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Bio

**Kumari Beck** is an Associate Professor and Co-Director for the Centre for Research on International Education in the Faculty of Education at Simon Fraser University. Her work history includes teaching, program development, and supervision in international education programs (postsecondary) in Canada and abroad, and extensive experience in an international development NGO. Her research focuses on university internationalization including student, faculty, staff and administrator experiences.

**Chelsey Laird** is aGlobal Engagement Coordinator at the University of the Fraser Valley, and doctoral candidate at Simon Fraser University.

Strand: Internationalization at Home: Best Practices

**Title:** **Facilitating internationalization for all: Faculty and staff in ‘third space’**

**Abstract:** Illustrated by data from a study on internationalization, this session focuses on faculty and staff efforts in facilitating internationalization, including internationalization at home. Presenters will argue that faculty and staff, finding themselves in new terrain, navigate and improvise in their efforts to achieve internationalization in their institution. Session participants will be invited to discuss these issues and make recommendations on how faculty and staff can be supported.

**Description**

The process of internationalization of higher education is complex and depends on a multitude of actors working in a variety of capacities. “[I]t is at the individual, institutional level that the real process of internationalization is taking place” (Knight, 2004, p. 7). Not enough is known, we argue, about this ‘real process’ of internationalization, and this session seeks to illustrate the everyday experiences and practices of faculty and staff in a western Canadian university, and how they facilitate internationalization.

Higher education faculty and staff members are important participants in the process of internationalization. Scholarship on student experiences of internationalization is growing, but research on staff experiences is sparse. Faculty are described as being drivers in internationalizing the curriculum, which in turn leads to effective internationalization at home, and it is important to understand their experiences. This session brings in data from an in-depth qualitative dominant mixed-method study of internationalization at a Western Canadian university, to illuminate the everyday experiences and practices of faculty and staff as they engage in internationalization.

The setting is a Canadian university that has a long history of, and a track record in internationalization activities. Qualitative and quantitative data from online surveys and interviews conducted with faculty and staff from across eight faculties and other units across the campus are analysed using codes generated from the literature.

The analysis is informed by two theoretical frameworks. Stier’s (2004) framework on ideologies that underpin internationalisation, namely, idealism, instrumentalism and educationalism, is useful in making sense of the survey data identifying how faculty and staff view internationalization and rationales. The second strand of our framework is based in the scholarship of Homi Bhabha’s (1994) ideas on cultural translation, hybridity and third space. The interview data reveal more of the everyday experiences of faculty and staff, as they navigate the relatively new terrain of internationalizaiton as it emerges in their daily work. Through this lens it is possible to see the internationalization process not simply as a mix of more than one cultural practice, but as the emergence of ‘something new and unrecognizable” (Bhabha, 1990, p.211), ‘the emergence of the interstices’ (Bhabha, 1994, p.2). Whitchurch (2013) suggests that professions in higher education are constantly negotiating between professional and academic spheres of activity, which may have implications for their institutions” (p.xii).

This presentation will describe some of the tensions that faculty members and staff live when engaged with the realities of internationalization in their daily work and how they deal with those challenges in creative and effective ways. The overall significance of this research is in understanding the experiences of staff and faculty as they work towards the success and effectiveness of implementing internationalization programs and policies, and in particular, their experiences in the framework of third space professionals.

In the final section, session participants will be invited to engage in discussions emerging from key themes arising from the data to consider how practices can be enriched, and staff and faculty supported in their efforts to facilitate meaningful learning experiences for all students.