

INCLUSIVE STUDENT ENGAGEMENT

FINAL REPORT

Alberta Enterprise and Advanced Education

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Executive Summary

The Inclusive Student Engagement project was funded by Alberta Advanced Education and Technologies, through the Access to the Future Fund. The project was targeted to research and develop an evidence-based, integrated, and sustainable student engagement model to improve access to post-secondary educational opportunities for students with diverse needs. The project is a response to the need for an enhanced student engagement model to improve access and retention rates for diverse students. Direct outcomes for the project include increased student services staffs ability to support diverse students, transfer of knowledge on practice in inclusive student services within the Alberta post-secondary system and enhanced accessibility for student services environments, systems and services.

The guiding question for the project is *"In what ways might Student Services enhance their interactions with diverse students to foster inclusivity?"* The three sub-questions are *"In what ways might Student Services enhance intercultural communication skills during face-to-face interactions with students?"*, *"In what ways might Student Services related print materials be enhanced to address the needs of diverse students?"*, and *"In what ways might Student Services enhance the print materials they distribute to students so that students find them more readable and useable?"*

Project activities were organized into two streams. The Inclusive Interactions stream of the project completed the following activities: 1) Inclusive Student Engagement Model for Action Framework, including implementation of the model through inclusive training for front-line student services staff; 2) Inclusion Fusion Event and Guide; and 3) Photo Voice Project. The Inclusive Information stream of the project completed the following activities: Assessment of Informational Materials validation study.

Project deliverables (available on the NorQuest website) include:

1. Inclusion = Diversity + Engagement model for action presentation
2. Two Inclusion Fusion events (at Westmount and Downtown campuses).
3. An Inclusion Fusion guide
4. Two Photo Voice projects (at Westmount and Downtown campuses).
5. Video documentary of the Photo Voice project and a Photo Voice guide
6. Inclusion Fusion presentation
7. Assessing Informational Materials (AIM) tool
8. Online tool to identify words not on the Dale Chall list.

One thousand, five hundred and forty NorQuest faculty, staff and students were engaged with the project and 273 external stakeholders were engaged through dissemination activities for a total of 1813 stakeholders.

Briefly, project results are as follows: The AIM tool supports student comprehension of student information and is a useful tool to create information related to student services. Reading level and vocabulary may need to be modified for students with lower literacy and ESL language levels.

A model for inclusive student services staff training was developed and piloted with NorQuest frontline student services staff. Inclusion training is effective when integrated with desired team service behaviours and outcomes. Customization of the training using stage specific stretch goals, as defined by the Developmental Model of Intercultural Sensitivity, supports workplace development of intercultural competence. Inclusive service interaction norms include: 1) Creating personal connection with student; 2) Explaining processes step by step; 3) Allowing time for student to respond; 4) Checking for understanding; 5) Conveying respect through verbal and non-verbal communication; 6) Using clear speech and a pace of speaking that supports a student's ability to understand (e.g. for English as Another language learners); and 7) A service environment that supports service interaction – quiet background noise level, space to bring baby stroller, family members, appropriate personal space, space to share information sources.

Inclusion and exclusion is a matter of perspective. The Mapping the Reality of Inclusion tool holds multiple perspectives of inclusion and clarifies the focus of inclusion strategies in the College. Mapping the reality of inclusion at NorQuest makes it more visible and is a tool to support an over-arching inclusion strategy.

Inclusive intercultural events open a safe space to explore the invisible, interior aspects of differences, the values and culturally informed patterns that guide how we communicate and behave. Engaging students, faculty and staff in intercultural events supports development of intercultural competence. The space for an intercultural engagement is a safe place to practice interacting with other people with different, unfamiliar backgrounds guided by agreements of curiosity and discovery (tolerate ambiguity), respect (how we value others), openness (withholding judgment), and to develop greater cultural self-awareness and cultural other-awareness.

Recommendations:

1. Inclusion activities should be linked through an inclusion strategy that is evaluated.
2. The lessons learned through applying the model to address cultural diversity should be expanded to include other diversities in our College community, e.g. Aboriginal, people with learning and physical disabilities, sexual orientation, age, literacy levels, etc.
3. The Mapping the Reality of inclusion tool should be used to increase the visibility of inclusion initiatives.
4. Inclusive engagement events should occur annually as an ongoing opportunity for student, staff and instructor development of intercultural competence for inclusion.
5. Future inclusion training is customized to department and staff service goals related to diversity.
6. The Inclusion = Diversity + Engagement model for action and project deliverables are shared beyond the CEIE and the college community.

For More Information about the Project, contact the NorQuest Centre for Excellence in Intercultural Education at 780-644-6770 or icinfo@norquest.ca.

Acknowledgements

The Inclusive Student Engagement project included many internal and external partners. The Centre for Excellence in Intercultural Education would like to thank everyone for their contributions to the project. As the host leaders for this project, we provided conditions, processes, and time for people to work together. We made a space for people to bring their creativity, commitment and generosity. The response we received exceeded our expectations. Our experience in this project was a lesson in how much we can accomplish when we work together for a common goal: inclusion.

The initial project committee included Dr. Pamela Young, Applied Research Officer; Dr. Patsy Steinhauer, Associate Director of the NorQuest Centre for Excellence in Aboriginal Learning; Brenda Reitsma, Manager of the NorQuest Centre for Excellence in Learner Supports; Todd Odgers, Associate Director of the NorQuest Centre for Excellence in Intercultural Education; and Cheryl Whitelaw, Applied Research Manager, NorQuest Centre for Excellence in Intercultural Education.

Team 1 focused on the inclusive interactions with students and included Todd Odgers, Kerry Louw (inclusive interactions project lead), Cheryl Whitelaw, and Yuji Abe, with contributions by Sarah Apedaile, Erin Waugh and Jake Evans from the NorQuest Centre for Excellence in Intercultural Education.

Team 2 focused on inclusive student information and included Pamela Young, (Phase 1 project lead, Applied Research) Flo Brokop, Kim Dudas, Eva Wasniewski (Centre for Excellence in Learning Supports), Yuji Abe (Phase 2 project lead) and Cheryl Whitelaw (Centre for Excellence in Intercultural Education) at NorQuest College. Brad Arkison & Sandra Olarte from the Evaluation and Research Services, Faculty of Extension, University of Alberta were contracted to conduct the reliability and validity study.

The Inclusion Fusion events were possible through extensive collaboration with faculty, staff and students at NorQuest College, as well as community members. The following participated in planning and implementation of the Inclusion Fusion events:

Cherie Sawaryn (Students Association), Amy Abe, Kent Lee, Bonnie Nicholas, Yuji Abe, Cheryl Whitelaw, Todd Odgers (Faculty of Foundational and Intercultural Studies), Katherine Rankin (Marketing and Communications), the students from the Youth in Transition and LINC professional programs, NorQuest Student Association council members including Carly Young, Lincoln Nanaquawetung, Gerard Amani, Lisa Andreas, Orane Rowe, and Elizabeth Routledge and student support facilitators Deanna Malcolm and Krystal McCann. Drumming circle was provided by David Thiaw.

