what they already know



Denial

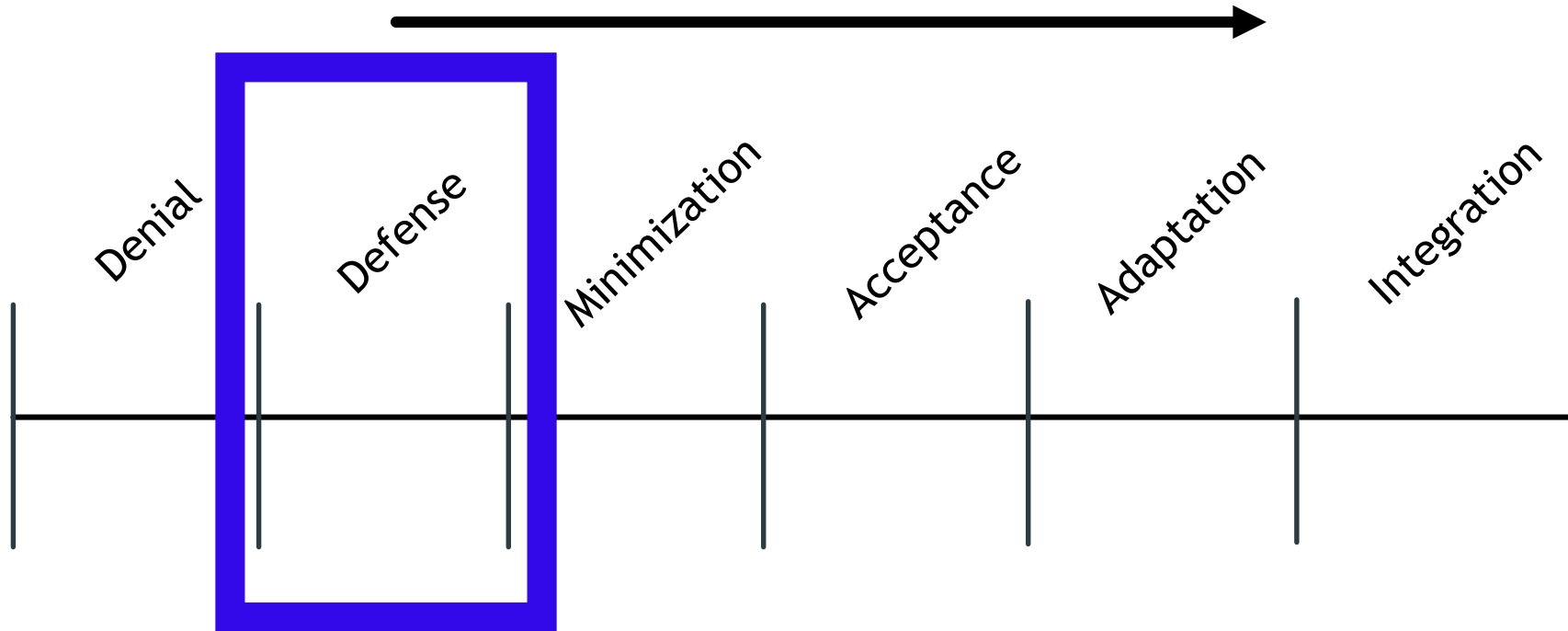
To Challenge the Learners:

Content:

- ▶ **Subjective Healthy Choices:** “Comfort” foods vs. “Healthy” foods
- ▶ **Subjective Culture:** A constructive vision of selected values, beliefs, and behaviors
- ▶ **Intercultural interaction**
- ▶ **Subjective Servant-Leader Values:** Selected qualities, constructive vision of servant-leadership

Process:

- ▶ Arouse curiosity
- ▶ Facilitate structured contact with holistic decision-makers, other cultures, and servant-leaders through films, panel presentations, PowerPoint presentations, etc.
- ▶ Stage-Appropriate Decision-Making, Intercultural, and Service Leadership Skills:
 - ▶ The ability to gather appropriate information about specific choices, culture, and opportunities for service/leadership
 - ▶ The initiative to explore aspects of subjective choices, culture, and servant-leadership
 - ▶ Trust, friendliness, cooperation
 - ▶ The ability to recognize choices, difference, and values



* Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.



Defense

Developing Competencies: Defense

- ▶ **Developmental Task:** Lessen polarization by accentuating similarities in holistic personal and community habits (whole-person), common humanity (intercultural), and positive virtues of service and leadership
- ▶ **Challenge and Support:**
 - ▶ Learners experience of choice, difference, and values: Maximum Challenge
 - ▶ Educators should emphasize: Maximum Support



Defense

To Support the Learners:

Content:

Universality of healthy habits (individual and community)

- ▶ Existing personal and community responsibilities
- ▶ Motivate by highlighting beneficial examples of whole-person identity

Universality of ethnocentrism

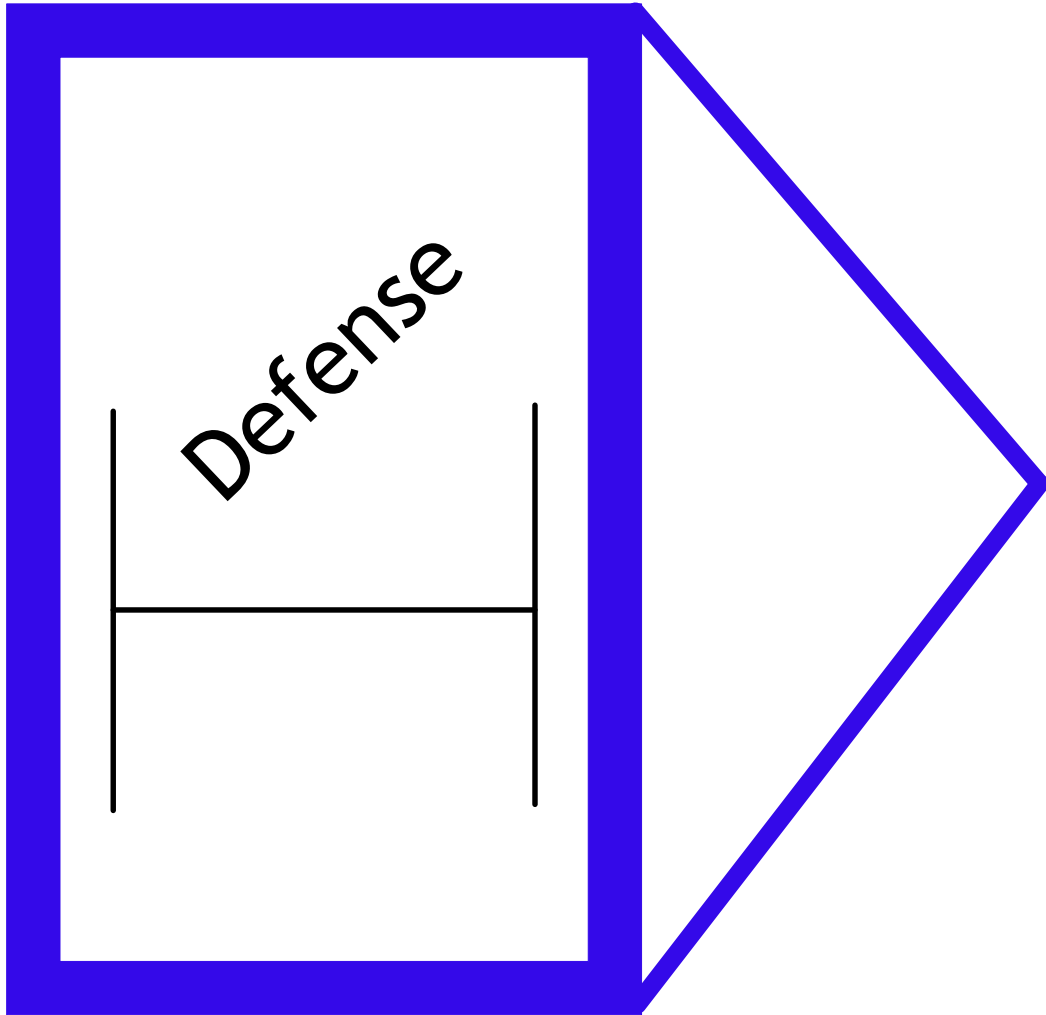
- ▶ Existing (but previously unaddressed) differences within the in-group (such as learning
- ▶ styles, personality type, etc.)
- ▶ Addressing the emotional aspects of difference

Universality of 6 Dimensions of Wellness

- ▶ Existing value of teams and working with the “other”
- ▶ Motivate by highlighting inspirational examples of servant-leaders

Process:

- ▶ Avoid wide range of personal choices (whole-person), cultural contrasts (intercultural), and value contrasts (servant-leader)
- ▶ Provide reassurance and information about positive choices (whole-person), similarities (intercultural), and positive values (servant-leader)
- ▶ Allow structured opportunities to share concerns
- ▶ Focus curiosity on individual choices (whole-person), culture of their own group (intercultural), and personal ethics and values (servant-leader)
- ▶ Promote cooperative activities



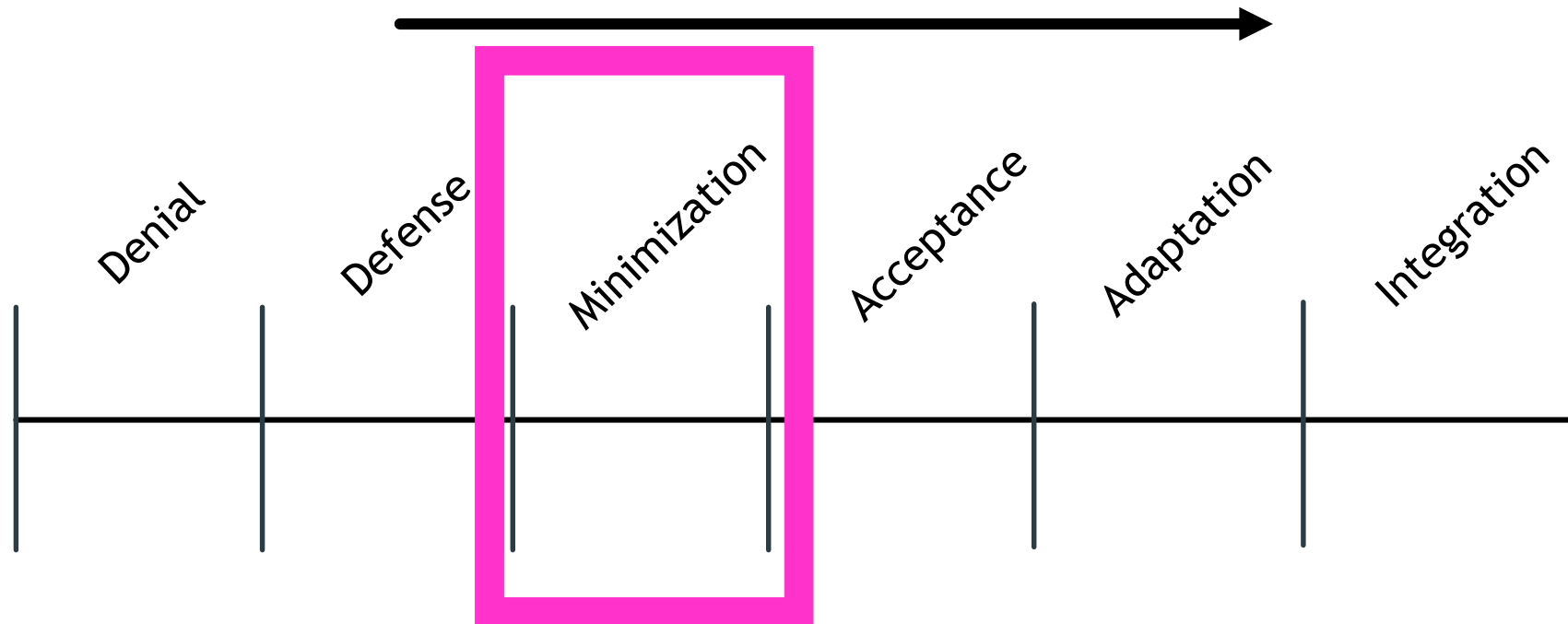
To Challenge the Learners:

Content:

- ▶ Personal, social, intellectual, emotional, physical, spiritual, and occupational contexts
- ▶ Commonalities, including shared needs and goals, between the personal and community
- ▶ Historical contexts (wars, slavery, colonization, etc.)
- ▶ Commonalities, including shared needs and goals, between in-group and out-group
- ▶ Team, ethical, lifestyle, public, cultural contexts
- ▶ Commonalities, including shared needs and goals, between the personal and community

Process:

- ▶ Stress conflict mediation (within one-self and between others) and team-building
- ▶ Identify existing/transferable skills at dealing with choices (whole-person), difference (intercultural), and values (servant-leader)
- ▶ Promote cooperative activities
- ▶ Stage-Appropriate Decision-Making, Intercultural, and Servant-Leader Skills:
 - ▶ The discipline to maintain personal self-control (whole-person and servant-leader), personal control (intercultural),
 - ▶ The ability to manage anxiety
 - ▶ Tolerance
 - ▶ Patience

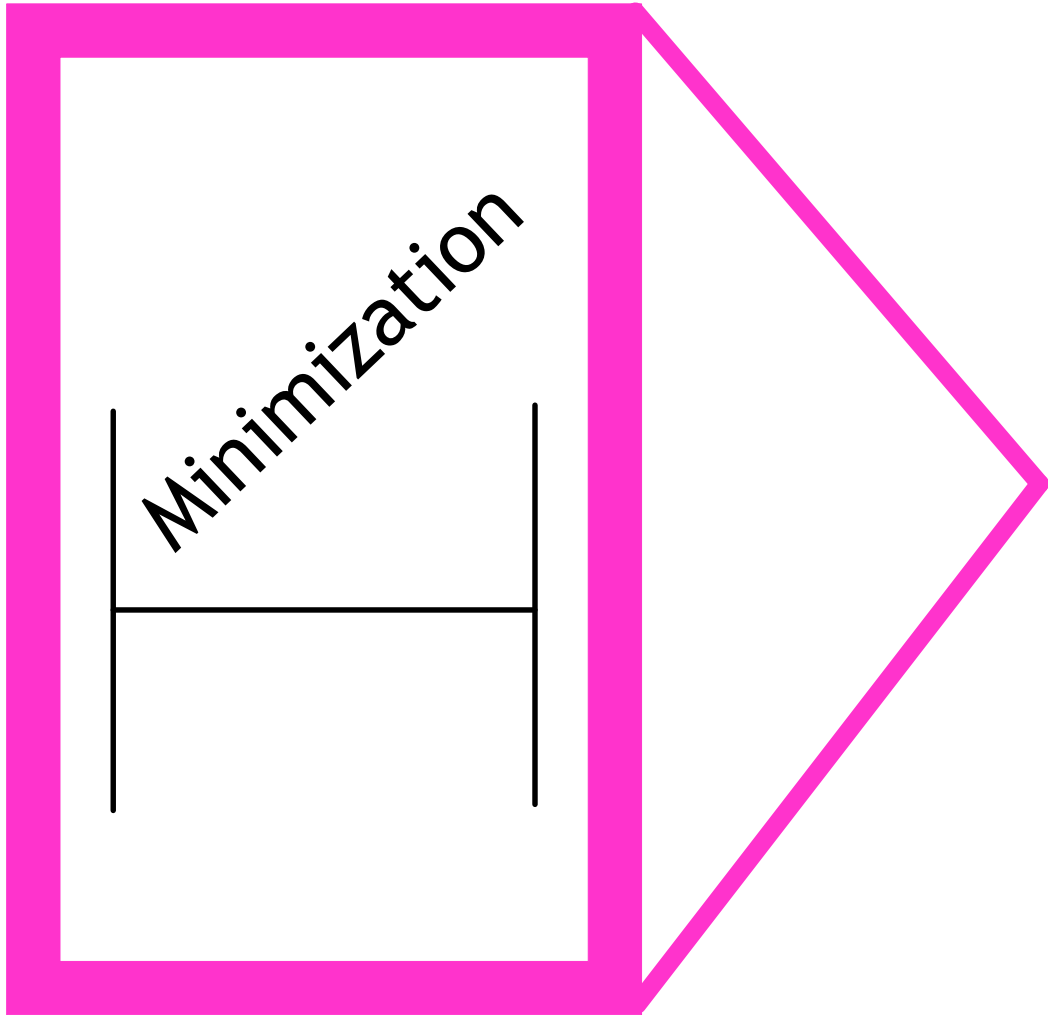


* Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.

Minimization

Developing Competencies: Minimization

- ▶ **Developmental Task:** Develop holistic, cultural, and servant-leader self-awareness
- ▶ **Challenge and Support:**
 - ▶ Learners experience of choice, difference, and value: Moderate Challenge
 - ▶ Educators should emphasize: Moderate Support



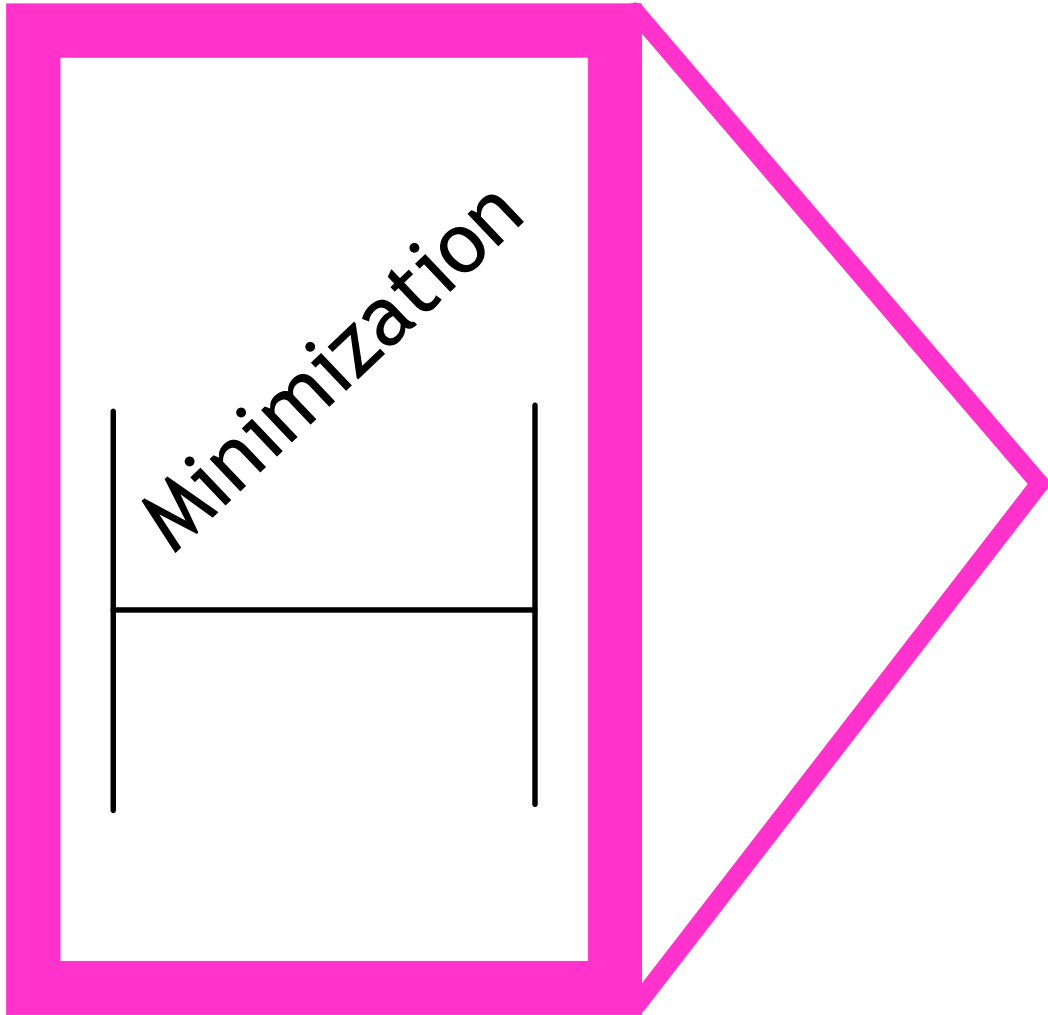
To Support the Learners:

Content:

- ▶ Concepts and definitions of holistic individuality and community, culture, race, ethnicity stereotypes, and generalizations, world view, perception; well-being, civic responsibility, environmental care

Process:

- ▶ Avoid excessive stress on healthy and unhealthy contrasts, cultural contrasts, and leadership/followership contrasts



To Challenge the Learners:

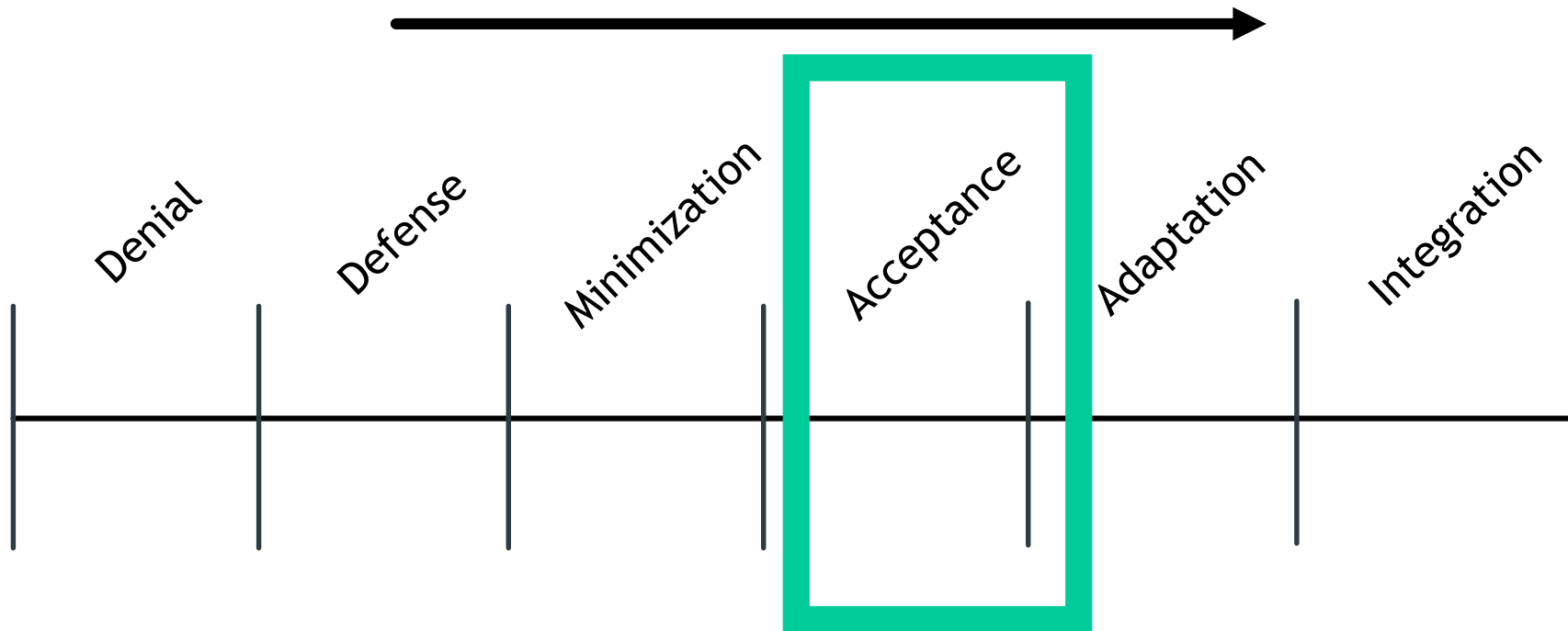
Content:

- ▶ Categories and frameworks for understanding their own self-care, health, relationship to communities, academic journey, professional outlook, culture, values, beliefs
- ▶ Dominant cultural privilege (socio-economic stratas), concepts of perceived societal forms of “beauty”, conceptualizing “pitfalls” of leaders
- ▶ Using authentic materials (advertising, media, etc.) from their own groups, culture

Process:

- ▶ Facilitate contact with comprehensive (whole-person), ethnorelative (intercultural), and communal-centric (servant-leader) resource person
- ▶ Structure opportunities for choice- (whole-person), difference- (intercultural), and value- (servant-leader) seeking
- ▶ Focus primarily on decision-making, cultural, and service-leadership self-awareness
- ▶ Use selected and trained comprehensive, ethnorelative, and communal-centric resource person
- ▶ Build on positive affect to motivate further explanation
- ▶ Stage-Appropriate Decision-Making, Intercultural, and Servant-Leader Skills:

- ▶ Whole-person, cultural, and servant-leader general knowledge
- ▶ Open-mindedness
- ▶ Knowledge of their own decision-making, culture, and service leadership
- ▶ Listening skills
- ▶ The ability to perceive others accurately
- ▶ The ability to maintain a nonjudgmental interaction posture



* Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.

Acceptance

Developing Competencies: Acceptance

- ▶ **Developmental Task:** Refine analysis of decision-making (whole-person), cultural, and servant-leader contrasts
- ▶ **Challenge and Support:**
 - ▶ Learners experience of choice, difference, and value: Low Challenge
 - ▶ Educators should emphasize: Moderate Challenge

Acceptance

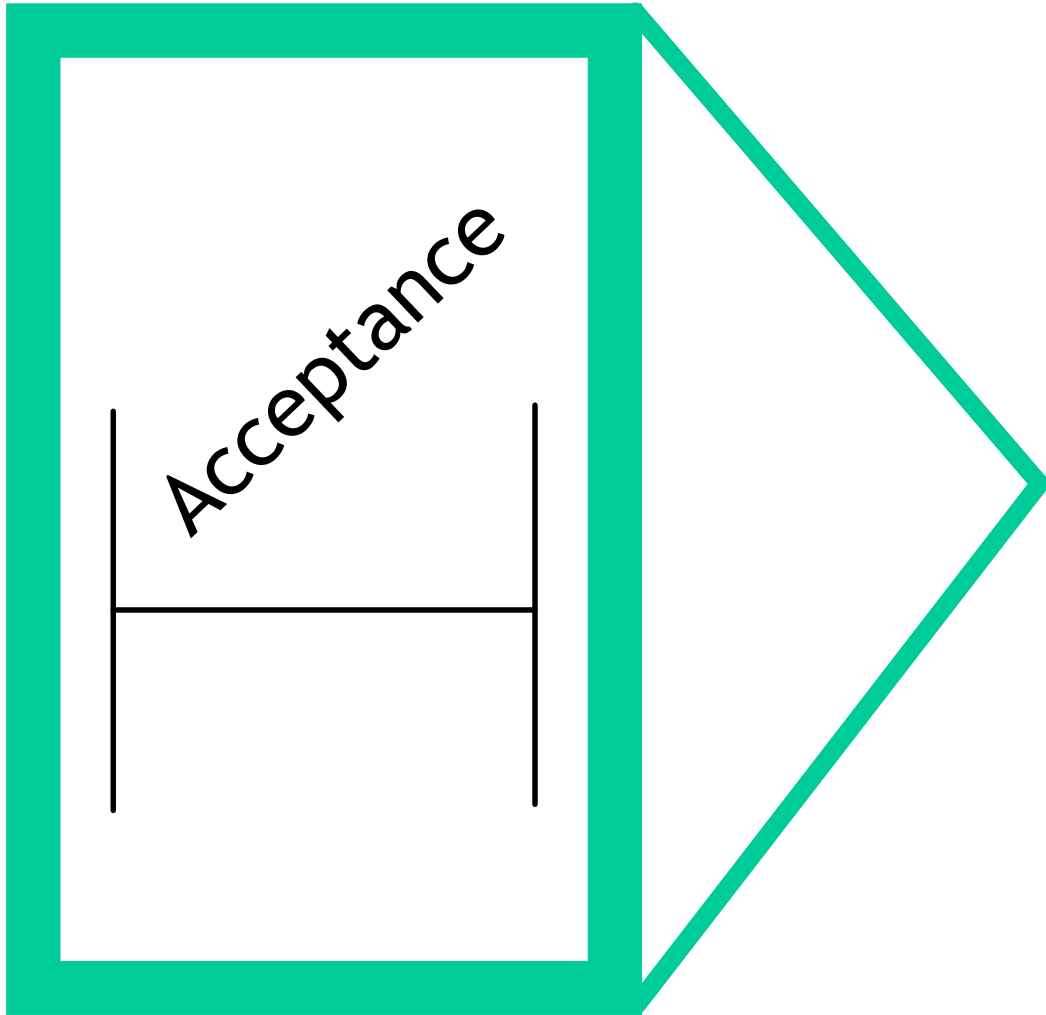
To Support the Learners:

Content:

- ▶ More complex subjective decision-making, cultural, and value differences including analysis
- ▶ Elaboration of categories for contrasts and comparison
- ▶ Relationship between cognitive and communication styles

Process:

- ▶ Make the variety of holistic decision-making, cultures, values the focus while deepening self-awareness
- ▶ Prepare learners for frame-of-reference shifting



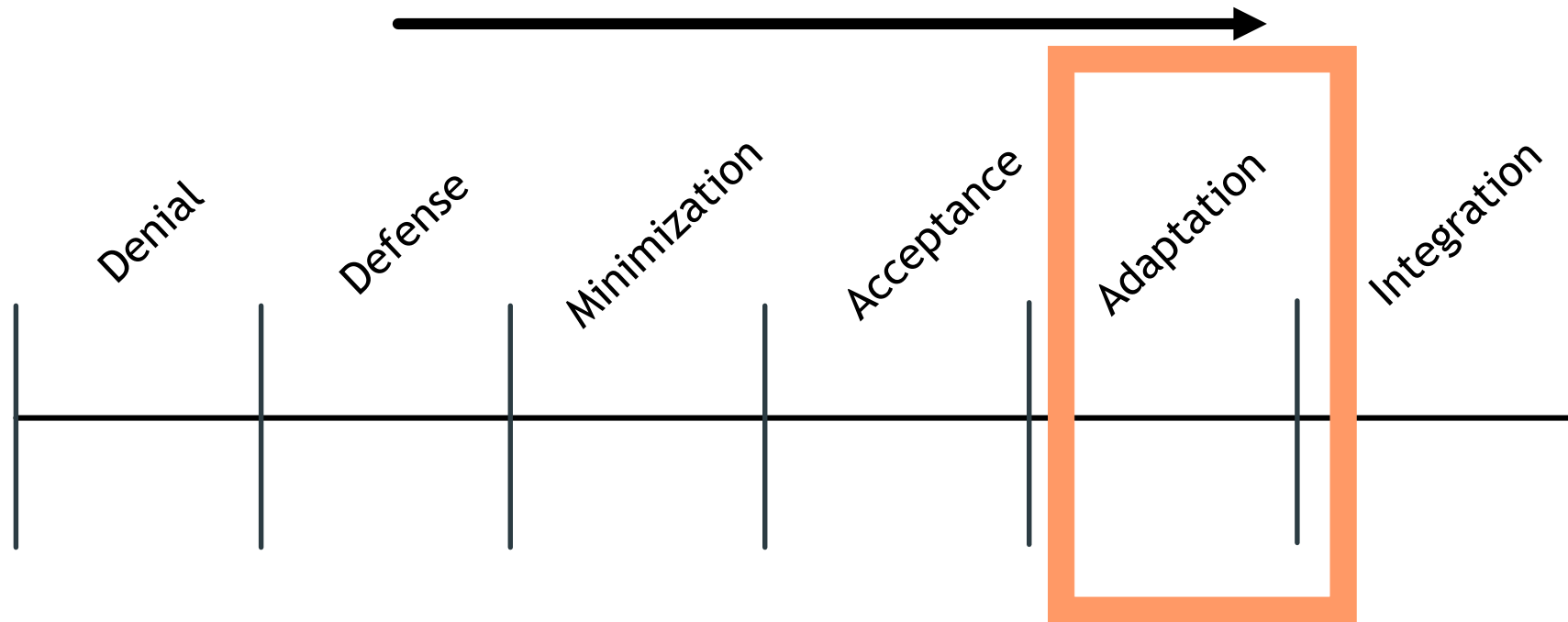
To Challenge the Learners:

Content:

- ▶ The appropriate use of culture-general (etic) and culture-specific (emic) categories
- ▶ Issues of cultural relativity, distinguishing it from moral or ethical relativity
- ▶ Using authentic materials (advertising, media, etc.) from their own groups, culture
- ▶ Help to create categories towards personal goals in healthy choices and servant-leadership

Process:

- ▶ Build on enthusiasm and positivity for “choice-, difference-, value-seeking” to promote examination of more profound concepts and contrasts
- ▶ Provide guided experiential learning opportunities such as ethical and team situations, personal (physical) training, homestays, simulations, and role plays requiring intercultural and servant-leader empathy
- ▶ Stage-Appropriate Decision-Making, Intercultural, and Servant-Leader Skills:
 - ▶ Whole-person specific knowledge
 - ▶ Cognitive flexibility
 - ▶ Knowledge of the “other”
 - ▶ Contextual knowledge
 - ▶ Respect for others’ values, beliefs, ways of maintaining health
 - ▶ Tolerance of ambiguity



* Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.

