



Canadian Society for the Study of Higher Education (CSSHE)

Higher Education, Globalization, and Social Justice

November 3-4, 2011

Morris J. Wosk Centre, Simon Fraser University
Vancouver, B.C.

PROGRAM SCHEDULE

Thursday, November 3

8:00 - 9:00	Registration & Breakfast	ICBC Concourse
9:00 - 10:20	<p>Welcome from CSSHE president, Dr. Alan Davis</p> <p>Opening Keynote: Dr. Martin Carnoy, Stanford University</p> <p>The Equity Implications of Higher Education Expansion in the BRIC countries</p>	Asia Pacific Hall
10:20 - 10:30	Transition Break	
10:30- 11:30 Concurrent	<p><i>Session Chair: Hans Schuetze</i></p> <p>Guidelines for Collaborations in Transnational Higher Education Program Development in Counselling Psychology. <i>Bart Begalka</i>, Simon Fraser University</p> <p>Intersections Between Higher Education, Service Learning, and International Development: A Case Study. <i>Genevieve Walsh Chabot, Bill Rea, Janelle Rasmussen, & Heidi Rogers</i> Montana State University</p>	370
	<p><i>Session Chair: Kumari Beck</i></p> <p>Global cities, internationalization and collusion, <i>William Radford</i>, Simon Fraser University</p> <p>To Whom Do We Owe Access to Higher Education: A Critique of and Commentary from Rawlsian Perspectives. <i>Winston Charles Thompson</i>, New York University</p>	420
	<p><i>Session Chair: Alan Davis</i></p> <p>Ethical Considerations for Internationalization: Perspectives from Global Citizenship Education- <i>Kyra Garson</i>, Thompson Rivers University</p> <p>Higher Education according to an Enterprise Ethic: Challenges to Citizenship, Learning and Social Justice. <i>Tzy Horng Sai</i>, Simon Fraser University</p>	470
11:30-11:45	Nutrition break	Hallway 420/470
11:45 - 12:45 Concurrent	<p><i>Session Chair: Rumi Ilieva</i></p> <p>Access, Social Equity and the Challenges of Internationalizing Higher Education: implications for Canada & India, <i>Sheila Embleton, & Roopa Desai Trilokekar</i>, York University</p>	370
	<p><i>Session Chair: Kumari Beck</i></p> <p>Stier's Ideological Critique of Internationalization and Higher Education-<i>Melanie Agnew</i>, University of Wisconsin</p> <p>Rhetoric of Globalization: What is Meant and What is Said in the Context of Higher Education, <i>Robyn Sheridan</i>, Southern Illinois University Carbondale WITHDREW</p>	420

11:45 - 12:45 Concurrent	<p><i>Session Chair: Mei Li</i></p> <p>Observations of undergraduate acquisition of writing proficiency: Should international students be conceptualized as a special population? <i>Seanna Takacs & Sai Tzy Horng</i>, Simon Fraser University</p> <p>The construction of Chinese international students' identities in the internationalization of Japanese universities: Dilemmas of internationalization. <i>Hanae Tsukada</i>, University of British Columbia</p>	470
12:45-13:45	LUNCH	ICBC Concourse
13:45-14:45 Concurrent	<p><i>Session Chair: Alan Davis</i></p> <p>Canadian university internationalization: Selective perceptions of five faculty members, <i>Rhonda Friesen</i>, University of Manitoba</p> <p>Perceptions of Research and Teaching from Canadian Faculty Members: An Analysis of the 2007 Changing Academic Profession Survey. <i>Bryan Gopaul, Julian Weinrib, & Glen A. Jones</i>, OISE, University of Toronto</p>	420
	<p><i>Session Chair: Walter Archer</i></p> <p>Mobilizing Higher Education Institutions for Social Change: Exploring the Potential of PLAR in Myanmar. <i>Angelina Wong & Kara Wong</i>, University of Saskatchewan</p> <p>Building for the future: Makerere University, Uganda in the face of globalization- <i>Jude Walker</i>, University of British Columbia</p>	470
14:45 – 15:00	Nutrition Break	Hallway 420/470
15:00- 16:00 Concurrent	<p><i>Session Chair: Bonnie Waterstone</i></p> <p>Sustaining Social Justice? The globalizing university and sustainable internationalization. <i>Kumari Beck, Roumi Ilieva, Bonnie Waterstone, Cher M Hill, & Olivia Zhihua Zhang</i>, Simon Fraser University</p>	420
	<p><i>Session Chair: Michelle Nilson-Levisohn</i></p> <p>Voices of Justice: Diversity and Equity in American Study Abroad Programs. <i>Juhanna Nicole Rogers</i>, Indiana University</p> <p>The Globalized Knowledge Based Economy Imaginary and its Implications for Higher Education and Individual Worker/Learners. <i>Carrie P. Hunter</i>, University of British Columbia</p>	470
16:00-17:00 Concurrent	<p><i>Session Chair: Michelle Pidgeon</i></p> <p>Reciprocal benefits: International students and international student services in Canada. <i>Michelle Pidgeon, Hui (Demi) Guo, Sandeep Brar, Yunting (Teresa) Du, Siyang (Serena) Hao, Nanli Sun, & Xianzhe (Sam) Gui</i>, Simon Fraser University</p>	420
	<p><i>Session Chair: Jude Walker</i></p> <p>Connecting Media, Equity and Higher Education Policy, <i>Michelle Stack</i>, University of British Columbia</p>	470

