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In their own words

Postsecondary students' perspectives
on diversity, inclusion, and
intercultural learning



We acknowledge our First House Tk'emlúps te Secwepemc and our Second House T'exelc. We recognize how the health of our societies, cultures, and ecosystems rest upon wellness of people, biodiversity, and wise stewardship of precious and finite resources – wise stewardship that has taken place here since time immemorial by the Secwepemc peoples.

We have a responsibility to meaningfully respond to the TRC Calls to Action, which make explicit and repeated calls related to intercultural development.

Research Team



Dr. Kyra Garson (PI), Education

Dr. Amie Mclean, Sociology

Dr. Alana Hoare, Education

Dr. Anila Virani, Nursing

Dr. Brad Harasymchuk, Education

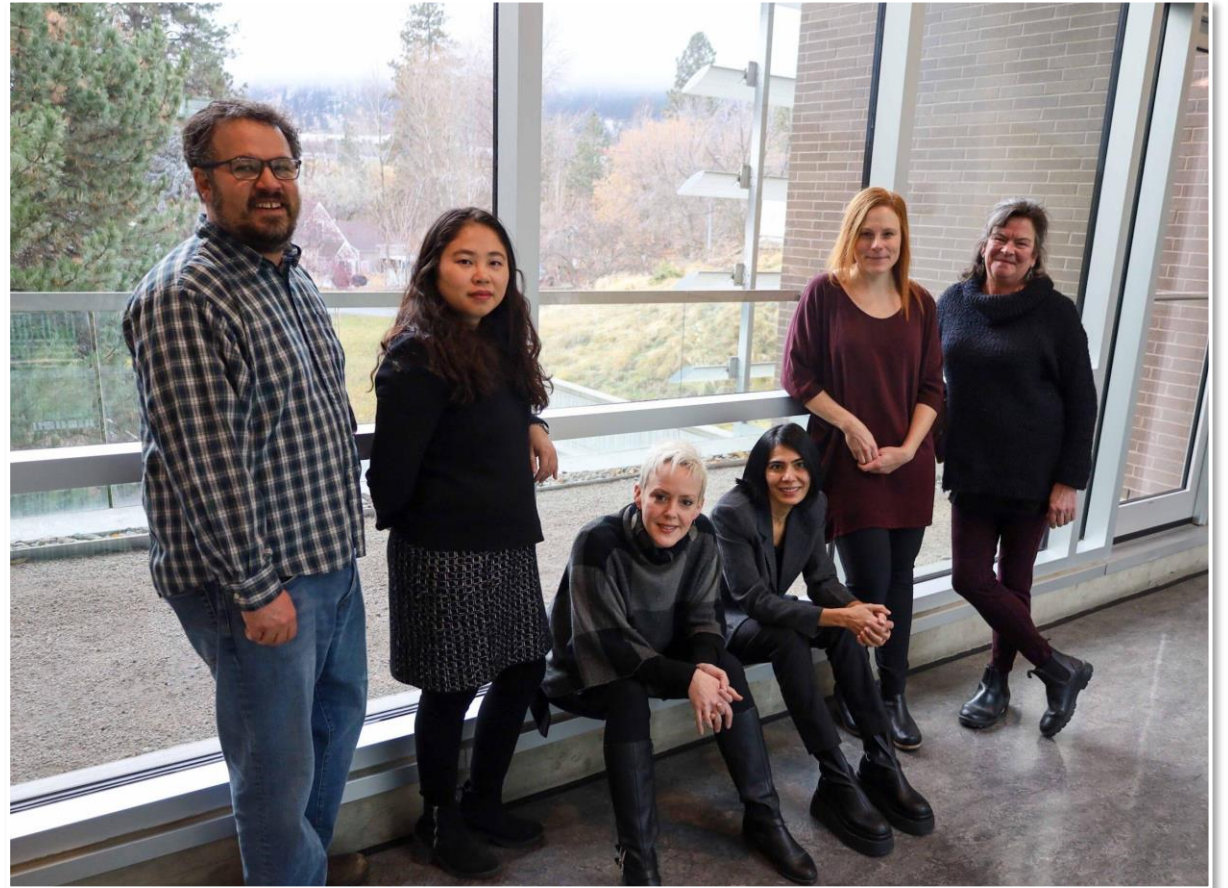
Jiang Yujie, MEd

Mara Nanaman, MEd

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Mamathashree Yogananda, MEd
Student