Adaptation

Developing Competencies: Adaptation

- ▶ **Developmental Task:** Develop frame-of-reference shifting skills
- ▶ **Challenge and Support:**
 - ▶ Learners experience of choice, difference, and value: Low Challenge
 - ▶ Educators should emphasize: High Challenge

Adaptation

To Support the Learners:

Content:

- ▶ Models of transition “shock” and adaptation (in-depth teaching from whole-person developers, intercultural developers, and servant-leader developers who have “lived through it”)
- ▶ Models of transition “shock” and adaptation (in-depth teaching from whole-person developers, intercultural developers, and servant-leader developers who have “lived through it”)

Process:

- ▶ Facilitate opportunities for learners to practice behavior in known contexts and communities
- ▶ Use trained comprehensive, ethnorelative, and communal-centric informants in less structured activities (small groups, case studies, etc.)
- ▶ Prepare learners to learn autonomously (use of informants above, research strategies, etc.)



Adaptation

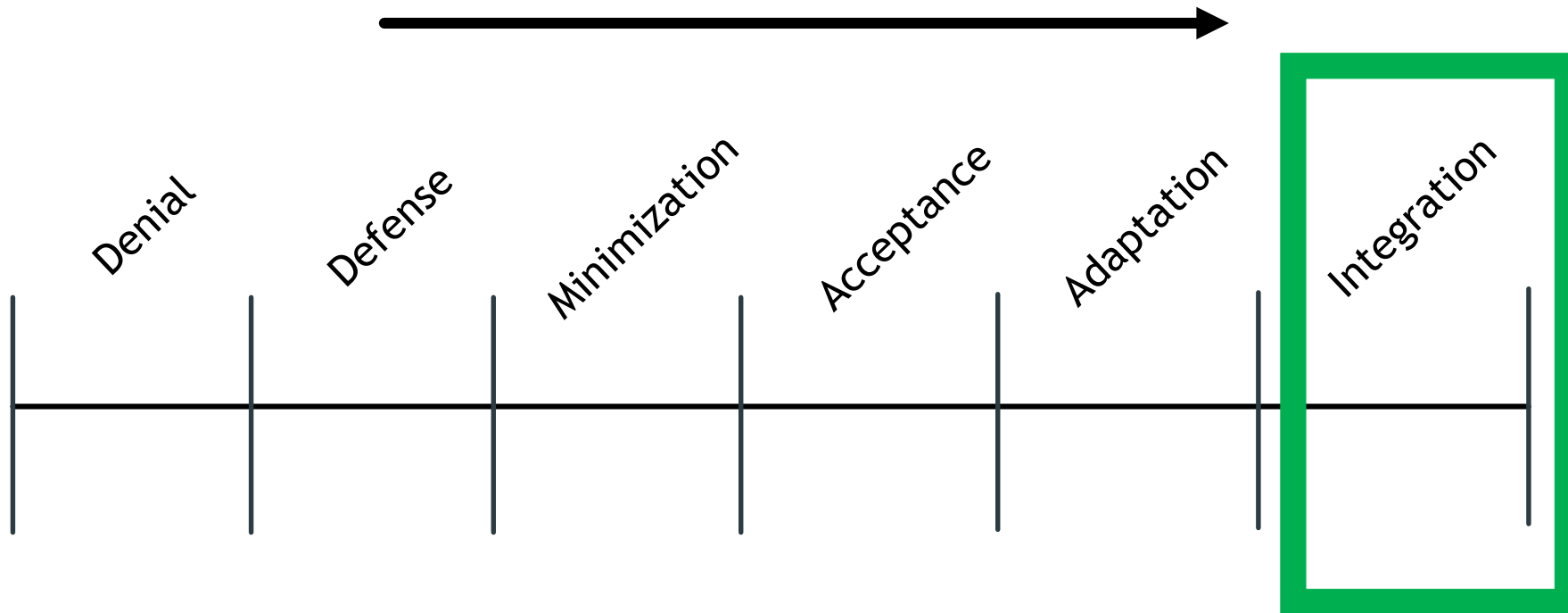
To Challenge the Learners:

Content:

- ▶ Decision-making, cultural, and value identity development (healthy whole-person, ethnic identity, intercultural sensitivity, servant-leader models)
- ▶ Re-entry

Process:

- ▶ Provide opportunities to interact in previously unexplored decision-making, cultural, and servant-leader contexts
- ▶ Address deeper anxiety issues (e.g. “internal transition shock”, identity conflicts, etc.)
- ▶ Stage-Appropriate Decision-Making, Intercultural, and Servant-Leader Skills:
 - ▶ Empathy
 - ▶ Risk-taking skills
 - ▶ Problem-solving skills
 - ▶ Interaction management skills
 - ▶ Flexibility

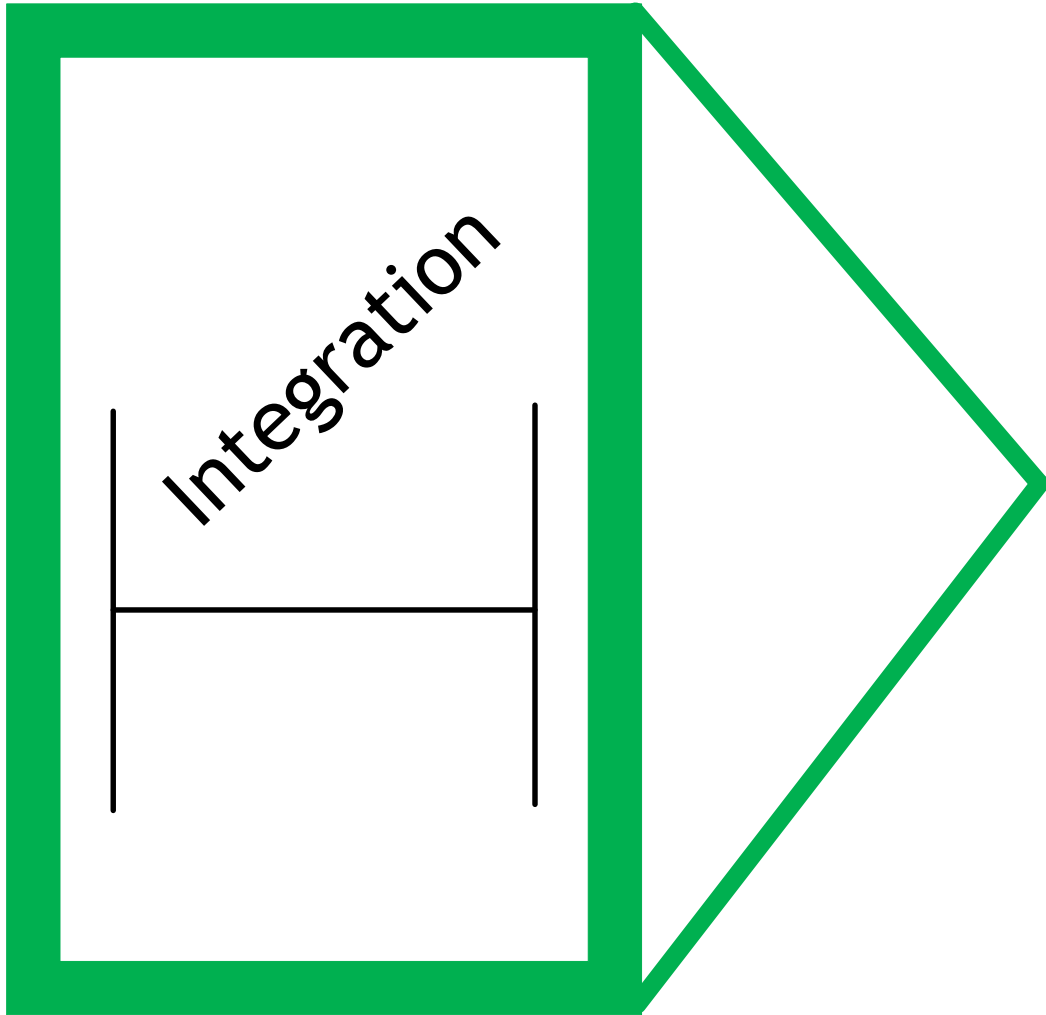


* Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.

Integration

Developing Competencies: Integration

- ▶ **Developmental Task:** Resolve the whole-person, multicultural, servant-leader identity
- ▶ **Challenge and Support:**
 - ▶ Learners experience of choice, difference, and value: Low Challenge
 - ▶ Educators should emphasize: High Challenge



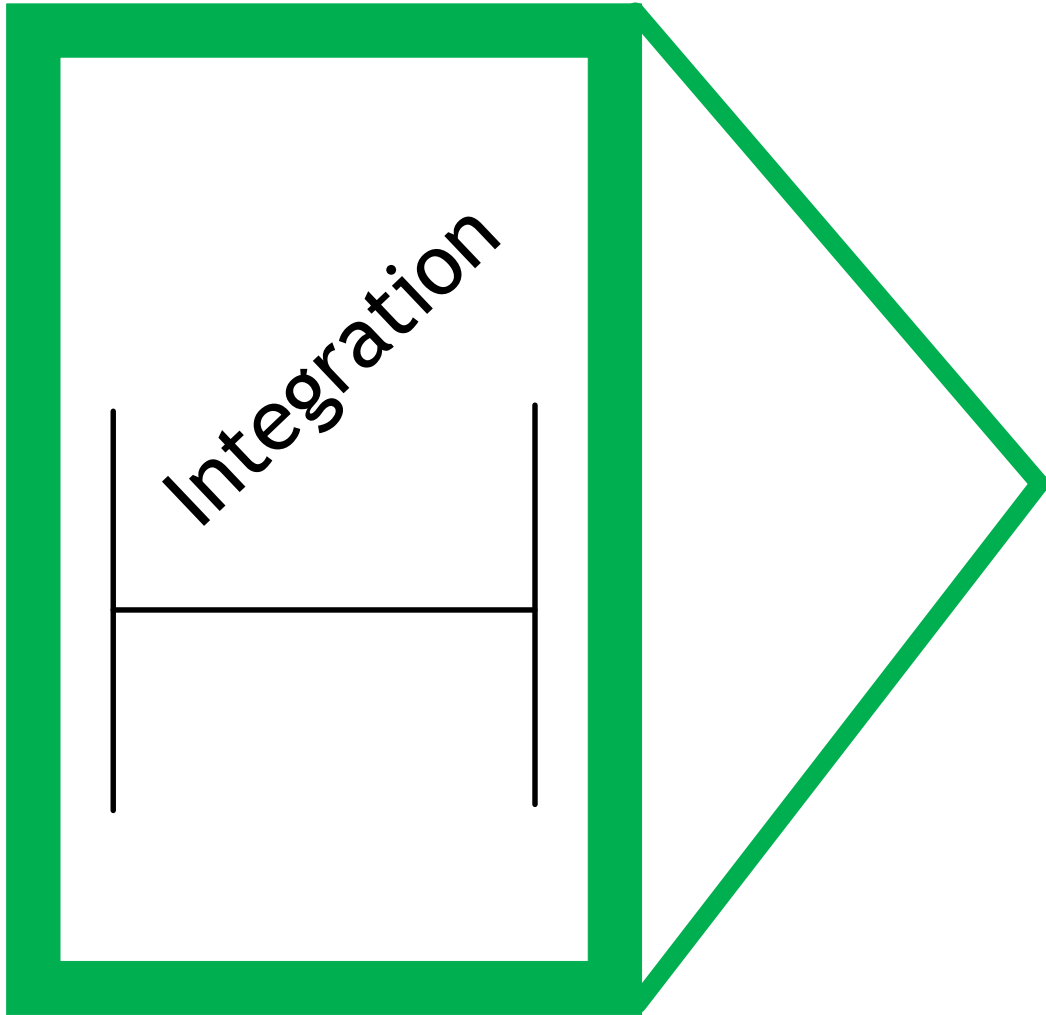
To Support the Learners:

Content:

- ▶ Theoretical framework for constructing a whole-person, multicultural, and servant-leader identity

Process:

- ▶ Create opportunities for marginal peer group interaction
- ▶ Provide options for marginals to serve as resource persons (who have processed well)
- ▶ Model constructive marginality (where process is ongoing)



To Challenge the Learners:

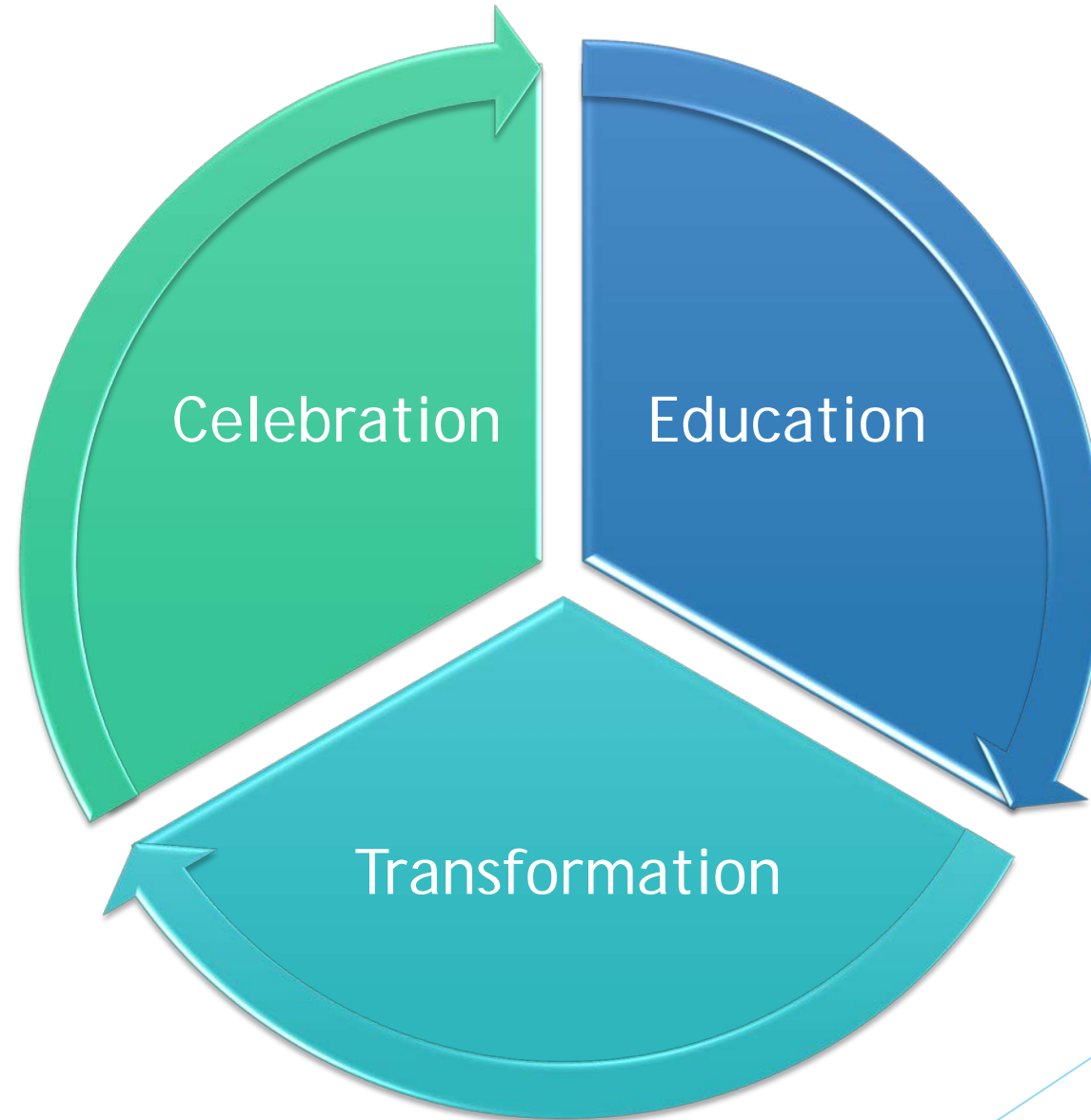
Content:

- ▶ Cultural, whole-person, servant-leader mediation models
- ▶ Modes of whole-person, multicultural, and servant-leader self and society
- ▶ Models of ethical development

Process:

- ▶ Promote a view of self-as-process (decision-making, multicultural, and servant-leader)
- ▶ Encourage commitments and boundary setting
- ▶ Discuss strategies for whole-person, cultural, and servant-leader identity construction
- ▶ Stage-Appropriate Decision-Making, Intercultural, and Servant-Leader Skills:
 - ▶ Culturally intelligent sense of humor
 - ▶ Ability to create new categories
 - ▶ Role flexibility
 - ▶ Identity flexibility

Program Objectives (PO)



Celebration

- ▶ 1. Demonstrate value of cultural particularities through tangible programs to honor and promote various ethnic, gender, interest, and affinity groups in the residences (i.e. LLCs, Hall Associations, Homantin Hall groups, etc.
- ▶ 2. Increase satisfaction, motivation, and willingness among residential students to participate in various “entry-level” cultural, servant-leader, and whole-person learning activities



Education

- ▶ 3. Practically support ongoing and selected educational activities, the wardens associated with them, the convening tutors, hall participants, and hall association members
- ▶ 4. Design, manage, and sustain innovative learning activities, events, seminars, workshops, programs, symposiums, projects, excursions, and departmental collaborative initiatives for various residential communities



Transformation

- ▶ 5. Intentionally influence tutors, wardens, and student leaders through teaching, learning activities, mentorship, coaching - through whole-person, intercultural, and servant-leader development relevant events in order to influence their respective halls/residences
- ▶ 6. Refine existing and re-create more meaningful, holistic, and sustainable educational programs relevant to various residential communities



Questions

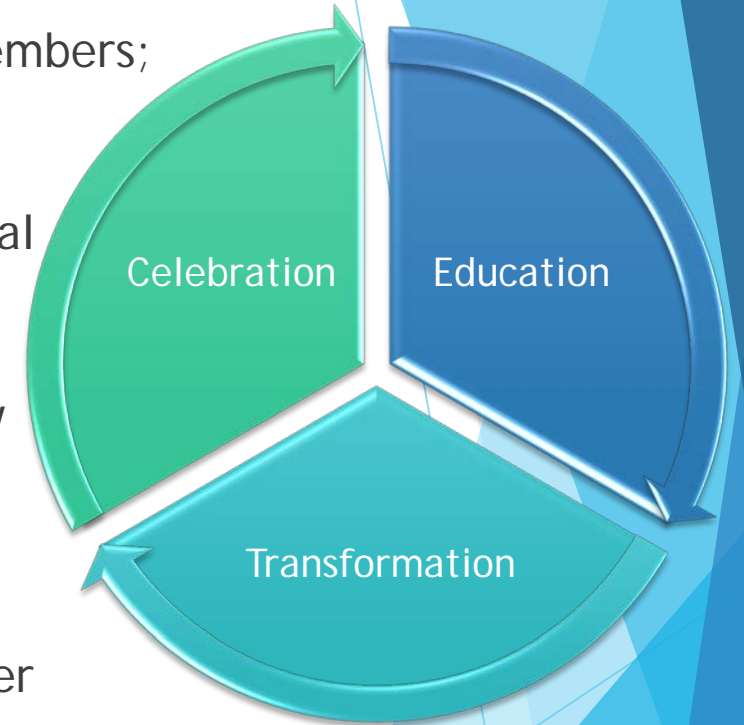
- ▶ Where do these programs lead us to?
- ▶ How do we practically develop competencies within each stage?
- ▶ How can the wardens contribute towards developing competencies?
- ▶ What is an innovative program in ResEd that would be different from what was done previously?
- ▶ How do we sustain necessary existing programs?
- ▶ What/who do we bring in (i.e. outsourced partners) and bring out (from internal residents and strengths) in order to extend programs?

Student Learning Outcomes: Survival Cantonese Workshop/Cross-Cultural Amazing Race Event

Program Objectives of Event (from slides 52-54):

Target: 130 Inbound Int'l Exchange Students and 15 Local Helpers (HA members; HMT hall)

- ▶ #1 - "honoring" and "promoting" HA's, while doing the same for HK local cultures around Hung Hom
- ▶ #2 - an "entry-level" servant-leader and intercultural learning activity
- ▶ #4 - an "innovative learning activity" and "workshop"
- ▶ #5 - "influencing" HA Members through intercultural and servant-leader development
- ▶ #6 - "re-creating" a sort-of Language Cafe event



Survival Cantonese cont'd

Goals of Event in accordance with SLO's (from slides 11, 15, 19)

Residential Students will (using Bloom's Taxonomy of Measurable Verbs to Indicate Measured Active Learning Objectives):

- ▶ a. Demonstrate an "entry-level" interest in inclusion and engagement with the culturally "other" through language learning, local student coaching, friendly competition, and engagement with local vendors.
- ▶ b. Identify common Cantonese phrases useful and relevant to their stay in HK as exchange students.
- ▶ c. Begin to construct shared meaning in verbally communicating across cultural boundaries.
- ▶ d. Practice newly acquired Cantonese words not only for language retention, but for experimenting various foods and vendors in the Hung Hom area.
- ▶ e. Be employed in various cross-cultural teams in order to assist each other communicate cross-culturally.
- ▶ f. Be able to express various "entry-level" cultural differences (i.e. "That's different than how I would say it in my home country!") through the process of Cantonese learning and competition, while affirming those differences in celebratory ways.
- ▶ g. Begin to construct personal roles and responsibilities in creating culturally inclusive communities.

