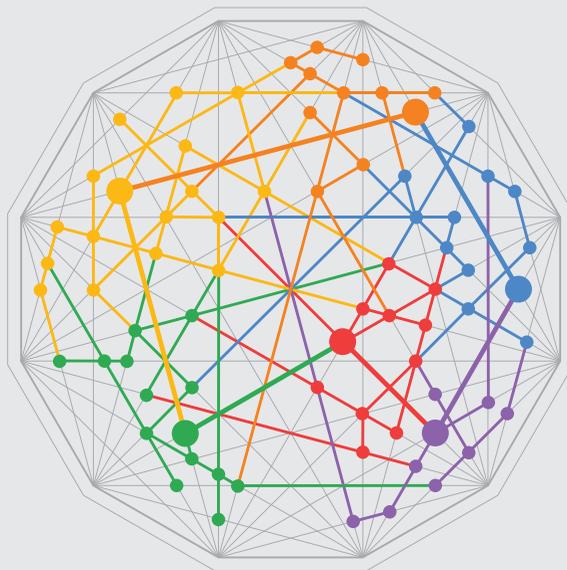




centre for research on international education



INTERNATIONALIZING HIGHER EDUCATION:

PAST PRACTICES AND FUTURE POSSIBILITIES

July 26 — 29, 2016

Simon Fraser University
Vancouver Campus



An International Interdisciplinary
Conference celebrating Simon Fraser
University's 50th Anniversary!

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Welcome Message

The Centre for Research on International Education and the Conference Planning team extends a warm welcome to you!

The idea for a conference on internationalization began with the establishment of our Centre for Research on International Education (CRIE) in 2010, and grew out of our wish to build connections and collaborations with colleagues across Canada, and in many other countries. When plans for SFU's 50th anniversary were announced, we proposed a small national conference – and it grew to become this dynamic international event! We are delighted that you responded so enthusiastically, and committed your energies, your scholarship and scarce resources to attend.

International higher education in Canada, and indeed, worldwide, is in a critical moment. The intensified integration and coordination of markets, the heightened visibility of neoliberalism within postsecondary institutions, the unprecedented global migrations of people, and the border crossings of varied kinds including the cultural, provides unique opportunities and challenges for higher education.

We are seeking to explore, examine, interrogate and create dialogue on the subject in this moment of intensified activity in, and debates about international higher education. What are the lessons learned from the previous decade of internationalization? How can research support a principled internationalization, and what is the status of research on the topic? What are some best practices that can illustrate pathways to attain the principles, standards and guidelines described in the Canadian Deans' Accord on Internationalization? How can internationalization efforts support and



advance other initiatives such as indigenization of higher education, diversity and equity that will move internationalization towards serving the goals of social justice? With your contributions to our program, we hope that the conference will stimulate conversations on these and other emerging lines of inquiry.

We look forward to deepening friendships, research partnerships and our understandings of internationalization and thank you for your participation.

Kumari Beck

Conference Chair – Co-Director, Centre for Research on International Education

In Memory of Ian Andrews

Dr. Ian Andrews dedicated his career to education, and worked in international education for 32 years – half of that time with Simon Fraser University. Ian Andrews passed away on Friday, June 10, 2016.

Ian was a vibrant member of the Faculty of Education community and was a champion of our international education activities. With the increasing importance of internationalization to Canadian educational institutions in the 1990's, Ian was appointed to the new position of Director, International Programs in 1995. In the ensuing 16 years, he initiated, developed and delivered projects and programs involving numerous countries around the world, and he taught, mentored, supported and supervised hundreds of students – both international and domestic.

Ian was responsible for creating several unique activities for engaging students internationally including the award-winning International Teacher Education Module, and the masters program in Teaching of English as an Additional Language.

Ian Andrews was the recipient of the 2010 Staff Achievement Award for Leadership, and the inaugural SFU's Chris Dagg Award for International Impact just before his passing. One of Ian's strengths was his ability to draw together talented personnel to work with him on international projects and programs. He encouraged many of them to advance their studies and professional development, and engage in research on international



education. As a strong advocate of research, he was a founding Steering Committee member of the Centre for Research on International Education.

Above all, we remember Ian as a genuinely warm, caring, kind and thoughtful person – passionate about international engagement, and having a lasting impact on everyone.

In recognition of his contributions to international and intercultural education in our Faculty and beyond, we dedicate this conference to the memory of Ian Andrews, friend, mentor, and international educator *par excellence*.

Message from the Dean

It gives me great pleasure to welcome you to Vancouver, and to the Internationalizing Higher Education Conference! The theme of the conference - past practices and future possibilities – provides an opportunity to situate the internationalization of education within historical realities and a vision for the future. The conference committee has put together an informative, stimulating and challenging program that will give you a chance to reacquaint with colleagues, to develop new relationships, to share your experiences, and to explore new ideas.

The IHE conference is a capstone event in a year of celebrations to commemorate Simon Fraser University's 50th Anniversary. In many ways, it is a most fitting capstone event for the Faculty of Education at SFU. We have a long and rich tradition of international work, but we also realize that we have much potential and many challenges ahead of us.

There is much need for principled educational practice, and the work that we do through conferences such as this play a critical role in furthering both our understandings and our practices of internationalization within higher education. Together, through dialogue, reciprocal learning, and the establishment of respectful working relationships, we can face the challenges and realize the potentials that internationalization poses.



I wish you the very best for a wonderful conference, and for a memorable visit to Vancouver!

Kris Magnusson

Dean, Faculty of Education
Simon Fraser University

Funding Partners

We are grateful to our funding partners who have made this conference possible:

The Social Sciences and Humanities Research Council of Canada (SSHRC) Connections Grant Program



**Social Sciences and Humanities
Research Council of Canada**

**Conseil de recherches en
sciences humaines du Canada**

Canada

The Office of the Dean, Faculty of Education, SFU



Conference Fund, VP Academic, SFU



Fraser International College,
celebrating their 10th Anniversary;



SFU International



The Centre for English Language Learning,
Teaching and Research (CELLTR), SFU



Education Graduate Student Association



Conference Team



Left to right: **Camila Miranda** (conference coordinator), **Chelsey Laird** (conference coordinator), **Roumi Ilieva** (program co-chair), **Kumari Beck** (conference chair)



Left to right: **Michelle Nilson** (program co-chair), **Sarah Dench**, **Sepideh Fotovatian** and **Catherine Price** (members of planning committee)

CRIE

The Center for Research on International Education fosters and supports collaborative and interdisciplinary research on international education in its diversity, while honouring commitments to educational equity and social justice.

The primary goals of the Centre are to foster research on international education, promote collaborative and interdisciplinary research, and secure grants for scholarly work in international education, through activities such as conferences, seminars, public

lectures, publications, reports and mentoring of students.

The Centre is committed to developing collaborative relationships, across Canada and internationally, with individual scholars, and other research centres and institutes researching international education.



centre for research on international education

www.sfu.ca/crie

Time	Tuesday, July 26, 2016 - Day 1	Wednesday, July 27, 2016 - Day 2
7:30 AM - 8:20 AM		Breakfast / Refreshments and Registration Room 1400-30 - Segal Centre (7:30 AM - 8:20 AM)
8:30 AM - 9:45 AM		Keynote • Vanessa Andreotti (University of British Columbia, Canada) Paradoxes of global ethics and internationalisation in Higher Education Room 1400-30 - Segal Centre (8:30 AM - 9:45 AM)
9:55 AM - 11:10 AM		
11:25 AM - 12:25 PM		
12:30 PM - 1:30 PM		
1:30 PM - 2:45 PM		Plenary Session • June Francis (Simon Fraser University, Canada), Sonia Orlu (Simon Fraser University, Canada), Anil Hira (Simon Fraser University, Canada) Engendering Productive and Transformative Collaboration, through Experiential Learning Room 1400-30 - Segal Centre (1:30 PM - 2:45 PM)
2:55 PM - 3:30 PM		Concurrent Sessions (2:55 PM - 4:10 PM)
3:30 PM - 4:00 PM	Registration Room 1400-30 - Segal Centre (15:30 PM - 16:30 PM)	
4:00 PM - 4:30 PM		Nutrition break: Sponsored by CELLTR Room 1400-30 - Segal Centre (4:10 PM - 4:30 PM)
4:30 PM - 5:00 PM	Conference Opening Session Room 1400-30 - Segal Centre (4:30 PM - 6:00 PM)	Reflecting and Looking Ahead Room 1400-30 - Segal Centre (4:30 PM - 5:30 PM)
5:00 PM - 5:30 PM		
5:30 PM - 6:00 PM		Graduate Student Pub Night Irish Heather , 210 Carrall Street, Vancouver, BC (5:30 PM - 7:30 PM)
6:00 PM - 7:30 PM	Reception Delta Suites Hotel (6:00 onward)	Themed Dinners Info at registration desk

Thursday, July 28, 2016 - Day 3

Friday, July 29, 2016 - Day 4

Hot Breakfast Sponsored by Fraser International College and Registration
Room 1400-30 - Segal Centre (7:30 AM - 8:20 AM)

Breakfast / Refreshments and Registration
Room 1400-30 - Segal Centre (7:30 AM - 8:20 AM)

Keynote • Roopa Desai Trilokekar

(York University)

**The Governance of IE in Canada: Bringing
'Education' to International Education**

Room 1400-30 - Segal Centre (8:30 AM - 9:45 AM)

Keynote • Fiona Hunter

(Centre for Higher Education Internationalisation (CHEI)
at the Università Cattolica del Sacro Cuore in Milan)

Rethinking internationalisation

Room 1400-30 - Segal Centre (8:30 AM - 9:45 AM)

Concurrent Sessions (9:55 AM - 11:10 AM)

Concurrent Sessions (11:25 AM - 12:25 PM)

Lunch (12:30 PM - 1:30 PM)

Keynote • Glen Jones

(OISE, University of Toronto, Canada)

**The Tension Between the Internationalization of
Higher Education and the Issue of Foreign Workers**

Room 1400-30 - Segal Centre (1:30 PM - 2:45 PM)

Concurrent Sessions

(1:30 PM - 2:45 PM)

Concurrent Sessions

(2:55 PM - 4:10 PM)

Closing Plenary

Interactive discussion facilitated by:

**Fiona Hunter, Lynn Mario de Souza,
Catherine Odora Hoppers, Su-Ming Khoo,
Sereana Naepi, Camila Miranda**

Room 1400-30 - Segal Centre (2:55 PM - 16:10 PM)

Posters and Roundtables

Room 1400-30 - Segal Centre (4:20 PM - 5:00 PM)

Reflecting and Looking Ahead

Room 1400-30 - Segal Centre (5:00 PM - 5:30 PM)

Themed Dinners

Info at registration desk

Program at a Glance

Keynote Speakers



Vanessa Andreotti

Associate Professor, University of British Columbia; Canada Research Chair in Race, Inequalities and Global Change.

Paradoxes of global ethics and internationalization in Higher Education

Wednesday, July 27, 2016 - 8:30 AM - 9:45 AM
Room 1400-30 - Segal Centre

Internationalization in higher education has tended to reproduce unequal local and global relationships, simplistic rationalizations of inequality, and instrumental and ethnocentric imaginaries of global citizenship, diversity and social responsibility. Drawing on frameworks and findings from the project “Ethical internationalism in Higher Education (EIHE) in Times of Crises”, this talk explores the challenges of imagining global ethics beyond a dominant global imaginary framed by a single story of seamless progress, development and human evolution. The EIHE project findings suggest that many existing critiques of internationalization fail to interrupt naturalized institutional structures and subjectivities, pointing to the need for conversations about internationalization in HE that can better enable us to address the magnitude of the task of working through the paradoxes and complexities of reimagining the purposes and ethics of internationalization.



Roopa Desai Trilokekar

Associate Professor (Postsecondary Education) Faculty of Education, York University, Toronto.