Friday, November 4

8:00 - 9:00	Registration & Breakfast	ICBC Concourse
9:15 - 10:45	Keynote: Dr. Simon Marginson, University of Melbourne Enter East Asia: Implications of the new global configuration in education and research	Asia Pacific Hall
10:45-11:15	Nutrition Break	ICBC Concourse
11:15- 12:45	<i>Session Chair: Hans Schuetze (UBC, Vancouver)</i> Higher Education, Globalization, & Social Justice Response Panel: Alan Davis, Empire State College, Saratoga Springs, NY Mei LI, East China Normal University, Shanghai (presently UCLA) André Mazawi, UBC, Vancouver Tom Nesbit, SFU Michelle Nilson Levisohn, SFU	Asia Pacific Hall

The **Canadian Society for the Study of Higher Education (CSSHE)** would like to acknowledge and thank those who helped organize and support this conference:

Program Committee:

Michelle Pidgeon (co-chair)
Hans Schuetze (co-chair)
Alan Davis
Walter Archer
Michelle Nilson-Levisohn
Kumari Beck
Roumi Illevia
Dan Laitsch
Tim Howard

In-kind contributions from Simon Fraser University's:

Faculty of Education
The Centre for the Study of Educational Leadership and Policy (CSELP)
Centre for Research on International Education

Also, many thanks to our graduate student volunteers who helped throughout the conference!!!

2012 CSSHE ANNUAL CONFERENCE "CROSSROADS IN HIGHER EDUCATION: WHICH WAY FORWARD?"

May 28-30, 2012

Waterloo, ON

http://www.csshe-scees.ca/06_01_conference_en.htm

CSSHE is pleased to invite submissions that explore the overall theme or aspects of it. Papers addressing other topics such as online learning, governance, research, informal and experiential learning, recruitment and student services will also be considered for inclusion in the program. The Society invites submissions from researchers in higher education and related disciplines such as political science, sociology, history, philosophy, psychology, women's studies, economics, business, administration, and the professions. This conference offers an opportunity for graduate students, educators, policy makers, administrators, activists, and advocates to contribute, reflect, and share their perspectives on higher education and issues around student success. Graduate students, college and university faculty and administrators are encouraged to submit proposals for the 2012 conference. This year's conference will include keynote presentations, organized paper presentations, individual paper presentations, presentation of the Dissertation Award and the Master's Thesis Award, and joint sessions with other disciplines including Adult Education and K-12 Education. The 2012 Conference Program Chair is Dr. Dianne Conrad (diannec@athabasca.ca), Director of the Centre for Learning Accreditation at Athabasca University.

ABSTRACTS

Stier's Ideological Critique of Internationalization and Higher Education

Melanie Agnew

University of Wisconsin

Although the role of higher education has historically remained steadfast in its purpose of serving the public good, the delivery of service continues to be mediated by global forces (Altbach, 2004, 2006; Duderstadt, 2000; Stier, 2004, 2006; Yang, 2002). This multi-case qualitative study involving 54 participants used Stier's (2004) ideological framework to critique higher education's approaches to internationalization as a response to globalization. Methods of data collection included interviews and focus groups, and an examination of state and federal reform initiatives. Three ideologies for engaging in internationalization are idealism, instrumentalism, and educationalism (Stier, 2004). Idealism refers to emancipatory beliefs in the creation of a democratic and socially just world. Fostering citizens that adhere to an emancipatory world introduces the risk of cultural imperialism since internationalization is often approached from the rich world's value system. Instrumentalism is a consumer-oriented approach to ensure economic growth and sustainable development or to transmit desirable ideologies of those groups with power. The approach for instrumentalists is aligned with economic and pragmatic goals to increase transference between national education systems. Instrumentalism introduces the risk of commercializing and standardizing education, and homogenizing cultures. Educationalism extends beyond the mere idealistic and professional aspirations of policy-makers and centers instead on the intrinsic value of learning. Educationalism is critiqued for its risk of individualizing solutions for structural and global problems. The belief is that educated and enlightened people are the cure for poverty, inequality, or exploitation.

Findings indicate multiple ideologies operate simultaneously within and among the individuals across the three institutions. In the context of a declining economy, national security threats, inadequate state funding, and changing demographics, particular ideologies manifest relative to institutional type (teaching/research and urban/rural) and the professional role (faculty, dean, senior leader). Participants believe 1) that students need to graduate with global competencies to be successful in the global workplace; 2) that the global and local communities exist as mutually exclusive; 3) that education is a commodity to balance the institutional budget and to develop the local, regional economy and 4) that the purpose of higher education is to solve global challenges. A critique of these ideologies emphasize the influence of the socio-political and economic context in setting institutional priorities relative to internationalization and raises issues of relevancy and purpose in serving the public good. The risks of internationalization to less developed countries and to education in general warrant close scrutiny of motivations to engage in internationalization.

