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Internationalization and faculty engagement: Comparative perspectives from Canada, Australia, and the USA

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Introductions

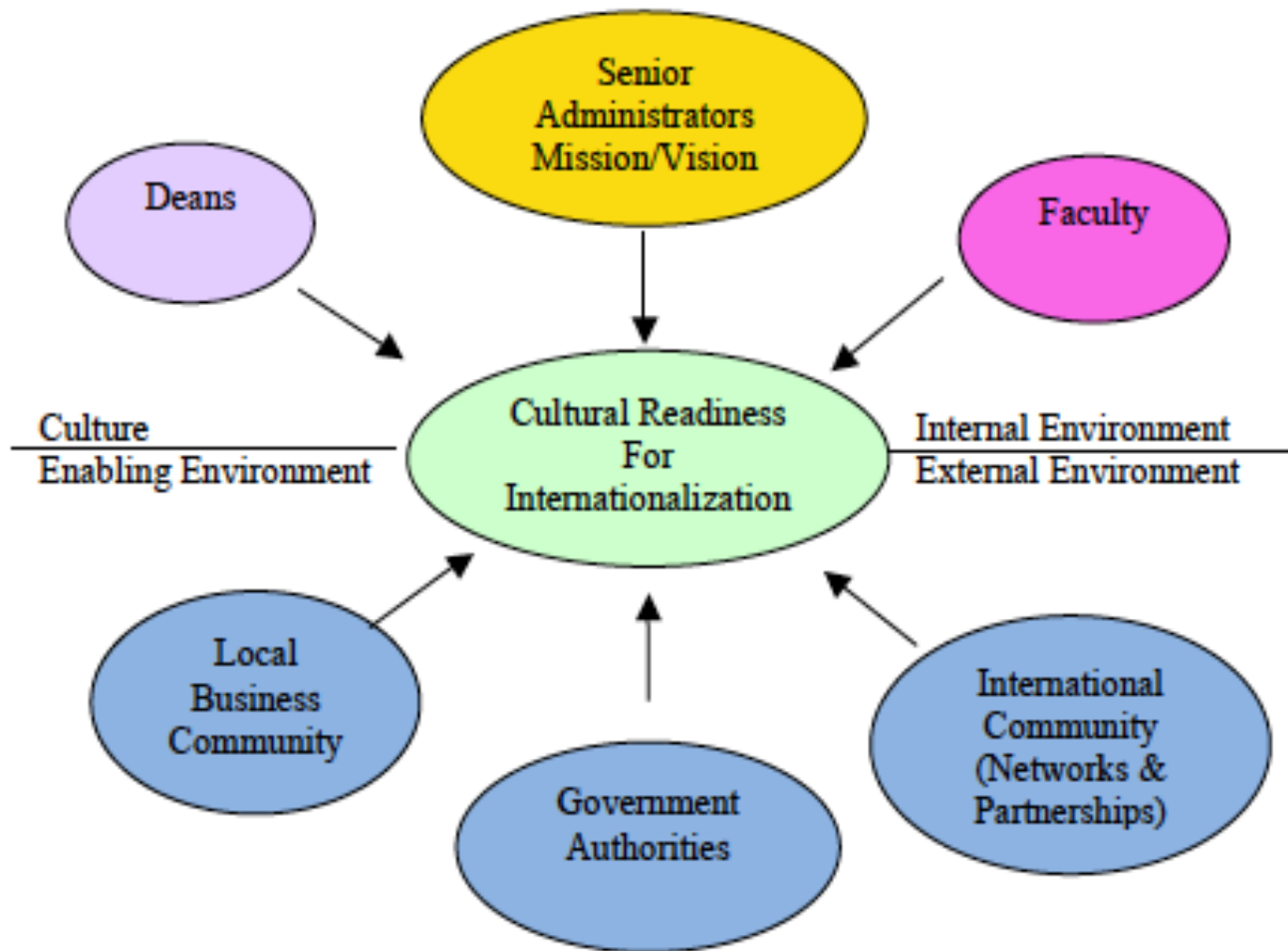
- Who we are and why we are here.
- Who you are why you are here.