The Governance of IE in Canada: Bringing ‘Education’ to International Education

Thursday, July 28, 2016 - 8:30 AM - 9:45 AM
Room 1400-30 - Segal Centre

Unlike most OECD countries, Canada had no national IE policy until January 2014, when the Canadian federal government took an unprecedented step and announced its first-ever international education strategy, Harnessing Our Knowledge Advantage to Drive Innovation and Prosperity. Looking back, the history of IE reveals a policy arena fraught with jurisdictional divides. How did this uniquely Canadian policy context shape the definition and approach to IE? Looking forward, what are the implications of this new strategy? In looking back and looking forward at the constant challenges in the governance of IE in Canada, it is argued that IE as a multi-level and multi-actor arena is a critical need if the education within IE is to have any merit.



Glen Jones

Ontario Research Chair in Postsecondary Education Policy and Measurement and Professor of Higher Education at the Ontario Institute for Studies in Education of the University of Toronto.

The Tension Between the Internationalization of Higher Education and the Issue of Foreign Workers

Thursday, July 28, 2016 - 1:30 AM - 2:45 AM
Room 1400-30 - Segal Centre

Faculty play a key role in internationalization and recent studies on academic work can contribute to our understanding of faculty mobility in the Canadian context. Federal government changes in visa policies in response to abuses to the foreign workers program have added new complexities for universities hiring international faculty, and introduced new regulations and fees for foreign faculty seeking visiting professor appointments in Canada. The tensions between internationalization and the issue of foreign workers will be discussed in an attempt to illuminate the contradictions inherent in these new policy initiatives and the challenges they present for the internationalization of higher education in Canada.



Fiona Hunter

Higher Education Researcher and Consultant based in Italy.

Rethinking internationalisation

Friday, July 29, 2016 - 8:30 AM - 9:45 AM
Room 1400-30 - Segal Centre

As the international dimension of higher education gains more attention and recognition, higher education institutions tend to use it in the way that best suits their purpose, and in many cases that is leading to a narrow interpretation of internationalisation in the drive for income generation and institutional prestige through international student recruitment and international partnered research.

In these endeavours, are we forgetting the principal purpose of internationalisation of higher education as a means to enhance the quality of education, research and service to society? Is the international student experience only a marketing message, or is it embedded in the curriculum and the campus for all students? How can we reconcile the need for international income and our academic values? It is perhaps through a reflection of how a more holistic approach to internationalisation can serve institutional mission that we can find answers to these questions.

The basis for this presentation will be the European Parliament Report on "Internationalisation of Higher Education" published in September 2015.

Detailed Program

Tuesday, July 26, 2016 - Day 1

3:30 PM - 4:30 PM - **Registration** - Room 1400-30 - Segal Centre

4:30 PM - 6:00 PM - **Session 1.1** - Room 1400-30 - Segal Centre

Conference Opening Session; Acknowledging First Nations land and peoples - Ron Johnston, Director of Office of Indigenous Education in the Faculty of Education; Welcomes from SFU's Vice President Academic & Provost, Jon Driver; Dean of Education, Kris Magnusson; SFU's International Engagement - A historical overview - Sarah Dench, Executive Director, SFU International.

6:00 PM onwards - Innes Thompson Room

Reception - Delta Suites Hotel, 550 West Hastings Street (across from SFU Harbour Centre)

Wednesday, July 27, 2016 - Day 2

7:30 AM - 8:30 AM - **Breakfast and Registration** - Room 1400-30 - Segal Centre

8:30 AM - 9:45 AM - **Session 2.1** - Room 1400-30 - Segal Centre

Keynote • Vanessa Andreotti (University of British Columbia, Canada): Paradoxes of global ethics and internationalisation in Higher Education

9:55 AM - 11:10 AM - **Session 2.2**

Room 1315 - Scotiabank Lecture Room

Room 1520 - Barrick Gold Lecture Room

Study abroad and Coloniality - Chair: A. Larkin

International Students, Cultural Assumptions, Collaborations - Chair: R. Susa

Education and Adventure in the Indonesian Archipelago
• David Bryan Zandvliet (Simon Fraser University, Canada)

Frames within Frames: An Exploration of the Assumptions Implicit in the Association of College and Research Libraries' Framework for Information Literacy for Higher Education

• Melissa Svendsen (Thompson Rivers University, Canada)

North to South student mobility and manifestations of decolonial education
• Emma Wright (Ryerson University, Canada)

Bridging Academic Culture Gaps for International Teaching Assistants

• Wendy Du Steinberg (Simon Fraser University, Canada)

• Linda Lee (Simon Fraser University, Canada)

Being in Belize: Remnants of an Intercultural Exchange
• Jade Ho (Simon Fraser University, Canada)
• Jeanne Kentel (University of British Columbia, Canada)

Inclusive Internationalization: Engaging Stakeholders Within and Beyond the Classroom

• Jenny Fitzgerald (Royal Roads University, Canada)

11:25 AM - 12:25 PM - **Session 2.3**

Room 1315 - Scotiabank Lecture Room

Room 1520 - Barrick Gold Lecture Room

Innovation in International Learning - Chair: M. Gislason

Invited Paper

Interdisciplinary Cross-Cultural Literacy: An Activity to Increase Cultural and Health Care Industry Awareness Between Business Students and Nursing Students.

• Michelle Nicole Funk (Thompson Rivers University, Canada)

• Florriann Carissa Fehr (Thompson Rivers University, Canada)

• Paul Clark (Thompson Rivers University, Canada)

Visualizing critical internationalization through Barbara Kruger's 'Untitled (Smash Up)': Higher education as site specific installation art

• Amy Metcalfe (University of British Columbia)

Ecohealth Field Schools: The work of the Canadian Community of Practice in Ecosystem Approaches to Health

• Maya Gislason (Simon Fraser University, Canada)

12:30 PM - 1:30 PM - **Lunch** - Room 1400-30 - Segal Centre

This is a draft program; rooms, times and date of presentation may change due to programming needs.



Room 1600 - Canfor Policy Room	Room 1400-30 - Segal Centre
Symposium: Language and Internationalization	Symposium: Internationalizing Indigenous Studies
<p>International student experiences with "language issues" at a Canadian university: Stories of socialization into academic and social life.</p> <ul style="list-style-type: none"> • Victoria Surtees (University of British Columbia, Canada) • John Haggerty (University of British Columbia, Canada) • Tim Anderson (University of British Columbia, Canada) • Natalia Balyasnikova (University of British Columbia, Canada) 	<p>Taking the Next Step: Internationalizing Indigenous Studies</p> <ul style="list-style-type: none"> • Harvey Charles (University at Albany, SUNY, USA) • Bronwyn Carlson (University of Wollongong, Australia) • Michelle Ann Harris (University at Albany, SUNY, USA)
Room 1600 - Canfor Policy Room	Room 1400-30 - Segal Centre
Glocalization - Chair: K. Garson	Showcasing International Development
<p>Networks of internationalization between Brazil and Canada: Science without Borders</p> <ul style="list-style-type: none"> • Ranilce Guimarães-Iosif (Catholic University of Brasilia, Brazil) • Aline Veiga dos Santos (Catholic University of Brasilia, Brazil) • Sinara Pollom Zardo (Catholic University of Brasilia, Brazil) 	<p>Pictures from the past: SFU's international development in South East Asia</p> <ul style="list-style-type: none"> • Allan MacKinnon (Simon Fraser University, Canada)
<p>Can Glocalization offer a way forward?</p> <ul style="list-style-type: none"> • Kyra Garson (Thompson Rivers University, Canada) 	

Wednesday, July 27, 2016 - Day 2

1:30 PM - 2:45 PM - Session 2.4 - Room 1400-30 - Segal Centre

Plenary Session: June Francis (Simon Fraser University, Canada), Sonia Orlu (Simon Fraser University, Canada), Anil Hira (Simon Fraser University,

2:55 PM - 4:10 PM - Session 2.5

Room 1315 - Scotiabank Lecture Room	Room 1520 - Barrick Gold Lecture Room
Symposium: Intercultural dimensions and criticality	Ethical Internationalization
<p>The intercultural dimension of the processes of internationalization in higher education: working with criticality</p> <ul style="list-style-type: none"> • Fatima Pirbhai-Illich (University of Regina, Canada) • Fran Martin (University of Exeter, UK) • Huan Zheng (Chengdu University of Technology, China) • Vanessa Andreotti (University of British Columbia, Canada) 	<p>Ethical internationalisation and the rush to internationalise: A social cartographic mapping of university strategy documents across six countries.</p> <ul style="list-style-type: none"> • Karen Pashby (University of Alberta, Canada)
	<p>Organizing higher education against inequality: Transnational activism and international experiential learning in Canadian universities</p> <ul style="list-style-type: none"> • Allyson Larkin (University of Western Ontario, Canada)
	<p>See Me, Feel Me, Touch Me, Heal Me: What International Graduate Students and I Have Learned about Being Together</p> <ul style="list-style-type: none"> • Charles Scott (Simon Fraser University, Canada)

4:10 PM - 4:30 PM - Nutrition Break: Sponsored by CELLTR - Room 1400-30 - Segal Centre

4:30 PM - 5:30 PM - Session 2.6 - Room 1400-30 - Segal Centre

Reflecting and Looking Ahead - Interactive discussion facilitated by: Lynette Shultz, Allan McKinnon, Aisha Ravindran, Jani Haapakoski, Sharon Stein

Thursday, July 28, 2016 - Day 3

7:30 AM - 8:20 AM - Registration; Hot Breakfast sponsored by Fraser International College (FIC) - Room 1400-30 - Segal Centre

8:30 AM - 9:45 AM - Session 3.7 - Room 1400-30 - Segal Centre

Keynote • Roopa Desai Trilokekar (York University, Canada): The Governance of IE in Canada: Bringing 'Education' to International Education

9:55 AM - 11:10 AM - Session 3.8

Room 1315 - Scotiabank Lecture Room	Room 1520 - Barrick Gold Lecture Room
Equity issues in the enactment of Internationalization - Chair: J. Kerr	Immigration - Chair: S. Pastrana
<p>Diversity Initiatives and the Liberal Multicultural Institution</p> <ul style="list-style-type: none"> • Zuhra Abawi (University of Toronto, Canada) 	<p>What we do when we 'do' immigration: RCICs and the navigation of institutional and immigration policy</p> <ul style="list-style-type: none"> • Lisa Brunner (University of British Columbia, Canada) • Danielle Samuels (University of British Columbia, Canada)
<p>Crossing Borders in Teacher Education: Mapping Dispositions in Global and Local Educational Engagements</p> <ul style="list-style-type: none"> • Jeannie Kerr (University of British Columbia, Canada) • Vanessa Andreotti (University of British Columbia, Canada) 	<p>Skilled immigrants and their transition to the Canadian labour market</p> <ul style="list-style-type: none"> • Sergio Pastrana (Simon Fraser University, Canada)
<p>Opportunities/Barriers, Safety/Risk: How LGBT People Experience Tensions between/within Institutional Discourses of Internationalization and Equity</p> <ul style="list-style-type: none"> • Kaela Jubas (University of Calgary, Canada) 	

Canada) - Engendering Productive and Transformative Collaboration, through Experiential Learning.

