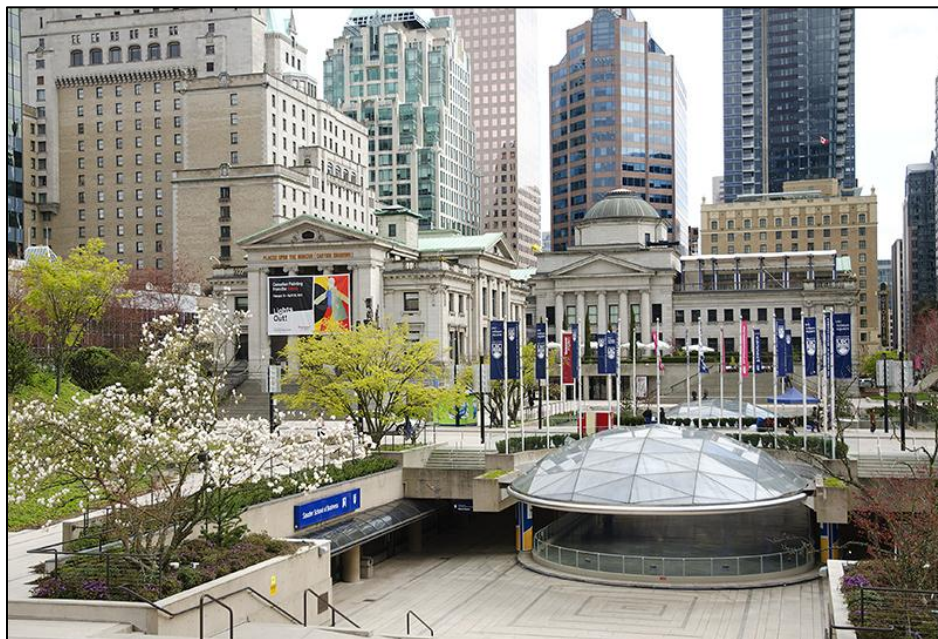


UBC Continuing Studies Centre for Intercultural Communication

Intercultural Studies Spring Institute 2013

**Current Practices and Trends in the Field of Diversity, Inclusion and
Intercultural Communication**



UBC Robson Square

Friday, May 17, 2013



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Continuing Studies

Program Description

Join us for a one-day symposium on present-day trends and challenges diversity practitioners encounter as they raise awareness and build capacity in classrooms, campuses, corporate and non-profit organizations. Hear from intercultural and diversity specialists on their work in community and organizational contexts, supporting immigrants succeed, students thrive, communities become more inclusive and organizations achieve optimum results. Workshops, presentations and panel discussions will focus on how we can empower participants to embrace difference, support intercultural engagement and create an inclusive, just and equitable society.

Program Schedule

8:30am – 9:00am: Registration and refreshments

9:00am – 10:30am: Welcome, Overview and Plenary Panel Presentation

Short Panel Presentations followed by Discussion - *Challenges and Opportunities: Immigrant Experiences in Canada*

- a) Welcome to Vancouver: Reflections of an African-American Immigrant in Canada
- b) Educational Inclusion/Exclusion of Turkish Immigrant Youth in Vancouver, Canada: A Critical Analysis
- c) Intercultural Communication Barriers and Opportunities for a Positive Change: Lessons Learned from Recent Chinese Immigrants with Foreign Credentials

10:30m – 12:00pm: Concurrent Presentations (choose one)

- a) Developing Intercultural Competence for the Workplace: a Scenario Approach
- b) A Journey of Possibility: Fostering Intercultural Understanding at a Community College
- c) Integrating an Analysis of Power and Privilege into Intercultural Competence and Diversity training: A Practitioner's Perspective

12:00pm – 1:30pm: Lunch is provided

1:30pm – 3:30pm: Concurrent Workshops (choose one)

- a) The Really? Campaign: A Transformative Student Training Model
- b) Anti-Oppressive Practice: Grassroots Solutions to Organizational Change

3:30 – 4:00pm: Closing Remarks

Session Descriptions

Panel Discussion – Challenges and Opportunities: Immigrant Experiences in Canada

Welcome to Vancouver: Reflections of an African-American Immigrant in Canada

Parker Johnson

City of Vancouver, Vancouver, BC

How does one negotiate her/his identity as an immigrant in Canada? As a middle aged, male African-American immigrant to Vancouver, I navigate the cultural terrain with paradoxical dissonance and familiarity. Having worked in diversity-related jobs for over 30 years, both in the US and in Canada, I have found it both illuminating and puzzling how race and ethnicity are communicated in Vancouver. What are some of the parameters and rules of the game of social inclusion? Using an interactive discussion format, relevant aspects of popular culture, social research and personal experience of race and ethnicity in Vancouver will be examined.