Sustaining Social Justice?: The globalizing university and the sustainable internationalization

Kumari Beck, Roumi Ilieva, Bonnie Waterstone, Cher Hill, Olivia Zhang

Simon Fraser University

Higher education faces new challenges in a world more globally connected than before and yet more fractured and unequal. The intensification of the global movement of people, things and ideas is reflected in the proliferation of educational 'goods and services' internationally, illustrating how internationalization of higher education is a response to, and even a product of globalization. The strong connections made in the literature between economic globalization and internationalization of higher education and the resulting orientation of higher education to market influences (eg. Altbach & Teichler, 2001; Burbules & Torres, 2000; Edwards & Usher, 2000; Marginson, 2007; Odin & Manicas, 2004; Rizvi & Lingard, 2000; Scott, 2000; Smith 2006; Van der Wende, 2007), appear to be disconnected with the prevailing rhetoric on the academic benefits attributed to internationalization. Analyses of its processes are rarely incorporated in educational theory and practice (Dale & Robertson, 2003) and much less in the Canadian internationalization research (Beck, 2008).

This panel (5 panelists) will explore the relationship and the complex connections between globalization and internationalization of higher education, and argue that principles of sustainability will orient internationalization towards social justice practices and outcomes. Our rationale for employing sustainability as an organizing principle stems from what we view as unsustainable or problematic practices that issue from what can be called "a blind impetus" on the part of higher education institutions to internationalize (Stier, 2004). This impetus is driven in part by the increasing commercialization of higher education, which is highlighted in some of the conference themes.

The panelists draw from a SSHRC-funded study, an institutional ethnography (Smith, 1987) throughout a Canadian university, to understand the social relations of the internationalizing university through the experiences and practices of people involved. A method of inquiry concerned with the political, economic, and discursive dimensions of social life, the study of everyday life in a university in such detail is "a means for expanding people's own knowledge" (Smith, 2005, p.1) of this process. The study used mixed quantitative and qualitative methodologies; web surveys targeting students, faculty and staff provided data on understandings of internationalization and follow-up interviews with members of each of these groups further explored their experiences of internationalization and curriculum/pedagogy. We first articulate the need for robust theoretical frameworks for research on internationalization, arguing for the selection of theory that addresses the complexity of the context and the relationships among those engaged in the process, including the notion of agency. Globalization is often depicted through its economic dimensions, and a 'centre-periphery' binary model, with a powerful West engulfing 'the rest'. While this unitary conceptualization produces a simplistic description of the phenomenon, an uncritical following results in a mirroring of the market orientation of economic globalization. The literature on globalization and higher education supports the view that this trend of commodification is increasing in higher education. The cultural dimensions of globalization, however, reveal more

complex interactions, where the local is not separate from, nor a binary of the global, but part of it. It is these expressions and flows that offer possibilities for resistance to the dominant voice of the economic dimension, and forms of agency that can move internationalization towards more sustainable, ethical practices. Key scholars used in this discussion include Appadurai (1996), Edwards and Usher (2000), Rizvi (2006) and Stier (2004). Postcolonial thought provides a key theoretical lens to interrogate claims that internationalization promotes global diversity. In the last national survey (AUCC, 2007) 94% of colleges and universities in Canada asserted that an academic rationale of promoting international and intercultural skills and competencies among their graduates drove their support of internationalization. There is little evidence, however, that this ideal is realized, and the few studies that investigate student experiences conclude that diversity on the campus is under-valued and contained. The neglect of these important issues results in the subversion of the very goals of internationalization, while the rhetoric echoes the consumer-based ideologies of progress and advancement for all. Theories of Bhabha (1996) and Pratt (1992; 1999) inform these analyses. Drawing on current ecological perspectives to language education (Kramsch, 2002; MacPherson, 2003, 2011; van Lier, 2004), and data from the study mentioned above, the conceptualization of sustainability advanced here views internationalization practices as linked to complex holistic relations between students, teachers and curriculum within which difference and power are recognized. We ask the question: what “relations of possibility” (van Lier, 2004) *should be* there in practices of internationalization to be sustainable? We argue that this relationality allows for the emergence of non-linear diverse educational experiences and knowledge building reflecting respect for and attendance to complex and holistic global/local interactions and interconnections steeped within dynamic relations of power. These are some of the pathways that will move internationalization towards serving the goals of equity and social justice.

Guidelines for Collaborations in Transnational Higher Education Program Development in Counselling Psychology.

Bart Begalka

Trinity Western University

This study stems from the author’s role as a representative of Trinity Western University’s Counselling Psychology Program in collaborating/consulting with several Indonesian universities in the development of their counselling psychology programs. As more and more non-Western countries are “discovering” counselling psychology, requests for assistance from Canadian universities are becoming more frequent. Using the existent literature on transnational higher education the author reflects on his work in Indonesia and offers guidelines to inform future such collaborations/consultations, looking at the context of globalization, international counselling psychology as content, transnational higher education partnership structures and postcolonial dynamics.

