OISE
ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
## UNIVERSITY OF TORONTO

Building on strengths towards an integrated model: Internationalization and EDI at Ontario colleges
A Comparative Case Study

BACKGROUND

Internationalization in Canada
- First federal government of Canada international education strategy (IES) in 2014; second in 2019
- Ontario Ministry of Advanced Education and Skills Development (MAESD) first international education strategy in 2018
- Mechanisms (immigration, branding, etc.) within the strategies have aided in facilitating skyrocketing international student enrolments nationwide (CBIE notes a 135% increase in the number of international students in Canada from 2010 to 2020), especially in Ontario, and particularly in Ontario colleges

International Students as a Percentage of the College Student Body, Ontario vs. Canada
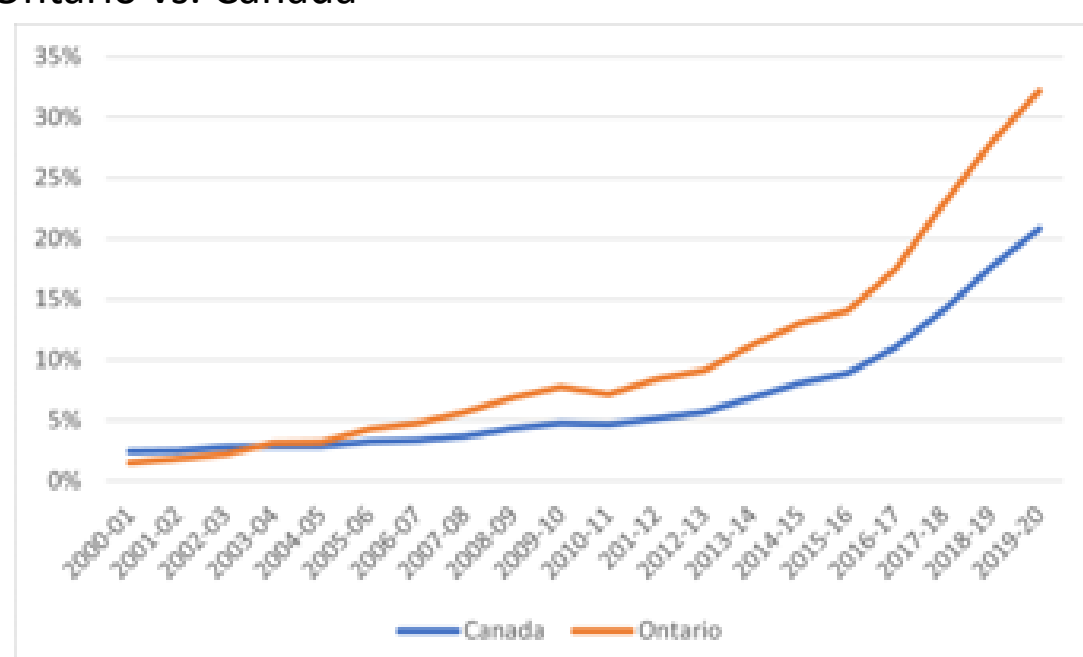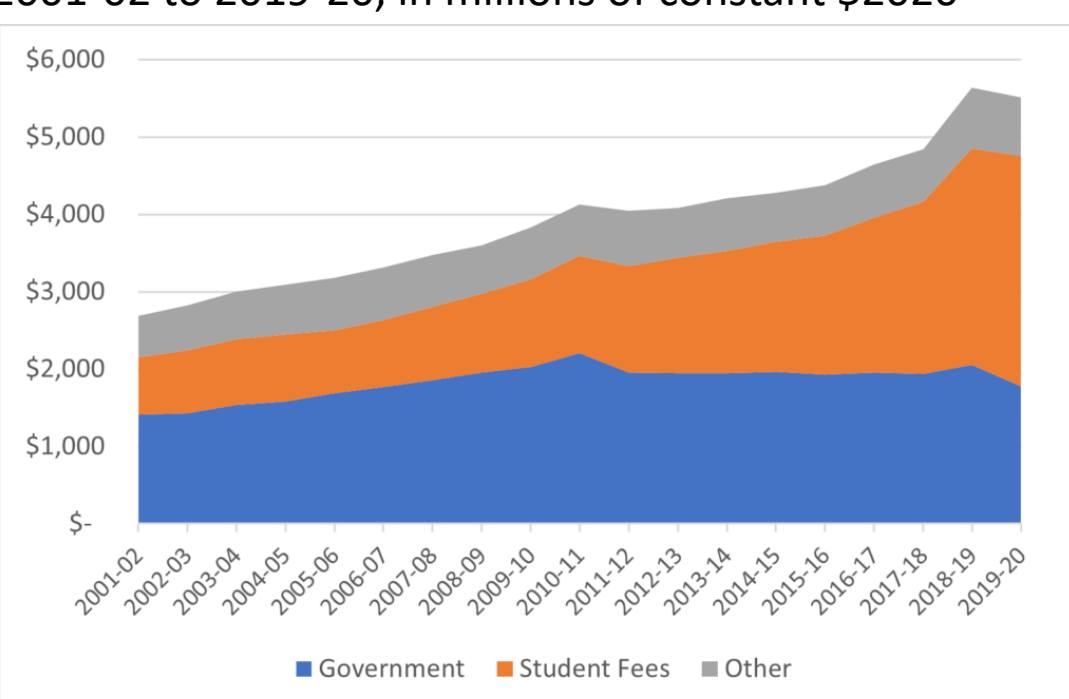

