



Centre for Intercultural Engagement 2020/2021 Activity Report

LANGARA COLLEGE

Fall 2021

snəwəyət̓ leləm̓.

THE COLLEGE OF HIGHER LEARNING.

Langara.

THE COLLEGE OF HIGHER LEARNING.

Introduction

Langara is Canada's pathways college. Since its establishment in 1994, Langara College has become one of BC's leading undergraduate institutions providing University Studies, Career Studies, and Continuing Studies programs and courses to more than 23,000 students annually.

The College is also known as *snəwəyət̓ leləm*, house of teachings, a name given to the institution by the Musqueam First Nation on whose unceded traditional territory it is located.

Intercultural engagement is an integral part of Langara's 2025 Strategic Plan, 2025 Academic Plan, and the College's Internationalization Strategy, which encompasses the following priority areas:

1. Student Success and Development
2. Support for Employees
3. An Intercultural Dimension
4. Global Citizenship

The Centre for Intercultural Engagement (CIE) was established in 2019 to foster, support, and sustain the ongoing work of intercultural engagement at the College. The purpose of the CIE is to create a sense of belonging and inclusion, to build respectful relationships and intentionally advocate for change within systems of inequity and oppression while cultivating an environment in which Langara students and employees can thrive and make meaningful contributions to the community.

The 2020/2021 CIE report highlights the activities and initiatives accomplished under the stewardship of the newly formed team in the CIE.

DEFINING INTERCULTURAL COMPETENCY

“One’s ability to effectively navigate the complexity of human similarities and differences across various sociocultural contexts accounting for one’s privileges and marginality as part of that negotiation.”

– Amer F. Ahmed¹

INTERCULTURAL CORE COMPETENCIES ²	
Accounting for privilege and inequity	<ul style="list-style-type: none"> • Considering how historically-based systems of inequity impact one’s encounters across different backgrounds and identities • Striving actively for an equitable society • Using one’s privilege responsibly to lift up those with less privilege
Attending to judgment	<ul style="list-style-type: none"> • Delaying decisions and judgments until having enough information about a given situation
Co-learning	<ul style="list-style-type: none"> • Being able to hold spaces for mutual learning and co-creation
Critical thinking	<ul style="list-style-type: none"> • Being able to look at things from different perspectives and challenge one’s own assumptions and beliefs
Curiosity	<ul style="list-style-type: none"> • Having a genuine desire to learn • Seeking new experiences and information • Being unafraid to ask questions
Empathy	<ul style="list-style-type: none"> • Seeking connection with others • Relating to the feelings, needs, and experiences of other people
Humility	<ul style="list-style-type: none"> • Acknowledging one’s lifelong need for learning and development • Acknowledging the things one does not already know or is not aware of • Staying free of arrogance
Patience	<ul style="list-style-type: none"> • Allowing others to share information, experiences, and context about themselves when they feel ready to share • Respecting the ways others express themselves
Self-awareness	<ul style="list-style-type: none"> • Understanding one’s background, experience, bias, style, privileges and worldviews and being conscious of how they affect one’s behaviours, needs, and aspirations
Tolerating ambiguity	<ul style="list-style-type: none"> • Appreciating that there is more than one way of looking at everything • Staying flexible in thought and behaviour • Being at ease with not knowing all the answers until you learn more

¹ Adapted from Dr. Milton J. Bennett by Dr. Amer F. Ahmed, Ed. D. from his presentation: [“Dismantling the ‘U.S. vs. Int’l Dichotomy: Creating Synergy between Intercultural and Social Justice.”](#)

² From [Equip – Equity, Identity and Inclusive Pedagogy](#), IIEB Learning Solutions LLC, Copyright 2021, All Rights Reserved

2020/2021 CIE Activities

COLLABORATIVE ONLINE INTERCULTURAL LEARNING – VIRTUAL EXCHANGE (COIL-VE) FELLOWS PROGRAM

Internationalization Strategy Priority Area:

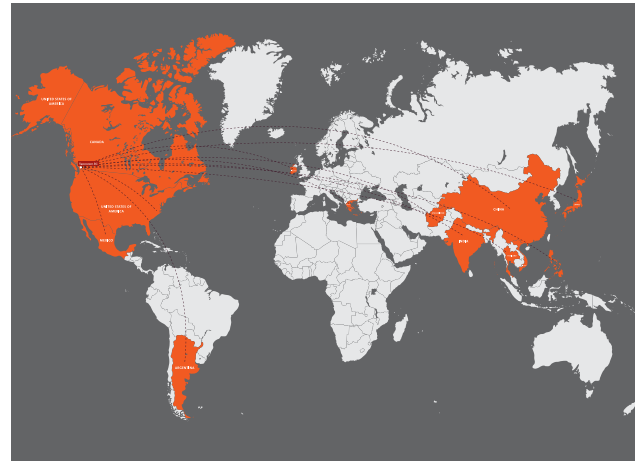
Global Citizenship

BACKGROUND

COIL-VE is an approach to fostering global inclusion through the development of an intercultural learning environment that links classes in different countries. Using various communication technologies, students from different countries complete shared assignments and projects, with faculty members from each country co-teaching and managing coursework.