Intersections Between Higher Education, Service Learning, and International Development: A Case Study

Genevieve Walsh Chabot, Bill Rea, Janelle Rasmussen, Heidi Rogers

Montana State University

The intersection between higher education and international development initiatives has been studied and evaluated in depth by the panel participants Dr. Genevieve Chabot (faculty participant), Bill Rea (faculty participant), Cloe Erickson (Moroccan partnerships representative), and Mary Ulrich (graduate student researcher). Interdisciplinary faculty in partnership with international development organizations will discuss the Morocco Sustainable Service Learning (ISL) program developed in 2008. Topics will include: 1) the development, implementation, and evaluation of International Service Learning programs, 2) the interdisciplinary nature of service learning in the sectors of architectural restoration and cultural preservation, educational development, and rural health initiatives, and 3) service learning and development programs from the local, indigenous perspective.

Access, Social Equity and the Challenges of Internationalizing Higher Education: implications for Canada & India

Shelia Embleton, Roopa Desai Trilokekar

York University

Competition in a “global knowledge economy” creates an imperative to boost post-secondary access and participation. Canada, recognized for its high participation rates, may be losing its relative position (Orders & Duquette, 2010), leading provincial governments to further increase post-secondary enrollments. In India, the gross enrollment ratio is 11% with government targets of 30% by 2020 (Singh, 2008; Agarwal, 2009). Access and participation for all, but in particular underrepresented populations, is of concern for both countries (Thorat, 2006; Agarwal, 2009; CCL Report 2009; EPI, 2008). What are the paths to increase access, representation and participation and are there opportunities to partner and meet these objectives in both jurisdictions?

Both countries want to internationalize higher education (IPR Symposium, 2006; Altbach, 2009, 2010; Agarwal, 2009; AUCC, 2009; Trilokekar, 2006, Trilokekar, et.al, 2009 ; McGuinty, 2010; Embleton, 2011) . The pressure to meet the high domestic demand while reducing the foreign exchange outflow is an incentive for India, while Canada’s interests arise from a predicted decline in the post-secondary population, along with an interest in skilled immigration to meet demographic labour market needs. Both jurisdictions struggle with availability of sufficient public funds. Canada’s postsecondary system is largely public; India is an interesting case where higher education, recognized as a public good, has seen phenomenal growth in its privatization, described by Mehta and Kapur (2007) as an ‘ideological entrapment between half baked socialism and half baked capitalism.’ Thus, issues of access and equity become especially interesting considering Bill 57 that would enable foreign providers to set up partnerships/full degree institutions in India (Agarwal, 2009; Embleton, 2011).

There is a nexus of interests that can enhance international collaboration between Canada and India. However, it is imperative to consider the discourses of reforms in both jurisdictions in context of access and equity to draw policy implications

for both systems. How would internationalization assist in the move from elite to mass to universal higher education? How would it respect the principles of federalism and what measures would reduce regional imbalances? How would the balance between quantity and quality be achieved? How would the growth of privatization, whether it is Canadian universities with off shore campuses in India or Indian institutions enabling private institutions operating in India, keep the government's commitment to access, representation and participation? How will the growing interest in internationalization of higher education in both countries meet societal needs for equal participation in the "new global knowledge economy"?

Canadian university internationalization: Selective perceptions of five faculty members

Rhonda Friesen

University of Manitoba

This paper focuses on the perceptions and motivations of faculty members actively engaged in aspects of internationalization at their institutions and suggests ways that institutional internationalization can be developed to maximize faculty involvement. Despite growing interest in internationalization as an institutional phenomenon relatively few studies look at internationalization from the perspective of faculty members, although a number of authors claim that faculty members are essential catalysts in the internationalization process. Current literature acknowledges that internationalization cannot meaningfully be adopted without the support and participation of faculty members as key facilitators of the knowledge production and dissemination process of the institution. An initial review of current literature also demonstrates how globalization is impacting the academic environment in which faculty members work, changing how they approach their primary responsibilities of teaching, research and service in a global context.

This study uses a phenomenological research approach to examine the experience of five faculty members actively engaged in the internationalization process of their Canadian university including how participants define internationalization, what motivates them to engage in this process and how the institutional and individual efforts to internationalize influence each other. The faculty responses around their motivations and perceptions are then compared with institutional positions drawn from an analysis of strategic institutional documents. Drawing a conceptual framework from Sanderson's (2008) link between individual and institutional internationalization through academic pursuit of authenticity and intercultural development, along with de Wit's (2002) internationalization rationale framework and van der Wende's (1999) treatment of innovative change theory, the study explores how individual faculty members influence and engage with the institutional internationalization process. Results suggest that while faculty members have many varied motivations for personally engaging internationalization, the participants in this study demonstrated a common desire to achieve greater intercultural awareness and skills, both for themselves as well as their students, as a primary incentive. These faculty member responses also suggest that the greatest sense of engagement with institutional internationalization is experienced when individuals feel that their personal needs are supported institutionally through their international work and when institutional rationales are aligned with individual values. The paper concludes with recommendations for developing institutional internationalization plans that might effectively engage faculty members.