Overview

- Cultural Readiness for Internationalization (CRI): A Model for Planned Change
 - USA Case Studies
 - Canada Case Study
 - Australia Case Study
- Application of CRI Model
- Discussion on Strategy

Cultural Readiness for Internationalization (CRI): A Model for Planned Change

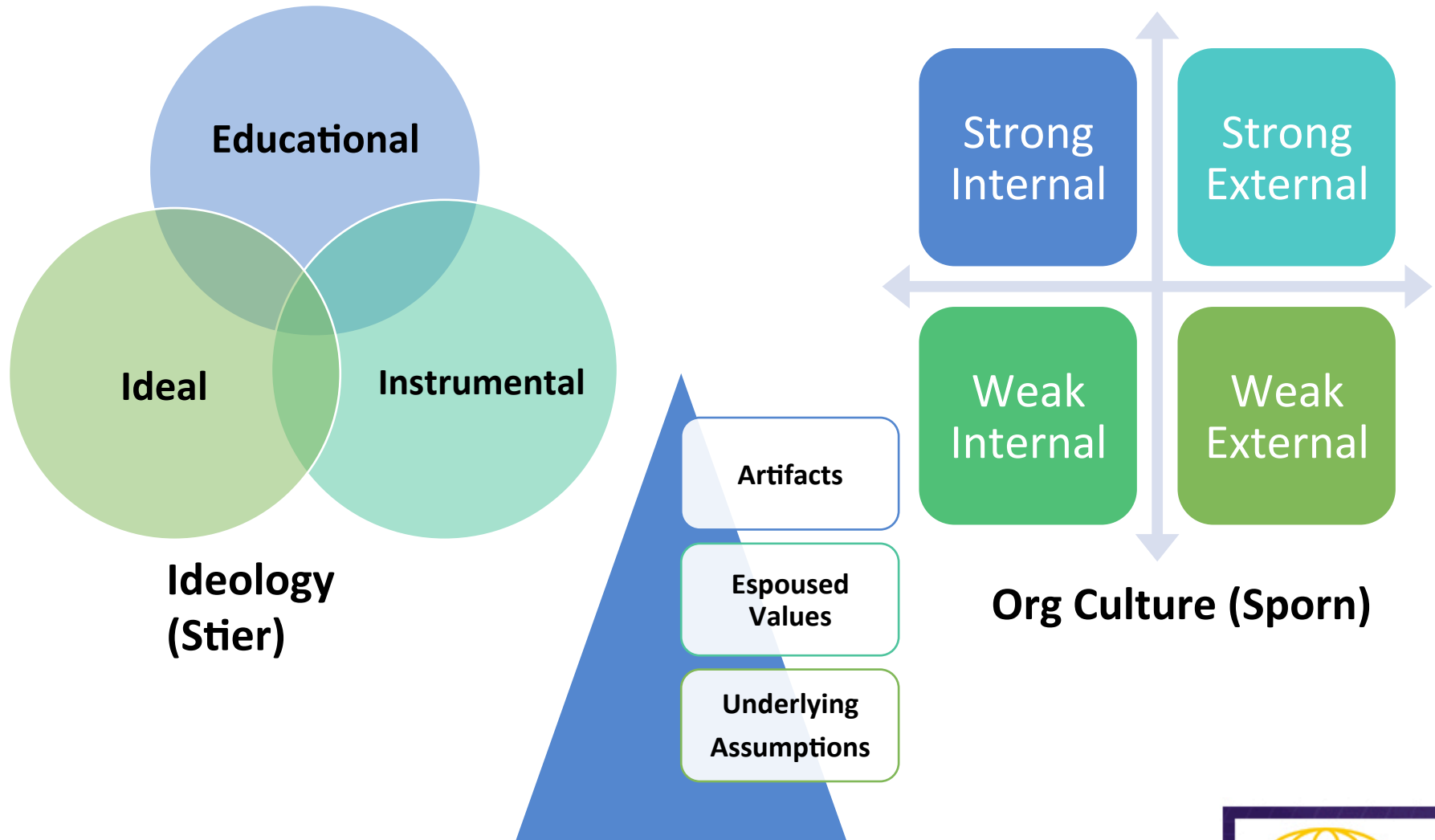


Research from USA : Melanie Agnew

Major Research Question	How does the interplay between ideology and university culture support or impede internationalization
Theoretical Framework	Ideology Organizational culture University culture
Method	Qualitative Research; Multi-level analysis 4 Research; 1 Teaching (public & private) Interviews, Focus Groups, Documents Pilot study: 4 senior admin; 7 faculty Larger study: 5 senior admin; 12 deans; 37 faculty Total: 65 participants



CRI Change Model: Theoretical Framework



Levels of Culture (Schein)

Findings: The Interplay

Enabling External Environment (context is important)

Weak economy; new immigration/migration patterns; reduced government funding; global competition; growing ICTs

University Culture

- Mission
 - purpose/type/size
- Governance
 - faculty/curriculum/tenure & promotion
 - Executive Authority
- Disciplines
- Academic Freedom

Ideology

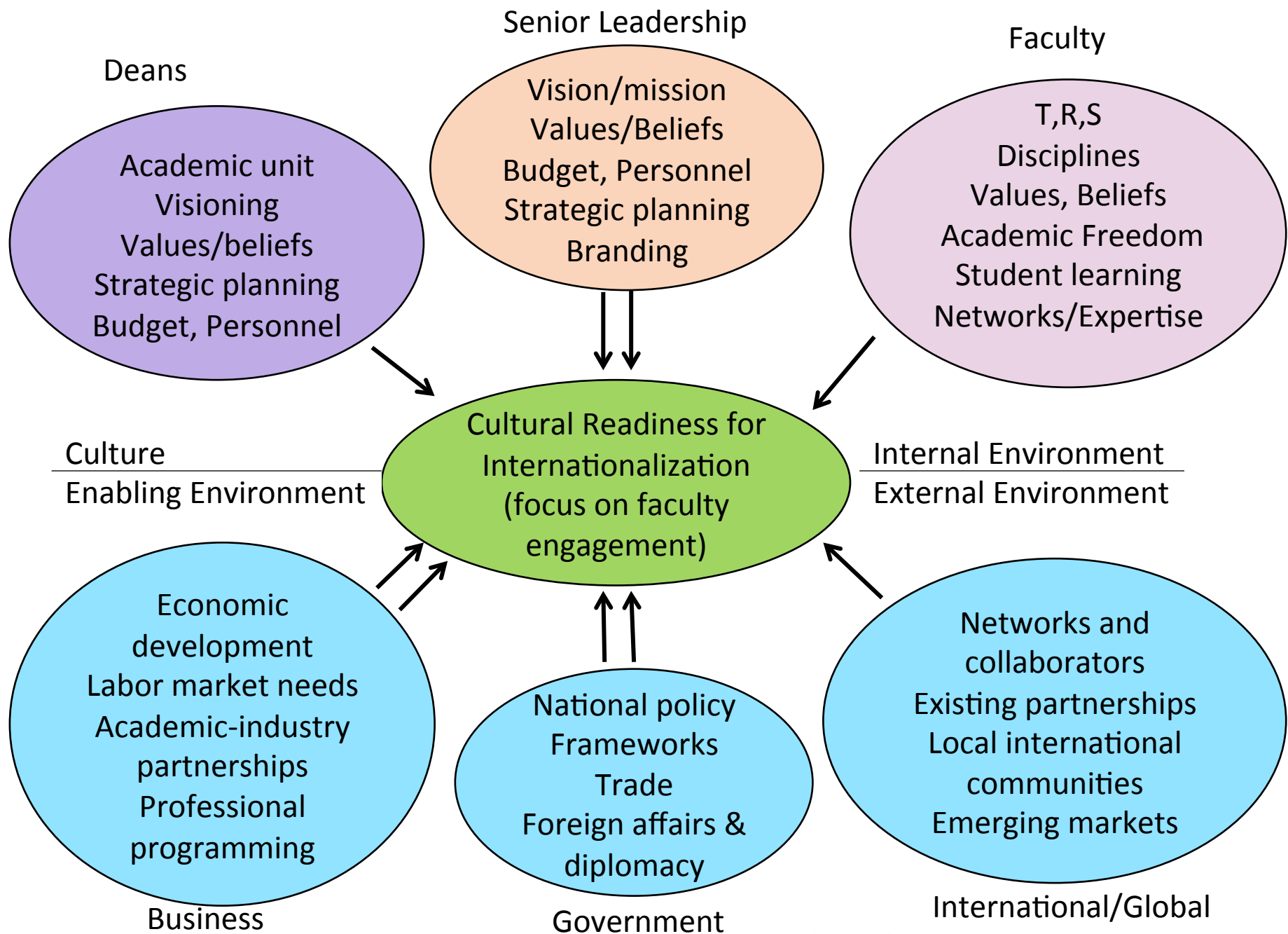
- Global competencies/learning
- Local-global dichotomy
- Cooperation v. competition
- Internal v. external



Disciplinary Context

Summary of Internationalization in the Context of Disciplinary Categories

	Applied	Pure
Hard	Competitive; purposive; functional Economic imperative Technology and product driven International governing regulations International faculty/little technology transfer Relevance of language ability	Discipline is borderless Universal language Transcends cultural context: Value-free; impersonal Relevance of the scientific process (data) Standardized curricula English as the global language/homogenization
Soft	Value of reflective practice Relevance of local culture Challenge beliefs, values, assumptions Value human experience Application of learning Multiple ways of knowing	Inherently international Inherently interdisciplinary Highly interpretative Empathy Value of human experience Relevance of local culture Moral imperative



Small Group Discussion

- What does faculty engagement in internationalization look like on your campus? (teaching, research, service)
- What do you want faculty engagement in internationalization to look like on your campus in 5 years?
- Report out.



Canada



Research from Canada: Rhonda Friesen

Major
Research
Question

How faculty engage with institutional
international strategy

Theoretical
Framework

Internationalization rationales
Internationalization of the academic self
Innovative Change

Method

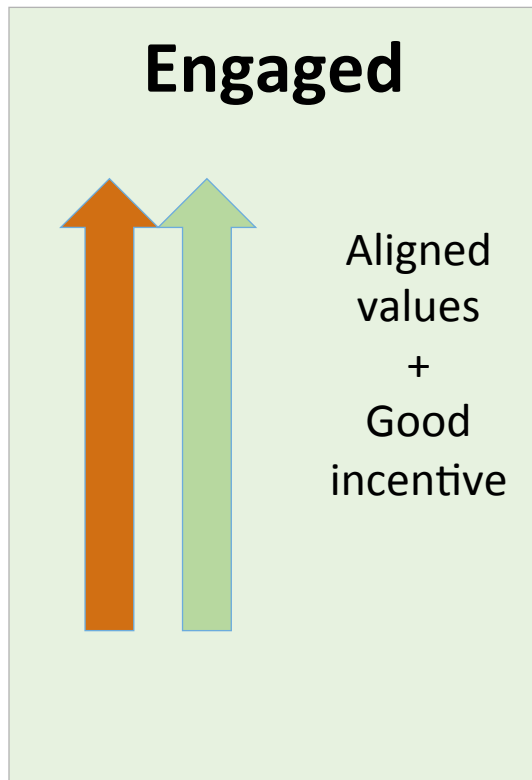
Qualitative
Interviews, document analysis
Six Canadian research universities
Five participants



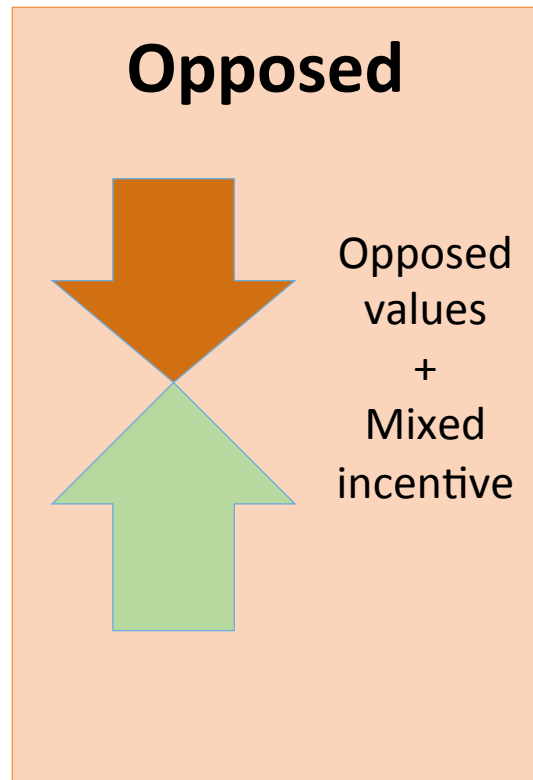
Findings: Challenges of Having Clear (Common) Understanding

- Definition of internationalization
 - Confused relationship with globalization
 - Unclear understanding of 'what'
- Basis of internationalization
 - Range of ideologies & rationales
 - Unclear understanding of 'why'
- Outcomes of internationalization
 - How to evaluate progress
 - Unclear understanding of 'how' to achieve 'success'

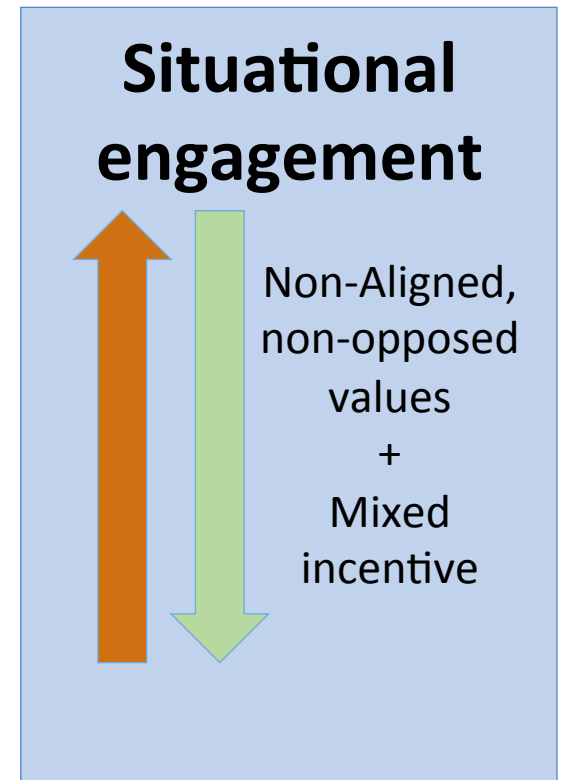
Key Drivers & Barriers



Values espoused in artifacts agree with faculty values; Macro & meso support for micro levels

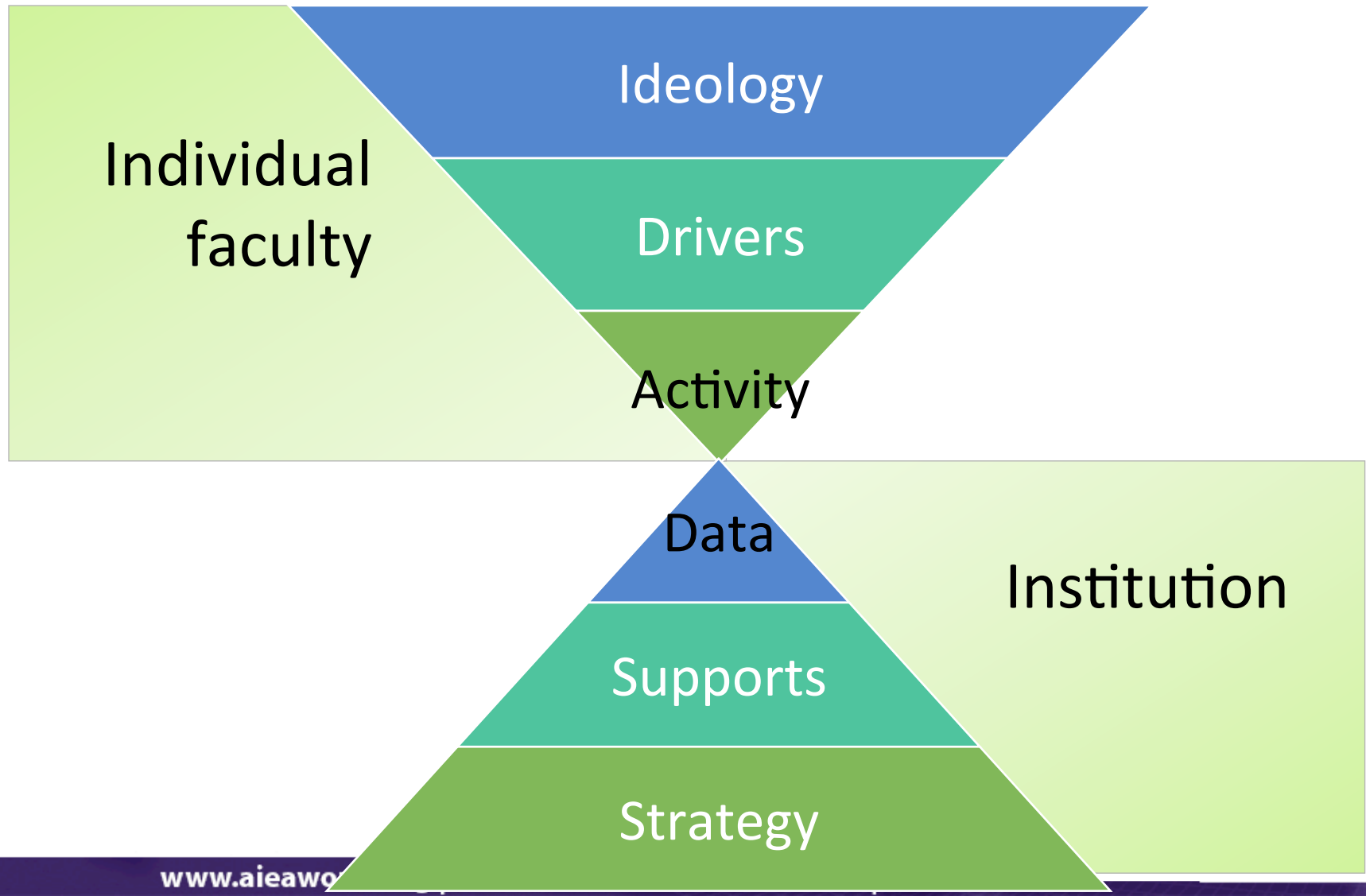


Values espoused in artifacts undermine faculty values; Support for micro level varies



Values espoused in artifacts different from faculty but not opposed; Support for micro level varies

Creating an internal enabling environment



Australia



Research from Australia: Douglas Proctor

Major Research Question

Has the internationalization of Australian higher education changed faculty work?

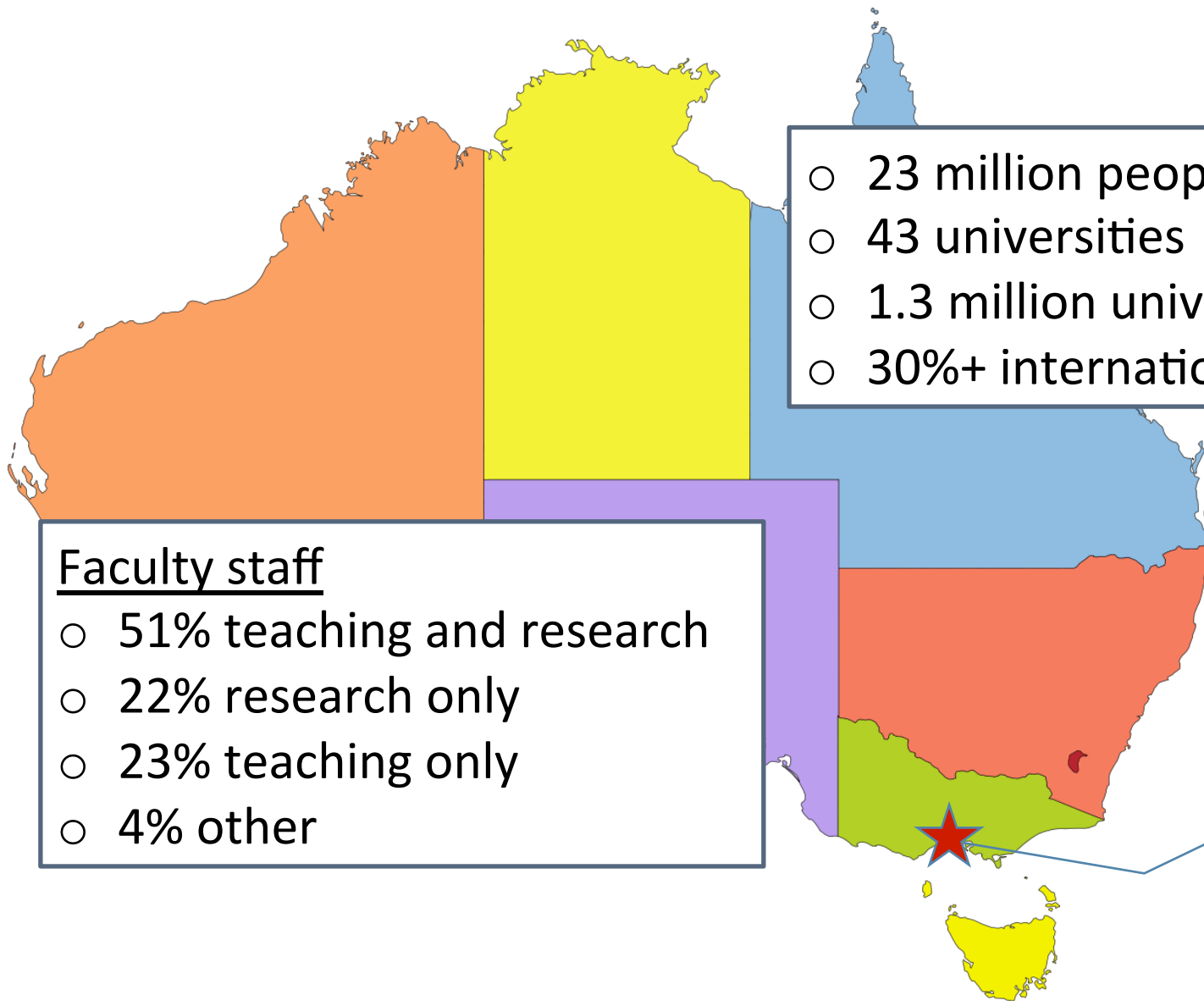
Theoretical Framework

Institutional culture
Organizational sociology
Disciplines

Method

Qualitative
2 universities – 1 research; 1 comprehensive
2 disciplines – Business & Science
Document Analysis; Interviews with faculty members
18 + 19 = 37 total participants





- 23 million people
- 43 universities
- 1.3 million university students
- 30%+ international students

Faculty staff

- 51% teaching and research
- 22% research only
- 23% teaching only
- 4% other

Melbourne

Findings: Key drivers & barriers

1. Strategic plans have little direct influence on the international dimensions of faculty work
 - Although most faculty are aware of strategy, disciplinary and personal drivers predominantly shape their work choices
2. Faculty give preference to the research dimension of internationalization
 - At one case study institution, 47% of international activities relate to research, 23% to teaching, 19% to service, 11% to other
 - Science – greater focus on research than teaching (55% vs 14%)
 - Business – equal focus on research and teaching (36%-37%)



Findings: Key drivers & barriers

3. “Distance” drives international engagement

- Australia’s distance from the world is a key motivation for international engagement, particularly in Science
- But, after \$\$ and workload, distance is also the most significant barrier
- But many see this as a key motivation, particularly in Science

4. Transnational teaching as a transformative professional experience

- Faculty who have taught degree courses abroad (often early in their career) appear to engage subsequently in a wider range of international activities





Summary of Findings

- Professional role, institutional type, and context matter
- Divergent understandings of internationalization
- Multiple ideologies operating simultaneously among sub-cultures (e.g., faculty, deans, admin)
- The role of governance
- Disciplinary differences
- Incongruence of values among and between the sub-cultures (herding cats)
- Congruence of values within & alignment to external



Small Group Exercise

Identify one (or two) volunteers in each group who will use their institutions as a case study.

- What is the mission (Primarily teaching? Research? Serve local? Global? Glocal? Economic development? Civic Engagement, Etc)
- Select two or three disciplines/Faculties and identify how these faculty may think about international engagement in the context of their discipline.
- What are the motivations for faculty to engage in internationalization?
- How might these motivations be different than yours as an administrator?

Using the “blank” CRI Model handout:

- Identify ways in which faculty are currently supported in their engagement with internationalization?
- Identify new strategies that could further support faculty engagement in internationalization.



Strategies to Engage Faculty

- Report Out / Discussion



Bringing it all together

Learning objectives:

1. Describe key motivating factors for the international engagement of faculty;
2. Explain disciplinary differences in the context of internationalization;
3. Examine the extent to which ideology and organizational culture interplay to support or impede faculty engagement in the internationalization process, and
4. Produce strategies to engage faculty in internationalization.



Peter Senge, systems scientist at MIT:

Organizational learning “...is more radical than ‘radical organization redesign’—namely that our organizations work the way they work, ultimately, because of how we think and how we interact. **Only by changing how we think can we change deeply embedded policies and practices.** Only by changing how we interact can shared visions, shared understandings and new capacities for coordinated action be established.”

Ideology is the target of change.