Olabisi Ale-Olorunfemi, MEd student



Brad, Yujie, Amie, Anila, Alana, Kyra
(BCcampus Research Fellows 2024-25)

Webinar Plan

- Context and Overview of the Project
- Panel Discussion
- Q&A



Background

- TRU's public commitment since 2013 to foster inclusion and intercultural engagement
- TRU Mission Fulfillment: Vision, values, core themes
- Intercultural Understanding Subcommittee
- Transition from quality assurance to a critical research study



Research Objectives

- Investigate students' experiences of diversity, inclusion, and intercultural learning (impact, barriers, engagement)
 - Analyze impact on students' knowledge, attitudes, skills, and praxis
- Evaluate institutional efforts in fostering intercultural learning
- Understand how student status and field of study influence students' experiences



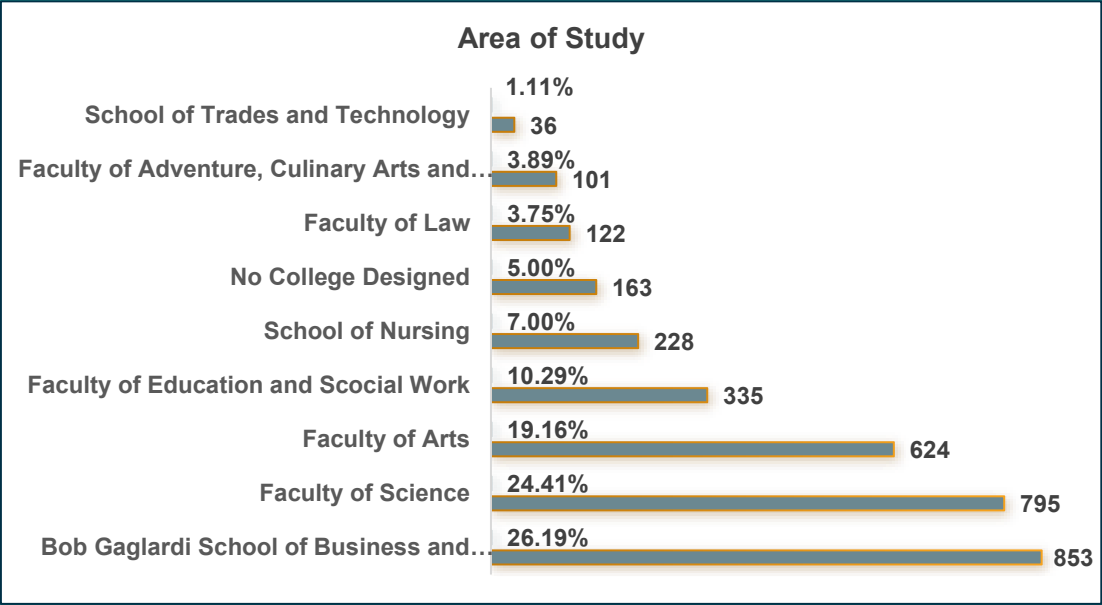
Research Questions

1. How and where are students engaged in intercultural learning?
2. What are the impacts and outcomes of their experiences with diversity, inclusion, and intercultural learning?
3. What do students perceive as barriers to inclusion and intercultural learning?
4. In what ways do student demographics influence experiences of diversity, inclusion, and intercultural learning?