Ethical Considerations for Internationalization: Perspectives from Global Citizenship Education

Kyra Garson

Thompson Rivers University

Globalization has become an accepted reality influencing lives and interactions around the globe. Yet, the framing of globalization continues to generate a variety of interpretive perspectives. Higher education has in many ways embraced globalizing influences; the most obvious response has been the calls to internationalize. Internationalization activities and foci range from the recruitment of international students, to creating opportunities for domestic student global mobility, transnational education initiatives involving partner institutions and combined programming, and research collaborations. Canadian universities have become increasingly involved in internationalization resulting in 94% of surveyed institutions claiming that "preparing internationally knowledgeable graduates" was a major reason for pursuing internationalization initiatives (AUCC, 2008). Although many would argue that the rhetoric around most internationalization activities is designed to divert attention from competitive, market motivations (Stromquist, 2007; Harris, 2008), others argue that the internationalization of higher education offers potential opportunities for real change in terms of curriculum, pedagogy, and learning outcomes in the form of global citizenship education (Gacel-Avila, 2005; Pike, 2008; Shultz, 2011; Swanson, 2011; Tarc, 2011).

A review of the Global Citizenship Education (GCE) literature identifies a number of shifts which align with both the challenges and opportunities offered by the internationalization of higher education; as well as, other notable pressures resulting from broader globalization. These shifts include a heightened emphasis on the ethical dilemmas presented by globalization and internationalization, a wider disciplinary distribution of interest in global citizenship in relation to fields beyond the humanities, and a particular focus on pedagogy and curriculum development and the learning outcomes potentially associated with global education. The literature of GCE and that of internationalization share some of the same concerns in terms of issues to consider and barriers to overcome; yet, although there is superficial alignment, they are also at odds in the present educational climate (Andreotti, 2011). This paper aims to explore the links between international education and global citizenship education in order to identify the inherent synergies and convergences. A focus on the Canadian context will attempt to understand how Canadian institutions are responding to globalization and how educators are framing and addressing the issues through discourse and curricular interventions. The recent shifts mentioned above will inform the approach in order to investigate the potential future trajectory of this area of scholarship in both theoretical potential and practical application.

Perceptions of Research and Teaching from Canadian Faculty Members: An Analysis of the 2007 Changing Academic Profession Survey

Bryan Gopaul, Julian Weinrib, Glen A. Jones

OISE, University of Toronto

Globalization has been a powerful force that has significantly shaped the environments in which universities operate. This influence includes issues related to curriculum, evaluation, student mobility, academic work, recruitment and marketing strategies and overall institutional mission. Economic or financial interest drive much of this globalization influence, as international organizations use discourses of deregulation and privatization that impact national policy imperatives that relate directly to post-secondary education (Olssen and Peters, 2005; Slaughter and Leslie, 1997). An important dimension to this situation is the extent to which traditional public, democratic and socially inclusive practices and discourses operate in this climate of limited resources and market-like models of efficiency. The aim of this paper is to explore the extent to which changes in academic work in Canadian universities reflect this tension between globalization and social justice. In particular, we draw on 2007 data from the Changing Academic Profession (CAP) survey to discuss faculty perceptions of teaching and research in Canadian universities.

The Changing Academic Profession (CAP) survey stands as a one of the only comprehensive attempts to document the perceptions of faculty members about academic work. The First International Survey of the Academic Profession was conducted in 1992 by the Carnegie Foundation; however, Canada was not part of that original study. The 2007 administration of it stands as the first time Canadian faculty members were asked about their perceptions of academic work in Canada. A detailed description of the design and method of the international CAP surveys can be found in earlier publications (see Locke and Tiechler, 2007). A two-stage cluster sample was created at two distinct levels: that of the institution and of the individual. A popular taxonomy for institutional type of Canadian universities uses the following categories: Medical/Doctoral, Comprehensive and Primarily Undergraduate. A random sample was generated with this institutional taxonomy and consisted of 18 institutions: 4 Medical/Doctoral, 6 Comprehensive and 8 Primarily Undergraduate. Each of Canada's ten provinces were represented in this study with at least one institution sampled per province. For each university, only full-time faculty members were surveyed and included Assistant, Associate and Full professor ranks.

The focus of this paper is to discuss the perceptions of faculty members related to teaching and research in Canadian universities. We explore their attitudes toward issues related to the scope of research, the nature of research activity, the amount of time teaching doctoral students and the extent to which research informs teaching. Overall, faculty members are resistant to conducting research for commercialization purposes, very active to disseminate research findings, spend very little time teaching doctoral students (relative to similar countries) and strongly agree that research informs teaching. We examine these perceptions and additional aspects related to teaching and research in the context of globalization, social justice and the broader public purposes of higher education.