Graphic design and editorial services for the Inclusion Fusion materials provided by Greg Miller and Backstreet Communications.

Organizational change and AQAL/Integral consultation services provided by Meg Salter from Megaspace Inc .

Design and layout of the Inclusion Fusion presentation provided by Elizabeth Hanlis from eHanlis Inc.

Stakeholder engagement facilitation was provided by Sharon Matthias from Matthias Inc.

Art of Inclusion services provided by Michael Wallace.

The video documentary of the Photo Voice project was made possible by Katherine Rankin, College Media Development Advisor.

Project website was made possible by the support of the NorQuest Marketing and Communications department. Audio editing services for the Inclusion = Diversity + Engagement model for action presentation provided by Corey Stroeder.

Section 1: Summary of Project Activities

Project Background

The Inclusive Student Engagement project was funded by the Alberta Advanced Education and Technologies, through the Access to the Future Fund. The project was targeted to research and develop an evidence-based, integrated, and sustainable student engagement model to improve access to post-secondary educational opportunities for students with diverse needs. Comprehensive Community Institutions have significantly adapted their program delivery modes to provide more flexible educational opportunities. This project focused on enhancing the role of student services in empowering student success in Alberta post-secondary education.

The project is a response to the need for an enhanced student engagement model to improve access and retention rates for diverse students. Direct outcomes for the project include increased student services, staff ability to support diverse students, transfer of knowledge on practice in inclusive student services within the Alberta post-secondary system and enhanced accessibility for student services environments, systems and services.

Need Addressed by Project

In an increasingly knowledge-based society, education is a critical component for citizenship, health, economic and social well-being. Alberta is not well positioned, despite its current economic prosperity, to leverage its human resources to participate in a knowledge-based society and economy. Alberta's participation rates in post-secondary education are low; the participation rate for Albertans facing barriers is even lower. Alberta has the third lowest post-secondary participation rate in the country.¹ Over a third of Albertans have low-literacy skills that hamper their ability to get along in a print-based world, and even more have difficulty working with numbers and problem-solving.² For Aboriginal adults and new Canadians, barriers to participation are even higher. In 2001, almost half of the

¹ Alberta Advanced Education, 2006, *A Learning Alberta, Final Report of the Steering Committee*, p. 2.

² Alberta Advanced Education, 2006, *A Learning Alberta, Final Report of the Steering Committee*, p. 1

aboriginal population 15 years and over (48%) had less than high school as their highest level of schooling, compared to 31% of the total population.³ Family class immigrants or refugees who constitute 60% of newcomers require assistance with necessary language, literacy and other skills required for entrance into the labour market.⁴ In 2001, only 21% of females and 15% of males with disabilities completed a College credential. Completion rates for trades programs and university education for adults with disabilities vary, but the majority of adults with disabilities do not attempt, or if attempted, complete post-secondary studies.⁵ This project seeks to create an evidence-based framework to inclusively engage students, to attract, retain and support the success of all learners in post-secondary education.

Project Framework

A project committee was convened with representatives from across NorQuest College including Dr. Pamela Young, Applied Research Officer, Dr. Patsy Steinhauer, Associate Director of the NorQuest Centre for Excellence in Aboriginal Learning, Brenda Reitsma, Manager of the NorQuest Centre for Excellence in Learner Supports, Todd Odgers, Associate Director of the NorQuest Centre for Excellence in Intercultural Education, and Cheryl Whitelaw, Applied Research Manager, NorQuest Centre for Excellence in Intercultural Education.

This project committee met to discuss the foundation for an integrated student services model and to determine the guiding questions for the applied research. These guiding principles were consciously drawn from areas of strength within the College communities including an Aboriginal perspective, a person-first disability services perspective, an intercultural perspective and a need to link the vision for this framework to institutional goals and performance.

The principles agreed to by the initial project committee include:

1. Respect for individuals
2. Service delivery systems, environments and resources are more effective and inclusive when optimized for universal accessibility
3. Post-secondary service providers require specific, trainable competencies to effectively support diverse students (e.g. intercultural competence)
4. A sustainable model must have measurable service standards, be aligned to Institutional strategic goals and contribute to institutional performance measurements.

The proposed shared goals for inclusive student engagement generated by the committee include:

1. Students coming to NorQuest will feel welcome and supported in a way that is meaningful to them. We have an interdependent relationship with our students. Our college community thrives when students and employees work together towards each student's goal.
2. The information resources used to support students will be accessible to every student who seeks support.
3. The environments used to support students will be accessible to every student who seeks support.

³ Association of Canadian Community Colleges (2008). *Opportunities for Everyone, Programs and Services for Disadvantaged and Low Skilled Learners offered at Colleges and Institutes*, Final Report, p. 5.

⁴ Tolley, Ellen, (2003). *Metropolis Policy Brief No 1 – The Skilled Worker Class: Selection Criteria in the Immigration and Refugee Protection Act*.

⁵ Statistics Canada (2003). *Education, Employment and Income of Adults with and Without Disabilities – Tables* (Catalogue No. 89-587-XIE).

4. NorQuest employees providing student services will feel prepared and empowered to flexibly support students within the context of the existing College and post-secondary systems. We will be prepared to welcome and honour a multiplicity of student perspectives and needs. We will be prepared to offer flexible responses without negating the diverse perspectives our students bring to the College.
5. The pathways to success and supports used for diverse students will vary. Students will define what success means to them and will walk their own pathways to success.

Working from these principles held in common, the applied research question generated for the project includes:

"In what ways might Student Services enhance their interactions with diverse students to foster inclusivity?"

The committee recognized that there were many possible ways to approach this question. Two project teams were convened to address this question through two activity streams. The field of inquiry for the project was focused on the space for interaction with students including a focus on the communication and behaviors occurring in a service interaction and how students are engaged with information related to student services.

Team 1 (inclusive interactions) explored this question through the following sub-question, "In what ways might Student Services enhance intercultural communication skills during face-to-face interactions with students?"

Team 2 (inclusive information) explored this question through the sub-question, "In what ways might Student Services related print materials be enhanced to address the needs of diverse students? In what ways might Student Services enhance the print materials they distribute to students so that students find them more readable and useable?"

Project Team Members

Project team membership was divided into two research teams.

Team 1 focused on the inclusive interactions with students and included Todd Odgers, Kerry Louw, Cheryl Whitelaw, and Yuji Abe, with contributions by Sarah Apedaile, Erin Waugh and Jake Evans from the NorQuest Centre for Excellence in Intercultural Education. Other NorQuest faculty and staff members participated in project activities within this stream; they will be identified in the report section describing project activities.