Survival Cantonese cont'd

Programs within Event (with corresponding goals)

- ▶ Forming table group language teams (a, b, c, d, e, f)
- ▶ Introductions (g)
- ▶ Be instructed in a few relevant phrases and words in Cantonese (b, d, f)
- ▶ Be instructed on process and objectives of Amazing Race competition (a)
- ▶ Send teams out in various directions to try foods, try to engage in conversations (a, b, c, d, e, f, g)
- ▶ Have teams return to evaluate results of Cantonese usage and to have refreshments (a, f)
- ▶ Winning teams and HA Helpers have privilege of receiving CNY dim sum lunch on 7th Feb. where Cantonese practice and cross-cultural interaction will continue (a, b, c, d, f, g)

Less is More

- ▶ Fewer activities and fewer tasks for both wardens and tutors
- ▶ More involvement, more in-depth relationships, more collaboration
- ▶ ResEd hopes to partner with the Wardens in this way
- ▶ Identify students who are willing to grow in these competencies during the event as you talk to students
 - ▶ 2-10 students that you talk to that are very open
- ▶ Once every other week meal with students that are identified (wardens, tutors, ResEd) - would have had 5-7 lunches with them in a year
- ▶ Provide training and resources for mentorship and ways to move from one stage to the next
- ▶ RSL (Residential Student Leadership) - future leadership programs, and these are the core students who are moving along and who will spearhead and be leaders in the hall

SWR → Residential Student Leadership (RSL)

- ▶ Another “layer” of residential leadership
- ▶ Students who are developing competencies within their given stage
- ▶ They are students who have been participants of various events and have shown promise and willingness to grow and develop
- ▶ Also may be part of Warden’s or tutor mentorship programs
- ▶ Students will be readily identifiable

Example of RSL students:

2 local students from LS who participated in Survival Cantonese Workshop

- ▶ Moving from “defense” to “minimization” stage or “minimization” to “acceptance”
- ▶ Hope is they will be part of on-going events, future RSL students
- ▶ We need another layer of residential leadership
- ▶ Warden/tutor/ResEd have meals with them (mentorship)
- ▶ ResEd will train and equip mentors on how to ask right questions
- ▶ They will serve as resources for incoming residential students

PolyU Homantin Hall - Student Assessment

- ▶ We asked a student from Homantin Hall's Orange Hall to check how many of the competencies were met according to their experience with hall life
- ▶ Conclusions based on an in-person interview:
 - ▶ Students motivated by food, fun and friends
 - ▶ Would like to see more people participate in activities
 - ▶ Main appeal for students is fun and enjoyment
 - ▶ Desire to live in the hall again does motivate
 - ▶ Learned teamwork and intercultural communication
 - ▶ Would like to see greater friendships develop in the halls because it's hard to get to know one another

Whole-Person Outcomes	Self-care	Care for others	Individual role in healthy community	Personal wellness and university involvement	Life goals	Embracing differences	Care for the environment
Room visit		X					
Orientation night			X				
Mid-Autumn Festival						X	
Welcome dinner						X	
Sunshine October - Escape room							
SO Celebration dinner			X				
Lucky Orange	X						
Warden's Kitchen							
Wing activities		X		X			
Board game night							

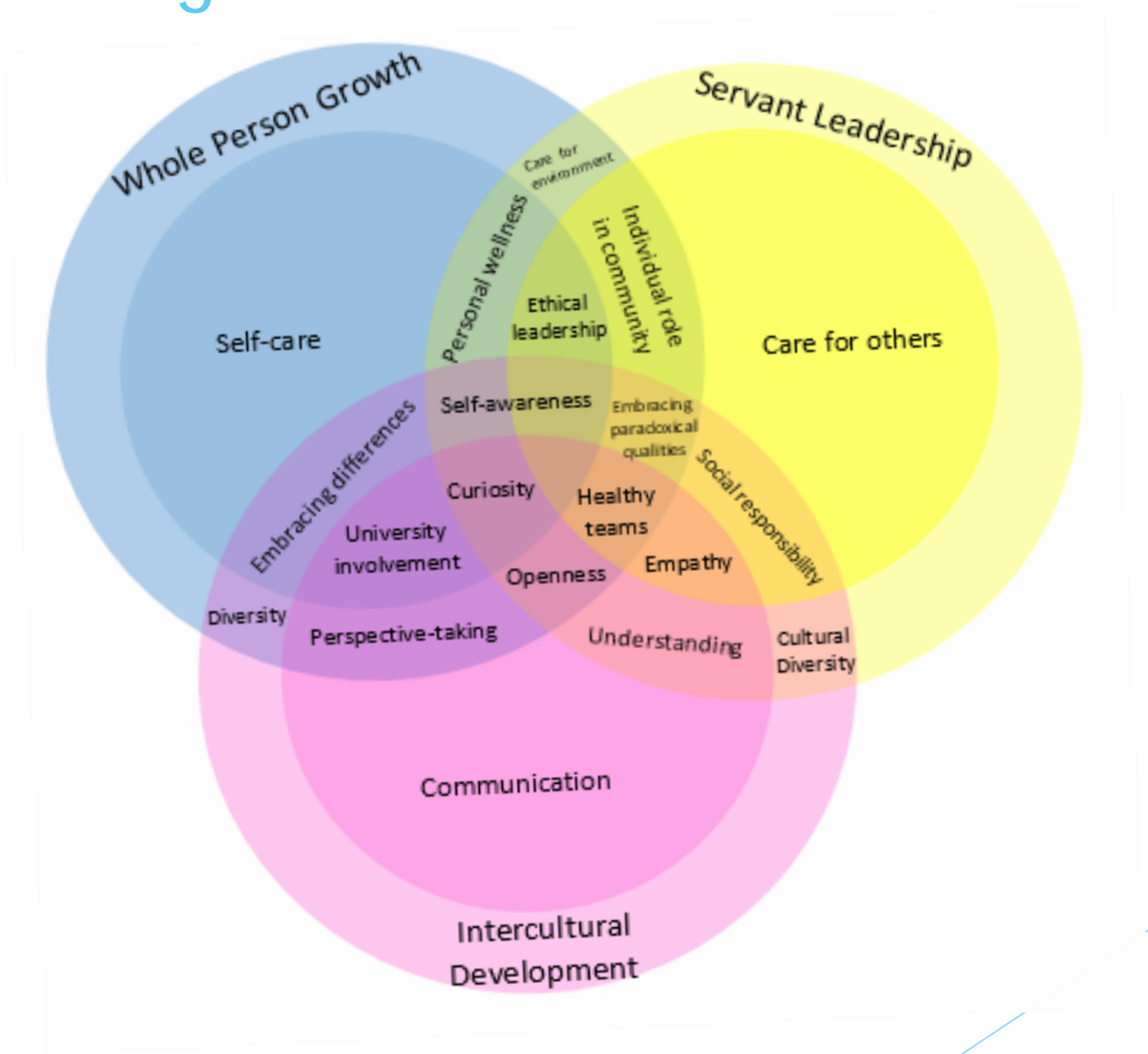
Intercultural Outcomes	Self-awareness	Empathy, understanding	Intercultural communication	Curiosity and openness	Cultural diversity	Social responsibility within local and global contexts
Room visit				X		
Orientation night	X		X			
Mid-Autumn Festival			X		X	
Welcome dinner						X
Sunshine October - Escape room				X		X
SO Celebration dinner						
Lucky Orange						
Warden's Kitchen			X			
Wing activities	X					
Board game night					X	

Servant-Leader Outcomes	Ethical servant-leadership	Embracing ambiguity and paradoxical qualities	Personal and community well-being	Cultivation of healthy teams	Creative civic social responsibility and identity	Cultural diversity (inter and multi-culture)
Room visit			X			
Orientation night	X				X	
Mid-Autumn Festival	X					
Welcome dinner						
Sunshine October - Escape room				X		
SO Celebration dinner		X				X
Lucky Orange						
Warden's Kitchen						
Wing activities						
Board game night						

Current Framework of Development

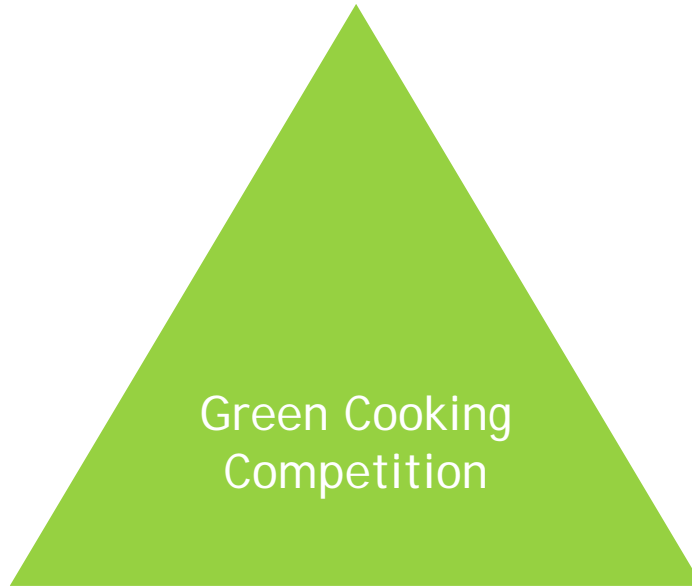


Future Learning Outcomes



How is less more? Examples of Programs

Yellow Hall (HMT)
Cooking Competition Event



Green Hall (HMT)

Green Cooking with Green Green
Hall Community (LLC)

How is less more? Examples of Programs

- ▶ An expert of environmental responsibility can come and present many things
- ▶ Demonstrate cross-collaboration and synergy among groups across halls with same passions and interests
- ▶ Create and spark innovative ideas and empower students to raise awareness for environmental responsibility
- ▶ Identify student leaders who are passionate about this topic and initiate mentoring relationships



Green Cooking
Competition

Less is more with existing HH Hall Programs

- ▶ Take winners of various competitions and do something together that they enjoy and is educational
 - ▶ Ex: Inter-hall Soccer competition team winners will have a chance to compete with “All Black” soccer team, a professional refugee team
- ▶ Hall Festival presentations
 - ▶ Find other ways for presentations or performances to be shared on other platforms and create opportunities to further develop students who are part of them
- ▶ Follow up and connect Noir Challenge participants with opportunities for the Limitless Campaign or to partner with Ebenezer in other ways
- ▶ Students who attend Ming Gor’s talk can participate in his volunteer program + debriefing session
- ▶ Tug of War - develop educational session on the history and details of the game + competition

** All are opportunities to build relationships for mentorship as students, Wardens, tutors, & ResEd team interact

“House of Intercultural Living and Learning” : A Character & Virtue Development Residential Project

HKPU Student Resources and Residential Life

- ▶ Beginning: Sem 1, 2017
- ▶ # of Students: 54 (27 males, 27 females) undergraduates in year 2 (perhaps a few in year 3)
- ▶ Locals/Non-Locals: 60/40
- ▶ Structure: One 9-person suite per hall in Homantin Student Halls of Residence
- ▶ Supervision: Residential Life Manager, 1 male and 1 female officers/advisors, 2 tutors
- ▶ Leadership: Residential Life Manager, ResEd Team
- ▶ Application: Online application; SRRL scholarships, wardens' referral
- ▶ Selection Process: Residential Life Manager and ResEd Team, Head of SRRL, wardens' referral
- ▶ Funding: SRRL and possible external source
- ▶ Programming: Residential Life Manager and ResEd Team - dialogical activities, events, excursions, seminars, group discussions, workshops learning activities, symposiums, projects, and departmental collaborative initiatives promoting whole-person, servant-leadership, and intercultural development

Philosophy/Rationale

- ▶ This Character & Virtue Development Project will partially fulfill University Learning Outcomes (Annex 1, Learning Outcomes for PolyU Graduates at Undergraduate Degree Level: Policy and Guidelines, June 2012) to create a year-long residential program for both local and non-local students. The purpose is to increase whole-person, intercultural, and servant-leader competencies and education of the University through a pilot project of living and learning. Successful graduates of Year 1 of this Project will enter into 2 additional years of hall service and leadership while receiving advanced training. Programs will consist of mentoring, discussions, cultural exchanges, global development, and extensive programming. The hope is that this living and learning program will expand into multiple halls and will create various cultural and educational opportunities for the entire University, while producing student leaders who can help to transform the learning experiences of PolyU residential students and beyond.