The Globalized Knowledge Based Economy Imaginary and its Implications for Higher Education and Individual Worker/Learners

Carrie Hunter

University of British Columbia

For over two decades, national and supra-national policy documents (e.g. from the OECD, World Bank, EU) cite the globalized knowledge-based economy (KBE) as justification for lifelong learning (LLL) and higher education (HE) reform. The KBE remains prominent in HE discussions despite strong scholarly social critique of the less-than-humanitarian nature of KBE discourse and the economistic orientation of current conceptualizations of LLL. There is sparse literature exploring the utility and effects of the KBE imaginary as a guide for HE in economic/labour terms. I argue that even in economistic/labour perspectives, the KBE imaginary is a questionable guide for HE. I explore the economic/labour interests of both individual worker/learners and the collective (nation, region, industry) as they are represented in the KBE imaginary. The discourse represents industry perspectives and absolute and supply aspects of education and skills. I present graphical representations of the skills/knowledge/education distribution in a population to explore worker, relative and demand considerations.

The KBE's call for more highly-skilled workers could reflect two different shifts in the distribution curve. A translation-shift preserves distributions shape (and relative position of workers) by increasing the education/skill/knowledge of the population. A mutation-shift alters the distribution's shape increasing the proportion of highly-skilled/educated workers. I suggest that both shifts may benefit industry more than the polity and that a labour-supply focus will exacerbate existing underemployment. I conclude that the dominant KBE discourse does not address labour/economic interests of worker/learners and should be used cautiously as a guide for HE. At best, the KBE imaginary describes economists' new inclusion of knowledge in economic models. At worst, it is a largely fictional narrative reflecting a narrow subset of education/knowledge and a governance technology supporting neoliberal global capitalist interests, muting the interests of the polity.

Reciprocal benefits: International students and international student services in Canada.

**Michelle Pidgeon, Hui (Demi) Guo, Sandeep Brar, Yunting (Teresa) Du, Siyang (Serena) Hao, Nanli Sun, Xianzhe (Sam) Gui
Simon Fraser University**

Globalization of higher education institutions is accelerating as more post-secondary students seek an international experience coupled with the fact Canadian universities and colleges, as in other countries, face declining domestic enrollment and seek to build their student population with international students from around the world. Consequently, the need of international student services and policies becomes even more critical for Canadian universities and colleges as they diversify their student populations.

This project involved a survey of institutional websites for international student services or other websites that reference international students; a literature review on international student experiences; and a policy analysis on publically available policies related to international students (e.g., admissions, housing, and finances). The purpose of this presentation is two fold: 1) to present an analysis of International student services provision (e.g., types of services; policies) from universities and colleges across Canada and 2) to share the experiences of international and domestic undergraduate students who worked on this project as research assistants. Some key findings from this research are: there is a wide range of service provision that varies geographically and by institutional type; policies impact the international student experience; and research during one's undergraduate degree expands and enriches the student experience.

Global cities, internationalization and collusion

William Radford

Simon Fraser University

Multiple sources suggest that a feature of globalization is a system of closely interlinked global or world cities. These conjoined cities are theorized within geographies of centrality. Cities, city-regions and hierarchical city systems are, it is claimed, the dominant sites of global power, wealth, and cultural production; transcending national boundaries in their agency and marginalizing cities and regions on their peripheries.

Internationalization of higher education, in its current incarnation, is generally taken to be a response to globalization and is as inextricably linked as both agent and victim with global flows and processes, as are the aforementioned world cities and systems. It would appear logical to surmise that myriad symbiotic and contested relationships exist between the internationalization of universities, world cities and their associated systems whether central or marginal, yet this has received little attention in peer-reviewed literature. I propose to explore the nature of the relationship of world cities and their peripheral city orbits to university internationalization. I posit that universities in global city regions experience a differentiated internationalization from those in peripheral or marginal city regions as conceptualized in world city theories. In order to expose these umbilical relationships and ascertain whether universities may be complicit in replicating and reproducing hegemonic global city patterns I will examine the intersection between extant literature and data on global cities and global tertiary education rankings. Furthermore I will explore the plethora of international university associations, research relationships and other intersectionalities and overlay rankings and global city data to determine the nature and scope of intersections, reinforcement and structuration.

Voices of Justice: Diversity and Equity in American Study Abroad Programs

Juhanna Nicole Rogers

Indiana University

Social justice, equity, and internationalization in higher education are dynamically intertwined pieces of African American life and history. Today, the low participation rates of African American students in study abroad programs are alarming, especially at a time when higher education institutions around the world are working diligently to develop international partnerships, programs, and opportunities. This paper will provide a richer context to examine African American international experiences and the impact of these experiences on social justice and education. As higher education continues to promote study abroad as the method to internationalize the American students collegiate experience, diversity remains a concern. While international study experiences expose students to the culture and traditions of people from around the world, it also serves as a platform to make students think more critically about their place in the world. Increasing the diversity of study abroad participants is a prominent goal; however, cultural and critical race research indicates that study abroad leaders and advocates need to think more inclusively to achieve this goal. Historically, African Americans traveled independently to Africa, Europe, and the Caribbean to expand their education and research; however, as institutional opportunities for studying abroad expand, the racial demographics remain stagnate. "Voices of Justice: Addressing Diversity and Equity in American Study Abroad Programs" examines the experiences of African American students who have traveled abroad and highlights how their experiences deepened their understanding of issues of social justice activities in the United States and globally.