Room 1600 - Canfor Policy Room

Room 1400-30 - Segal Centre

Integrating work experience in international education - Chair: C. Scott

Symposium: The Multilingual University

Langara College Post Degree Diploma Programs Create Innovation in International Education by Integrating Mandatory Work Experience

- *Natasha Mrkic Subotic (Langara College, Canada)*
- *Leelah Dawson (Langara College, Canada)*
- *Arneet Kaur Dua (Langara College, Canada)*
- *Sikander Singh Sandhu (Langara College, Canada)*

Developing strategies and approaches for supporting EAL students in a multilingual university context: The case for discipline-based collaborative inquiry

- *Joel Heng Hartse (Simon Fraser University, Canada)*
- *Valia Spiliotopoulos (Simon Fraser University, Canada)*

Room 1600 - Canfor Policy Room

Room 1400-30 - Segal Centre

Symposium: Student Services

Symposium: Transdisciplinarity in higher education

Climbing Burnaby Mountain: The PhD Experience at SFU of Six Indonesian Educators

- *David Kaufman (Simon Fraser University, Canada)*
- *Charles Scott (Simon Fraser University, Canada)*
- *Allan MacKinnon (Simon Fraser University, Canada)*

Global Social Justice and Higher Education: Cognitive Justice, Transdisciplinarity, and the Liberation of Knowledge

- *Lynette Shultz (University of Alberta, Canada)*
- *Lynn Mario de Souza (Universidade de São Paulo, Brazil)*
- *Catherine Odora Hoppers (University of South Africa, South Africa)*
- *Su-Ming Khoo (University of Galway, Ireland)*

Thursday, July 28, 2016 - Day 3

11:25 AM - 12:25 AM - Session 3.9

Room 1315 - Scotiabank Lecture Room	Room 1520 - Barrick Gold Lecture Room
Internationalization in the Brazilian context - Chair: E. Rios-Registro	Global Citizenship: Student views across borders - Chair: S. Pastrana
The translation of internationalization in the context of praxis in graduate studies <ul style="list-style-type: none">• Lilian Mendonça de Oliveira (Catholic University of Brasília, Brazil)• Ranilce Mascarenhas Guimarães-Iosif (Catholic University of Brasília, Brazil)• Sinara Pollom Zardo (Catholic University of Brasília, Brazil)	Global Citizenship and the Internationalization of Brazilian Higher Education: An Analysis of the Students' Perceptions. <ul style="list-style-type: none">• Sebastiao Teatini (University of Oulu, Finland)
Institutional policies for internationalization: researcher professional development and language issues for a Brazilian Higher Education context. <ul style="list-style-type: none">• Eliane Segati Rios-Registro (Northern Parana State University, Brazil)	Encounters in the context of internationalization: Ontological difference and pluriversalism in student surveys from Kenya and Canada <ul style="list-style-type: none">• Karen Pashby• Lynette Shultz (University of Alberta, Canada)

12:30 PM - 1:30 PM - Lunch - Room 1400-30 - Segal Centre

1:30 PM - 2:45 PM - Session 3.10 - Room 1400-30 - Segal Centre

Keynote • Glen Jones (OISE, University of Toronto, Canada) The Tension Between the Internationalization of Higher Education and the Issue of Foreign

2:55 PM - 4:10 PM - Session 3.11

Room 1315 - Scotiabank Lecture Room	Room 1520 - Barrick Gold Lecture Room
Symposium: Innovation in Research	Intercultural Engagement - Chair: A. Ravindran
Pushing conversations across contexts with the EIHE Project: New insights and directions in internationalization research <ul style="list-style-type: none">• Sharon Stein (University of British Columbia, Canada)• Jani Haapakoski (University of Oulu, Finland)• Rene Suša (University of Oulu, Finland)• Sebastio Teatini (University of Oulu, Finland)	Lessons learned from a critical, social justice-based approach to an intercultural program within a higher education student affairs unit <ul style="list-style-type: none">• Carrie Karsgaard (University of British Columbia, Canada)• Leah Sanford (University of British Columbia, Canada)
	"I feel I am a cultural transformer": Internationalisation as intercultural capital. <ul style="list-style-type: none">• Aisha Ravindran (Simon Fraser University, Canada)• Roumiana Ilieva (Simon Fraser University, Canada)
	Intercultural Communication Competency - An Organizational Leader's Perspective <ul style="list-style-type: none">• Elise Goodreault (Fraser International College, Canada)

4:20 PM - 5:00 PM - Session 3.12 - Roundtables and Posters - Room 1400-30 - Segal Centre

Roundtable 1 Pre-Service Teachers Go International <ul style="list-style-type: none">• Jas Uppal (Simon Fraser University, Canada) Leadership Training in an Intercultural Context <ul style="list-style-type: none">• Sharla Reid (Fraser International College, Canada) Roundtable 2 International and English as an Additional Language Learners in Co-op: Innovating our Curriculum Delivery and Practice <ul style="list-style-type: none">• Heather Williams (Simon Fraser University, Canada)• Nancy Johnston (Simon Fraser University, Canada)	Distance and displacement of oneself to English: reflections from lived experiences <ul style="list-style-type: none">• Ashenafi A Alemu (University of British Columbia, Canada) Roundtable 3 Interculturally, Globally Competent and Internationalized Students <ul style="list-style-type: none">• Catherine Fisher (University of Calgary, Canada) Roundtable 4 Undergraduate Community-Based Research without Borders: Opportunities to Apply Academic Expertise in a Global Context <ul style="list-style-type: none">• Mary Ann Studer (Defiance College The McMaster School for Advancing Humanity, United States)
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5:00 PM - 5:30 PM - Session 3.13 - Room 1400-30 - Segal Centre

Reflecting and Looking Ahead. Interactive discussion facilitated by: Roumi Ilieva, Chelsey Laird, Lisa Taylor, Derek Tannis, Dale McCartney

Room 1600 - Canfor Policy Room	Room 1400-30 - Segal Centre
Critical and transformative Indigenization - Chair: D. Tannis	Internationalization Cases - Chair: S. Stein
<p>Possibilities and Paradoxes of Indigenization and Internationalization: The Past, Present, and Future of Higher Education as White Property</p> <ul style="list-style-type: none"> • Sereana Naepi (University of British Columbia, Canada) • Sharon Stein (University of British Columbia, Canada) 	<p>No bus from Surrey to Courtenay' and other surprises – the evolution of IE at a rural community college</p> <ul style="list-style-type: none"> • Margaret V Hearnden (North Island College, Canada) • Cathy Mutis (North Island College, Canada)
<p>The Minotaur in the multicultural maze: Exploring transformative Indigenization and internationalization policy sense-making in higher education</p> <ul style="list-style-type: none"> • Derek Tannis (University of Alberta & University of Saskatchewan, Canada) 	<p>Framing Grounded Globalism: Higher Education Internationalization in the Rocky Mountain West</p> <ul style="list-style-type: none"> • Charles Roch Turner (University of Montana, United States) • Charity Nicole Atteberry (University of Montana, United States) • Paulo Zagalo-Melo (University of Montana, United States)
Workers	
Room 1600 - Canfor Policy Room	Room 1400-30 - Segal Centre
Innovative Programming - Chair: S. Fotovatian	Indigenization - Chair: V. Anderson
<p>International teacher education in Australia and Canada: A case comparison of student experiences and program structures of two M.Ed. TESOL programs</p> <ul style="list-style-type: none"> • Sepideh Fotovatian (Simon Fraser University, Canada) 	<p>The internationalisation of higher education in Aotearoa New Zealand: historical and contemporary contradictions and possibilities</p> <ul style="list-style-type: none"> • Vivienne Anderson (Higher Education Development Centre, University of Otago, New Zealand)
<p>International Education programming: Exploring the alternatives beyond the deficit model</p> <ul style="list-style-type: none"> • Nasim Peikazadi (University of British Columbia, Canada) • Peter Wanyenya (University of British Columbia, Canada) 	<p>"Contextualizing the internationalization of higher education</p> <ul style="list-style-type: none"> • Phyllis Steeves (University of Calgary, Canada)
<p>Infusion of First Nations focus in an Academic English course</p> <ul style="list-style-type: none"> • Jennifer Margaret Walsh Marr (UBC Vantage College, Canada) 	<p>Posters</p> <p>Second Language Socialization of International Students into Japanese Higher Education through Support Programs and Services</p> <ul style="list-style-type: none"> • Mary Allison Imamura (Kanazawa University, Japan) <p>Internationalization at Home: Finding effective assessment tools An examination of regional universities in British Columbia, Canada</p> <ul style="list-style-type: none"> • Donna McGrath (University of British Columbia, Canada) <p>Alternative Programs for International Visiting Students</p> <ul style="list-style-type: none"> • Heather Seyl Miyashita (University of Alberta, Canada) <p>Engagement on International Branch Campus: A Literature Review</p> <ul style="list-style-type: none"> • Radomir Ray Mitic (New York University, United States) <p>Psychoeducational Support Group – Tea & Talk</p> <ul style="list-style-type: none"> • Vinki Feng (Fraser International College, Canada)
<ul style="list-style-type: none"> • JoAnn Burkhardt (Deifance College, United States) <p>Language effects in Science without Borders students in Canada</p> <ul style="list-style-type: none"> • Simone Sarmento (IL/UFRGS, Brazil) <p>Roundtable 5</p> <p>"People don't want them in the group": An investigation of Chinese Learners' group Experiences in a Canadian University</p> <ul style="list-style-type: none"> • Jia Fei (Simon Fraser University, Canada) <p>Sexual Education and the International Experience</p> <ul style="list-style-type: none"> • Elise Goodreault (Fraser International College, Canada) 	

Friday, July 29, 2016 - Day 4

7:30 AM - 8:20 AM - Breakfast and Registration - Room 1400-30 - Segal Centre

8:30 AM - 9:45 AM - Session 4.14 - Room 1400-30 - Segal Centre

Keynote • Fiona Hunter (Centre for Higher Education Internationalisation (CHEI) at the Università Cattolica del Sacro Cuore, Milan, Italy) Rethinking

9:55 AM - 11:10 AM - Session 4.15

Room 1315 - Scotiabank Lecture Room

Room 1520 - Barrick Gold Lecture Room

Studying Internationalization - Chair: D. McCartney

The International Encounter - Chair: T. Pather

Internationalization at the "end of history": An historical examination of the foundations of the study of internationalization of higher education

• Dale McCartney (University of British Columbia, Canada)

Ethical internationalization in higher education: Implications of a large-scale study for teacher education pedagogy

• Karen Pashby (University of Alberta, Canada)

• Lisa Taylor (Bishops University, Canada)

Determining Excellence based on Media Generated University Rankings: How media norms came to determine what world class is and why we should care

• Michelle Stack (University of British Columbia, Canada)

"I'm not ready yet": Narratives on English learning in church and homestay settings among Chinese international students

• Olivia Zhang (Simon Fraser University, Canada)

Cultivating Humanity Through Study Abroad

• Thevi Pather (North Island College, Canada)

11:25 AM - 12:25 PM - Session 4.16

Room 1315 - Scotiabank Lecture Room

Room 1520 - Barrick Gold Lecture Room

International Students, engagement, and settlement - Chair: S. Naepi

Language, writing, and assessment - Chair: P. Kinnear

Is Newfoundland a New-found Home for International Students? Challenges and Opportunities

• Hua Que (Memorial University of Newfoundland, Canada)

Engagement For All? A Study of International Undergraduates in Cultural Context

• Michelle Suderman (University of British Columbia, Canada)

Writing-Intensive courses in an Internationalized Context: Interrogating pedagogy, binaries, and conflicting identities

• Jennifer Margaret Walsh Marr (University of British Columbia, Canada)

• Steve Marshall (Simon Fraser University, Canada)

Post-enrollment Language Assessment

• Penny Kinnear (University of Toronto, Canada)

12:30 PM - 1:30 PM - Lunch - Room 1400-30 - Segal Centre

1:30 PM - 2:45 PM - Session 4.17

Room 1315 - Scotiabank Lecture Room

Room 1520 - Barrick Gold Lecture Room

English (es) and Power - Chair: O. Zhang

Symposium: Undergraduate Pedagogy

Resistance and Transformation: Tackling Ideologies of Language, Race and Gender in an International Graduate Program

• Huamei Han (Simon Fraser University, Canada)

• Shuxin Feng (Simon Fraser University, Canada)

Pathway to Global Citizenship: The role of private English schools in the Internationalization of higher education

• Lisa Marie Shorten (Simon Fraser University, Canada)

The internationalizing of undergraduate curricula: Transforming cultural misunderstandings into unique pedagogical opportunities

• Jenny H Peterson (University of British Columbia, Canada)

• Siobhan McPhee (University of British Columbia, Canada)

