# **Lane Community College Spring 2020**

# **Report on Focus Interest Group:  Intercultural Competency, Stereotype Threat, & Inclusion**

**Participants:** Indira Bakshi, Kelsey Daniels, Tracy Henninger-Wiley, Cybele Higgins, Kelley McMinn, Jen Sacklin, Colleen Shields, Dave Schenderlein, & Annick Todd

**Google Site for Focus Interest Group:** <https://sites.google.com/lanecc.edu/spring2020focusinterestgroup/home>

**Scope of Focus Interest Group**

The purpose of the focus interest group was to explore new developments in intercultural competency, simulation games for intercultural competency (especially from the research of Sivasailam “Thiagi” Thiagrajan, and effective methods for creating inclusion in our classes.  Although we are well-versed in intercultural competency because of our field and students, we felt there were areas in which we needed to expand.  One example was how to introduce the idea of identifying one’s pronouns with people from other countries and with varying degrees of English language mastery.  Another example was the intersection of students’ home cultures and their socioeconomic status.

**Summary of Meeting Dates & Discussions**

**Session 1:  Friday, April 10, 2020**

▪ Kelsey Daniels, Executive Summary presentation on *Whistling Vivaldi* by Dr. Claude M. Steele, which is about stereotype threat, its effects on student performance, and what we can do about it.

▪ Discussion of Chapters 1 & 2:  *Whistling Vivaldi*

▪ Discussion of professional organizations related to intercultural communication:  Society for Education, Training, & Research (SIETAR); Intercultural Communication Institute

▪ Article:  Developmental Model of Intercultural Sensitivity by Milton J. Bennet, Ph.D.

▪ Introduction of Thiagi Group founder, Sivasailam “Thiagi” Thiagrajan

▪ Simulation Games from Thiagi (Resource was referred to and attached to Google Site.  With virtual meetings because of COVID-19, it was not possible to play the intended cultural simulation games.)

▪ Resources

**Session 2:  Friday, April 24, 2020**

▪ Article: “Social Class & Childrearing in Black Families and White Families” by Annette Laureau

*(Focuses on differential childrearing and social class and how it affects student performance in the classroom.  Our resident students tend to have lower socioeconomic status than the international students, which may affect their performance.)*

▪ Discussion of Chapters 3 & 4:  *Whistling Vivaldi*

**Session 3:  Friday, May 8, 2020**

▪ Article: “Higher Education & Children in Immigrant Families” by Sandy Baum and Stella M. Flores

▪ Discussion of Chapters 5 & 6:  *Whistling Vivaldi*

▪ Summaries of Chapter 5 & 6

**Session 4:  Friday, May 22, 2020**

▪ Article: “Diversity ≠ Inclusion: Promoting Integration in Higher Education” by Marta Tienda

▪ Optional Article:  Schooling & Religious Pluralism by Alan Wolfe

▪ Discussion of Chapters 7 & 8: *Whistling Vivaldi*

▪ Summaries of Chapter 7 & 8

**Session 5:  Friday, June 5, 2020**

▪ Article: “Teaching to Transgress” by Bell Hooks (Excerpt from Chapter 3, Embracing Change:  Teaching in a Multicultural World)

▪ Discussion of Chapters 9, 10 & 11 of *Whistling Vivaldi* with emphasis on recent events (i.e.  George Floyd and current protests)

▪ Summaries of Chapter 9, 10 & 11

▪ Review of inclusive teaching resources: "Inclusive Teaching" and "Inclusive Teaching Using Barnga."

(Resource was reviewed and attached to Google Site.  With virtual meetings because of COVID-19, it was not possible to play the intended cultural simulation games.)

 ▪ Discussion of how we might share this information with colleagues inside and outside our department next fall.

▪ Discussion of continuation of group over summer and compilation of reading list on anti-racism.  (Refer to button below: "How to Be an Antiracist.")