Outline/Prospectus of Initial Proposal

- ▶ Templeton World Charity Foundation
- ▶ Basic Information:
- ▶ Name of P.I.: Ivan Chung
- ▶ Name of Organisation: The Hong Kong Polytechnic University (PolyU)
- ▶ Project Title: “A Character & Virtue Residential Programme”
- ▶ Project Duration: 3 years
- ▶ Total Cost of Project: \$205,000 USD
- ▶ Amount request from TWCF: \$205,000 USD
- ▶ Project Start Date: Fall Semester, 2017, first week of September
- ▶ Project End Date: Summer of 2020

Project Summary

- ▶ A “pilot” residential programme at PolyU that would offer undergraduate students, mostly in their 1st and 2nd year of university, a co-curricular, non-formal Transformative Learning (Mezirow’s TL) experience, specifically in areas of 1) whole-person competencies, 2) intercultural competencies and 3) servant-leader competencies
- ▶ Unique and new living and learning community Programme for Hong Kong (HK) students based on history, university curricular and residential (co-curricular) systems, teaching/learning patterns, student backgrounds, local/non-local dynamics, attempts at internationalisation (U.S./Canadian/European definitions), holistic learning, non-formal servant-leadership development

Project Aims

- ▶ Given the students personal development and family backgrounds in secondary school age, can holistic, non-formal educational teaching/learning have success?
- ▶ Can local/non-local integration be a success given the political climate in HK?
- ▶ Can the undergraduate student learn humility, patience, altruism, creativity, curiosity, and better ways to learn given the extreme consumeristic climate in HK?
- ▶ Can HK students develop holistically as servant-leaders in their respective fields?
- ▶ Can graduates of year 1 of this Programme be successful in diverse co-curricular Programmes of the residences and University?
- ▶ Can this Programme multiply and become replicable throughout given the University residential system?
- ▶ Can these students, mostly studying the hard sciences and business contribute to a Transformative Learning Community, exemplifying critical self-reflection, inclusivity, open-mindedness, emotional ability to change, authentic intercultural relationships, active/reflective listening, and intrinsic motivation for learning?
- ▶ The Aim of this Project is to produce the most transformed learners in HK who are in process of developing intercultural/global competencies, servant-leadership competencies, and whole-person competencies

Project Activities

- ▶ Bi-weekly (2x/week) gatherings for instruction, discussion, dialogical activities, and excursions for year 1 students
- ▶ Ongoing coaching within a living and learning environment - 24/7
- ▶ Reflective journals throughout both semesters, and throughout both follow-up years in the residences (years 2 and 3)
- ▶ Advanced servant-leadership, intercultural, whole-person activities for year 1 graduates of this Programme, and placement in a diversity of co-curricular leadership and residential positions within University
- ▶ Continued advanced residential activities (same as above) and seminars for year 2 graduates of this Programme, especially in areas of vocational servant-leadership

Anticipated Outputs

- ▶ Webpage and University publishable materials on learning philosophy, methodologies, etc.
- ▶ Conference presentations at HKU's Conference on "Learning Beyond the Classroom"
- ▶ Identification of successful 1st year graduates in this Programme for entering various student leadership positions and capacities
- ▶ Successful graduates of this Programme to be recognized in University for tutorship and research in areas of Programme
- ▶ Multiplication of leadership in residences for sake of wardens and future residential life programmes

Anticipated Outcomes

- ▶ Students at the end of their 1st, 2nd, and 3rd years will enter a Transformative Learning Rubric Assessment, with staff assessing students' development in areas of competencies listed above
- ▶ Students can record Transformative Learning Successes and Achievements in e-portfolio, beginning year 1 (for scholarship committees, graduate schools, employers, etc.)
- ▶ Measurable social changes pertaining to student activities, relationships, creativity, and choice of engagement based on their learning experience in this Project

Enduring Impact

- ▶ Systemic change in University co-curricular learning beyond the classroom. If “Pilot” Programme is successful, there will be more funding for residential education personnel and programmes, as well as re-adjusted wardens’ roles
- ▶ Graduates of this 3-year Programme will document via e-portfolio the breadth of their experiences for future employers, the University itself

Relation to TWCF Aims

- ▶ This is a “Pilot” Programme, or Project, that has great potential to transform students to become more open-minded, and to become more receptive to new ideas and cultures. The potential perspective change in this process of Transformative Learning will develop a new generation of Hong Kong students, both locals and non-locals, resulting in concrete learning dimensions that hopes to become pervasive throughout the University and HK.
- ▶ This kind of character and virtue development is sorely needed in a pervasively consumeristic urban HK culture, of which is already producing the most consumeristic secondary students. The hope of this Project is that tertiary students could experience a whole new set of ideals, teaching, coaching, and learning experiences that would transform HK societies.

Personnel

- ▶ P.I.: Ivan Chung, Residential Life Manager, Residential Education, Student Resources and Residential Life, The Hong Kong Polytechnic University
 - ▶ Ivan Chung is currently the Residential Life Manager at The Hong Kong Polytechnic University where he directs all the Residential Education Programs for 5,000 residential undergraduate and graduate students. He and his family moved to Hong Kong in July, 2016. Previously, he was the Director of International Students and an Adjunct Instructor in the Cook School of Intercultural Studies at Biola University, where he taught cross-cultural leadership, education, and communication. Prior to coming to Biola, he was working in various NGOs in Milwaukee, Houston, Chicago, and New York City. He is currently involved in leadership, university planting, and reconciliation initiatives in post-genocide areas of east Africa with TLAfrica, Inc., and educational movements in urban Brasil. His passion is for global/local multiethnic urban education, as well as reconciliation and partnerships among culturally disparate communities.
- ▶ Dr. Erica Yi, Assistant Officer, Residential Education, Student Resources and Residential Life, The Hong Kong Polytechnic University
- ▶ Christopher Hor, Senior Advisor, Residential Education, Student Resources and Residential Life, The Hong Kong Polytechnic University
- ▶ Additional Personnel needed:
 - ▶ Full-time Residential Staff (Officers): 2 additional staff (1 male, 1 female) not funded by University; total of 4 Residential Officers (2 male, 2 female) engaged in Programme. They serve as coaches, speakers, instructors, and facilitators in Programme.

Additional Information

- ▶ Only The Hong Kong Polytechnic University will be the Organisation involved, and will need their full support of this potential Funding, as well as their already verbal approval of this Pilot Programme. There will be many roles in partnership of this Programme, including Wardens, Tutors, and other Residential Administrative Staff
- ▶ Staff contact: Dr. Bethany Sollereder; I attended information sessions at City University of Hong Kong, and University of Hong Kong (HKU), 1 and 5 of Dec., 2016, respectively. My colleagues at the HKU Faith & Science Collaboration were recipients of JTF, with whom I have discussed this as well
- ▶ No Classroom Teaching as such
- ▶ No need for Travel and Lodging as such

Example: Sustainability as an ideas platform for critical thinking and transformative action

- ▶ Articulate and informed conversations
- ▶ Evaluate with multi-disciplinary approach
- ▶ Integrate social/economic/ecological perspectives
- ▶ Think across cultural boundaries
- ▶ Ideate, structure & test potential solutions
- ▶ Evaluation with multi-disciplinary approach

University of Macau Residential College

- ▶ 4 in 1 education model and Residential Colleges (RCs) are implemented for all entering undergraduate students
- ▶ Primary platform for the “Community and Peer Education” (CPE)
- ▶ Had 8 RCs and have potentially 10 by 2016/2017
- ▶ Carry out lectures, projects, exchanges, activities
- ▶ Students receive annual assessment and a 4-year cumulative grade
- ▶ Undergraduate students must fulfill satisfactory performance in RC and CPE to graduate
- ▶ Competencies
 - ▶ Healthy living
 - ▶ Interpersonal relations and teamwork
 - ▶ Leadership and service
 - ▶ Cultural Engagement
 - ▶ Citizenship with global perspectives



Findings on correlation with RC experiences

- ▶ Major findings:
 - ▶ Students with RC experience generally have **higher GPAs**
 - ▶ **Improvement of GPAs is better** for students with RC experience
 - ▶ The above observations are more pronounced for local students
 - ▶ **Improvement of low-performance** students is much greater for RC students
 - ▶ Much improved **sports achievements** can be correlated to RC experience
 - ▶ RC experience benefits to **academic improvement of student athletes**
 - ▶ Significantly **reduced counselling cases** can be attributed to RC advising