Educational Inclusion/Exclusion of Turkish Immigrant Youth in Vancouver, Canada: A Critical Analysis

Dilek Kayaalp

University of British Columbia, Vancouver, BC

This empirical research analyzes an understudied population: Turkish immigrant youths' educational experiences of inclusion/exclusion in Vancouver. The results indicate that first-generation, Muslim female Turkish youth from working-class families are subject to teachers' racism, linguisticism, and general Islamophobia in the education market. By contrast, non-religious, second-generation youth from middle-class families seem to handle discrimination and similar challenges better, perhaps because they are equipped with an 'insider' understanding of the dominant educational and social norms throughout their socialization process and education. The findings suggest that cultural background, immigration status, class and religious affiliation are significant elements in students' relations to the school culture and their educational experiences of inclusion/exclusion in Canadian schools.

Intercultural Communication Barriers and Opportunities for a Positive Change: Lessons Learned from Recent Chinese Immigrants with Foreign Credentials

Zhenyi Li

Royal Roads University, Victoria, BC

Daniela Tuchel

Royal Roads University, Victoria, BC

This study applies narrative inquiry to analyze discourse obtained from interviews of 15 recent Chinese immigrants with foreign credentials in order to find out barriers and opportunities for a positive change during their acculturation process. In particular, we focus on these immigrants' perceptions on and attitudes towards education, career development, and foreign credential

recognition systems in British Columbia. Canada's governmental, industrial, and educational organizations need to understand the barriers and opportunities to facilitate a positive change, not only for these immigrants, but also for the development of their own organizations.

Four major themes emerge from the data analysis: the over-emphasized English language proficiency versus the under-estimated significance of communication skill development; the disparity of the Chinese immigrants versus the standardization of Canadian educational services; the marginalization of immigrants; and the limited support for immigrant acculturation. These barriers, nevertheless, can be regarded as opportunities for a positive change if more care is taken with interpersonal communication, intercultural understanding, and knowledge exchange. In conclusion, neither foreign credential nor English language constructs barriers or forms opportunities for immigrants' acculturation. It is intercultural communication and understanding that can mitigate acculturation stress.

Presentations

Developing Intercultural Competence for the Workplace: a Scenario Approach

Clare Myers

ClareVoyant Consulting, Calgary, AB

Understanding the cultural expectations and communication norms of the business workplace is critical to the success of internationally educated professionals (IEPs). While many IEPs possess strong technical skills, they may lack familiarity with the cultural underpinnings and "hidden rules" of preferred interaction in the Canadian workplace. This session will describe a scenario-based model of workplace training that takes an intercultural approach to helping IEPs develop the self-awareness, cultural knowledge, and pragmatic skills that will enhance their effectiveness as professionals in Canada.

A Journey of Possibility: Fostering Intercultural Understanding at a Community College

Diane Hardy

Bow Valley College, Calgary, AB

Hana Taleb Imai

Bow Valley College, Calgary, AB

Using an Appreciative Inquiry approach, learn about the design and delivery of a professional learning strategy used at Bow Valley College to raise department and campus intercultural awareness. This presentation will outline the route we have taken over the past five years to introduce, embed and advance intercultural skills and understanding for faculty, staff and learners at our institution. The presentation will share strengths, values, drivers, successful approaches and activities that we have used to support this initiative.

Integrating an Analysis of Power and Privilege into Intercultural Competence and Diversity training: A Practitioner's Perspective.

Natasha Aruliah

Diversity and Intercultural Facilitator, Vancouver, BC

This session focuses on my experiences as a practitioner, consultant and facilitator in the field of diversity and social justice. Having started my career as a counsellor, I found that the experience of difference and not fitting in was a painful one, and that awareness and behavioural change among participants without a fundamental change of attitude is mere compliance and not long lasting. I recognised that to support successful and deep internal change, practitioners needed to create opportunities to challenge their participants on a level that involved both cognitive and emotional engagement.

In this session we will explore an integrative approach that includes an analysis of power and privilege as well as intercultural competence and emotional intelligence. We will reflect on some of the emerging knowledge from neuroscience, the connection between emotions and behaviour, and how it links to intercultural competence and diversity. Through experiential exercises we will explore how we can engage with this work to bring about shifts in attitudes and behaviours around diversity and cultural difference.