Team 2 focused on inclusive student information and included Pamela Young, (Applied Research) Flo Brokop, Kim Dudas, Eva Wasniewski (Centre for Excellence in Learning Supports), Yuji Abe and Cheryl Whitelaw (Centre for Excellence in Intercultural Education) at NorQuest College and Brad Arkison & Sandra Olarte from the Evaluation and Research Services, Faculty of Extension, University of Alberta.

Project team membership was dynamic across the project timeframe. Pamela Young led the overall project initiative from October 2009 to June 2011. The Aboriginal perspective in the project was lessened when Dr. Steinhauer left the organization in 2010; a replacement was not found within the project timeframe. In September 2011, the project was brought under the oversight of Todd Odgers and the Centre for Excellence in Intercultural Education. An extension was requested to June 2012 to complete project activities already underway.

Project Activities

This section of the report will provide an overview of project activities.

Inclusive Interactions Stream (Team 1)	Inclusive Information Stream (Team 2)
The Inclusive Interactions stream of the project completed the following activities:	The Inclusive Information stream of the project completed the following activities:
Inclusive Student Engagement Model for Action Framework including implementation of the model through inclusive training for front-line student services staff.	Assessment of Informational Materials validation study
Inclusion Fusion Event and Guide	
Photo Voice Project and Guide	

Inclusive Student Engagement Model for Action Framework

This project activity addresses the question, “In what ways might Student Services enhance intercultural communication skills during face-to-face interactions with students?” To guide the development of intercultural competence training for Student Services staff, Team 1 designed an applied research project to research the nature of current service interactions. Research results were used to develop an inclusive student engagement model to guide interventions, particularly training, to enhance intercultural competence for student services staff towards the goal of more inclusive engagement with students. The hypothesis for this study is that enhanced intercultural communication competence, i.e. effective and appropriate communication across differences, will improve service outcomes and contribute positively to a more inclusive service interaction with student. The research project was developed in collaboration with the leadership team in the NorQuest Student Services department and incorporated internal documents related to customer service standards and departmental goals for student service.

The research design for this activity included:

- completion of the Intercultural Development Inventory (IDI), a validated psychometric questionnaire based on the Developmental Model of Intercultural Sensitivity, by NorQuest Student Services staff to identify intercultural sensitivity profiles;
- focus groups discussions to document staff perceptions of service interactions;
- observations of service interactions within the Student Services offices to document non-verbal elements of communication.

Preliminary results were used to identify the IDI profile clusters to support customization of staff training; to create a draft of an intercultural competence framework to identify core communication behaviors needed to support inclusive service interactions.

Through a series of meetings with Meg Salter from MegaSpace Consulting, the preliminary draft of an intercultural competence framework was constructed to identify behavioral descriptions for each stage of the Developmental Model of Intercultural Sensitivity (DMIS). Once each stage was filled in, the project team generated stretch goals as the focus for competency development to move along the DMIS continuum. An Integral meta-frame was applied to the intercultural competence framework to articulate both subjective/interior and objective/exterior factors that shape the development of attitudes, knowledge and skills across the DMIS stages. The Intercultural Competence Stretch Goals rubric supports the alignment of intercultural training and coaching to meet stage-specific stretch goals to foster development along the intercultural development continuum as defined by the DMIS. This document is available on request.

A customized training program was developed using the authentic service interaction scenarios collected from focus groups and observation data. The draft intercultural competence stretch goal framework was used to align planned training activities to the developmental needs of the staff participating in the training. 15 hours of training was provided to 7 NorQuest student services staff members between May 07, 2012 and May 24, 2012.

This training program was designed to increase interculturally effective and appropriate service behaviour and communication skills and provide a space where participants could develop critical attitudes, knowledge and skills necessary to enable them to interact in welcoming and inclusive ways with diverse students. They assessed their own level of effectiveness, gained perspective in understanding appropriateness and identified strategies for personal development.

The workshop design template is provided below:

1. Spark the dialogue through narratives
 - a. Facilitate discussion
 - b. Relate to student services context and critical incidents from focus groups
 - c. Reflect on the application of the learning
2. State the goals for the workshop and the relation to achieving the goals by intercultural competence building (i.e. developing attitudes, knowledge and skills).
3. Individual reflection on what participant brings to the session and naming the personal success goal (e.g. for respect – Respecting students for their journeys; for openness – Learning more about the diverse student groups in the college).
4. Facilitate the intercultural competency development (e.g. for developing respect – valuing others – moving beyond assumptions – observing and stating behaviour objectively and describing the feelings it created; for openness – withholding judgement – emotional intelligence training to understand hot buttons that can trigger conflict and anger).
5. Internal Outcomes: explore subjective perspectives (e.g. for respect – How open am I to meeting students from other cultures and when am I comfortable or uncomfortable with them; for openness – Do I make quick assumptions about students? Do I prejudge students or situations or do I withhold judgment while I explore multiple features of the situation?) .
6. External Outcomes: behave and communicate effectively and appropriately – related to objective perspectives and the expected behaviours provided to us from the Office of the Registrar document (e.g. “Refrain from evaluative comments or judgments.” and “Consider language choices: plain language is effective and respectful language is appropriate”).
7. Transfer Tasks to practice or reinforce the learning in the workshop (e.g. openness – think and write about something you hold true but others have disagreed with. Is it based on evidence or personal preference that you have just accepted without critical examination. Stretch yourself to move beyond your comfort zone and write about it in your journal).
8. TIPS for the workplace: reminders of lessons learned in the workshop (e.g. Be open and withhold judgement; Acknowledge your own biases and stereotypes; Question your own assumptions about others; Get to know different people in your environment).

Deliverable

- Inclusion = Diversity + Engagement model for action presentation (available on NorQuest website).

This presentation provides an overview of the theoretical constructs used for this project and how they informed the approach to both training interventions and student engagement activities in the Inclusive Student Engagement project.

Inclusion Fusion – Engaging Students with Inclusion

The Inclusion Fusion events were a demonstration activity to engage NorQuest students and the college community with the concepts of inclusion and exclusion as part of the reality of student life on campus. The Inclusion Fusion events modelled intercultural spaces as an approach to engaging diversity. As a sustainability strategy, an Inclusion Fusion guide was produced to support students, faculty and staff to host Inclusion Fusion events.

