



Discovering Varsity Athletics: Creating an Inclusive Community

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Introductions

- Rachel Donohoe – Women’s Field Hockey
- Andrew Kanerva – Men’s Field Hockey/ Varsity Events Staff
- Conor Morgan – Men’s Basketball
- Daisy Parti – Athletic Trainer
- Harpreet Randhawa – Men’s Basketball
- Will Watson – Men’s Football
- Patryk Zuk – Men’s Rugby/ Varsity Events Staff



Partnerships

UBC varsity athletics: Jayne Blank and Joanna Hunter

Social Ecological Economic Development Studies (SEEDS) program: David Gill

The Equity & Inclusion office: Rachael Sullivan



Purpose and Objectives

Purpose: To provide insight on how domestic and international varsity athletes experience interculturalism at UBC and recommend a diagnostic tool for UBC varsity athletics to implement

Objectives

- Critique and expand on previous Kin 465 projects' work
- Interact effectively with our community partners
- Acquire insight on how domestic and international varsity athletes experience interculturalism
- Recommend a diagnostic tool for UBC athletics to use in order to increase cultural competence among varsity student athletes





Why is Interculturalism Important for Sports Teams?



Interculturalism

“Interculturalism refers to connections created across cultural difference to foster mutual learning, and to create something new that contributes to social change.” (Cureton, 2016, Glossary)



Literature Review

- **Emphasis on inclusion through a multicultural narrative**

- “...differences are encouraged and protected”

(Renfrew Collingwood INTERactive, 2012, p. 1)

- Participation does not lead to mutual understanding

- **Interculturalist approach**

- Focus on the process of social exclusion/inclusion

- Encourage socio-cultural interaction in order to create a new society



Intercultural Sensitivity Survey

- Six questions
- Addresses Intercultural Barriers
- Time-sensitive
- Accessible platform



Cultural Awareness Self-Assessment Form

- Ten questions
- Simple Rating System
- Addresses Cultural Sensitivity
- Accessible Platform





Methodology



Process

- **Community Partner Consultation**
 - Met with partners
 - Had an open brainstorming session
 - Collectively decided on what we were to do
- **Athlete Recruitment & Participant confidentiality**
 - Assigning participant numbers
 - Analysis coding
 - 14 varsity athletes: 7 domestic, 7 international
 - 8 males and 6 females
 - 4 individual and 10 team sports



Process

- **Interview Question Creation**

- 8 questions: 4 general; 4 specific to domestic/international
- Reviewed and approved by community partners

- **Review**

- Reviewed answers as a group
- Identified trends in and between domestic and international student bodies



General Interview Questions

1. What is your understanding of interculturalism?
2. How does your team actively create a welcoming environment that fosters interculturalism?
3. How does ‘intercultural dialogue or discussion’ reach your varsity sports team, here at UBC?
4. Give us an example of how culture is different at UBC than where you are from?



Domestic Athletes

5. Does UBC Varsity & Recreation foster acceptance for social integration? In what ways (specific examples)?

6. How would you react, if a teammate became the victim of oppression and racism?

7. What sociocultural aspects, beliefs, norms and values, prevalent in Western culture, have your international teammates struggled with the most? For example, Canada is culturally diverse and driven by a working-class dominated socioeconomic hierarchy.

8. Have you considered how it would be playing a varsity sport in another country? How would you expect or hope domestic athletes to react to your cultural preferences, norms and beliefs?

International Athletes

5. How have pressures surrounding selection supported or hindered your sociocultural connections with your team/teammates?

6. Have your norms or beliefs shifted, in order to integrate into the team, or has the team shifted their values and norms to embrace you?

7. What cultural barriers have you experienced while being involved with UBC Varsity & Recreation?

8. In terms of ‘sport culture’, what are some differences, you have noticed, between playing in your hometown versus playing here at UBC? How does it compare to the sporting culture back home?



Interview Analysis



Interview Summary

- **Understanding of interculturalism**
 - International - accurate understanding of concept
 - Domestic - took multicultural approach
- **Most significant cultural differences**
 - Language barriers and sport culture
- **Acceptance for social integration**
 - International & Domestic - Majority felt a cohesive environment



Central Findings

- **Finding #1**
 - International participants had an accurate understanding of interculturalism, whereas domestic participants were either unaware of the concept or thought of it as synonymous to multiculturalism.



Central Findings

- **Finding #2**
 - International participants found language barriers and sport culture practices to be the most significant cultural differences they've experienced within UBC varsity athletics.



Central Findings

- **Finding #3**

- The majority of international participants felt that their team facilitated a cohesive environment in which cultural values and norms were co-created, while all but one of the domestic athletes agreed that UBC Varsity fosters this acceptance for social integration.