Usher, 2022

The 'powerful steering effects' of funding
- In Ontario, very little of total college revenue comes from the provincial government; this small share has been declining
- Leads to dependence on other sources of funding — colleges have made up for this through tuition fees

Total Revenues by Type, Ontario Colleges, 2001-02 to 2019-20, in millions of constant $2020

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PROBLEM

Colleges' original mission
Established to contribute to social and economic development for local communities (Ontario Department of Education, 1967; Levin, 2001)

Problem
- Intrigued by the reliance on internationalization by colleges that were designed to be focused on local development and be accessible to a large swath of local students
- Values of accessibility are being codified at Ontario institutions through equity, diversity and inclusion commitments and related activities
- Post-secondary institutions have historically tended to follow federal direction in international education, meaning they may be inadvertently subverting the humanity of individuals by prioritizing neoliberal precepts
- How colleges are responding to the dominant, neoliberal pressures in internationalization that may oppose EDI values merits investigation

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RESEARCH QUESTIONS AND METHOD

Research questions
Educational institutions necessarily face differing and/or incompatible logics (Greenwood et al., 2011). However, this research will seek to deepen our understanding of organizational responses to differing discourses and logics, specifically to understand how Ontario colleges respond to activities which appear to be contradictory and incompatible.

This study is guided by the following research questions:
1. How do Ontario colleges implement internationalization and equity, diversity, and inclusion (EDI)?
    1.1 What organizational structures do colleges have in place for internationalization and EDI?
    1.2 What strategies do colleges deploy for internationalization and EDI?
    1.3 How have college leaders understood their responsibilities with respect to internationalization and EDI?
2. What are the similarities and differences among the structures and strategies of internationalization and EDI at Ontario colleges?

Methods
- Comparative case study (4 cases) to compare and contrast on multiple levels; demonstrate variation across practices within Ontario colleges, identify contrasts, differing practice and "...interrelatedness of institutional logics..." (Kodeih & Greenwood, 2014, p. 14).
- Multiple methods of data collection: documents (government and institutional strategic plans, formal reports, missions, visions, websites); strategic communications that speak to operational positions of the organization; semi-structured interviews with institutional decision makers and practitioners

EMERGING RESULTS

The literature suggests that internationalization and EDI have different discourses, values and intellectual underpinnings.
EDI
- Prioritizes participation, inclusion and fairness (Chan, 2005) ⟶ focus on individual rights, humanity
- Increasing support for EDI across universities in Canada (Tamtik & Guenther, 2019)
- College environment calling for increased EDI commitments (e.g. CICan 50-30 pledge)
Absence of EDI in public internationalization discourse
- Federal and provincial strategies speak to and facilitate neoliberal internationalization, centered on the benefit to Canadian society and economy
- Strategies absent of narratives of individual rights
- Institutional internationalization priorities also demonstrate neoliberal leanings (commercial benefit of internationalization for institution and Canadian students) prioritize market and competition
Social justice
- In neoliberal internationalization, there is a disconnect from EDI, though colleges have the potential to serve an important social justice role in widening access and improving equity (Wheelahan, 2015)
Conclusion
- Recent years have seen a significant increase in a specific form of internationalization; neoliberal internationalization
- At the same time, the need for post-secondary institutions to centre practices of equity, diversity and inclusion are increasing in response to external and internal drivers. EDI's precepts of access and fairness are in opposition to a neoliberal expression of internationalization, though both processes exist within a single institution
- The literature on internationalization does not place this important institutional process alongside other, potentially contradictory or conflicting, institutional processes (for example, EDI) to deepen our understanding of organizational behavior
- My research will seek to compare and contrast these processes to understand how they are implemented in Ontario colleges in terms of structures, strategies and responsibilities
- In better understanding these potentially contrasting processes and how colleges are responding, this study has implications for internationalization practice in Ontario colleges and may identify opportunities for integration