In 2010/11, in partnership with the Students Association, the project team and collaborating faculty and staff hosted Inclusion Fusion events at the downtown and Westmount campuses to engage students with what inclusion and exclusion means to them. Approximately 500 students participated in the event. The Inclusion Fusion event included multiple ways to engage including:

1. **Racism-Free Edmonton banners.** At this event station, students were engaged to sign their commitment to end Racism posters as part of a city-wide Racism-Free Edmonton initiative. This activity asked students to write their commitment to end racism and to commit to inclusion on large posters. The posters were later unfurled at a ceremony at City hall with student and staff representatives from NorQuest College in attendance. This activity demonstrates the Inclusive Student Engagement model for action by creating externally observable commitments to inclusive behaviour as a member of both the College community and a citizen of the city of Edmonton.
2. **Conversation Café.** At this event, student leaders were asked to host conversation circles to engage their peers, College staff and community members. The conversation café incorporated inclusive processes such as the using of a talking stone to share their experiences of inclusion and exclusion at the college. This activity demonstrates the Inclusive Student Engagement model for action by creating a safe and inclusive intercultural conversation space to express and receive experiences of inclusion and exclusion.
3. **Speakers Corner.** Students were provided with an opportunity to record their perspectives of inclusion and exclusion on video. This activity demonstrates the Inclusive Student Engagement model for action by documenting and showcasing student perspectives of what inclusion and exclusion means to them internally and in relationship to the college community.
4. **Arts-based engagement.** Students were engaged in stations for the Art of Inclusion – art-based inquiry through drawing and mandalas to explore and express inclusion and exclusion. This activity demonstrates the Inclusive Student Engagement model for action by providing a range of activities to engage cognitively, emotionally, physically, interpersonally and creatively with inclusion and exclusion. In one of our campuses, the Inclusion Fusion event also incorporated a drum-circle event as an experience of unity and connection out in the midst of diverse participants.

In 2011/12, the events were repeated at both the downtown and Westmount campuses with approximately 580 students participating in the event. A Photovoice curriculum project and exhibit was added.

5. **Photovoice project.** Students in two classes were engaged to explore their campus to answer the questions, "Where do you find inclusion and/or exclusion in the college community and how does it impact you?" They were given the opportunity through an inquiry process using photography to explore their campus, capturing stories through and about their photographs to identify what helps them feel included and what makes them feel excluded. By taking photographs and sharing stories of people and objects the students noticed more about their environment as they reflected on the spaces and people in the library, registrar's office, student areas and classrooms to name welcoming opportunities or barriers.

Photovoice engaged students in an exercise of perspective taking, one of the core competencies for intercultural competence. Through the project students were primed with questions to guide taking photos, selecting the photos and generating stories of their perspectives on what the photos meant for them. Finally, sharing an exhibit of the photos and their narratives created an intercultural engagement space to share diverse perspectives of inclusion and exclusion. As a result of engagement in the Photovoice project, students acknowledged becoming better acquainted with each other and the college and gained confidence in sharing their voices and 'hopes for the future'. A permanent exhibit of Photo Voice pictures and student perspectives of inclusion and exclusion are mounted in the downtown campus library and in the auditorium at the Westmount campus. A video documentary was created to capture the photo voice process and to showcase the student's work. To support Inclusion Fusion events in the future, an Inclusion Fusion guide, a Photo Voice guide and a video documentary of the Photo Voice project was developed and published on the NorQuest website.

Deliverables

1. 2 Inclusion Fusion events (at Westmount and Downtown campuses).
2. An Inclusion Fusion guide (available on the NorQuest website)
3. Two Photo Voice projects, a Photo Voice guide and a Video documentary of the Photo Voice project (available on the NorQuest website)
4. Presentation on Inclusion Fusion (available on the NorQuest website)
5. Exhibit of Photo Voice pictures and student perspectives of inclusion and exclusion in downtown campus library and at the Westmount campus.

Assessment of Informational Materials Study and Tool

In order to create information resources that are readily accessible and useable for a diverse range of students, Team 2 in the Inclusive Student Engagement project created a tool to assess information materials. The team modified the Suitability Assessment of Materials (SAM)⁶ instrument for use in determining the readability of student-oriented resources. The Assessing Informational Materials (AIM) tool, provides a way to maximize the readability and usability of student information materials. The AIM tool incorporates the evaluation of variables that contribute to the overall readability of student information. The AIM tool uses the Flesch- Kincaid scale for sentence complexity (grade 8 reading level) and a vocabulary level (grade 4) identified by the Dale-Chall inventory.

A validation study was conducted with the modified AIM tool to provide evidence of readability and comprehension of student information materials

Evaluation and Research Services, at the University of Alberta, provided assistance to NorQuest College by helping to design the validation process, administering the data collection process, analyzing the collected data and providing this summary report.

Project team members for this project include Pamela Young, (Applied Research) Flo Brokop, Kim Dudas, Eva Wasniewski (Centre for Excellence in Learning Supports), Yuji Abe and Cheryl Whitelaw (Centre for Excellence in Intercultural Education) at NorQuest College and Brad Arkison & Sandra Olarte from the Evaluation and Research Services, Faculty of Extension, University of Alberta.

Method

Validation of the AIM tool comprised two components of tool quality: reliability and validity. In this context, reliability is defined as the ability to produce consistent scores across multiple raters. Validity is defined as the degree to which those scores represent meaningful measures of reading ease for NorQuest's student population.

⁶ The Suitability Assessment of Materials instrument is a validated instrument developed to support health literacy.

- Reliability was assessed by having multiple raters (staff from NorQuest and other colleges and universities) use the AIM tool to score two information materials. The reading grade level, active voice use, and vocabulary sections were not rated by the participants, since an online tool was developed to assess these sections in a methodical and consistent manner. The ratings were computed including the results computed by the online tool. Evaluation and Research Services then analyzed the ratings to determine whether their distribution was consistent and representative of the readability level proposed by the investigators.
- Validity was assessed by recruiting NorQuest students and having them read a handout (previously scored using AIM) and then complete a comprehension test. In addition, students were asked to provide a self-reported rating of the reading ease of the text. These data were then analyzed to determine whether AIM scores represent differences in real world ease of reading.

Description of the Information Materials

Two pieces of information materials were used to assess the reliability of the AIM. The first was the Learner Access Bursary handout, a one page handout containing information such as how and where to apply for the bursary, maximum amount allocated, and eligibility criteria. This handout was selected from an assortment of handouts currently being distributed to NorQuest students because it was considered an example of information material that did not meet a suitable rating as defined by the AIM tool. The handout was not modified for the study.

The second piece of information was a handout created by the Centre for Excellence in Intercultural Education (CEIE) specifically to test the AIM. It consisted of a two page handout that provided new students with information about the MyMail and MyQuest technology tools. The handout was designed to be an information material of superior readability as defined by the AIM tool. To accomplish this, staff from the CEIE reviewed each and every one of the factors evaluated by the AIM, and edited the handout to ensure most factors were rated as superior.

Once the rubrics of the AIM were updated to represent the readability levels of NorQuest students, the tool was then adapted as an online questionnaire that could be easily used by NorQuest staff.

