

Internationalization for All:
Crossing borders between and among international educators

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redefine THE POSSIBLE.



“Critical moments”?

(March and Olsen, as referenced in Gornitzka, 2007, p. 158)

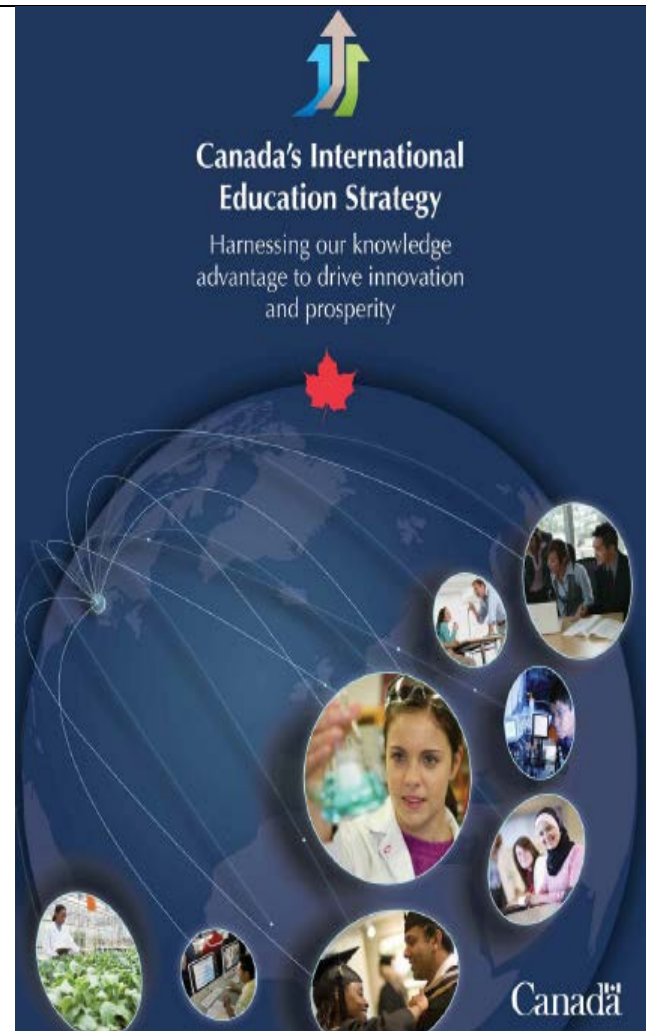


2001 : Robin Farquhar

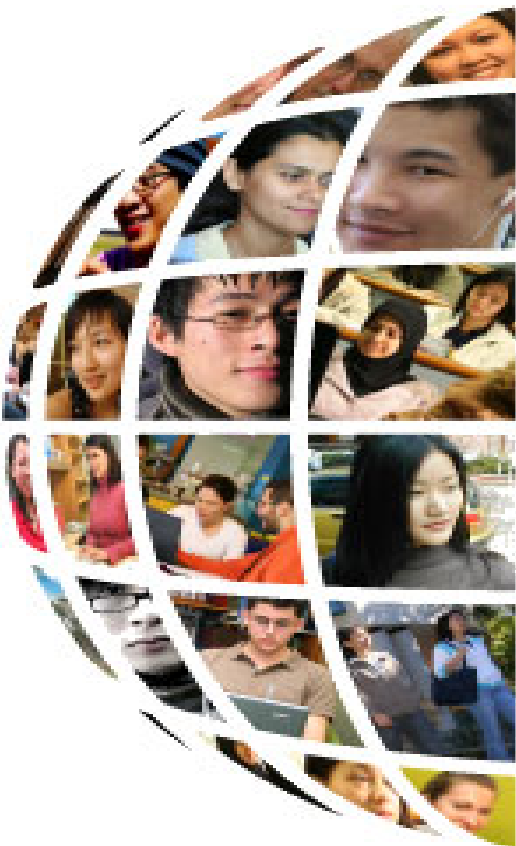
*Can Canada Get Its Act Together
in International Education?*

2014 : Canada’s first-ever International
Education Strategy

*Harnessing Our Knowledge Advantage to
Drive Innovation and Prosperity?*



Who are international educators?