CIE COMMITMENTS

- Developed COIL-VE Fellow program
- Funded and delivered a series of five workshops facilitated by Langara faculty members
- Coordinated intercultural training supports
- Provided interculturalization of COIL-VE curriculum
- Supported search for COIL-VE partners
- Coordinated technical support with Education Technology Department



CIE works continuously to establish partnerships with institutions from around the world.

ENGAGEMENT

During the 2020/2021 year, the CIE facilitated COIL-VE participation in the following departments and countries.

COMMUNITY ENGAGEMENT	GLOBAL ENGAGEMENT
<ul style="list-style-type: none"> • Asian Studies • Co-op and Career Development • Faculty of Nursing • Journalism • Kinesiology • Library and Information Technology • Langara School of Management • Latin American Studies • Recreation Management • Social Service Worker • Sociology • Women's Studies 	<ul style="list-style-type: none"> • Afghanistan • Argentina • China • Greece • India • Ireland • Japan • Mexico • Philippines • Thailand • Vietnam • USA

2IQ² – INTRODUCTION TO INTERCULTURAL, INCLUSION, INDIGENIZATION, AND INTERSECTIONALITY

Internationalization Strategy Priority Area:

Student Success and Development

BACKGROUND

Designed for Langara students, student leaders, and student employees, 2IQ² is a course that focuses on developing a foundation for intercultural understanding and skills. Core topics include:

- Culture
- Equity, diversity, and inclusion
- Identity
- Reconciliation and Indigenizing principles
- Social justice
- Structures of power and privilege, including racism, class, settler colonialism, ableism, and heteropatriarchy

The course is divided into two levels, each consisting of six modules. Participants are expected to complete each level within a six-week period.

2IQ² is part of COIL-VE training sessions for faculty (internal and external) to increase understanding of the four Is. The 2IQ² modules are available for both Langara faculty and their international partners to use in part or in their entirety for their COIL-VE classes.



CIE COMMITMENTS

- Developed the following topics for the 2IQ² course:
 - Knowledge of Langara's relationship to Musqueam land and protocol in context with decolonization and reconciliation
 - Curiosity before judgment about how identities and positionalities intersect
 - Intercultural communication and intercultural skills and strategies
 - Recognition of structures of power and privilege in society in relation to oneself and others
 - Intercultural understanding to provide a bridge from simple diversity to meaningful inclusion

ENGAGEMENT

In fall 2020 and spring 2021, Level 1 of 2IQ² was piloted with a total of over 100 students from the following programs:

- Interdisciplinary Studies: Latin American Studies (COIL-VE)
- International Education Volunteer Program (IEVP) cohort
- Journalism (COIL-VE)
- Langara Global (formerly International Education) student ambassadors and peer-supported learning
- Library and Information Technology (COIL-VE), including student cohort from China
- Recreation Management (COIL-VE)
- Recreation Management (Regular Studies)

In spring 2021, Level 2 of 2IQ² was piloted with a small group of students in Recreation Management (Regular Studies).

ANTI-BLACK RACISM ACTION PLAN & INITIATIVES

Internationalization Strategy Priority Area:

An Intercultural Dimension

BACKGROUND

As part of its commitment to stand in solidarity with *snəwəyət̓ lələm* Langara's Black students, faculty, staff, and community and family members³, the College pledged to begin a collaborative process for developing an Anti-Black Racism Action Plan in June 2020.

The CIE recognizes that to condemn anti-Black racism and human rights violations that are reflective of white dominant cultural norms is not enough – that to stand in solidarity means cultivating a deep understanding to do better and be more accountable.