• Steven Barnes (University of British Columbia, Canada)

• Ashley Welsh (University of British Columbia, Canada)

2:55 PM - 4:10 PM - Closing Plenary - Room 1400-30 - Segal Centre

Closing Plenary. Interactive discussion facilitated by: Fiona Hunter, Lynn Mario de Souza, Catherine Odora Hoppers, Su-Ming Khoo, Sereana Naepi,

internationalisation

Room 1600 - Canfor Policy Room	Room 1400-30 - Segal Centre
Student services programming - Chair: K. Garson	Symposium: Interrogating Internationalization
A critical reading of international student services programming and experimentation with alternatives • Carrie Karsgaard (University of British Columbia, Canada)	Internationalization: What do the students say? • Kumari Beck (Simon Fraser University, Canada)
Examining the complexities of Chinese international students' interpersonal communications: A field study of campus services in British Columbia • Jingzhou Liu (University of Calgary, Canada)	Students experiences and language ideologies • Camila Miranda (Simon Fraser University, Canada)
	Faculty living international • Roumi Ilieva (Simon Fraser University, Canada)
	Internationalization and Staff Experiences in "third space" • Chelsey Laird (Simon Fraser University, Canada)

Room 1600 - Canfor Policy Room	Room 1400-30 - Segal Centre
Symposium: Canadian Exceptionalism	Internationalization in the European Context - Chair: N. Kulikova
Feedback Session: Examining narratives of Canadian exceptionalism in student responses to a survey on the internationalization of Higher Education • Rene Susa (University of Oulu, Finland)	Internationalization Myths in Russian Higher Education • Nadezda Kulikova (University of Victoria, Canada) • Tatiana Gounko (University of Victoria, Canada)
	Implications for equity and diversity of increasing international student numbers in higher education: policies and practice in four national contexts in Europe • Karen Pashby (University of Alberta, Canada) • Jani Haapakoski (University of Oulu, Finland)

Room 1600 - Canfor Policy Room	Room 1400-30 - Segal Centre
	Symposium: Internationalizing Research
	Exploring decolonial and diversal methodologies for researching higher education internationalizations methodological conversations from the EIHE project • Su-ming Khoo (National University of Ireland, Ireland) • Lisa Karen Taylor (Bishop's University, Canada) • Karen Pashby (University of Alberta, Canada) • Vanessa De Oliveira Andreotti (University of British Columbia, Canada) • Sharon Stein (University of British Columbia, Canada) • Jani Haapakoski (Oulu University, Finland)

Abstracts

Wednesday, July 27, 2016

Session 2.2 - 9:55 AM - 11:10 AM

Room 1315 - Scotiabank Lecture Room - Study abroad and Coloniality

Education and Adventure in the Indonesian Archipelago

David Bryan Zandvliet (Simon Fraser University, Canada)

Environmental learning draws on the functions, intersections, and relations of place-based education, in this case, we analyze the ongoing Dutch influence in the region as a historic spice-producing for the Dutch East India company (VOC). We also describe differences between Dutch colonial relations to place, and other (Indigenous) relations to land, where a traditional ecological knowledge of the land is integral to 'being and knowing in the world' (Meyer 2008).

North to South student mobility and manifestations of decolonial education

Emma Wright (Ryerson University, Canada)

This paper explores North to South student mobility through the lens of decolonial education. By taking a critical and analytical approach to how Study Abroad programs are conceptualized, a case study of the Rehearsing Change program in Ecuador is used to discuss how practitioners enact critical/radical understandings of global learning and solidarity. Manifestations of decolonial education are highlighted, while the particularities that the context at hand has to offer to the broader conversation on decoloniality/ decolonization are identified.

Being in Belize: Remnants of an Intercultural Exchange

Jade Ho (Simon Fraser University, Canada), Jeanne Kentel (University of British Columbia, Canada)

This paper considers the inherent tensions of the political aims of internationalization and altruistic aspects of intercultural exchange. Through narrative accounts we chronicle our encounters of being in Belize through an ecosophical lens. Through performative redescription we further trouble notions of nationhood and our personal struggles towards an intercultural ethic. In response to the colonizing effects of internationalization we contemplate ways whereby an ecosophical focus might lead to intercultural exchanges that are mutually provocative and honour diverse ways of being.

Room 1520 - Barrick Gold Lecture Room - International Students, Cultural Assumptions, Collaborations

Frames within Frames: An Exploration of the Assumptions Implicit in the Association of College and Research Libraries' Framework for Information Literacy for Higher Education

Melissa Svendsen (Thompson Rivers University, Canada)

The Association of College and Research Libraries' Framework for Information Literacy in Higher Education reflects an education system designed for students from a particular socio-cultural background, which predisposes them to make certain assumptions about the world. In this session, I will attempt to uncover some

of these assumptions, and argue that by making these implicit assumptions explicit, librarians can play a key role in acculturating international students to North American academic norms.

Bridging Academic Culture Gaps for International Teaching Assistants

Wendy Du Steinberg (Simon Fraser University, Canada), Linda Lee (Simon Fraser University, Canada)

The International Teaching Assistants Program at Simon Fraser University has been supporting international teaching assistants and graduate students since 1992 with a curriculum specially designed to offer integrated academic communication and TA training to international teaching assistants and graduate students. The presentation will highlight the program curriculum development over the years and share training activities that achieved their learning outcomes and received positive reviews from participants and other stakeholders.

Inclusive Internationalization: Engaging Stakeholders Within and Beyond the Classroom

Jenny Fitzgerald (Royal Roads University, Canada)

Internationalization efforts must engage stakeholders in order to prepare students for post-graduation. Efforts to recruit and onboard students are well-researched, so the scope of inquiry has expanded beyond the classroom. An appreciative inquiry into internationalization practices and the engagement of stakeholders involved college staff as well as external community and employment partners. Results have revealed best practices and actionable recommendations for collaborative internationalization efforts. The efficient pursuit of internationalization goals requires a coordinated effort which will improve graduate employment rates, eliminate the duplication of efforts, and help harness the innovative potential that globally minded students bring to employers.

Room 1600 - Canfor Policy Room - Symposium: Language and Internationalization

International student experiences with "language issues" at a Canadian university: Stories of socialization into academic and social life.

Victoria Surtees (University of British Columbia, Canada), John Haggerty (University of British Columbia, Canada), Tim Anderson (University of British Columbia, Canada)

This panel challenges the notion of international students as "language issues" by presenting stories of international students' experiences with language at a large Canadian university. Guided by a second language socialization framework (Duff, 2010), the panelists present findings from four qualitative projects that examined the strategies that graduate, undergraduate, and exchange students use to access, participate in, and resist local practices. The data illustrate which support systems students attempted to utilize and students' successes and challenges when engaging in various language-related practices such as academic writing or dorm gossip. Implications for designing effective institutional support will be discussed.

Room 1400-30 - Segal Centre - Symposium: Internationalizing Indigenous Studies

Taking the Next Step: Internationalizing Indigenous Studies

Harvey Charles (University at Albany, SUNY, USA), Bronwyn Carlson (University of Wollongong, Australia), Michelle Ann Harris (University at Albany, SUNY, USA)

The increasing range of scholarship in Indigenous Studies, in terms of depth, breath and volume, has signaled a welcome, if gradual institutionalization of this field of study in the academy. More programs are being established, more courses are being taught, and more questions are being answered. What is still very new, however, are intentional efforts at internationalizing Indigenous Studies. Part of the strategy in overcoming the entrenched challenges facing and securing greater agency among Indigenous people requires that we take a global perspective on the Indigenous experience. Internationalizing Indigenous Studies is precisely the strategy that will facilitate this outcome.

Session 2.3 - 11:25 AM - 12:25 PM

Room 1315 - Scotiabank Lecture Room - Innovation in International Learning

Interdisciplinary Cross-Cultural Literacy: An Activity to Increase Cultural and Health Care Industry Awareness Between Business Students and Nursing Students.

Michelle Nicole Funk (Thompson Rivers University, Canada), Florriann Carissa Fehr (Thompson Rivers University, Canada), Paul Clark (Thompson Rivers University, Canada)

This presentation overviews an innovative assignment involving the School of Nursing and the School of Business and Economics at Thompson Rivers University. The goals of the assignment are to increase students a) intercultural sensitivity and b) knowledge of the international health care industry. The presenters will share tools to pragmatically manage the assignment and strategies to strengthen interdisciplinary learning activities with a cross-cultural perspective. Through working in their assigned culturally diverse groups each group has at least individuals from 2 different countries. Nursing and business students learn first-hand experiences from others in their groups over the course of the semester.

Ecohealth Field Schools: The work of the Canadian Community of Practice in Ecosystem Approaches to Health

Maya Gislason (Simon Fraser University, Canada)

This paper presents the work of the Canadian Community of Practice in Ecosystem Approaches to Health (CoPEH-Canada) with a focus on its development of intensive field schools. Since 2008, with funding by the International Development Research Centre (IDRC), field schools have taught students with a range of professional and disciplinary backgrounds from French and English Canada, Central and South America, the Caribbean, and Francophone Africa. The field schools build capacity in addressing the relationship between human, animal and ecosystem health and wellbeing within an inter-cultural context.

Room 1520 - Barrick Gold Lecture Room - Belonging and pedagogical encounters

Visualizing critical internationalization through Barbara Kruger's 'Untitled (Smash Up)': Higher education as site specific installation art

Amy Metcalfe (University of British Columbia, Canada)

While arts-based or arts-informed methods are firmly associated with fields such as art education and other areas of educational studies, they are not common in higher education research. How might a close reading of visual art influence our thinking in higher education? Barbara Kruger's recent site-specific work at the Vancouver Art Gallery, which represents quotations by Carlos Fuentes, Homi Bhabha, and Aimé Césaire, is examined in relation to critical internationalization studies, with a focus on themes of colonialism, inequality, and deinstitutionalization. In addition, Kruger's text-based installation provides an opportunity to anticipate and critique voyeuristic appropriations and ambivalent standpoints that might occur within internationalization research.

Room 1600 - Canfor Policy Room - Glocalization

Networks of internationalization between Brazil and Canada: Science without Borders

Ranilce Mascarenhas Guimarães-Iosif (Catholic University of Brasilia, Brazil), Aline Veiga dos Santos (Catholic University of Brasilia, Brazil), Sinara Pollom Zardo (Catholic University of Brasilia, Brazil)

The article analyzes the most significant Brazilian higher education internationalization policy to the Canadian context, i.e. Science without Borders (SwB). The text employs critical perspective policy analysis to better interpret the networks of actors and institutions that comprise the governance of the program as a higher education public policy. Through a critical and descriptive analysis, we interpret the guiding documents and official data available on the websites of the Brazilian funding agencies that are responsible for this policy.

Can Glocalization offer a way forward?

Kyra Garson (Thompson Rivers University, Canada)

In a little more than one year educational scholarship has provided updated definitions for internationalization, internationalization at home, and internationalization of the curriculum. While these updated definitions attempt to more explicitly connect internationalization efforts with educational and societal outcomes, they may not be sufficient to guide the Canadian approach. Although the majority of these definitions originate from national contexts with a history of colonization, there is a curious absence of recognition for parallel educational calls for indigenization. In the context of Canadian Truth and Reconciliation efforts, a critical approach explicitly recognizing the intersections of local and global diversities

Room 1400-30 - Segal Centre - Showcasing International Development

Pictures from the past: SFU's international development in South East Asia

Allan MacKinnon (Simon Fraser University, Canada)

This proposed symposium will discuss and showcase two large international development projects in South East Asia that involved the Faculty of Education of Simon Fraser University. Both projects were funded by the Canadian International Development Agency (CIDA) and both were development projects in higher education. The first (1993-1999) was the Vietnam Consortium Fellowship Program, which was an MSc in Science Education for twenty fellows from a consortium of eleven universities. The second (2003-2010) was the Adult Education for Economic Development project,

which developed Centers for Continuing Education in the premier universities of Thailand, Laos and Cambodia and which involved the FoE in developing a program for twenty-four MEd and six PhD candidates from the teaching faculty of these institutions.