The two previously described instruments were used to test the validity of the AIM tool among NorQuest students. Then, to remove the effect of the difference of information between the two instruments when assessing their readability, a "not suitable" version of the MyMail and MyQuest handout was used to be tested against the "superior" version.

Deliverables:

1. Assessing Informational Materials (AIM) tool. (available on the NorQuest website)
2. Online tool to identify words not on the Dale Chall list. (available on the NorQuest website)

Stakeholder Engagement

The following number of people were engaged across the Inclusive Student Engagement project.

Table 1: Overview of Stakeholder Engagement

Type of Engagement	Number of Stakeholders Engaged
Student Services applied research project	32
Student Services training	7
Inclusion Fusion 2010/11	681
Inclusion Fusion 2011/12	580
Assessment Information Materials 42 faculty + 198 students	240
Project Dissemination	273
Total	1813

Dissemination

The following dissemination activities were completed during the project.

Table 2: Summary of Dissemination Activities

Activities	Audience
Presentation to LINC faculty and students, Westmount campus NorQuest College, April 25, 2012	NorQuest Faculty
Presentation at the Diversity Conference, June 11-13, 2012, University of British Columbia, Diversity Plus Engagement Equals Inclusion: A Model to Inclusively Engage Diverse Students (Kerry Louw, Cheryl Whitelaw)	Diversity researchers and practitioners from across the world.
Presentation to NorQuest Faculty of Foundational and Intercultural Studies Professional Development Day, June 15, 2012, Edmonton.	NorQuest Faculty and staff.
Presentation to Rotary delegation from New Zealand, September 27, 2012, NorQuest College.	Post secondary and community educators from across New Zealand.
Presentation at SIETAR USA, October 17-20, 2012. Diversity + Engagement = Inclusion. A model to Inclusively Engage Diverse Students (Kerry Louw, Cheryl Whitelaw)	Diversity and intercultural researchers and practitioners from the U.S, Europe and Asia.
Internal Stakeholder Engagement session June 5, 2012 – a NorQuest stakeholder engagement session to share project outcomes and engage regarding a NorQuest Inclusive strategy.	Representatives from NorQuest departments including Faculty and Staff learning, Applied Research office, Library, Inclusive Education.

Section 2: Summary of Project Outcomes

The outcomes of the project are summarized in the table below. Activity specific results will be provided in the following section.

Table 3: Project Outcomes

Outcome	Outcome Indicators	Results
Increased capacity and resources for inclusive student service.	<p>14 student services staff participated in customized intercultural communication training to support inclusive interactions.</p> <p>Training materials and training customization framework available to support ongoing faculty/staff training.</p> <p>Assessing Informational Materials (AIM) available to support production and assessment of student information materials.</p>	<p>7 staff participated. The participating departments experience a re-organization during project timeframe; this reduced the number of staff available to participate in the project.</p> <p>Training materials and training customization framework (Stretch Goals Framework) developed and available upon request.</p> <p>Assessing Informational Materials (AIM) available on the NorQuest website.</p>
Increased awareness and use of inclusion practices for student services at NorQuest.	<p>Increased profile through at least 2 dissemination activities.</p> <p>Launch of Inclusive Student Engagement deliverables on NorQuest website.</p>	<p>Three conference presentations completed to TESL Canada conference (Kamloops); Diversity conference (Vancouver) and SIETAR conference (Minneapolis) to a total of 112 participants. Three internal presentations completed to a total of 127 participants. Dissemination activities contributed to increased awareness of Inclusive Student Engagement project and inclusive student engagement practices.</p> <p>Website traffic will be monitored following launch of project website. At time of reporting, project website launch delayed due to NorQuest branding initiative. Materials anticipated to be published by December 2012.</p>
Stakeholder Engagement with inclusion activities.	<p>At least 1000 NorQuest faculty, staff & students engaged in project activities.</p>	<p>A total of 1540 NorQuest faculty, staff and students were engaged across the project timeline. A total of 146 external stakeholders were engaged through formal and informal dissemination activities.</p>

Outcome	Outcome Indicators	Results
Linkages to NorQuest institutional performance monitoring processes to support ongoing monitoring of inclusive student engagement at NorQuest College.	Identifying and implementing inclusion performance metrics as part of institutional student engagement monitoring within inclusion report.	This work will continue as part of the Inclusion Strategy initiative beginning in 2012-2013.

1. Inclusive Interactions – Results and Lessons Learned

This section will include an overview of results and lessons learned from the Inclusive Interactions stream of activity in the Inclusive Student Engagement project. Details of the integrative analysis approach used for the observation, focus group and Intercultural Development Inventory Data are available upon request and will be described in forthcoming articles.

Inclusion = Diversity + Engagement Research and Model Development – Summary of Results

Based on observation and focus group data, these are the Student Service Interaction Norms for Inclusion identified through the project:

1. Creating personal connection with student
2. Explaining processes step by step
3. Allowing time for student to respond
4. Checking for understanding
5. Convey respect through verbal and non-verbal communication – speaking and listening posture that conveys respect and attention to the student.
6. Using clear speech and a pace of speaking that supports a student’s ability to understand (e.g. for English as Another language learners)
7. A service environment that supports service interaction – quiet background noise level, space to bring baby stroller, family members, to allow appropriate personal space, space to share information sources.

Success Statements

Based on a thematic analysis of the focus group data and an integrative analysis using focus group data and the Intercultural Knowledge and Competence VALUE Rubric⁷ a series of success statements were identified. These success statements identified a contextualized expression of the knowledge, skills and attitudes that support inclusive student service communication and behaviors for the student services team.

⁷ Association of American Colleges and Universities, 2011, Intercultural knowledge and competence value rubric. Retrieved January 11, 2012 from <http://assessment.aas.duke.edu/documents/InterculturalKnowledge.pdf>

Attitude	Knowledge	Skills
<p><i>Respect</i></p> <p>Respect students for their journeys</p>	<p><i>Cultural self awareness</i></p> <p>Understand the expectations of the service contract – perspectives of self, student and managers (EI)</p>	<p><i>Empathy (perspective taking)</i></p> <p>Understand acceptable variance needed in interactions to accommodate differences</p>
<p><i>Curiosity</i></p> <p>Learn more about the diverse cultural groups at NQ</p>	<p><i>Cultural worldview frameworks</i></p> <p>Learn cultural theory and cultural general concepts</p> <p>Learn detailed real differences in groups at NorQuest : Understand differences and know how to interact successfully</p>	<p><i>Verbal and nonverbal communication</i></p> <ol style="list-style-type: none"> 1. Meet student’s expectations for information and service 2. Meet NQ –OR expectations for service 3. Appear credible when communicating 4. Inform stakeholders that they deliver information but don’t control the content
<p><i>Openness</i></p> <p>Highlight and celebrate cultural events</p>		