CIE COMMITMENTS

- Provided a safe space and online/alternate opportunities for Langara employees to voice their thoughts and ideas for:
 - Increasing collective capacity to support Black students, colleagues, and community
 - Increasing collective awareness of Anti-Black racism and strategies for combatting it
 - Developing understanding of the relationships between Black communities and other communities within the Lower Mainland
 - Articulating clear and strong individual and collective commitments to contributing positively towards ending discrimination and violence against Black people
- Compiled a document of [Anti-Black Racism Resources](#) to amplify Black voices and support the development of the College's understanding of the complexities of racism
- Created and hired a new position, Intercultural Engagement Consultant, Black Anti-Racism Initiatives
- Completed the Proposal for Addressing Anti-Black Racism and submitted it for formal review in August 2021

ENGAGEMENT

In 2020/2021, the CIE presented, sponsored and/or facilitated the following events for Langara faculty, staff, students, and the wider community:

- November 28, 2019: Co-presented a webinar with SIETAR BC that was attended by over 300 people and featured anti-racism public educator and consultant Dr. Ismaël Traoré on "Becoming a White Anti-Racist"
- October 26, 2020: Invited Dr. Traoré to return for a second session entitled, "Developing an Anti-racist Organization: A Model", which focused on addressing institutional racism
- June 29, 2021: Presented an online Zoom event, featuring Langara instructors Shelley-Anne Vidal and Dr. Joy Walcott-Francis in conversation on creating community and connection with the College's Black community and the role Langara plays in addressing anti-Black racism in the workplace, classrooms, and wider community

³ See Langara Post article, June 2019.

INTERCULTURAL ENGAGEMENT LEARNING SERIES

Internationalization Strategy Priority Area:

Support for Employees

BACKGROUND

In spring 2020, the CIE began developing an intercultural engagement curriculum that would provide employees with an opportunity to engage with intercultural and Indigenization content. The new Intercultural Engagement Learning Series (IELS) is currently working with Langara Continuing Studies to develop a credential in this area. The program is delivered in four phases and designed as a cohort model with a maximum 20 participants per cohort.

CIE COMMITMENTS

- Developed learning opportunities on the following topics:
 - Knowledge of the College's relationship to Musqueam land and protocol
 - How identities and positionalities intersect
 - The value and practice of inclusion
 - Intercultural communication, knowledge, skills, and attitudes
- Established the four phases of the IELS:

PHASE	COURSE	CONTENT	DURATION
1	Who's at snəwəyət̓ lələm?	<ul style="list-style-type: none"> Participants focus on the College's unique position as a pathways institution situated on unceded Musqueam territory 	3 weeks (10-16 hours)
2	Intercultural Engagement	<ul style="list-style-type: none"> Participants develop a greater understanding of cultural frameworks and identify their cultural biases 	5 weeks (35 hours)
3	Facilitated Discussion on UBC MOOC Reconciliation Through Indigenous Education	<ul style="list-style-type: none"> Participants discuss current reconciliation topics facilitated by CIE and Dr. Jan Hare through UBC's Massive Open Online Course⁴ on Reconciliation Through Indigenous Education 	6 weeks (18 hours)
4	Community, Capstone, and Commitment	<ul style="list-style-type: none"> Through self-study, participants create an intercultural engagement plan, meet independently in small communities of practice, and present their capstone and commitment project to the community 	4 months (50 hours)

ENGAGEMENT

The CIE has welcomed three cohorts in the IELS program and continues to offer Phase 1 each term.

- January 2020: Launched a pilot program for IELS
- Fall 2020: Welcomed the first official cohort of the IELS
- Fall 2021: First cohort completed IELS

⁴ UBC MOOC: pdce.educ.ubc.ca/reconciliation



IDI DEPARTMENTAL PROFILES AND INDIVIDUAL DEBRIEFS

Internationalization Strategy Priority Area:

Support for Employees

BACKGROUND

The Intercultural Development Inventory (IDI)⁵ is an instrument designed to assess intercultural competence. Often used by organizations and schools, the IDI is intended to provide a starting point for individuals and departments to have discussion, pursue training, or make organizational changes to become more inclusive and culturally engaged.

To receive an individual profile, Langara employees are required to meet with an IDI Qualified Administrator (QA). There are currently four members of the CIE team who have taken the required weeklong training and are certified IDI QAs.

CIE COMMITMENTS

- Four CIE team members completed the required weeklong training and are certified IDI QAs

ENGAGEMENT

To date, the CIE has offered IDI to individuals in the following Langara departments:

- Co-op and Career Development
- Counselling
- Faculty of Nursing
- Health Services
- Journalism
- Langara Global (formerly International Education)
- Langara School of Management
- Library Services
- Nutrition and Food Service Management
- Physics and Astronomy
- Recreation Management
- Teaching and Curriculum Development

⁵ Intercultural Development Inventory: idiinventory.com



VICE-PRESIDENT EXTERNAL & CIE'S JUSTICE, EQUITY, DIVERSITY, AND INCLUSION PRINCIPLES DEVELOPMENT

Internationalization Strategy Priority Area:

An Intercultural Dimension

BACKGROUND

The Vice-President, External (VPE) portfolio at Langara includes the CIE, Communications and Marketing Services, Continuing Studies, Indigenous Education and Services, Institutional Research, the Langara Foundation, and Langara Global. To facilitate dialogue and collaboration within the expansive VPE portfolio, the CIE embarked on a project to develop 5-10 JEDI principles. The Justice, Equity, Diversity, and Inclusion principles would align the work of the VPE portfolio and be used internally to conduct core College business.