They are **educators, scholars, researchers, practitioners and policymakers** who:

- Promote **international mindedness** by bringing together students, teachers, and scholars from different nations to interact and learn about and from each other.
- Whose goal is **appreciation of cultural diversity** in order to make the world a better place through empathy, compassion and openness to the variety of ways of thinking.

An “International education strategy”?



1) Where is the “international” commitment?

- The priority is domestic.

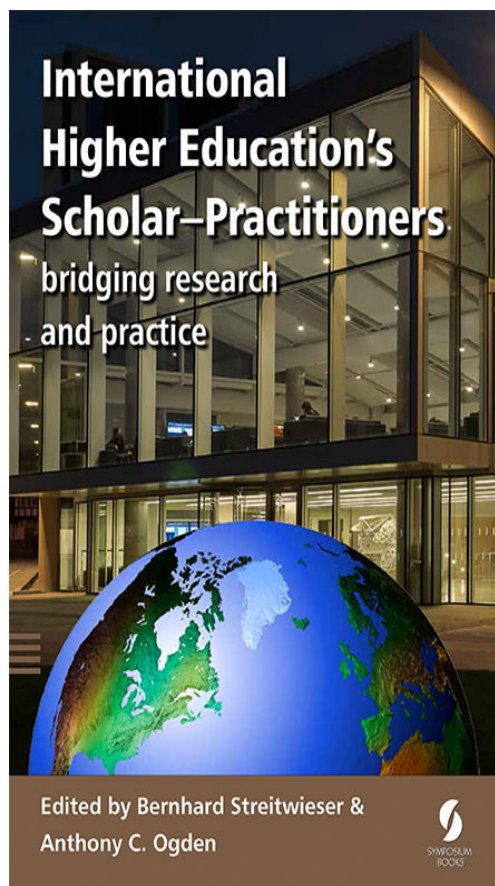
2) In what sense is it “Canadian”?

- Who represents Canada’s national interests?

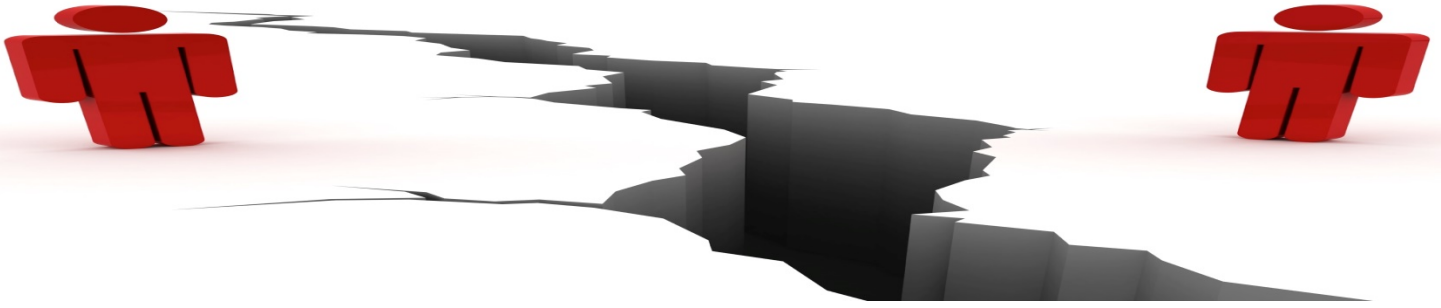
3) Where is the “education” in international education?

- How does a focus on the recruitment and retention of international students engage the academic community, enhance scholarship and contribute to the societal functions of higher education?

Bernhard Streitwieser and Anthony C. Ogden



There is a false dichotomy that clouds the work of international educators; too often we think the world is divided into those who ‘*do it*’ and those who ‘*study it*’—the **practitioners** and the **scholars**.



The consequence of this divide eventually prevents us from achieving *internationalization for all*.

- **all of us engaged in international education**, albeit in different roles and capacities, from being more knowledgeable, self-reflexive and effective; and
- **all constituencies who we propose to engage** and benefit from internationalization: faculty, administrators, staff and students.

Policy makers



“I believe international students are among the most fertile source of new immigrants for Canada. By definition, they are educated. They speak English or French ... They know something about the country, so they should be first on our list of people who we court to come to Canada” (Zilio & Chiose, 2016)

“I have not had one person disagree with me when I say international students are a very fertile recruiting stream for us” (Dharssi, 2016).



7
Immigration Minister John McCallum



Researchers



- Students' lack of knowledge about the labour market and how to find jobs in their host countries, lack of work experience, and lack of professional and personal networks in entering the host labour market act as very real barriers.
- Employers view international students as “risky” and “expensive” hires citing uncertainties with their residency status and their long-term commitment to the country and the additional burden of hiring and integrating them.



Practitioners



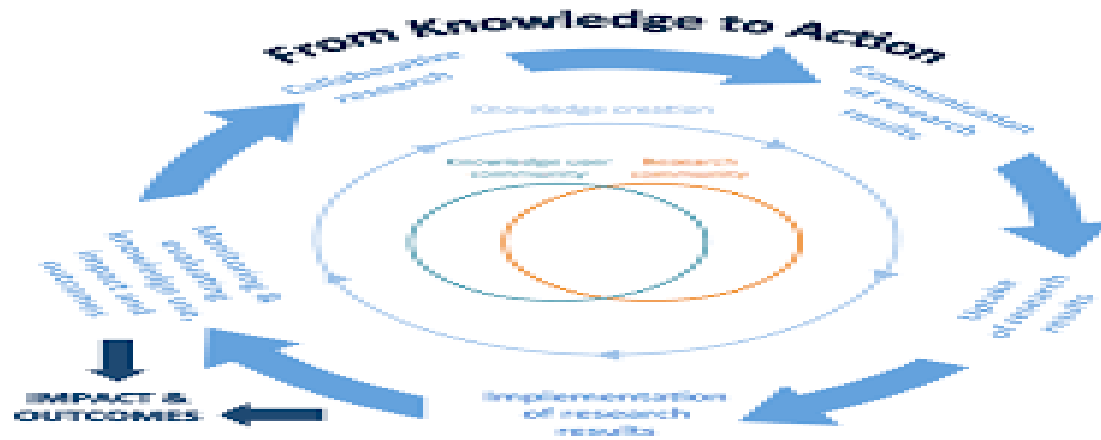
- Managers are more familiar with government policies and tend to replicate the same discourse; albeit there is often not a complete alignment with government priority.
- Front line staff tend to be less aware of government policies. They recognize that international students face numerous challenges and are in need of special support services.

GAYATRI SPIVAK

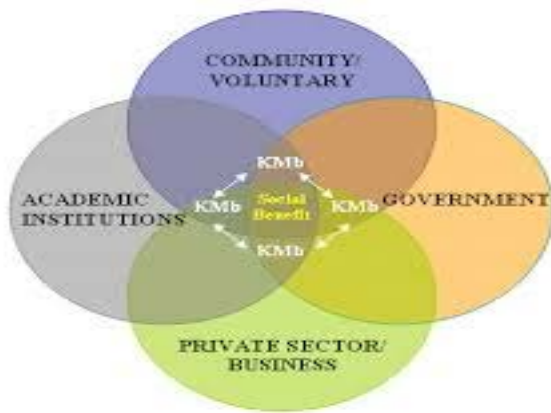


- Main influences: deconstruction theory, feminism, Marxism.
- Some issues studied by Spivak:
 - The role of the postcolonial critic and postcolonial studies and their complicity with colonialist practices.
 - The construction of "otherness".
 - "Can the subaltern speak?"

- Why is there gap between policy rhetoric and reality?
- How the international students as "ideal" discourse is one that reveals deeper ideological and hegemonic ways to sanction and protect broader more dominant immigration discourses within Canadian society?



- How little each of us knew about our respective roles in international education and the programs supports and services each of us offers; and
- The tremendous scope for communication, collaboration and enhancement for better policy, research, scholarship and practice.



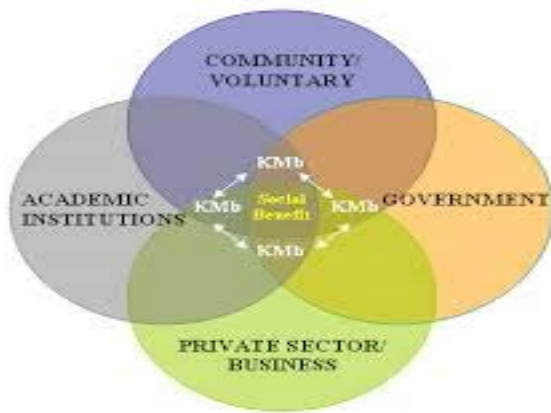
Practitioners



Steered in its direction by government policy and ultimately start working towards its realization.

THEREFORE help draw attention to just

- how government policy begins to direct their resources, rationales and approaches to internationalization.
- what ways they might reinstate their institutional autonomy and internationalization goals
- what programs and services already exist so that they do not end up replicating them



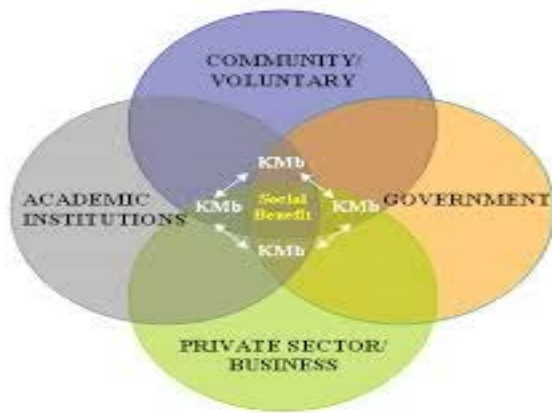
Scholars & Researchers



Critical and analytical lens, for policy makers, practitioners and researchers to examine what is going on.

HOWEVER,

- how to have a pulse on the complex realities faced by policymakers and practitioners if scholarship and research has eventually to impact social change?
- need to examine how messages are crafted, communicated, through which mediums?



Policy makers



Shed limelight on international students suggesting that their recruitment and retention should be key to our internationalization strategy.

BUT,

- question the assumptions made by this policy
- carefully consider the views of practitioners who can shed light on what additional supports are perhaps needed to translate this policy into reality
- consider scholarship to reflect on how the policy itself might be reframed

1. Travel-move out of your comfort zone
2. Build intercultural competence
3. Move from an ethnocentric to an ethnorelative perspective



MOVE OUT OF YOUR COMFORT ZONE.

you can only grow if you are willing to feel awkward and uncomfortable when you try something NEW.

- Brian Tracy



Cultural Competency Continuum

☒ *Ethnocentric vs. Ethnorelative*

☒ **Ethnocentric**

☒ You view your own (or adopted) culture as central to reality.

☒ **Ethnorelative**

☒ You experience your culture in relation to, or in context of, other cultures.

“**Scholar-practitioner:**” a hybrid scholarly and administrative profile

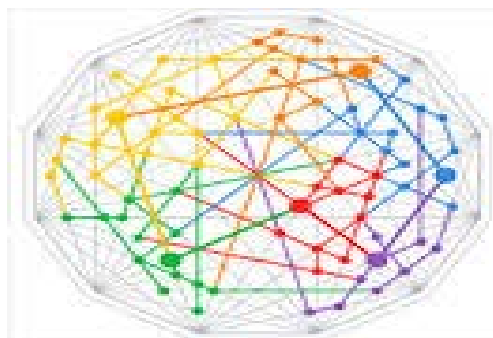
- collaborative educators who engage in the research process
- do not necessarily need to maintain an active research agenda, but understand, utilize, and facilitate research directions.