Intercultural Development Inventory Group Report for Student Service Team Training

The student services team completed an Intercultural Development Inventory (IDI) prior to participating in the training. The IDI profile presents information on how a group makes sense of and responds to cultural differences and similarities. The profile measures a group’s orientation to perceive cultural differences and similarities and their orientation to respond to cultural differences and similarities. The group IDI profile results were used to customize intercultural training for the student services team. For the team, their Perceived Orientation (PO), the group’s rating of its capability to understand and appropriately adapt to cultural difference is a score of 121.01 (out of a range from 55 to 145), midway within the Acceptance range. Acceptance is an orientation that recognizes and appreciates patterns of cultural difference in one’s own and other cultures in values, perceptions and behaviors. The group’s Developmental Orientation (DO) Score indicates that the group’s primary orientation toward cultural differences is a score of 97.42 (out of a range from 55 to 145), slightly below midway within the Minimization range. Early Minimization is an orientation reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions and behaviors. A gap of 7 points or higher indicates a meaningful difference between where the group perceives it is on the developmental continuum and where the IDI places the group’s level of intercultural competence.

A group with this profile has capabilities to make connections with students with culturally different values, perceptions and behaviors. This group, may however, be challenged when those differences vary too far from the staff’s perceived sense of what is normal or expected. In order to support development of intercultural competence, the customized intercultural training focused on more fully recognizing and appreciating culturally informed differences (for self and for others) to begin to develop the ability to acknowledge different cultural perspectives and to adapt service behaviors around cultural difference.

Summary of Results – Training Design and Delivery

A customized training program was developed using data collected from focus groups and observations. An intercultural competence stretch goal framework was developed and used to align planned training activities to the developmental needs of the staff participating in the training. 15

hours of training was provided to 7 NorQuest student services staff members between May 07, 2012 and May 24, 2012.

For each session, self-assessment tools were used to have participants reflect on what they had learned and applied since the previous session. These results were shared with the intercultural instructor leading the session but were not collected as data.

The project team encountered difficulties in scheduling and implementing the training with the front-line services staff. A number of changes were simultaneously occurring related to departmental reorganization and process improvement initiatives that constrained the time available for inclusion training. For future training, a longer duration of time to offer the 15 hours of training would allow for greater application of the training tasks between training sessions and also allow for pre- and post-measurement of intercultural competence gains.

Training tasks were customized to the developmental level of the staff (as identified by the Intercultural Development Inventory). The intercultural instructor was able to target training tasks to focus on stretch goals in a way that was respectful to the participants and emphasized developing competencies that were supportive of inclusive service interactions.

The training design was aligned with desired service behaviors and outcomes articulated by the student services department. In the training design and the training customization framework, the developmental steps towards intercultural competence were woven into identified service behaviors and goals. Out of this framework, a list of DMIS stage specific stretch goals gave a targeted focus for training to develop inclusive service behaviors.

Inclusion Fusion

1261 students, faculty and staff participated in 2 Inclusion Fusion events held at both the downtown and Westmount campuses. The participation in the event exceeded project team expectations. Multiple engagement stations were created to offer students a variety of ways to participate. Arts based stations and drumming enabled participation by students with low level English language skills. Conversation cafes supported student hosted conversation circles to practice leading and participating in an inclusive space.



Inclusion Fusion Event

Conversation Café: Conversations that Matter



Drumming: Connect through rhythm



Racism Free Edmonton Banners: A Shared Commitment to Eliminating Racism

**Speaker's
Corner: What
Makes You
Feel
Welcome?**



**Photo Voice:
Perspectives of
Inclusion and
Exclusion**

Looking At a Picture of Inclusion



Looking As the Student Who Sees Inclusion

This is a picture of a place in my college and a woman going into it. It is a place for many people to pray in. I feel comfort when I look at this photo. This place makes me feel very comfortable and quiet because I can pray my prayer on time and no one can distract me with any noise. I feel special because there is a place that I can practice my religion in. The mood in this photo is inclusion. **Boussena**



Looking at a picture of exclusion.

Looking As the Student who Sees Exclusion

This is a picture of two women. They sit separate from each other on the main floor. I think the picture seems unfriendly. They are unfriendly because they don't talk to each other. I feel sorry when I look at this photo, because they were sad and they think too much. I also feel sorry because they don't want to know each other. They seem very unfriendly and they don't want to meet new people. The mood of the photo is exclusion.

Asila

Student comments from the Inclusion Fusion events:

"I like this project. This project leads people to include, make a friend, and join with other people."

"I think the Inclusion Fusion project was an awesome project. I had lots of fun there in the main floor of NorQuest College's building. I had the opportunity to get in many conversations there and it was good for my English."

"The Inclusion Fusion project and its culmination yesterday are great events at NorQuest College with paramount meaning of all students. Our pictures and stories are so different and at the same time so similar ... For me this event of celebrating Inclusion Fusion was a great experience because I met a lot of interesting people there."

2. Inclusive Information– Results and Lessons Learned

Reliability Results

The AIM tool was tested for reliability, ie. the ability to produce consistent scores across multiple raters, using two samples of student information. Sample 1 was a Learner Access Bursary (LAB) document, selected to represent an information sample that did not meet suitable criteria as identified by the AIM tool and Sample 2 was a MyMail/My Quest document selected as a superior quality information sample.

A total of 42 participants assessed the Learner Access Bursary (LAB) handout, while 32 completed the My Mail & My Quest (MQ) handout assessment. Ratings for the superior quality handout (MQ) were more consistent, with half of the scores varying by 16 points, versus 43 for the low quality handout. The following table shows the percentage of respondents who rated the question as suitable; bolded results represent statistically significant results between ratings of each sample.

Table 4: Percentage of respondents who rated the question as suitable

	Learner access bursary (LAB) handout	MyMail & MyQuest (MQ) handout
Purpose	76%	72%
Scope	83%	88%
Summary and Review	31%	59%
Reading Grade Level	0%	100%
Active Voice Use	0%	100%
Clear Pronoun References	74%	97%
Simple Sentences Change	60%	87%
Background Information	67%	61%
Vocabulary	100%	100%
Typography	67%	90%
Additional Font Items	62%	63%
Colour Supports	76%	90%

	Learner access bursary (LAB) handout	MyMail & MyQuest (MQ) handout
Letter, Word, and Line Spacing	62%	94%
Paragraph Spacing	69%	97%
Relevance of Pictorial Representation of information	26%	84%
Charts, Graphs, Lists, and Maps	45%	92%
Conversational Language	64%	97%
Chunking	71%	97%
Controlled Use of Lines	55%	84%
Inclusive Images	42%	43%

Validation Results

The AIM tool was also tested for validity, ie the degree in which scores represent meaningful measures of reading ease for NorQuest’s students. For the validation study, the project team used two versions of the same material: 1) a handout of lower quality that would not meet most of the AIM requirements (LAB handout) 2) a handout of superior quality that would meet most of the AIM requirements (MQ handout)

Students were asked to read the handout and complete a comprehension test that consisted of 5 multiple choice questions. Students were also asked to complete a self reported survey that assessed:

- Ease of understanding
- Overall brochure evaluation
- Quality of specific handout elements evaluated in the AIM instrument.