Workshops

The Really? Campaign: A Transformative Student Training Model

Peter Wanyenya

University of British Columbia, Vancouver, BC

CJ Rowe

University of British Columbia, Vancouver, BC

The really? campaign is a comprehensive approach to discrimination response and violence prevention that draws on the power of peer and cultural influence in society. This model encourages all individuals, regardless of their gender, race, sexual orientation, and socioeconomic status to take on leadership roles at the university and in their communities. Informed by the "Active Witnessing Model," this approach is one that encourages every individual to be an active witness in their day-to-day lives and empowers them to take an active role in promoting positive social change. No more walking away from scenes of discrimination and prejudice, demeaning and stereotypical comments, racist jokes and all those situations when we wished we said or did something to help. The really? campaign encourages and empowers participants to step up, and safely respond. Join us in an interactive workshop to learn more about this model and how you can incorporate this framework into your own work.

Anti-Oppressive Practice: Grassroots Solutions to Organizational Change

Hawa Mire

Leave Out Violence BC (LOVE) and Point Youth Media

In 2011, LOVE BC started **Media Arts Program: Indigenous, Newcomer and Youth of Color (MAP-INC)**, which is an after-school program for youth facing multiple barriers: those who self-identify as Aboriginal, Indigenous, racialized, Canadian-born, immigrant and/or newcomer youth of colour between the ages of 13 to 18. LOVE BC began to operate using an anti-oppressive framework to support the creation of the MAP-INC program in 2011. This interactive workshop shares some of LOVE BC's specific organizational strategies and successes in implementing a program of this magnitude. It demonstrates the effectiveness and need for programs such as MAP-INC. It also explores present-day trends in intercultural and diversity work specifically looking at youth whose needs are not often served by mainstream programs, institution, services and/or other resources.

Speaker Bios

Natasha Aruliah trained as a Counselling Psychologist, specializing in intercultural, and couples and family counselling. She currently works as an independent consultant and trainer, with clients that include the Vancouver School Board and the Provincial Government and facilitates courses that form part of the UBC Certificate in Intercultural Studies.

Diane Hardy and **Hana Taleb Imai** are graduates of the UBC Certificate in Intercultural Studies. They currently work as coordinators of innovation and research in the Centre for Excellence in Immigrant and Intercultural Advancement at Bow Valley College in Calgary, Alberta.

Parker Johnson is an advisor and educator at the City of Vancouver in the Equal Employment Opportunity department. Parker has worked with government, higher education institutions, profit and non-profit organizations focusing on facilitating leadership development, organizational change, engaging diversity, and creating inclusive communities. He earned an M.Ed. at Harvard University and has taught communication and social science courses at several universities in Canada and the United States.

Dilek Kayaalp completed her PhD in Educational Studies at the University of British Columbia, Canada. Her areas of interests are social and educational inequality, sociology of education, sociology of immigration, and cultural identity. Her publications include the authored book, *Work and School Experiences and Cultural Practices of Male Working-Class Youth in Turkey*, VDM Verlag, 2009.

Zhenyi Li is an associate professor teaching intercultural communication at Royal Roads University. He is the program head for MA Intercultural and International Communication at RRU. His research focuses on intercultural adaptation.

Hawa Mire has worked locally, nationally and internationally with youth and service providers around the broad topic of youth engagement using an anti-oppressive analysis and framework. Her work focuses primarily on the use of arts-based dialogue and expression, experiential

learning and other informal methods of education to support, mentor and spark youth-run and youth-oriented

Clare Myers is a Calgary-based educator and consultant in the field of Enhanced Language Training and Intercultural Communication. She has worked extensively with internationally educated professionals in workplace coaching contexts and in college level bridging programs.

CJ Rowe is the Diversity Advisor, Women at Access & Diversity and a PhD Candidate in the Center for Cross Faculty Inquiry in Education at UBC. Through her work as a Diversity Advisor, she uses a feminist intersectional approach to provide leadership in examining policies, processes, and programs through the lens of diversity to facilitate the positive experiences of all women students at UBC.

Daniela Tuchel has been a researcher and journalist for a couple decades in Europe and North America, on intercultural issues. She currently is a graduate learner at Royal Roads University and a recipient of Mitacs research grant.

Peter Wanyenya is the International Student Advisor, Special Populations & Programs at International Student Development. Peter completed a M.Ed in Human Development, Learning, and Culture at UBC and also has an academic background in commerce. He is currently enrolled in the UBC Certificate in Intercultural Studies program.