Session 2.4 - 1:30 PM - 2:45 PM

Room 1400-30 - Segal Centre - Plenary Session

Engendering Productive and Transformative Collaboration, through Experiential Learning

Jane Francis (Simon Fraser University, Canada), Sonia Orlu (Simon Fraser University, Canada), Anil Hira (Simon Fraser University, Canada)

Achieving The Sustainable Development Goals (SDGs) requires effective collaboration across sectors and disciplines. How do we prepare students for this?

We will share learnings from an experiential initiative that teamed students from starkly different disciplines in a collaborative project to develop real projects to address SDG challenges. Development and Sustainability students (Faculty of Environment) teamed with Beedie School of Business students.

Experiences with co-creating similar experiences in the Global South through SFU's (CIRDI funded) Co-laboratorio Perú will also be discussed. The challenge of inclusive growth and shared governance and planning in mining affected communities is the focus there.

Session 2.5 - 2:55 PM - 4:10 PM

Room 1315 - Scotiabank Lecture Room - Symposium: Intercultural dimensions and criticality

The intercultural dimension of the processes of internationalization in higher education: working with criticality

Fatima Pirbhai-Illich (University of Regina, Canada), Fran Martin (University of Exeter, UK), Huan Zheng (Chengdu University of Technology, China), Vanessa Andreotti (University of British Columbia, Canada)

This symposium addresses the first of the five inter-related areas of education that are the subject of the Canadian Deans of Education Accord on Internationalization (2014): Experiences of international mobility. We theorize intercultural understanding from a critical perspective using the work of Buber (1958), Derrida (2000), Noddings (2003), and Schmidt (2004) and demonstrate through a collaborative research project with visiting scholars that utilized focus group interviews and written reflective texts how new theorizing around intercultural understanding is needed. In addition we use document analysis to understand the possibilities of internationalization in higher education.

Room 1520 - Barrick Gold Lecture Room - Ethical Internationalization

Ethical internationalisation and the rush to internationalise: A social cartographic mapping of university strategy documents across six countries.

Karen Pashby (University of Alberta, Canada)

There is an apparent rush to internationalize institutes of higher

education around the world. Yet, internationalization practices can reproduce ideals of exceptionalism, entitlement, and (market) expansionism and de-emphasize issues of global ethics (Kelly, 2000; Rhoads & Szelényi, 2010). This paper presents a social cartographic mapping of discourses of internationalization in strategy documents from 19 universities in 6 countries. The project aims to contribute data and frameworks for understanding existing possibilities so that by making discursive configurations and interfaces intelligible, those of us working in universities can steer processes in higher education towards more ethically oriented versions of internationalism.

Organizing higher education against inequality: Transnational activism and international experiential learning in Canadian universities

Allyson Larkin (University of Western Ontario, Canada)

In this presentation, I will present findings from three case studies from Canadian universities where students participate in activist-oriented international experiential learning in collaboration with grassroots civil society organizations and community collectives across Tanzania, Uganda and the Dominican Republic. The evidence from this research suggests that as flows of people, trade, information and resources across borders continues to increase, new opportunities are also emerging within the landscape of higher education for students and faculty to engage in activities and networks of that promote transnational social justice activism (Tarrow, 2005; Jeffress, 2008). In this context, I will argue that international experiential learning can be a site to resist and disrupt contemporary and historic projects that produce exploitation, unleash violence and intensify social inequality (Roy et al, 2014; Gibson-Graham, 2007).

See Me, Feel Me, Touch Me, Heal Me: What International Graduate Students and I Have Learned about Being Together

Charles Scott (Simon Fraser University, Canada)

I offer a recounting of experiences working with International students enrolled in a M.Ed. TEAL program and what we learn from each other in living what Freire referred to as the reconciliation of the "teacher-student contradiction." I will use educational and pedagogical scholarship to explain our experiences, demonstrating how our critical, dialogical encounters allow us to develop, live, and serve meaningfully in increasingly globalized contexts. I offer suggestions for dialogical encounter in pedagogy that allow participants to bring forth and develop themselves to better to live and serve in a world that is ever more complex, connected, and uncertain.

Room 1600 - Canfor Policy Room - Symposium: Integrating work experience in international education

Langara College Post Degree Diploma Programs Create Innovation in International Education by Integrating Mandatory Work Experience

Natasha Mrkic Subotic (Langara College, Canada), Leelah Dawson (Langara College, Canada), Arneet Kaur Dua (Langara College, Canada), Sikander Singh Sandhu (Langara College, Canada)

Langara College Post Degree Diploma Programs create innovation in international education by integrating a mandatory experiential work experience as part of the program. To prepare for this work experience students complete a rigorous academic program, and also attend weekly career preparation classes, which teach them

about the local labour market, and how to best position themselves to obtain a paid work experience.

This panel presentation will consist of a moderator, two faculty members, and two students who have completed the Post Degree Diploma (PDD) program. Each will offer their perspective on the program, followed by an opportunity to pose questions to the panel and engage in discussion.

Room 1400-30 - Segal Centre - Symposium: The Multilingual University

Developing strategies and approaches for supporting EAL students in a multilingual university context: The case for discipline-based collaborative inquiry

Joel Heng Hartse (Simon Fraser University, Canada), Valia Spiliotopoulos (Simon Fraser University, Canada)

In this presentation, we propose a pedagogical model for supporting the teaching and learning needs of postsecondary international students in Canada as part of a larger strategy for institutional English as an Additional Language (EAL) programs and services. Drawing on current theory and research in applied linguistics and higher education, we propose a vision of EAL/international student language support that is both globally minded (in terms of its orientation to language and English language learning) and radically local (in terms of its emphasis on solutions at the micro-level of individual faculties, departments, programs, and courses).

Thursday, July 28, 2016

Session 3.8 - 9:55 AM - 11:10 AM

Room 1315 - Scotiabank Lecture Room - Equity issues in the enactment of Internationalization

Diversity Initiatives and the Liberal Multicultural Institution

Zuhra Abawi (University of Toronto, Canada)

The paper addresses the means in which multiculturalism is commodified as a market niche for institutions of post-secondary education (PSE). PSE institutions have incorporated multiculturalism into student recruitment decisions to draw in a more diverse student demographic, as well as to attract more funds from lucrative international students. The multicultural institution thus operates as a paradox: on the one hand, anti-oppressive, social justice programs are on the rise to attract increasingly diverse students, however, on the other hand, such anti-oppressive and resistance programs operate from neoliberal, corporate universities. Anti-oppressive work in such multicultural institution-enterprises is particularly problematic for racialized bodies, which place some embodied identities at increased risk for institutional harassment and intimidation. The paper will interrogate the rise of the corporate-university enterprise and its increasing emphasis on neo-liberal practices, which pledge their commitment to anti-racist and anti-oppressive programs while simultaneously pushing faculty from such programs to the margins.

Crossing Borders in Teacher Education: Mapping Dispositions in Global and Local Educational Engagements

Jeannie Kerr (University of British Columbia, Canada), Vanessa Andreotti (University of British Columbia, Canada)

In this session we discuss a pilot study of a learning cycle designed to develop teacher candidates' self-reflexivity in global and local educational placements. The purpose of the study is to map local teacher candidates' dispositions and underlying beliefs, so as to address local and global inequities in education. Our preliminary results suggest that explicit identification by teacher candidates with openness and diversity does not necessarily translate into educational practices, attitudes and dispositions oriented towards openness and equity. The study itself creates vocabularies that may support students' self-reflexivity and pushes the debates in social justice education beyond notions of equity and equality.

Opportunities/Barriers, Safety/Risk: How LGBT People Experience Tensions between/within Institutional Discourses of Internationalization and Equity

Kaela Jubas (University of Calgary, Canada)

This paper discusses a study exploring post-secondary discourses of equity and internationalization. Interviews with LGBT/allied faculty, students, and staff illustrate how these coinciding, but potentially inconsistent, discourses are experienced by members of a marginalized group. Participants are LGBT and allied faculty, students, and staff based at British Columbia and Alberta post-secondary institutions. We highlight three tensions raised in interviews: obligations around engagement and safety; rights as cultural and material; and alternating between "coming out" and "passing." In closing, we consider implications for post-secondary institutions and LGBT members of the institutional community, and suggest steps toward a larger study.

Room 1520 - Barrick Gold Lecture Room - Immigration

What we do when we 'do' immigration: RCICs and the navigation of institutional and immigration policy

Lisa Brunner (University of British Columbia, Canada), Danielle Samuels (University of British Columbia, Canada)

'International' students, staff, and faculty living in Canada are a highly heterogeneous group, with one exception: as 'foreign nationals,' they need legal permission to enter and remain in Canada. Higher educational institutions employ Regulated Canadian Immigration Consultants (RCICs) to facilitate the immigration of an increasing number of students and employees; however, the complexity (and impact) of this work is not widely understood. Considering internationalization from the perspective of practitioners, we utilize three case studies to illustrate several incongruences RCICs encounter when navigating the intersections of institutional and immigration policy.

Skilled immigrants and their transition to the Canadian labour market

Sergio Pastrana (Simon Fraser University, Canada)

The reproduction of highly skilled workers is essential to remaining competitive in today's knowledge-based economy. Canada faces several limitations in their ability to internally reproduce highly skilled workers, and as a result, immigration has become a central feature in the Canadian economy. Skilled immigrants, however, are often unemployed or underemployed, and earn significantly less than their Canadian-born counterparts earn. These circumstances have hindered economic immigration objectives and affected the well-being of many immigrants. This literature review will examine available research regarding skilled immigrants and their transition to the Canadian labour market. Phenomenological methods and

Bourdieuian lenses will inform my research.

Room 1600 - Canfor Policy Room - Symposium: Student Services

Climbing Burnaby Mountain: The PhD Experience at SFU of Six Indonesian Educators

David Kaufman (Simon Fraser University, Canada), Charles Scott (Simon Fraser University, Canada), Allan MacKinnon (Simon Fraser University, Canada)

The purpose of this panel presentation is to discuss the experience of the six Indonesian distance educators from Universitas Terbuka (Open University of Indonesia) who spent between 3-5 years completing their PhD degrees in the Faculty of Education at Simon Fraser University. A short video presentation will be shown in which the graduates address a set of questions about their experience. This will be followed by brief presentations by three SFU faculty members involved. The lessons learned by the graduates and the faculty then will be discussed with the audience.

Room 1400-30 - Segal Centre - Symposium: Transdisciplinarity in higher education

Global Social Justice and Higher Education: Cognitive Justice, Transdisciplinarity, and the Liberation of Knowledge

Lynette Shultz (University of Alberta, Canada), Lynn Mario de Souza (Universidade de São Paulo, Brazil), Catherine Odora Hoppers (University of South Africa, South Africa), Su-Ming Khoo (University of Galway, Ireland)

This panel brings together four scholars from four continents to discuss how higher education institutions and systems can contribute to research and teaching to address the vast global issues that face us on the planet. Each presenter will discuss how transdisciplinarity in higher education can provide important knowledge and justice spaces for addressing the complexity of relations and systems working in our highly globalized and technically, historically, and ontologically connected world.

Session 3.9 - 11:25 AM - 12:25 PM

Room 1315 - Scotiabank Lecture Room - Internationalization in the Brazilian context

The translation of internationalization in the context of praxis in graduate studies

Lilian Mendonça de Oliveira (Catholic University of Brasilia, Brazil), Ranilce Mascarenhas Guimarães-Iosif (Catholic University of Brasilia, Brazil), Sinara Pollom Zardo (Catholic University of Brasilia, Brazil)

This research investigates how the proposed internationalization of the National Graduate Plan is translated in the context of praxis of two graduate programs of a private institution in Brazil. This is a qualitative case study which is based on the method of analysis of the policy cycle to understand the network of policies surrounding the internationalization of higher education and its weight in the evaluation of graduate programs conducted by CAPES. Through documentary analysis, questionnaires, and semi-structured interviews it was possible to understand how the administrators and professors of two programs deal with internationalization at the

same institution.