Comparison of MQ and LAB Handout – Student self-evaluation of information materials

Students rating the MQ handout found it easier to understand than those who rated the LAB handout. Students exposed to the MQ handout felt they could answer the questions in the comprehension test more easily, better understood the main goal of the brochure, could better identify important ideas, found the sentences easier to understand, and liked the brochure format significantly more than those students rating the LAB handout. Students who read the MyQuest & MyMail handout rated the overall content of the brochure higher than those who read the Learner Access Bursary handout.

TABLE 5: Self-evaluation of Learner Access Bursary and MyMail & MyQuest handouts (mean score)

MyMail & MyQuest (MQ) handout	LAB handout	MQ handout
(1) Very hard to understand - (5) Very easy to understand		
Overall, do you think the brochure is:	4.42	4.87
(1) Worse than most of the brochures I read - (5) better than most of the brochures I read		

MyMail & MyQuest (MQ) handout	LAB handout	MQ handout
Overall, do you think the brochure is:	4.30	4.70
(1) Strongly Disagree - (6) Strongly agree		
I could easily answer the questions in the comprehension test.	3.84	4.78
I put a lot of effort into trying to understand the information in the brochure.	3.46	3.04
I easily understood the main goal of the brochure.	4.22	5.91
I found all the details in the brochure fit the main goal of the brochure.	4.03	4.62
I could easily tell which ideas were the important ones.	4.19	4.70
I knew what most of the words in the brochure meant.	4.64	4.69
I found the sentences easy to understand	4.45	5.03
I liked the general design of the brochure.	3.99	5.32
I think that the font (size and shape of the letters) used in the brochure made it easy to read	4.16	4.97
I understood the information better thanks to the charts, lists, and pictures in the brochure	4.13	4.47
I felt that the pictures showed people who are like me	3.30	4.03
I felt that the brochure seemed to speak directly to me.	3.57	4.34
(1) excellent, (2) good, (3) poor		
Think about the content of the brochure, the kinds of words and sentences used, and the design. Do you think this brochure is..?	1.85	1.65

* *Bolded numbers denote statistical significance at a 95% level of significance*

While test scores were higher for the LAB handout, the difference was not significantly higher. Scores for the comprehension test remained similar throughout the different groups compared, with both handouts having similar scores in all but two groups, ESL and Adult literacy. Students in the second highest level of ESL scored on average 78% of the LAB questions correct, and only 47% of the MQ comprehension questions correct. This trend was reversed in the Adult literacy 1 & 2 group, with an average of 26% correct responses for students rating the LAB handout versus 49% for those rating the MQ handout.

Table 6: Comprehension test results for superior and not suitable MyMail & MyQuest handouts

% correct responses	LAB handout	MQ handout
Overall score	60% (n=72)	54% (n=72)
English 20-2	65% (n=8)	73% (n=6)
English 10-1	83% (n=7)	64% (n=5)
Humanity Prep 1	51% (n=7)	51% (n=7)
Humanity Prep 2	37% (n=7)	53% (n=6)
Practical Nurse Diploma (PNDIEN)	70% (n=8)	69% (n=7)
ESL (highest)	72% (n=10)	63% (n=12)
ESL (2nd highest)	78% (n=8)	47% (n=9)
Adult literacy 5	50% (n=10)	35% (n=11)
Adult literacy 1 & 2	26% (n=7)	49% (n=9)

* *Bolded numbers denote statistical significance at a 95% level of significance*

While it seems that the results are not consistent with the self evaluation scores, it is important to keep in mind that the MQ handout was two pages long, while the LAB was a one page handout. Comparison of the comprehension test scores should be then taken only as a qualitative guideline of the quality of the handouts. Other aspects as the difference in reading and information retention abilities of the students play also an important role in these comparisons. And last, these results should be interpreted with caution since the sample sizes are considerably small.

Comparison of Superior and Not Suitable MyMail & MyQuest Handouts – Comprehension Test

In a follow-up step, students were randomly given a superior or a not suitable version of the MyMail & MyQuest handouts, created specifically for this test and were asked to complete a 5 question comprehension test.

Students rating the superior MQ handout found it easier to understand than those who rated the not suitable version. Students exposed to the superior handout found the sentences easy to understand and liked the general design of the brochure significantly more than those students rating the not suitable version.

Table 7: Self-evaluation of superior and not suitable MyMail & MyQuest handouts (mean scores)

MyMail & MyQuest (MQ) handout	MQ Not Suitable	MQ Superior
(1) Very hard to understand - (5) Very easy to understand		
Overall, do you think the brochure is:	4.10	5.15
(1) Worse than most of the brochures I read - (5) better than most of the brochures I read		

MyMail & MyQuest (MQ) handout	MQ Not Suitable	MQ Superior
Overall, do you think the brochure is:	4.53	4.67
(1) Strongly Disagree - (6) Strongly agree		
I could easily answer the questions in the comprehension test.	4.48	4.58
I put a lot of effort into trying to understand the information in the brochure.	4.20	3.35
I easily understood the main goal of the brochure.	4.57	4.77
I found all the details in the brochure fit the main goal of the brochure.	4.20	4.80
I could easily tell which ideas were the important ones.	4.46	6.04
I knew what most of the words in the brochure meant.	6.72	4.88
I found the sentences easy to understand	4.52	5.29
I liked the general design of the brochure.	4.20	5.24
I think that the font (size and shape of the letters) used in the brochure made it easy to read	4.32	6.88
I understood the information better thanks to the charts, lists, and pictures in the brochure	4.58	4.65
I felt that the pictures showed people who are like me	4.38	3.92
I felt that the brochure seemed to speak directly to me.	4.56	4.64
(1) excellent, (2) good, (3) poor		
Think about the content of the brochure, the kinds of words and sentences used, and the design. Do you think this brochure is..?	1.84	1.67

* *Bolded numbers denote statistical significance at a 95% level of significance*

While scores to the comprehension test were not significantly different, we can observe that the overall score for the superior handout was slightly higher. Specifically, two of the three classes evaluated showed higher scores, albeit not high enough to be statistically different.

Table 8: Comprehension test results for superior and not suitable MyMail & MyQuest handouts.