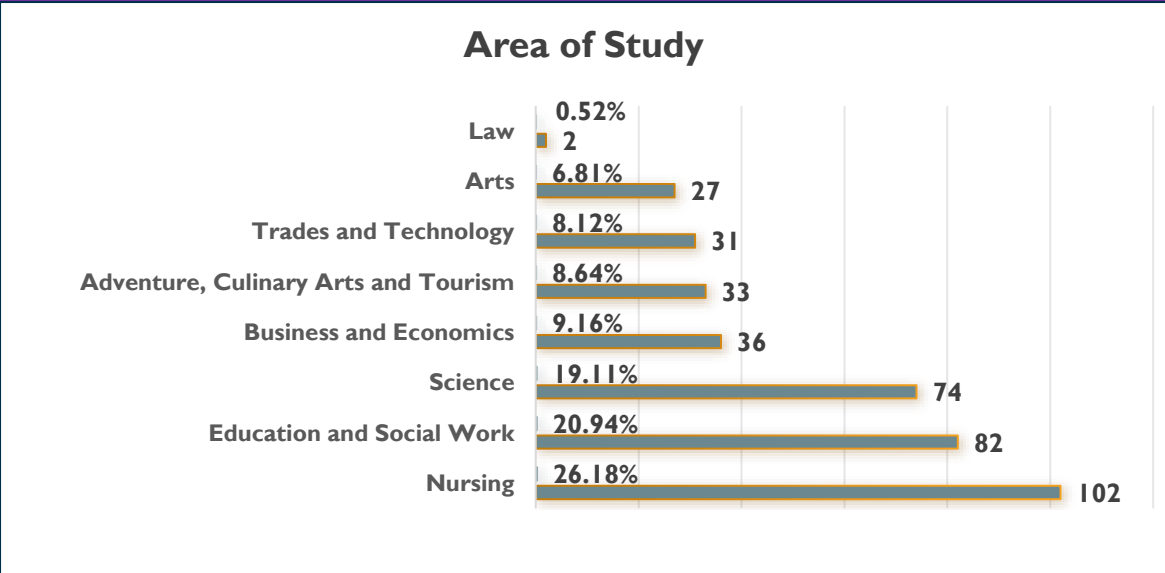
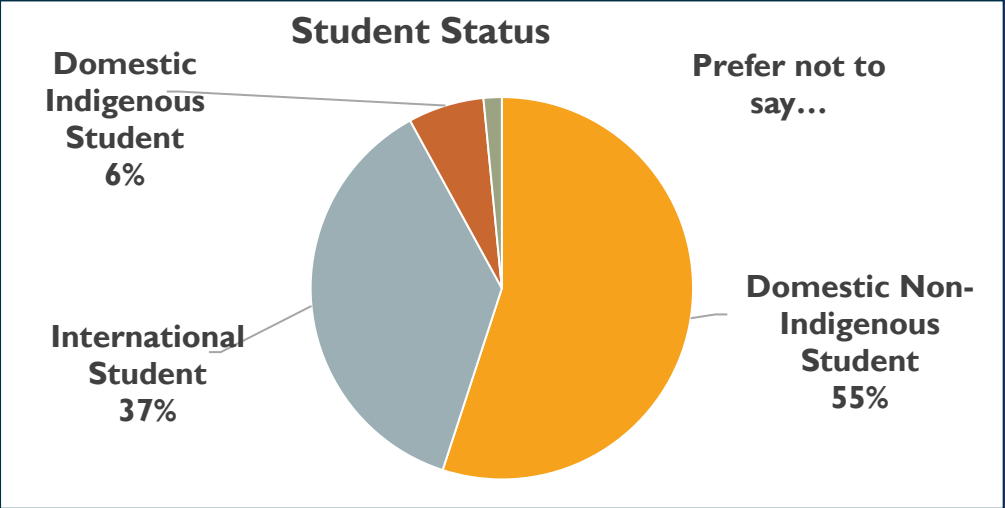


Fall Student Census

Student Status	Number	Percentage
Indigenous	201	6.17%
Non-Indigenous	3056	93.83%
Domestic	2014	61.84%
International	1243	38.16%