Institutional policies for internationalization: researcher professional development and language issues for a Brazilian Higher Education context.

Eliane Segati Rios-Registro (Northern Parana State University, Brazil)

The internationalization process of a university requires multiple paths and long-term commitment of all the ones who belong to this academic community. For this reason, this paper focuses on the actions developed for a very young Brazilian State University, located in Northern Parana State, where internationalization is just starting. The analyzed data include the impact of federal and state programs, besides institutional actions (language and professional courses) which are currently in operation. In our context, the results show that it is necessary to overcome language and cultural barriers in order to build an institutional climate to support internationalization.

Room 1520 - Barrick Gold Lecture Room - Global Citizenship: Student views across borders

Global Citizenship and the Internationalization of Brazilian Higher Education: An Analysis of the Students' Perceptions.

Sebastiao Teatini (University of Oulu, Finland)

In a world where internationalization seems to have offered limitless possibilities for interaction and collaboration among institutions of higher education, Brazilian university students paradoxically seem to have embraced the benefits of internationalization but don't necessarily see themselves as true global citizens. The aim of this paper is to shed light into distinct views internationalization and how they could potentially conflict with notions of global citizenship. The secondary purpose of this inquiry is to attempt to understand the possible challenges internationalization of higher education can present to Brazilian students and their institutions.

Encounters in the context of internationalization: Ontological difference and pluriversalism in student surveys from Kenya and Canada

Karen Pashby, Lynette Shultz (University of Alberta, Canada)

This paper presents data from a survey taken by students at two universities: one in Kenya and one in Canada. We consider students' perspectives about internationalization in higher education and regarding any barriers faced by international students and those with different backgrounds. We are particularly interested in the connections between how students view internationalisation, and how they imagine global citizenship. Early findings suggest the surveys demonstrate ontological differences in how encounters with internationalization broadly and with people within a context of internationalization are understood and experienced. In this paper we raise the implications of pluralversality for an ethical approach to internationalization in higher education.

Room 1600 - Canfor Policy Room - Critical and transformative Indigenization

Possibilities and Paradoxes of Indigenization and Internationalization: The Past, Present, and Future of Higher Education as White Property

Sereana Naepi (University of British Columbia, Canada), Sharon Stein (University of British Columbia, Canada)

In this presentation we put into conversation current efforts to "Indigenize" and "internationalize" higher education in white supremacist settler societies by considering how higher education operates as "white property." We find that, despite important redistributive efforts, whiteness maintains the prerogative to: hoard higher education; gift it to domestic Indigenous and racialized students in pursuit of legitimacy and branding; or sell it to international students in pursuit of revenues. We question how the university enacts all three actions on singular bodies by reflecting on trans-national Indigenous students' experiences as both purchasers and receivers of a hoarded piece of white property.

The Minotaur in the multicultural maze: Exploring transformative Indigenization and internationalization policy sense-making in higher education

Derek Tannis (University of Alberta & University of Saskatchewan, Canada)

This presentation is based on an ongoing doctoral study of the lived experiences of helping, teaching and leading students, staff and faculty in the co-creation of a socially just and critically inclusive intercultural community of post-secondary academic life. The study follows an interpretive phenomenological policy analysis approach, guided by reciprocity, co-construction of meaning and concrete, lived experience descriptions. The session offers a tentative phenomenological analysis of the lived meaning(s) of transformative internationalization and Indigenization policy enactment and sense-making. Pragmatic-ethical issues of responsibility, risk and reasonableness emerge as important philosophical, existential considerations for internationalization and Indigenization policy framing and implementation.

Room 1400-30 - Segal Centre - Internationalization Cases

No bus from Surrey to Courtenay' and other surprises – the evolution of IE at a rural community college

Margaret V Hearnden (North Island College, Canada), Cathy Mutis (North Island College, Canada)

While internationalization has been an integral aspect of many larger higher education institutions over the last two decades, smaller ones such as community colleges are now coming to the scene at a pivotal time in the history of international education. The need to balance the financial opportunities afforded by welcoming international students to campus, while appropriately supporting the needs of all students in a changing global educational landscape, is now part of the recent evolution of many rural Canadian colleges. This presentation explores how one rural community college is rising to the challenge of "principled and ethical" internationalization.

Framing Grounded Globalism: Higher Education Internationalization in the Rocky Mountain West

Charles Roch Turner (University of Montana, United States), Charity Nicole Atteberry (University of Montana, United States), Paulo Zagalo-Melo (University of Montana, United States)

Comprehensive internationalization requires providing globalizing experiences for students, serving as tools for contextualizing an increasingly interconnected world. Recently, administrators and academics have been trying to close the global learning circle by redirecting its goals and outcomes toward the student's place of belonging. This paper explores the juxtaposition of internationalization and regional opposition to global endeavors by defining the cultural nuances of the Rocky Mountain West and

framing local criticisms of internationalization. The purpose of this case study is to identify obstacles faced by educational practitioners in internationalization and highlight good practices of Rocky Mountain West universities utilizing Peacock's Grounded Globalism.

Session 3.11 - 2:55 PM - 4:10 PM

Room 1315 - Scotiabank Lecture Room - Symposium: Innovation in Research

Pushing conversations across contexts with the EIHE Project: New insights and directions in internationalization research

Sharon Stein (University of British Columbia, Canada), Jani Haapakoski (University of Oulu, Finland), Rene Suša (University of Oulu, Finland), Sebastio Teatini (University of Oulu, Finland)

In this symposium we bring together junior scholar participants in the Ethical Internationalism in Higher Education in Times of Global Crises (EIHE) Project. Each presenter engaged in analyses of the project data in a different capacity. The panelists will address their experience translating the shared frameworks and ethical vision of the project to diverse audiences and varied national and institutional contexts. In particular, we consider the challenges and possibilities of using EIHE data to push conversations in our own research spaces and to meet the needs of different scholarly communities.

Room 1520 - Barrick Gold Lecture Room - Intercultural Engagement

Lessons learned from a critical, social justice-based approach to an intercultural program within a higher education student affairs unit

Carrie Karsgaard (University of British Columbia, Canada), Leah Sanford (University of British Columbia, Canada)

While they aspire to foster meaningful intercultural engagement, higher education institutions undergoing internationalization may risk representing diverse students as assets to the university, where they are summarized in head counts, valued for their financial contributions through international student tuition fees, and acknowledged for creating the image of a diverse university. Within this context, a pilot Intercultural Development Program (IDP) for post-secondary students provides a helpful case study, revealing the concurrent opportunities and challenges of designing intercultural programming grounded in social justice and equity.

"I feel I am a cultural transformer": Internationalisation as intercultural capital.

Aisha Ravindran (Simon Fraser University, Canada), Roumiana Ilieva (Simon Fraser University, Canada)

The understanding that international students possess about internationalisation in higher education and its implications, are impacted by factors such as what Jonas Stier (2004) terms as the three ideologies of internationalization: idealism, instrumentalism, and educationalism. Drawing on data from in-depth interviews with eleven graduates of one Master's program in TESL designed specifically for international students, the study focuses on their understandings of internationalisation as intercultural capital from their experiences of navigating through different social, academic, and professional contexts. It discusses the implications for institutional practices, program design, and strategies for educators

in academic contexts where internationalisation has gained momentum.

Intercultural Communication Competency - An Organizational Leader's Perspective

Elise Goodreault (Fraser International College, Canada)

Organizations depend on intercultural competency in today's ever-growing connected world. Universities, companies, governments, and other organizations are collaborating and interacting across cultures. This paper is based on a recent master's thesis project which discusses which skills are necessary for intercultural communication competency. Using Gudykunst's (2004) management skills as the basis for its research, this paper seeks to further define intercultural communication competency. Gudykunst outlines these skills as the ability to be mindful, the ability to tolerate ambiguity, the ability to manage anxiety, the ability to empathize, the ability to adapt, and the ability to make predictions about others' behavior.

Room 1600 - Canfor Policy Room - Innovative Programming

International teacher education in Australia and Canada: A case comparison of student experiences and program structures of two M.Ed. TESOL programs

Sepideh Fotovatian (Simon Fraser University, Canada)

This study explores and compares program structures, curricular foci, and student experiences across two Masters-level programs, one in Canada and one in Australia. Both MEd programs are designed for training 'international' or 'non-native' English language teachers. Analysis of the reflective, student-produced data across a sociocultural understanding of identity development contributes to our understandings of the complexities of student experiences, pathways, and goals as well as the pragmatic challenges of graduate TESOL program academic designers in responding, viz a viz, to institutional/market expectations and student needs across different contexts.

International Education programming: Exploring the alternatives beyond the deficit model

Nasim Peikazadi (University of British Columbia, Canada), Peter Wanyanya (University of British Columbia, Canada)

Internationalization of higher education, in Canada, is replete with tensions around principled forms of internationalization at home. Our discussion includes dimensions of internationalization and some of the challenges regarding the practices of international education within the institutions of higher education. Additionally, we challenge some of the ways that purported benefits that international students bring to postsecondary campuses from the classrooms to local community settings. We will offer alternative possibilities for designing, developing, and implementing international education programming that attempts to provide the necessary supports that aid international students transition and challenges them to bring their whole selves forward.

Infusion of First Nations focus in an Academic English course

Jennifer Margaret Walsh Marr (UBC Vantage College, Canada)

This presentation will recount the first iteration of an Academic English course adjunct to Poli Sci 100 at UBC Vantage College

focusing on First Nations politics, exploring the rationale and process of developing SFL and genre theory materials that draw on research articles related to Idle No More and worldwide indigenous action for academic discourse analysis in a credit-bearing language development course. Student reflections on their understanding of First Nations issues and pertinent language features of Political Science research articles will be shared, concluding with potential revisions for future offerings.

Room 1400-30 - Segal Centre - Indigenization

The internationalisation of higher education in Aotearoa New Zealand: historical and contemporary contradictions and possibilities

Vivienne Anderson (Higher Education Development Centre, University of Otago, New Zealand)

'Internationalisation' imaginaries, practices and processes in Aotearoa New Zealand have been marked by contradictions since the early colonial period. However, these have changed over time. Currently, at policy level, internationalisation is imagined primarily as a source of revenue. Some policy documents also emphasise student care, but arguably, 'care' is positioned in relation to brand protection and quality assurance rather than genuine concerns with ethical practice. In this paper, I provide an historical account of internationalisation in Aotearoa New Zealand. Then, drawing on interviews with international students, I consider how contemporary contradictions played out and were contested in students' everyday lives.

Contextualizing the internationalization of higher education

Phyllis Steeves (University of Calgary, Canada)

History illuminates a history of governments and institutions entering into initiatives without giving sufficient consideration to their impact on Indigenous peoples, despite their potential for far reaching effects. This has been well documented in the Canadian context of colonization.

This paper is significant in that it will, as a primary objective, bring to the fore potential risks posed by the internationalization of higher education to Indigenous peoples in Canada. Further, it will similarly bring to the fore potential risks to Indigenous peoples and other marginalized groups within the "developing and emerging economies" (Global Affairs Canada. 2016, ¶2) targeted.

Session 3.12 - 4:20 PM - 5:00 PM

Room 1400-30 - Segal Centre - Roundtables

Roundtable 1

Pre-Service Teachers Go International

Jas Uppal (Simon Fraser University, Canada)

The diversity gap between BC teachers and the student population is rising and majority of teachers hold limiting beliefs about culturally diverse students. PSTs need to recognise how their cultural identity intersects with curriculum and impacts diverse learners. One way to attend to this is to go international which provides valuable and significant opportunities for them to be the 'other' and interrogate their cultural identity. My intention is to examine how PSTS experience the international context in an international teacher education program using a qualitative case study approach.