% correct responses	MQ Not Suitable	MQ Superior
Overall score	51% (n=27)	59% (n=27)
ESL 200/300/400	40% (n=7)	40% (n=5)
ESL 500	44% (n=10)	55% (n=13)
ESL 600	66% (n=10)	73% (n=9)

* *No statistical differences were found at a 95% level of significance*

There are a couple possible reasons why the results are not statistically different. The comprehension test results were dependent on the student's ability to fully understand the questions and responses; the lack of difference between superior and not suitable results in the lowest ESL level may be due to the lack of understanding of the task itself. Additionally, the comprehension test evaluated the understanding of a few concepts; it could be possible that a deeper evaluation of the handouts would reveal stronger differences. Additionally, there is the sample size effect: only really large differences can be found when comparing small samples.

AIM Results Summary

- The consistency of the ratings given by the NorQuest and U of A staff confirmed that the AIM tool was reliable.
- The results from the student self reported survey support the validity of the AIM tool. While the comprehension test results didn't show strong evidence of a difference in understanding, this could have been influenced by the low literacy of some students.
- To better differentiate between low and high quality information materials, a higher weight could be assigned to factors that have a direct impact on readability such as reading grade level or vocabulary.
- Reading grade level & vocabulary ranges may need to be modified for ESL students.

Summary of Project Lessons Learned

Inclusion and Exclusion is a Matter of Perspective

The experience of inclusion (and exclusion) depends on your perspective. Our perspective of difference and diversity shapes how we define inclusion and how we understand the "problem space"⁸ of inclusion. The college staff member who seeks to pro-actively include the students he or she engages with, the student leader who engages other students, the student seeking services may all have a different perspective of what inclusion means, feels like and what is needed to create an inclusive College. We applied the AQAL meta-framework as a useful tool to hold these multiple perspectives while inquiring into the lived reality of inclusion (and exclusion) in a college environment. Each of the quadrants of the frame is a doorway into understanding and creating a more inclusive college.

⁸ Cook-Greuter, S.R. (2005). AQ as a Scanning and Mapping Device, *AQAL Journal of Integral Theory and Practice*, 1(3), pp 3-17.

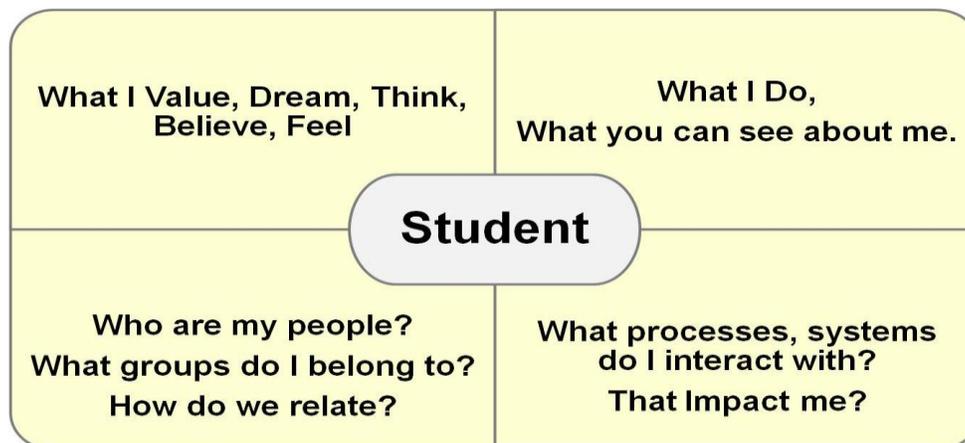
Map Your Reality of Inclusion

Inclusion = Diversity + Engagement – An Organizational Perspective



The Inclusion = Diversity + Engagement mapping tool, provided the project team with a frame to engage multiple perspectives of inclusion and to map multiple areas of the college. This frame can be used in a variety of ways to clarify our focus of inclusion. For example, this frame can be used to occupy the perspective of a student in considering inclusion within the college environment.

A Student Perspective



The Inclusion mapping tool can be used as a way to identify current activities to support inclusion and also as a way to recognize gaps in organizational activities, systems and culture. The map makes visible activities that support student inclusion. This tool supports ongoing capacity development; once current activities are identified, gaps can also be identified and longer term planning can be supported to maximize inclusion efforts within a college. A multi-year inclusion strategy is current underway at NorQuest College; the inclusion mapping tool is being used to support this initiative.

Proximity to difference does not assure engagement with difference

The Inclusive Student Engagement project engaged students, staff and College community members in conversations that mattered on the topics of inclusion and exclusion. Through the intercultural training with student services staff and the work related transfer tasks to apply their learning in their workplace, staff engaged with issues of providing services to students and how cultural differences show up in the service engagement. Through Inclusion Fusion events like Photo Voice, student perspectives, photos of how they see the reality of inclusion in the College and how they make sense of it were shared and discussed, as an example of how an intercultural event encouraged perspective taking across cultural differences.

Being in the proximity of diversity does not equal engagement. When we create a space for conversations and engagement to happen, this creates the opportunity to listen to and understand another's perspective. The multicultural event is typically a celebration of the visible, exterior aspects of difference, showcasing different foods, dress, and cultural artifacts. The multicultural event is effective to raise awareness of differences. The intercultural event can be a celebration of similarities and differences; intercultural engagement allows for an exploration of invisible, interior aspects of difference; the values and culturally informed patterns that guide how we communicate and behave. The Inclusion Fusion intercultural engagement activities created a variety of spaces (e.g. Art of Inclusion, PhotoVoice, Conversation Café, Speakers Corner) to engage with interior perspectives of culture and questions of welcoming, inclusion and exclusion. Both events are doorways into inclusion. Hosting both types of events create an enhanced inclusion environment by providing multiple doorways to engage with diversity. From an ethnorelative perspective of intercultural competence, the space for an intercultural engagement is a safe place to practice interacting with unfamiliar, different others guided by agreements of curiosity and discovery (tolerate ambiguity), respect (how we value others), openness (withhold judgement), and to develop greater cultural self-awareness and cultural other-awareness. It is a place to practice receiving and understanding the perspective of others.

3. Recommendations

1. Inclusion activities should be linked through an overarching inclusion strategy that is evaluated.
2. The lessons learned through applying the model to address cultural diversity should be expanded to include other diversities in our College community, e.g. Aboriginal, people with learning and physical disabilities, sexual orientation, age, literacy levels, etc.
3. The Mapping the Reality of inclusion tool should be used to increase the visibility of inclusion initiatives from multiple perspectives and areas of the College.
4. Inclusive engagement events should be hosted annually as an ongoing opportunity for student, staff and instructor development of intercultural competence for inclusion.
5. Future inclusion training is customized to department and staff service goals related to diversity.
6. The Inclusion = Diversity + Engagement model for action and project deliverables are shared beyond the CEIE and the college community.

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