Recommendation

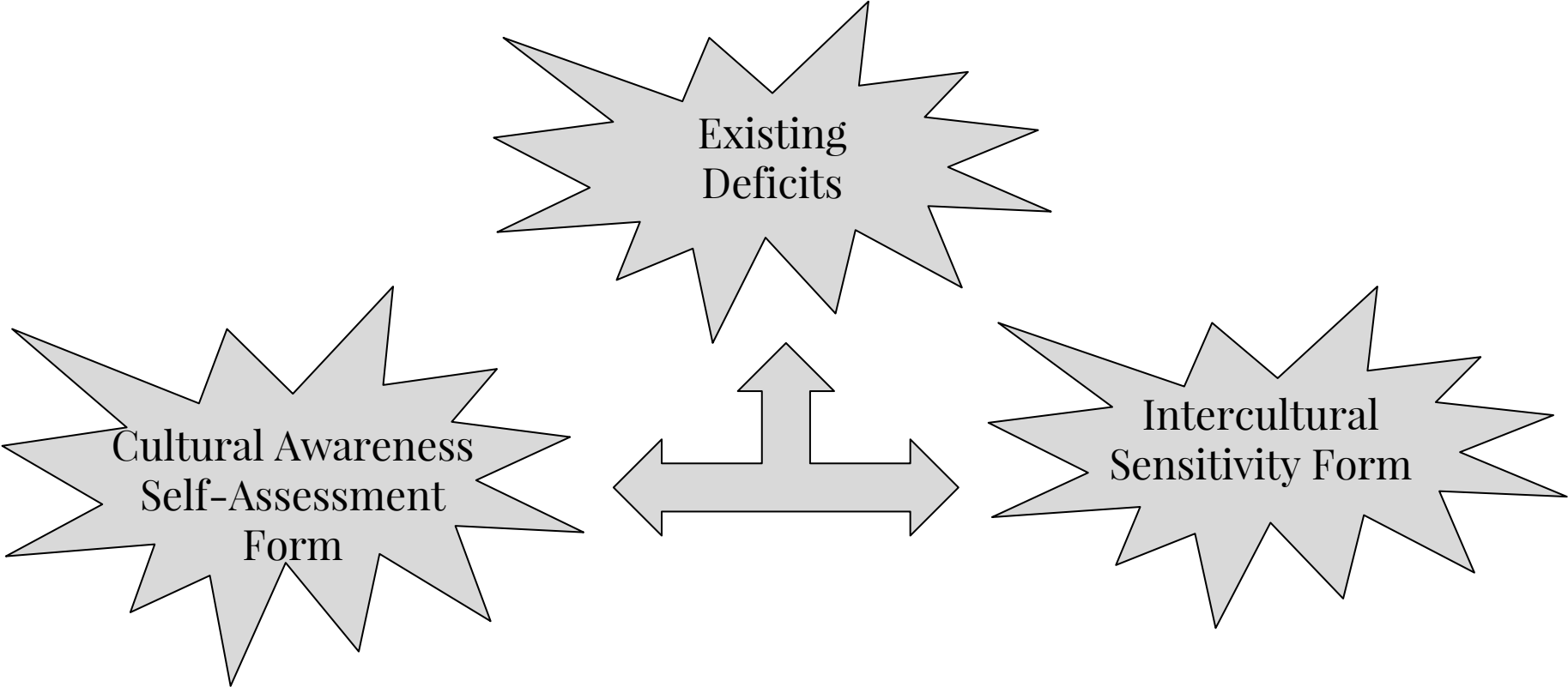


Existing Gaps

- Differentiation
- Intercultural Discussions
- Language Barriers
- Sport Culture Practices
- Teammate Integration Traditions



The Diagnostic Tool



Course of Action

UBC Varsity Athletics

- Athlete orientation workshop
 - Highlight gaps
 - Identify specific team requirement
 - Propose initiatives
- Facilitate intercultural learning
 - Check ins
 - Provide reward
- Re-evaluate



Course of Action

UBC Varsity Teams

- Address gaps
- Participate in intercultural initiatives
- Report to UBC Varsity athletics
- Take ownership of learning



Course of Action

Thunderbird Athletic Committee

- Create a culturally inclusive environment (Barker, Frederiks, and Farrelly, N.D.)
 - Positively interact with students
 - Actively discourage inappropriate behaviour and dialect
 - Encourage open, honest, and respectful means of discussion
 - Use inclusive language & appropriate methods of conflict resolution
- Collaborate
- Mediate





Reflections



Rachel Donohoe

- What ‘inclusion’ means
 - Past versus Present
- Mutual understanding between us
 - Brokedown barriers
 - Created comfortable environment



Andrew Kanerva

- Highlighted the ability to differentiate
- Allowed for innovation
- Fostered autonomy



Conor Morgan

- Really enjoyed the structure of the class and project
- Look to use what we learned on my team



Daisy Parti

- Allowed a different context for me to engage with Varsity in
- Assigned value to intercultural over multicultural approach
- Insightful interactions with peers, community partners, group members



Harpreet Randhawa

- Enjoyed working with group members.
- Enjoyed learning what is done and can still be done in varsity athletics



Will Watson

- Got to meet other varsity athletes
- I have a better understanding of interculturalism
- Happy to feel that I'm contributing to making a difference in athletics
- Got to know my group members very well



Patryk Zuk

- Got a better understanding of how other athletes experience culture
- Enjoyed working with community partners
- Got to know my group members very well
- Felt like I'm making change on campus



Why Does This Matter?

In order for athletes to perform and for teams to thrive, an integration of everyone's culture practices need to be accepted and incorporated into a unified team culture.





Thank you for coming!