Using critical race theory this paper argues that the lack of racial diversity in study abroad programs is due more institutional requirements and the lack of recruitment of African American students than it is students' unwillingness or lack of interest in travel. In order to support the argument, first the author will establish historical significance by highlighting late 19th and early 20th century African American prominent scholars and activists who traveled abroad for study. Secondly, the paper will provide an analysis of national study abroad data. Lastly, using critical race theory the presenter will provide an analysis of qualitative data from African American students from Indiana University Purdue University Indianapolis who studied abroad in the Dominican Republic in 2007, 2008, and 2009. The paper concludes with recommendations on ways to increase African American participation in international programs.

Higher Education according to an Enterprise Ethic: Challenges to Citizenship, Learning and Social Justice

Tzy Horng Sai

Simon Fraser University

Criticisms of globalization in higher education abound (McMurtry, 1998; Peters, 2001). Given the worrisome climate of globalization in education, the current discussion is of a theoretical nature, examining challenges to higher education and social justice wrought by an enterprise culture. Through an examination of these challenges I hope to begin a dialogue on the role of higher education in matters of citizenship, learning and ultimately social justice. Globalization in the current context is understood as an offshoot of neoliberalism. Briefly stated, neoliberalism prizes individual freedom as the highest ideal of humanity attainable exclusively through economic liberalization. To this end, interference in the free market ought to be avoided. Similarly, society should serve the free market and mold itself according to principles and movements of the free market. Given the rise of globalization, the metaphor of *enterprise* has been widely employed as a key organizing principle for personal, economic, political as well as educational decisions (Du Gay, 1991). Within educational domains, enterprise peddles the idea that higher education works in service of the free market (Peters, 2001). Accordingly, the ideal student and citizen is synonymous with an autonomous and freely choosing individual where autonomy and freedom of choice is narrowly construed as freedom from others and financial mobility respectively. Promoted in the enterprise discourse is a citizenship achievable through vigorously acquiring success skills for the labour market and maximizing consumer choice (Rose, 1998). To this end, students are incited to adopt a self-serving attitude and seek skills and strategies to triumph in a competitive labour market and to pursue personal fulfillment as consumers. An enterprise model of education poses challenges for social justice on various fronts. First, an enterprise culture destroys the value of higher education, a foundation crucial for a well-rounded and educated citizenry able to engage critically in social justice issues. In addition, higher education becomes perceived merely as a means to vocational and personal success narrowly defined as enjoying individual freedom and autonomy according to free market principles. Consequently, curricula and learning in higher education become reduced to skills acquisition, undermining a deep engagement to knowledge and learning. Finally, an enterprising culture fosters an uncaring and unjust ethic of citizenship and personal fulfillment. Specifically, an enterprising ethic promotes a polarizing discourse that celebrates socioeconomically advantageous individuals as those who have appropriated the enterprising ethic successfully and blames those socioeconomically disadvantaged as not “enterprising” enough.

Connecting Media, Equity, and Higher Education Policy

Michelle Stack

University of British Columbia

Who is marginalized and exploited in higher education is connected to media. We need only look to the importance of university rankings to see the power of media to frame what is the “best” university and why. The data employed to arrive at rankings reinforces the economic and symbolic capital of already rich institutions, especially in Europe and North America, and devalues cash poor universities in developing countries. I draw on Bourdieuan concepts of field and symbolic capital to analyze the imperialist nature of media- university rankings. I interviewed journalists and politicians in a Canadian province to better understand how they enacted and represented policy based on their understandings of global rankings and the importance of staying “on top”. My presentation bridges theoretical understandings of news media’s role in educational policy and the practical mapping out of spaces for engagement, public debate and dialogue. I argue that creating viable and socially just policy alternatives requires media- public engagement. Arjun Appadurai (2000) argues that academics make careers by talking about their research on globalization. This same research excludes people most affected and excluded as a result of economic globalization. Changing socially unjust global educational policies requires looking first at how those policies, such as rankings, are embodied in universities and by media to legitimize and de-legitimize forms of knowledge.

Observations of undergraduate acquisition of writing proficiency: Should international students be conceptualized as a special population?

Seanna Takacs, Sai Tzy Horng

Simon Fraser University

In 2003 there were 2.1 million international students worldwide and that number is poised to increase over the next decade. Canada has been placed fifth among those countries expecting the largest increase in post-secondary enrolment (Bartlett, 2002). As we have welcomed students living and studying abroad, myriad concerns over emotional adjustment, social interaction and isolation, academic performance, and language development have been considered (e.g., Chataway & Berry, 1989; Church, 1982). In our nine years of collective experience with over a thousand undergraduates we have had the opportunity to participate in the academic adjustment that international students make and have considered this adjustment within the context of writing instruction.