Narrative Responses



Mixed-Methods

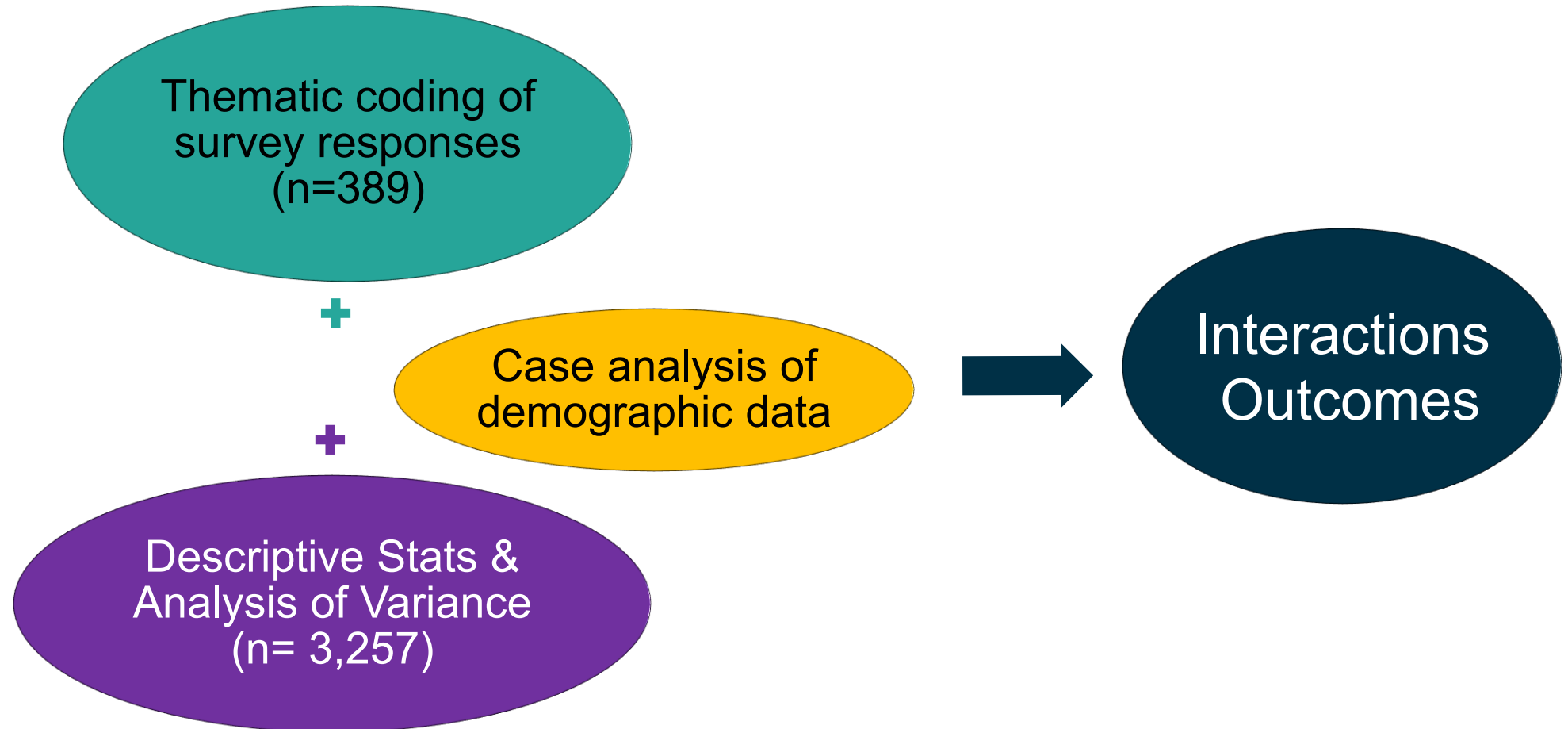
Quantitative

- Institutional Survey Data
- 3,257 students
- 5-point Likert scale
- Fall 2023

Qualitative

- 389 students
- 5 open-ended questions
- Spring 2024

Mixed-Methods Design





Discussion



Contact

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Questions, Comments?