Leadership Training in an Intercultural Context

Sharla Reid (Fraser International College, Canada)

International students come to Canada with a variety of experiences and expectations with regards to engagement on their campuses. Experiential learning has been embraced by western educational institutions, from high school to the university classrooms. Canadian students are more accustomed to the idea of volunteerism and student involvement. However, many international students come from backgrounds that use do not experiential learning as a teaching tool. With the increase of international students in Canadian institutions, higher education professionals, need to consider international context and how to adapt leadership training programs to support international student success.

Roundtable 2

International and English as an Additional Language Learners in Co-op: Innovating our Curriculum Delivery and Practice

Heather Williams (Simon Fraser University, Canada) & Nancy Johnston (Simon Fraser University, Canada)

The EAL student population at SFU is at approximately 41%. Many of these students seek domestic work placements through Co-operative Education. Language and culture have been shown, in the literature and through the research for this project, to be a barrier to EAL student success.

This presentation will describe the development of an online, self-paced, visually-based course, Co-op: Writing and Intercultural Communication (WIC), to assist EAL and Canada as an Additional Culture (CAC) co-op students better prepare their work search documents and for related intercultural communication activities. Sample curricular elements and initial pilot feedback will be shared.

Distance and displacement of oneself to English: reflections from lived experiences

Ashenafi A Alemu (University of British Columbia, Canada)

This paper offers personal experiences in relation to English language in international education. The reflection may help educators to consider international students' perspectives. Oddly, two interesting concepts from motion physics are adopted to serve this purpose: distance as any gap between oneself and English and displacement as such a gap along with particular orientation. How far is English from an individual in global south? What is the displacement of the self to English? Internationalization, deculturation and higher education appear to likely keep the individual's distance and displacement to English oscillating back and forth.

Roundtable 3

Interculturally, Globally Competent and Internationalized Students

Catherine Fisher (University of Calgary, Canada) & Amy McHugh (SUNY Oswego, United States)

This roundtable session will offer directors, managers and study abroad specialists an opportunity to consider internationalization and its benefits for producing globally competent citizenship. Some of the topics include: What is the goal of international strategies especially as linked to cultural competence? Does study abroad provide a silver bullet to facilitating cultural competence?

Can a single course or international experience create culturally competent students?

Is it cultural competence or is fully global citizens the desired outcome?

Do we have an obligation to create people who can interact interculturally at home?

Roundtable 4

Undergraduate Community-Based Research without Borders: Opportunities to Apply Academic Expertise in a Global Context

Mary Ann Studer (Defiance College The McMaster School for Advancing Humanity, United States) & JoAnn Burkhardt (Defiance College, United States)

The focus of the session is to develop a better understanding of international opportunities that are most effective for undergraduate students. This Institution's unique program supports interdisciplinary teams of students as they utilize their disciplinary expertise to find solutions to complex world problems through community-based research initiatives. Through one-on-one mentoring, frequent feedback, undergraduate research, international community-based collaborations, and a democratic learning environment, this program facilitates student growth academically and personally; allowing students to thrive and collaborate across cultural boundaries for positive impact. Participants will share examples from their institutions that incorporate best practices in international collaboration and impact.

Language effects in Science without Borders students in Canada

Simone Sarmiento (IL/UFRGS, Brazil)

In 2011 Brazil introduced the Science without Borders (SwB) mobility program which aimed at distributing over 100,000 study abroad scholarships. To reach this very ambitious target, the country faced the main problem of having a largely monolingual academic community, which could not be accepted in a program that required proficiency in another language. To start solving the problem, the Ministry of Education developed the English without Borders program, today called Language without Borders. This paper aims at presenting the rationale and updated numbers of EwB and some of its language effects in students/researchers who chose Canadian universities as their destinations.

Roundtable 5

"People don't want them in the group": An investigation of Chinese learners' group experiences in a Canadian university.

Jia Fei (Simon Fraser University, Canada)

This proposal presents partial findings of a study which examines from a sociocultural perspective the group interactions of four Chinese multilingual speakers in a middle-size Canadian university. Using ethnographic methods, participant observation and interviewing in particular, the researcher observed how a motivated Chinese student was marginalized, silenced and eventually excluded from group discussions in a course. The findings show that international students are often disadvantaged by classroom structures, which often construct western academic knowledge and skills as capital. The power imbalances among group members could affect Chinese learners' motivation, confidence and opportunities to make oral participation in their group work.

Sexual Education and the International Experience

Elise Goodreault (Fraser International College, Canada)

This roundtable session will examine the impact of sexual education on the international experience. It reviews how educators can build curriculum to support incoming international students and their adjustment to cultural expectations within North America. It will examine how educators can prepare students for adjusting to different cultural norms.

Room 1400-30 - Segal Centre - Posters

Second Language Socialization of International Students into Japanese Higher Education through Support Programs and Services

Mary Allison Imamura (Kanazawa University, Japan)

In response to the globalization of the student population and the growing emphasis on global rankings, universities in Japan have been affected by national policies, which aim to raise their international profile and attract more international students. In the wake of this national policy, this research makes a case study of the existing support programs and services offered to international students at one of the selected Super Global Universities in order to understand the processes in which students are socialized into academic discourse in Japan and how this can inform the creation sustainable support programs and services for international students.

Internationalization at Home: Finding effective assessment tools An examination of regional universities in British Columbia, Canada

Donna McGrath (University of British Columbia, Canada)

Internationalization has become a major strategic goal for many universities around the world. The rationale may include enhancing students' academic experience, improving international recognition/ranking or, increasingly, revenue generation. With greater emphasis on economic benefits outlined in Canada's national strategy on international education, are non-financial benefits of internationalization still a priority for universities? Understanding that "what gets measured gets funded" often drives assessment decisions at universities. Through examination of the assessment tools utilized at three regional universities in B.C., this paper examines how universities assess student outcomes of internationalization adding a Canadian perspective to the shifting priorities of internationalization.

Alternative Programs for International Visiting Students

Heather Seyl Miyashita (University of Alberta, Canada)

Diverse and adaptable international student mobility programs can offer customization that better meets the student's needs and goals and maximizes the student experience. Short programs for fee-paying students offer that experience with more flexibility than traditional exchange programs. This poster will look at one program at the University of Alberta that combines English Language studies with regular undergraduate courses. The poster will highlight the services and benefits that facilitate a more complete cultural experience. By opening discussion on different methods of short term programing, conference participants will expand the basis on which to develop programs in their home institutions.

Engagement on International Branch Campus: A Literature

Review

Radomir Ray Mitic (New York University, United States)

With more U.S. and Canadian higher education institutions setting up international branch campuses abroad, scholars and practitioners face the challenge of staying true to the ethos of engagement while attending to the needs of the host country. This delicate balance between integration and local adaptation of teaching, research, and service has not been explored extensively in the scholarly literature. This poster session will highlight the major research trends on university engagement in the intercultural context to understand how community engagement operates between higher education institutions and their host communities.

Psychoeducational Support Group – Tea & Talk

Vinki Feng (Fraser International College, Canada)

Students study performance affected by many different factors including mental health, social life, and relationship. This poster session will share ideas about "Tea and TALK", a successful psychoeducational support group in its second year of practice at Fraser International College. This poster will visually represent the purpose, format, best practice, successes and challenges of this group, and highlighting how this non-academically focused group impacts international student success in and out of the classroom. It will also provide a space for viewers to reflect on their own practices.

Friday, July 29, 2016

Session 4.15 - 9:55 AM - 11:10 AM

Room 1315 - Scotiabank Lecture Room - Studying Internationalization

Internationalization at the "end of history": An historical examination of the foundations of the study of internationalization of higher education

Dale McCartney (University of British Columbia, Canada)

Today the field of study called "internationalization of higher education" is vibrant and growing. But much of this work builds on a set of definitions and concepts that originate in the historical context of the 1990s, in the wake of the Cold War and in light of early globalization (Knight & de Wit, 1995; Wollitzer, 1991). This paper is a critical intellectual history of the formation of the field of study examining internationalization of higher education, which argues that the historical context within which it originated has defined and limited the field.

Ethical internationalization in higher education: Implications of a large-scale study for teacher education pedagogy

Karen Pashby (University of Alberta, Canada), Lisa Taylor (Bishops University, Canada)

This paper is part of a wider international project, Ethical Internationalisation in Higher Education (P.I. Vanessa Andreotti). It focuses specifically on pedagogical implication arising from student survey data in the Canadian data set. We introduce the heuristic tool developed by the project that maps key discursive orientations to internationalisation in higher education and their interfaces. Then we map some findings from the student surveys onto the heuristic and finally map our own understandings of curriculum and pedagogies

in a context of internationalization in higher education. We intend to point to key trends and identify future possibilities for an ethical approach.

Determining Excellence based on Media Generated University Rankings: How media norms came to determine what world class is and why we should care

Michelle Stack (University of British Columbia, Canada)

Room 1520 - Barrick Gold Lecture Room - Invited Papers

"I'm not ready yet": Narratives on English learning in church and homestay settings among Chinese international students

Olivia Zhang (Simon Fraser University, Canada)

Language issues among international students have been drawing the attention of scholars for long. However, not much research has been done to investigate the English learning experiences in church and homestay settings. This paper intends to bridge this gap by presenting narrative stories of Liushu and Sam, two Chinese international students in Vancouver, Canada. The two case studies show that accesses to local communities as offered are not always welcome by international students as new comers. The mismatch between the desirable and undesirable accesses calls for reconsideration of support for this group of international students.

Cultivating Humanity Through Study Abroad

Thevi Pather (North Island College, Canada)

Many post-secondary institutions propose study abroad as a key strategy to develop intercultural and global competence. While these competencies are highly valued, it is often reflected as an enhancement of the 'self' and suggests a 'marketable' skill. This study attempts to extend this view to loftier and humanistic values, and examines how study abroad may be used as a vehicle for the development of Cosmopolitan ideals.

Room 1600 - Canfor Policy Room - Student services programming

A critical reading of international student services programming and experimentation with alternatives

Carrie Karsgaard (University of British Columbia, Canada)

International student services departments are often tasked with creating inclusive campuses, fostering intercultural aptitudes and celebrating diversity – laudable goals indeed, as universities continue to internationalize. However, without careful thought to how programs and initiatives may centre Canadian ways of being and knowing, we may run the risk of maintaining the privilege of some at the expense of others. Through the eyes of an International Student Advisor, this paper will critique existing student programs and propose alternatives in order to explore the ethical and practical challenges in moving beyond promotion of cultural harmony to social justice.

Examining the complexities of Chinese international students' interpersonal communications: A field study of campus services in British Columbia

Jingzhou Liu (University of Calgary, Canada)

This research focuses on three BC post-secondary institutions to help Chinese international students overcome barriers to

interpersonal communication. Chinese post-secondary students can contribute unique perspectives to Canadian society. However, linguistic and cultural differences pose problems with interpersonal communication in study and beyond. Improved cross-cultural communication on campuses could enhance students' educational experience and enrich cultures. This study investigates barriers Chinese students report and whether current services are helping them effectively. Using a qualitative methodology, this research assesses students' motivation to interact with strangers on campus, describes obstacles to improved communication, and offers suggestions for improving services for international students.

Room 1400-30 - Segal Centre - Symposium: Interrogating Internationalization

Internationalization: What do the students say?

Kumari Beck (Simon Fraser University, Canada)

Students experiences and language ideologies

Camila Miranda (Simon Fraser University, Canada)

Language learning is an ongoing process that cannot be dissociated from political, social and cultural aspects. International students face challenges and are confronted by language ideologies when trying to be part of the communities of practice in Canadian Universities. How students are perceived by others, and their self-image are powerful features that mediate their interactions with the members of the academic community of practice. Drawing on interview data with international and domestic students in one mid-sized Canadian university, this paper will highlight aspects of language ideologies operating in university settings that impact the learning process of international students.