In terms of the development of undergraduate-level writing proficiency, we argue first that making a distinction between international and domestic students at all is inappropriate for three reasons. First, both international and domestic students must develop an epistemology. They must be apprenticed in the ways knowledge is constituted, its construction within and across disciplines and critically evaluate theoretical claims on that basis. Through writing, all students must judge their own knowledge against the course content and the discipline at large and express their epistemological leanings through essays and papers. Second, both groups must develop concepts based on course content, interpret the concepts against their own experience and produce written work that demonstrates analysis and synthesis. Third, both international and domestic students must learn the technical aspect of writing such as using appropriate citation methods, writing strong thesis statements, identifying arguments

and learning how structural expectations vary by discipline. By treating international students as a special group who might require specialized, skills-based writing assistance we not only reinforce the marginalization of international students, we make pedagogical decisions based on group membership rather than academic need. Most students in turn experience deep frustration and anxiety over writing; international students often end up with skills-based instruction that is limited in scope and domestic students rarely receive (but sorely need) instruction in writing skills because proficiency is assumed. In our experience, students have profiles of strengths and weaknesses that have little to do with whether they are international or domestic students. We have found patterns of performance that indicate that *all* students require technical instruction that occurs contemporaneously with the conceptual and epistemological domains; when effective writing instruction is provided on this basis, there is precious little that distinguishes international students as a special group.

To Whom Do We Owe Access to Higher Education: A Critique of and Commentary from Rawlsian Perspectives

Winston Charles Thompson

New York University

That access to higher education can be cast as an issue of distributive justice is no innovative claim. The question of who should be able to access the experiences and resources of these institutions has meaningful and long-felt effects on the lives of potential students. Given these high stakes, philosophical approaches to the question of who ought to be able to access post-secondary institutions and on the basis of which criteria such access should be granted have animated fertile discussions. Most of that discourse draws either directly or indirectly from the pioneering work of the contemporary political philosopher John Rawls and his conceptualization of justice as fairness. I argue that while Rawls' work can be illuminating for problems of educational policy, his focus on closed societies compromises the strength of his arguments' application to domains that necessarily consider international communities. I contend that the question of higher educational access is squarely located in one such domain.

Making a fuller argument for this premise, I expand a Rawlsian conceptualization of the appropriate criteria for higher educational access via the moral relationships and ethical obligations bearing upon actors and policymakers within an international, rather than national, community. In this project I reflect upon three points. First, Rawls's notion of a 'social union of social unions' has serious implications for education's role in a global community. I hold that the idea supports an orientation towards educational projects that supersede localized boundaries in favor of shared flourishing. Secondly, I assert that given my work on social unions, Rawls' principles of justice can be pushed towards wider application, across national boundaries, as the subject of its administration is necessarily global. That is to say that if students in higher educational institutions enjoy content culled from international sources, the institution and its structures must accept all participants in that process as relevant members of a system of resources and advantage. Thus, the (international) distribution of access to the products of that shared activity ought to be governed by the principles of justice. Finally, I conclude by noting that the suggestions of the previous sections must be held carefully as value pluralism across nations will likely lead to a terrain of educational opportunities across nations that, given our current relative isolationism, will be difficult (though not impossible) to navigate. I indicate a promising approach, based in Rawls's Original Position thought experiment, to addressing this concern.

The construction of Chinese international students' identities in the internationalization of Japanese universities: Dilemmas of internationalization

Hanae Tsukada

University of British Columbia

This paper presents preliminary findings from a doctoral study that examines the construction of Chinese international students' identities in and through their international education experiences at two Japanese universities. These universities exemplify recent Japanese government internationalization policies and programs. Against the backdrop of the shrinking Japanese population and the intensifying competition for a highly skilled human resource in the global economy, recent policies concerning the internationalization of Japanese higher education, including international student recruitment, aim to sustain and enhance the country's international economic competitiveness (Terakura, 2009). This form of internationalization is driven by a neoliberal imaginary of globalization, which disproportionately focuses on the economic aspect of globalization (Rizvi & Lingard, 2010). Scholars have argued that international education located within this imaginary produces students, who hold an economic, rather than a moral or political, sense of global interconnectivity, and who celebrate and consume depoliticized cultural diversity (Rizvi, 2005; Roman, 2003). This phenomenon was apparent in my study with Chinese international students in Japan. While the Japanese universities uphold the production of global human resources for their institutional competitive advantage, the participants in this study student participants take it up to attain a competitive and distinctive identity in the employment market.

The paper will add a nuanced and locally specific layer to the existing literature about internationalization. Beck (1992) suggests that people construct their lives and identities through seeking solutions to given life circumstances. In my study, the student participants' narratives revealed their identity development in response to their local realities, such as the extremely competitive college entrance exam and employment market in China and their socio-economic status. Moreover, in Japan, some participants negotiate with or resist an alienated or marginalized sense of self imposed by the dominant Japanese society. Yet, many participants' social lives and sense of self are encapsulated within their Chinese students' community, despite the diverse student body realized by internationalization. In Japan and elsewhere, internationalization has been promoted without a critical examination of its consequences and goals (Goodman, 2007; Stier, 2004). