

PATHWAYS TO SUPPORTING RECONCILIATION FOR INTERNATIONAL EDUCATORS

Sonja Knutson, Director of the International Centre and Special Advisor to the President on International Affairs at Memorial University of Newfoundland

Robin Reid, Assistant Professor, Thompson Rivers University

Kyra Garson, Intercultural Coordinator, Thompson Rivers University

Julie Vaudrin-Charette, Ph.D. Candidate, Faculty of Education, University of Ottawa



HOW DO INTERNATIONAL EDUCATORS ENVISION OUR ROLE?

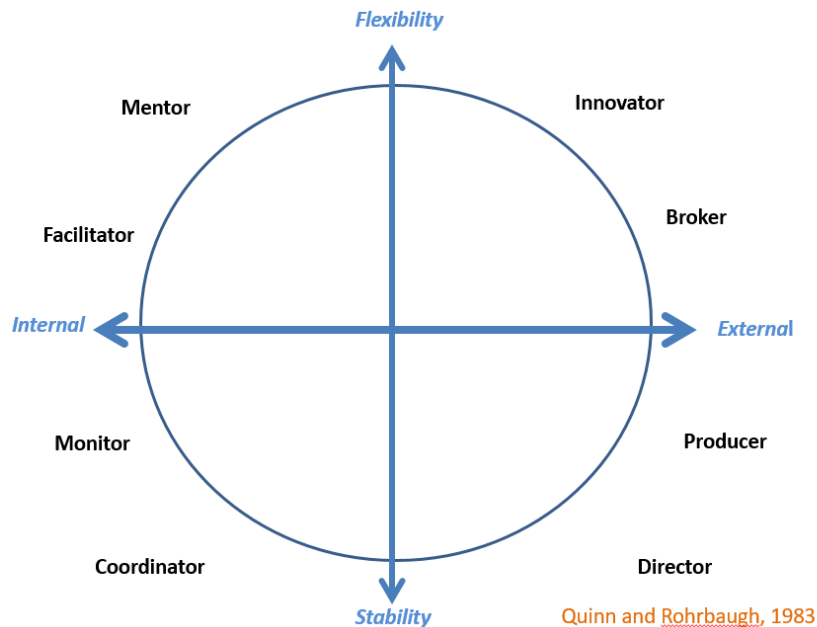
Positive impact on societies: a global, mutual understanding; contributing to an open and tolerant mindset.

Yet:

- generalised negative attitudes about internationalisation on the increase.

WHAT QUALITIES ARE LEADING INTERNATIONAL EDUCATORS EXPECTED TO HAVE?

- Key trait is persistence (Heyl, 2007)
 - Persuasiveness (Haigh, 2008)
 - Innovator: commercial skills; respond to market shifts
 - Broker: political skills; attracts new resources; external networks.
 - Director: diplomacy skills; goal oriented
- (Murray et al., 2014 p. 24)



LEADING INTERNATIONAL EDUCATOR POSITION DESCRIPTION*

- Coordinating support and integration of international students;
- Supporting international enrollment strategy;
- Ensuring appropriate policies in place to mitigate risks;
- Developing partnerships (joint and dual degree programs);
- Enhancing international learning experiences;
- Supporting internationalization of curriculum and research
- Managing international office staff.

*(2017, paraphrased)

INTERNATIONALIZATION NOT POSITIONED TO ADDRESS RECONCILIATION

Universities are developing internationalization strategies and agendas with “little reference to or supporting theoretical and strategic frameworks, and without a sound and substantial evidence base for either policy-making or operational activities” (Foskett & Maringe, 2010, p. 7).

INTERNATIONALIZATION NOT POSITIONED TO ADDRESS RECONCILIATION

Canada's international strategy has been found “to reinforce (1) societal exclusion (not inclusion); (2) class hierarchy (not equity); (3) political borders (not mobility); and (4) global competition (not reciprocity).” (Trilokekar, 2016, p. 1).

INTERNATIONALIZATION NOT POSITIONED TO ADDRESS RECONCILIATION

Internationalization perpetuates global inequity: it privileges some values or a types of knowledge over others (Marginson, 2004; Altbach & Knight, 2007; Dixon, 2007; Brandenburg & de Wit, 2011).

INTERNATIONAL EDUCATION: CHANGE THE INDIVIDUAL

- Provide students with: “competencies, knowledge and attitudes allowing them to thrive in their future careers and contribute to a more equitable society” (Memorial University, 2015)
- “How Studying Abroad can land you your dream job” (TRU, 2017)
- Services and programs for international student “integration”

INDIGENOUS EDUCATION: CHANGE THE SYSTEM

- Expose underlying epistemological basis of racism and intolerance of Western higher education to Indigenous ways of knowing (Kuokkanen (2007).
- “... transformation of the academy so that Indigenous worldviews, ontologies, epistemologies, and ways of knowing can be genuinely accepted within the academy” (Howlett et al, 2013).
- Educate the academic community “about globalization and neo-liberal economic policies and practice” which maintain Western worldview dominance in higher education (Smith, 2012, p. 220).

IAU - AFFIRMING ACADEMIC VALUES IN THE INTERNATIONALIZATION OF HIGHER EDUCATION: A CALL TO ACTION (2012)

- Commitment to promote **social responsibility**.
- Pursuit of socially responsible practices locally and internationally, such as **equity in access and success, and non-discrimination**.
- Academic goals such as **student learning**, the advancement of research,, and addressing **global problems** at the centre **engagement with the community**
- Affirmation of **reciprocal benefit, respect, and fairness as the basis for partnership**.
- **Safeguarding and promotion of cultural and linguistic diversity**

The transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability.

- — Aboriginal Advisory Circle to the President, University of Regina

WE HAVE THE TRUTH. NOW COMES THE HARD PART...

- “Reconciliation is not an Aboriginal problem; it is a Canadian one. Virtually all aspects of Canadian society may need to be reconsidered.”

(Truth and Reconciliation Commission Report, 2015, vi)

TRC CALLS TO ACTION:

- “build student capacity for intercultural understanding, empathy, and mutual respect” (Call 63.iii)
- “require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism” (Calls 24, 28, 57, 92iii).

4 RS KIRKNESS & BARNHARDT (2001)

- **R**espect for cultural identities
- **R**elevance to learners perspectives and experience
- **R**eciprocity of relationships
- **R**esponsibility through participation

INTERSECTIONS IN LEARNING & TEACHING

Accord on Internationalization (ACDE, 2014)

- Economic and **social justice and equity** across contexts and sites of educational practice
- **Reciprocity** as the foundation for engaging in internationalization activities
- Global **sustainability**
- Intercultural awareness, **ethical engagement**, understanding, and respect
- **Equity of access** to education, regardless of socio-economic status or financial circumstance

UNIVCAN Principles on Indigenous Education

- Promote **dialogue** between Indigenous and non-Indigenous students
- **Greater exposure and knowledge** for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada
- Recognize the **importance of fostering intercultural engagement** among Indigenous and non-Indigenous students, faculty and staff

DISCUSSION: EXPLORING ALLY ATTRIBUTES

- Individually read the Ally Attributes List
 - Reflect on which attributes / actions may be challenging for you personally
- Next, join a group of colleagues and discuss
 - Which attributes will require the most attention at your institutions
 - What does / should that look like? Provide one or two examples.
- What do we, as international educators, need to develop capacities to be allies?

CAN WE BE ALLIES? WHAT VALUE DO WE BRING?

Indigenous peoples are perhaps best positioned to inspire and lead others in implementing a radically different human future.” (Battiste et al, 2002, p. 91).

- In academia the “change process needs leadership that is strong, courageous, rebellious, visionary, and leadership that can communicate hope...” (Ottman, 2013, p. 12)
- An **unconditional welcome** towards people, ideas, and knowledge (Kuokannen, 2007).
- **Reciprocity** empowers disenfranchised and marginalized peoples: they experience their knowledge as having value that is worth sharing. This provides a sense of dignity and the foundations for **authentic engagement** (Tuhiwai Smith, 2012).

Leading to...

Transformative capacity to empower others, bridge cultural difference, develop understanding, and embrace multiple perspectives (Minthorn & Chavez, 2014)

INSIGHTS FROM INDIGENOUS WORLDVIEWS AND KNOWLEDGE CAN GUIDE US TO QUESTION OUR PARADIGMS AND FIND NEW POSSIBILITIES...

- Student supports – how framed? To “integrate” those from other cultures? for mutual learning within a setting of reciprocity?
- Intercultural training – how designed? who provides it? Who is it for?
- Policies – designed to protect the values of the dominant culture?
- Partnership agreements – rhetoric of reciprocity but are mutual expectations truly taken into account?
- Research – How are research questions developed, and whose questions are they?
- Strategic plans – Who is consulted? At what point? Who frames the questions and sets the parameters?

HEAVY LIFTING AHEAD

Educators need to “engage in our own work on an ongoing basis to unlearn the racist perspectives and behaviours we have been taught. Self-reflection on our own privilege and on the ways we have perpetuated the racist systems is crucial”

(Rice & Pollack 2012, p. 128 cited in Bennett et al., 2016)

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