Intelligent Internationalization



A more effective and systematic engagement across policy, practice and academic communities concerned with international higher education.

Fiona Hunter and Laura Rumbley, 2016



**INTERNATIONALIZING
HIGHER EDUCATION:**
PAST PRACTICES AND FUTURE POSSIBILITIES

Three opportunities



- 1) A new government, a new era for broader engagement with international education?
 - From DFAIT to Global Affairs Canada?
 - Return to the Pearsonian vision of Canada as a peacemaker?
 - Engage multiple voices and interests?

Three opportunities



2) An era of collaboration?

- Greater trust? Greater collaboration? Co-dependence?
- Diversity of policy actors, give voice to several government departments, more importantly include others such as territorial and Aboriginal governments often overlooked in international education conversations.

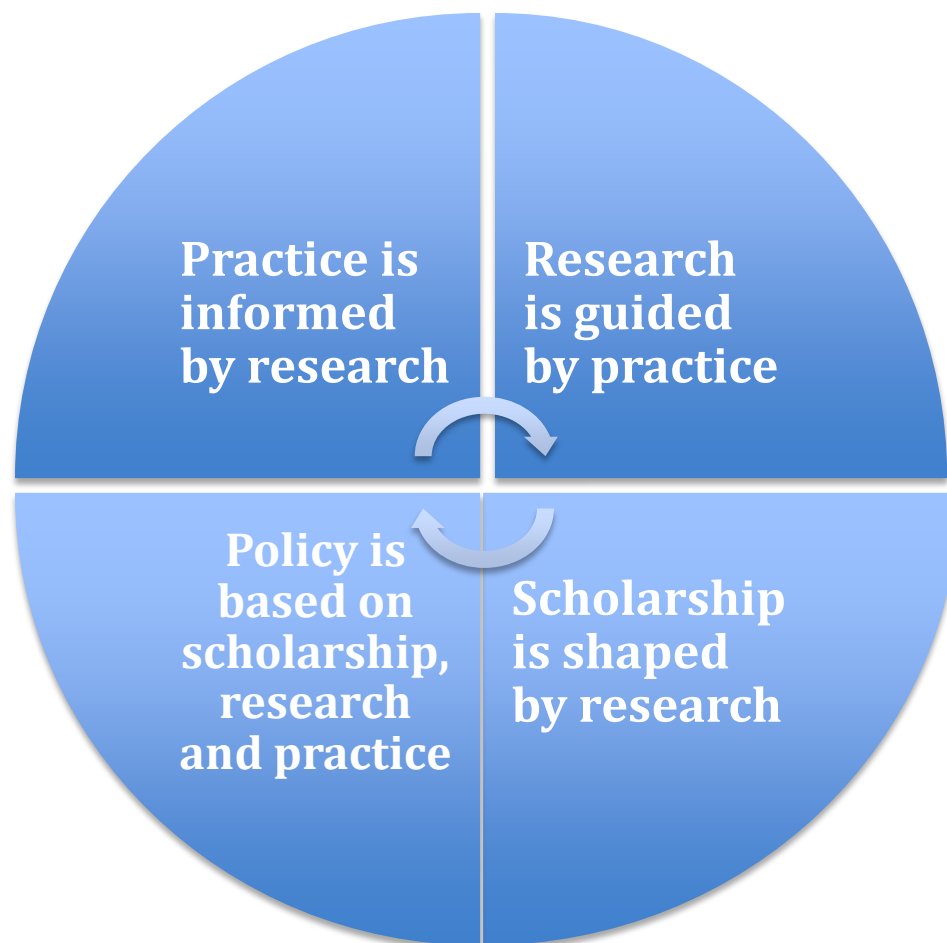
Three opportunities



3) A vibrant and thriving international education community of scholars and practitioners shaping future policy?

- Plethora of academics, scholars, practitioners, policy makers all committed to international education; more positions, conferences, journals, books...
- This can influence and impact a more bottom-up, inclusive, collaborative and transparent policy approach to international education

International Education for All



Thank you!



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