Ridge View Residential College (RVRC) National University of Singapore

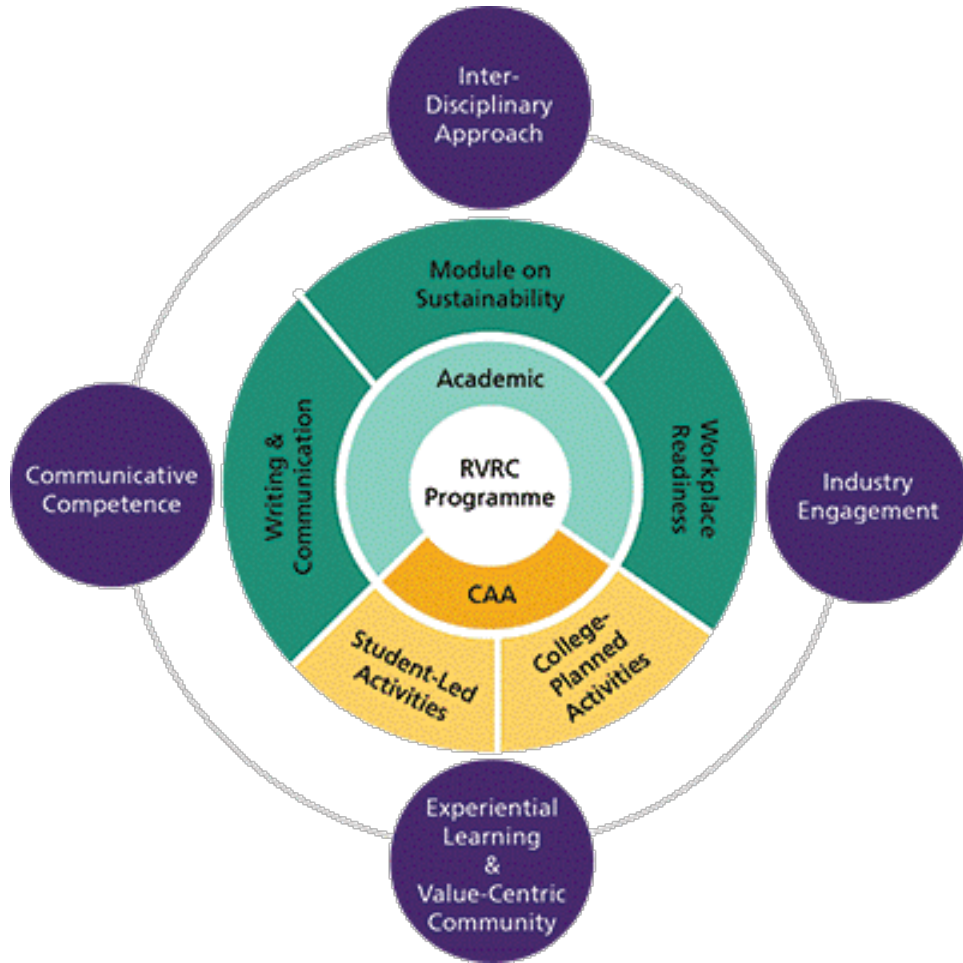


Ridge View Residential College (RVRC)

- ▶ Ridge View Residential College (RVRC) is a living-learning experience aimed at cultivating students who are intellectually inquisitive, future-ready, and value-centric. RVRC is exclusive to Year One students from the **Faculty of Engineering (FOE)**, **Faculty of Arts and Social Sciences (FASS)**, **Faculty of Science (FOS)**, **School of Computing (SOC)**, and **School of Design & Environment (SDE)**.
- ▶ The RVRC Year One experience is one that instills, at the start of the students' university experience, values and qualities contributing to their overall development as undergraduates - academically, personally, and professionally - with close engagement with the industry.



Areas of Emphasis



- ▶ Mission: to address new needs in the academic + social + personal domains
- ▶ Programme addresses:
 - ▶ Intellectual inquiry
 - ▶ Social, personal and interpersonal competence
 - ▶ Inner resilience
 - ▶ Confidence & Agility
- ▶ Piecing together diverse components - academic & co-academic
 - ▶ Academic activities - interdisciplinary approach, integrated
 - ▶ Industry Collaboration - mentorship, sustained & regular interaction, attachment/internship
 - ▶ Co-academic Activities - personal effectiveness, team spirit, community awareness and engagement

Co-academic activities

- ▶ Value-centric community through experiential learning
 - ▶ Optimization of residential experience through cultivation of shared values - creating social awareness and building competency in inter-cultural interaction
 - ▶ Meaningful interaction among students and residential faculty in both formal and informal contexts
- ▶ Student-led activities
 - ▶ Different educational platforms, avenues, opportunities, and spaces for the creation of a residential community
- ▶ Community engagement (service from the heart)
- ▶ Inter-college games (active participation)
- ▶ Industry visits (engagement from networking)
- ▶ Industry dialogue (engagement for exploring)

Additional Considerations

Empowering Tutors

- ▶ Skills in team building in the halls
- ▶ Mediation
- ▶ Summer Training (7-11 Aug, 2017)
- ▶ Assessing students and themselves
 - ▶ Help wardens how to assess students within this strategic plan
- ▶ Local and non-local informants
 - ▶ Need to train them interculturally
- ▶ Tutors will continue to do event-planning, but with fewer events
 - ▶ Their work will be just as relational as Wardens
- ▶ 4x a year during academic year and longer training in the summer

Living & Learning Communities

- ▶ The hub of student creativity, innovation, leader development with ResEd oversight
- ▶ Interest groups that consist of residents from both halls
- ▶ Retreats and training by ResEd
- ▶ Warden sponsorship
- ▶ Pilot hall creative hubs

Existing HH Hall Programs

- ▶ Sports & Cultural events
 - ▶ Continued support, but functionally, students and conveners will do it
 - ▶ Cultural events need a lot more coordination with 2 Warden sponsors (ResEd will help more with things like Singing Contest, Hall Festival, etc.)
- ▶ Assessment of Hall Experiences
 - ▶ Will change the criteria

Semester 2 ResEd considerations in preparation for strategic plan

- ▶ Begin to re-examine events in light of this strategic plan
 - ▶ ResEd team and Wardens will continue doing things now
 - ▶ Meet with ResEd to talk about programs and discuss possibilities
 - ▶ Fewer programs, but more deeper programs
- ▶ Identify Wardens' contributions to pilot hall program (HILL)
- ▶ Identify future RSL's
- ▶ Wardens will work with Professor Mok to determine what the future requirements may be

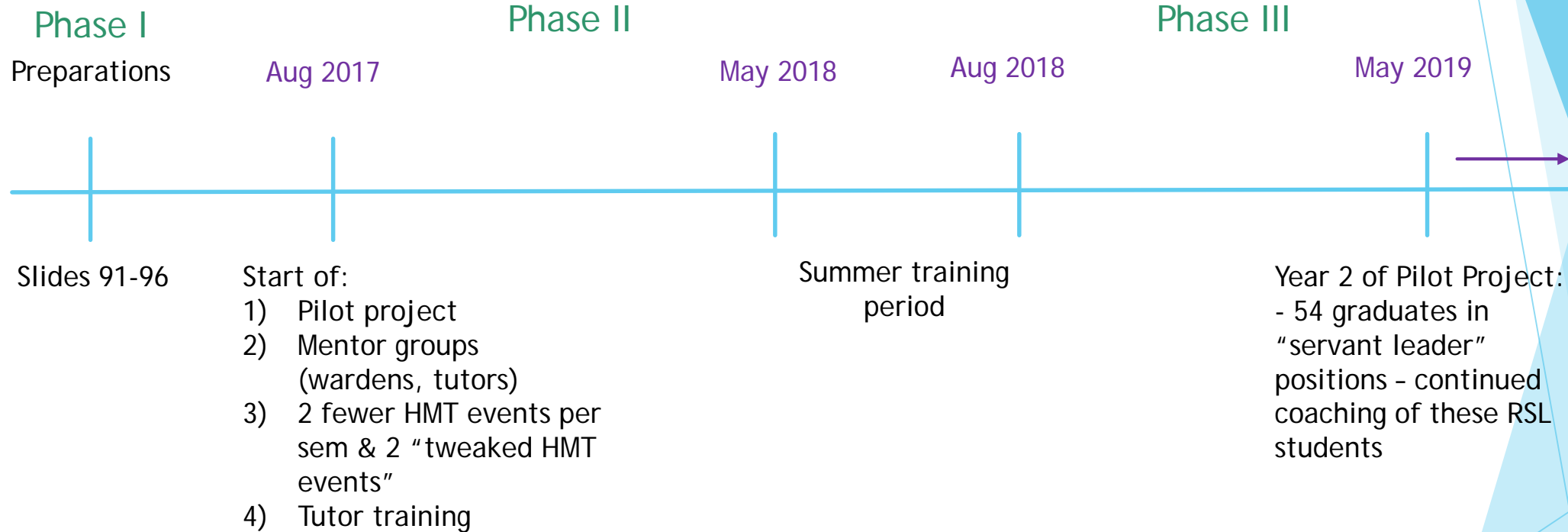
- ▶ Identify individual hall needs and work into our existing programs
- ▶ Host student perspective sessions to share and sell the idea of the strategic plan to students

Semester 2 ResEd considerations in preparation for strategic plan

*already planned or completed

- ▶ One Belt, One Road seminar
- ▶ Survival Cantonese workshops
- ▶ Tutor internationalisation training
- ▶ International exchange student Cantonese learning & local interaction
- ▶ Chinese New Year Excursion
- ▶ Living & Learning Communities Retreat & Training
- ▶ Local and non-local student scholarship building/coaching
- ▶ ResEd & warden strategic planning meetings (i.e. pilot program, HMT & HH program development)
- ▶ Specific EXCELL courses to be integrated in future hall programs
- ▶ Disabilities Awareness programs in the halls

Timeline



Tutor Feedback

Appreciative Inquiry

- ▶ Capitalizing on the positives
- ▶ Question: What do we want more of? What are the essentials?
- ▶ What are the best parts of your job? Most enjoyable/pleased as it relates with students directly?
 - ▶ Group of ~5 local students who shared common interests and then we got really close; they came to celebrate birthday and friendship continued after they graduated (started with Bridge game)
 - ▶ Organizing events that I really care about as opposed to ones I don't care about
 - ▶ Organizing signature events because I get to know students and their talents and to get to know their lives; students could know each other; hall visits; on-going interactions
 - ▶ Soccer competition - was team manager and it helped me to build close relationships with local students; mobilize students and get them excited
 - ▶ Monthly room visits and parties
 - ▶ Make friends with hallmates and build interpersonal relationships (room visits haven't been as frequent though)
 - ▶ When hall events go beyond your own hall - collaboration & cooperation w/ other tutors, halls; mix and mingle new people

▶ Best parts cont'd:

- ▶ Photo competition- have students discover what they have within residential life; finding out what they really value (i.e. concept of "home")
- ▶ Connecting with a student and later on they come back to you and show their gratitude; reciprocation
- ▶ When you assign them a responsibility, to see whether they're developing or not - trying to combine different students together to learn from each other; developing integrative process

Common theme: interaction, building relationships

Personal Stories

▶ LIFE GIVING FORCES (LGF)

- ▶ At the early stage of Talent Quest, only received a few applications, needed to seek help for promotion from other halls; received more than 20 applications, so we had over 40 for first round; didn't expect it
- ▶ Last year, I had an injury at midnight and tutor don't have any other hands, but if tutor has an injury, there's no one that can really help. I went out to the corridor but saw a hallmate and he helped me go to another room and there were other hallmates who were willing to take me to hospital; hall association member stayed with me the whole night in the hospital; they remembered me and helped me
- ▶ During gathering, we were chatting with several undergraduate students and they asked me questions that used to bother me in my degree but I was happy that I could answer their questions now. I'm able to help them and I feel that I'm improving.
- ▶ I had limited places to eat because food is very different, but having gotten close to students and joining them at events, they took me to local places (local students helping). The food tasted much like what I eat in my hometown. We were able to cook together and last semester, for the whole year I didn't cook, but cooked with others.