Faculty living international

Roumi Ilieva (Simon Fraser University, Canada)

Drawing on data from interviews with faculty members in four Faculties within a western Canadian university, this paper will explore some of the tensions faculty members live with when engaged with the realities of internationalization in their daily work. The discussion will be framed through theorizing that reflects the need to recognize and respect diversity and difference (Bhabha, 1994), to be aware and avoid academiccentrism (Stier, 2004, 2010), and to strive for dialogic relationality (Kramsch, 2002, 2011).

Internationalization as Everyday: Higher Education Staff Experiences in "third space"

Chelsey Laird (Simon Fraser University, Canada)

This roundtable seeks to illustrate how the everyday experiences and practices of staff engaged in the internationalization of a university will enhance and enrich overall knowledge and understanding of internationalization of higher education. Using interview data from a SSHRC-funded study, this presentation will illustrate how staff experiences inform and illuminate policy, practices, and services as comprehensive internationalization at a Western Canadian University. This roundtable will present a literature review of this little known aspect of internationalization of staff engagement in internationalization, outline a conceptual framework based in Homi Bhabha's 'third space', and present emergent themes from qualitative interviews of staff.

Session 4.16 - 11:25 AM - 12:25PM

Room 1315 - Scotiabank Lecture Room - International Students, engagement, and settlement

Is Newfoundland a New-found Home for International Students? Challenges and Opportunities

Hua Que (Memorial University of Newfoundland, Canada)

Abstract This study aimed to investigate the trend in Newfoundland-trained international students' post-graduation settlement plan, as well as the factors in their settlement decision. It revealed that some aspects of life in Newfoundland and Labrador appealed to international students, including closeness to nature, clean atmosphere, and a gentle pace of life. However, few of them decide to settle permanently here. The lack of meaningful connections, the lack of supports for accompanying spouses of international students, the lack of career opportunities in sectors other than oil and gas, and the lack of city amenities were factors pushed them away.

Engagement For All? A Study of International Undergraduates in Cultural Context

Michelle Suderman (University of British Columbia, Canada)

American student engagement literature has identified a set of behaviours and practices shown to lead to desired student outcomes. However, the relevance of these behaviours may have limited applicability for non-U.S. students. Through focus groups, this study considered how international and Canadian undergraduate students perceived the National Survey of Student Engagement (NSSE) and select behaviours identified in the student engagement literature. This study found that international students misinterpreted key items such as faculty members and had subtle but important differences in their perceptions of student behaviours and institutional practices compared to the perceptions of Canadian students.

Room 1520 - Barrick Gold Lecture Room - Language, writing, and assessment

Writing-Intensive courses in an Internationalized Context: Interrogating pedagogy, binaries, and conflicting identities

Jennifer Margaret Walsh Marr (University of British Columbia, Canada), Steve Marshall (Simon Fraser University, Canada)

We analyze the dilemmas and challenges facing teachers of writing intensive learning across the disciplines in classes made up large numbers of multilingual students with English as an additional language, many of whom are international students. We present data from a qualitative study at Simon Fraser University, Canada, in which we interviewed instructors about their practices. We highlight the pedagogical dilemmas, fractured binaries, and conflicting identities that instructors face when following a pedagogy that emphasizes learning through writing in multilingual classes with international students.

Post-enrollment Language Assessment

Penny Kinnear (University of Toronto, Canada)

This research reports on the first trial of two language screening and diagnostic instruments at two research-intensive institutions.

The universities used the Diagnostic English Language Needs Assessment (DELNA) screening and a diagnostic designed specific to engineering. The screening revealed that although a majority of the students performed strongly on vocabulary their performances dropped on the reading task, indicating weak academic literacy. The written diagnostic revealed different clusters of strengths and weaknesses. Preliminary analyses indicate the need for further research on the impact of identifying and providing relevant support for students' ability to participate in their courses.

Room 1600 - Canfor Policy Room - Symposium: Canadian Exceptionalism

Feedback Session: Examining narratives of Canadian exceptionalism in student responses to a survey on the internationalization of Higher Education

Rene Susa (University of Oulu, Finland)

This session elicits and discusses feedback to an executive report of a doctoral research project exploring how notions of Canadian exceptionalism are being challenged and/or reproduced in student responses to a survey related to the internationalization of HE in Canada. The session will consist of a presentation of the analysis followed by three responses from EIHE project partners and open discussion.

Room 1400-30 - Segal Centre - Internationalization in the European Context

Internationalization Myths in Russian Higher Education

Nadezda Kulikova (University of Victoria, Canada), Tatiana Gounko (University of Victoria, Canada)

The purpose of this paper was to explore how internationalization is understood within the context of Russian higher education by looking at how ten purposefully selected Russian federal universities define and describe this concept in their institutional missions, goals, and activities. The framework used for the analysis was based on Knight's (2011) discussion of five internationalization myths. The contents of the webpages directly identified by the participating universities as international (by their definition, scope, or nature) were analyzed using the directed approach to content analysis. The analysis demonstrated the significant impact of the internationalization myths on Russian higher education.

Implications for equity and diversity of increasing international student numbers in higher education: policies and practice in four national contexts in Europe

Karen Pashby (University of Alberta, Canada), Jani Haapakoski (University of Oulu, Finland)

In this paper we examine main rationales for and possible implications of the policy to increase international student numbers in higher education. By using critical discourse analysis, we map key themes emerging from two sets of data, university strategy documents and interview data, to consider overlapping and competing discourses evident in the push to increase international student numbers at eight universities in four national contexts in Europe. We found the rationales to be largely economic and more importantly, where more liberal rationales are presented, these ideas are ultimately framed through neoliberalism.

Session 4.17 - 1:30 PM - 2:45 PM

Room 1315 - Scotiabank Lecture Room - English (es) and Power

Resistance and Transformation: Tackling Ideologies of Language, Race and Gender in an International Graduate Program

Huamei Han (Simon Fraser University, Canada), Shuxin Feng (Simon Fraser University, Canada)

In the current capitalist world-system comprised of the core, semi-periphery and periphery countries (Wallerstein, 2004), race and language (e.g., Flores & Rosa, 2015; Han, 2014), as well as gender, interact in complex ways in various societies, including their educational institutions. For example, racialized non-native English-speaking (R-NNES) professors reported that undergraduate students were prejudiced toward them (e.g., Amin, 1999; Greene, 1999; James, 2001; Kubota & Lin, 2009). In recent years, the internationalization of higher education has brought an increasing number of racialized students and faculty members from the (semi-) periphery to the core countries, but we know little about how international students perceive, and may resist, their R-NNES professors (see Li, 2006 for an exception), what curriculum and pedagogical approaches may help to facilitate transformation, and how. Informed by Critical Race Theory (Delgado & Stefancic, 2001), this paper presents a collaborative duo ethnography (Norris, 2009) conducted by a professor and a student in an international graduate program in west Canada to explore and understand resistance, bias, and transformation. We conclude with a discussion of the challenges of tackling dominant ideologies circulating in the world-system, and of the implications of this line of research in the internationalization of higher education.

Pathway to Global Citizenship: The role of private English schools in the Internationalization of higher education

Lisa Marie Shorten (Simon Fraser University, Canada)

The private English language teaching sector is a significant part of international education, yet is regularly overlooked by scholars. The majority of international students in British Columbia are from countries where English is largely considered a foreign language, and ELT schools take the largest share of annual enrollments. Analysis indicates a main purpose of ELT is the acquisition of symbolic capital. English is positioned as the key to an elite imagined community of global citizens. Including ELT within discussion of internationalization highlights the connection between language, access to knowledge, and power that must inform classroom practice to national policy.

Room 1520 - Barrick Gold Lecture Room - Symposium: Undergraduate Pedagogy

The internationalizing of undergraduate curricula: Transforming cultural misunderstandings into unique pedagogical opportunities

Jenny H Peterson (University of British Columbia, Canada), Ashley Welsh (University of British Columbia)

This interactive symposium will provide a forum through which those who teach in internationalized settings can transform situations of 'cultural misunderstandings or conflict' or situations that require 'resolution,' into situations that can inform more

proactive curriculum planning that facilitates effective intercultural learning. A panel of instructors from a range of disciplines who teach in an internationalized setting, will present situations that have occurred in their classrooms that have challenged their curriculum, pedagogy, and discourse with international students. Through these examples, the difficulties and opportunities of teaching culturally 'sensitive' issues will be explored and debated.

Room 1400-30 - Segal Centre - Symposium: Internationalizing Research

Exploring decolonial and diversal methodologies for researching higher education internationalizations methodological conversations from the EIHE project

Su-ming Khoo (National University of Ireland, Ireland), Lisa Karen Taylor (Bishop's University, Canada), Karen Pashby (University of Alberta, Canada), Vanessa De Oliveira Andreotti (University of British Columbia, Canada), Sharon Stein (University of British Columbia, Canada), Jani Haapakoksi (Oulu University, Finland), Joanne Malone (SUAS Educational Development)

This symposium presents perspectives from the Ethical Internationalization in Higher Education in times of global crisis (EIHE) project, focusing on research methodologies. It follows a WERA symposium on 'troubling the research imaginary' and anticipates a European symposium and practice-based event on 'inter-and trans-disciplinary methodologies'. Researching higher education internationalizations in an ethical frame involves intersections between research data and researchers' own experiences and commitments. We need to develop research tools that address the diversity of disciplines, practices and social imaginaries of higher education internationalization. We draw on socio-linguistic, pedagogical and justice approaches to address the epistemic, cultural and ethical challenges.

Thank you!

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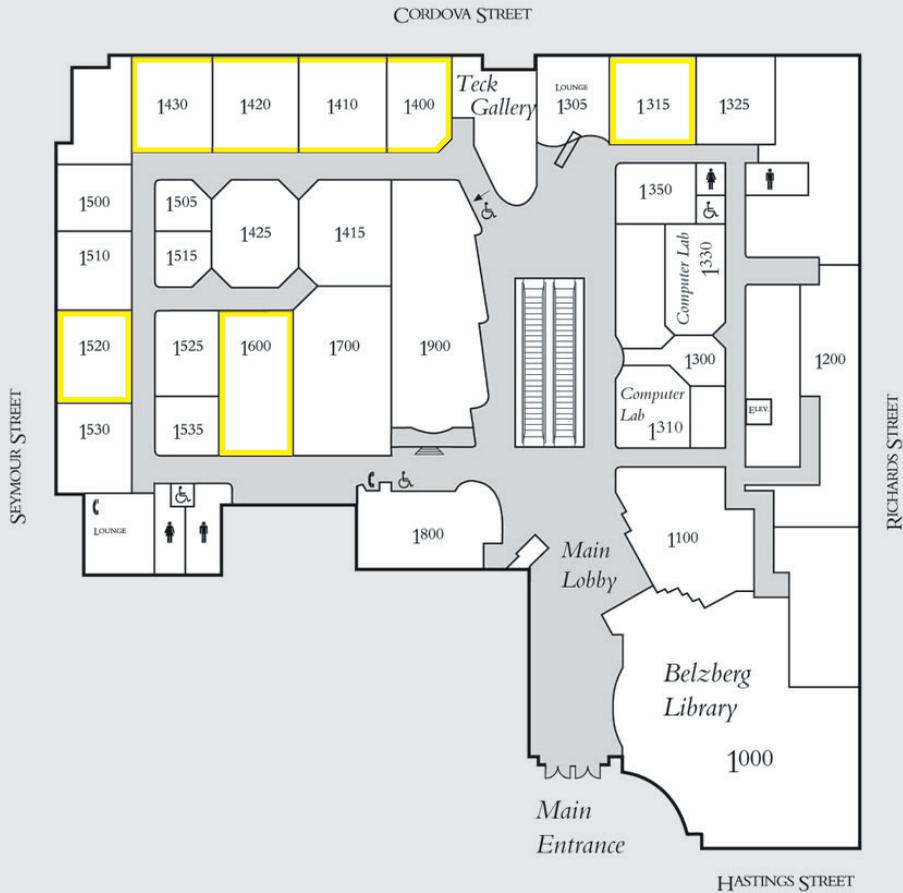
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Conference Venue



CONCOURSE

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