CIE COMMITMENTS

- Established a working group
- Developed a draft terms of reference
- Drafted the definitions of key terms required for a better understanding of the JEDI principles

ENGAGEMENT

Established in January 2021, the working group is comprised of members from each of the VPE's portfolio areas:

- Prerna Bedi
- Teresa Brooks
- Marcel Chaves
- Fabiano Maciel
- Felipe Moreira
- Jennifer Paige
- Lenke Sifkovits
- Daryl Smith
- Simin Sun
- Yasmin Virji
- Shahin Virji
- Masashi Yoshida

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Internationalization Strategy Priority Area:

An Intercultural Dimension

BACKGROUND

Langara recognizes the importance of supporting all members of the College community in their efforts to make meaningful contributions to internationalization. Through community engagement and partnerships, the CIE connected students and employees with opportunities to interact with the diverse community around Langara.

CIE COMMITMENTS

- Partnered with various community organizations, educators, and researchers, including:
 - Chinese Canadian Historical Society (CCHS)
 - Dr. Christine Kim and Dr. John Paul Catungal, Researchers
 - Michael Lee, MLA for Vancouver-Langara
 - Society for Intercultural Education, Training and Research (SIETAR) BC
 - National Congress of Black Women Foundation
 - Ethos Lab
- Offered events and webinars that were free and accessible and which welcomed and celebrated the different cultures within and beyond the Langara campus

ENGAGEMENT

In 2020/2021, the CIE explored new partnerships and expanded existing community connections to bring a program of events on global issues to Langara students and employees. Below is a selection of the year's programming.

DATE	TOPIC	PARTNER
Summer 2020 to Spring 2021	<ul style="list-style-type: none"> • “Building an Inclusive Community”, two webinars focused on an equity, diversity, inclusion, and social justice framework 	Michael Lee, MLA, Vancouver-Langara
November 2019 to March 2021	<ul style="list-style-type: none"> • “Becoming a White Anti-Racist” with Dr. Ismaël Traoré (webinar) • “Developing an Anti-Racist Organization: A Model” with Dr. Ismaël Traoré (webinar) • Celebrating UN International Day for the Elimination of Racism with international music artist, Emmanuel Jal (online event) 	SIETAR BC
February 2020 & 2021	<ul style="list-style-type: none"> • Black History Month Events 	National Congress of Black Women Foundation
July/August 2020	<ul style="list-style-type: none"> • “Negative Numbers: A History of Control, Surveillance and Exclusion” (Part 1 of 2 webinars) • “Missing Numbers: Silence, Erasure, and the Damage of Colour-blind Data” (Part 2 of 2 webinars) 	CCHS BC
May 2021	<ul style="list-style-type: none"> • “Rethinking Asian Racism in Pandemic Times” (webinar) • Dr. Christine Kim and Dr. John Paul Catungal reflect on the histories of Asian Canadians, from population trajectories to identity and heritage, before opening conversations around a more socially-just outlook 	Asian Heritage Month
July 2021	<ul style="list-style-type: none"> • Emancipation Day 	Ethos Lab

Conclusion

The initiatives developed by CIE foster intercultural awareness and promote intercultural understanding, work with faculty to integrate intercultural practices into curriculum, and provide training in support of global engagement at Langara. The 2020/2021 CIE Activity Report highlights the activities and initiatives accomplished under the stewardship of the newly formed team in the CIE. It also demonstrates the opportunities to grow and build on the successes of its inaugural year. But this is only the beginning.

Looking ahead, CIE aims to increase its presence on campus to support Langara students and employees and to create an environment where everyone can thrive and make meaningful contributions to the community. The CIE team remains committed to the initiatives outlined in the 2025 Strategic Plan and Internationalization Strategy through the ongoing development of intercultural competency programming.

CIE will further collaborate with faculty and staff to achieve the goals laid out in the 2025 Academic Plan through teaching and modelling one's social duty, providing equity of access and opportunity, embracing diversity, and intentionally fostering inclusion.

The CIE is also steadfastly committed to the *Truth and Reconciliation Commission of Canada: Calls to Action* – specifically “Professional Development and Training for Public Servants” (Number 57).

By integrating an intercultural dimension in the way we teach, learn, and provide services at the College, CIE will continue to work ardently to enhance the educational environment for all students and employees while making a meaningful contribution to our community.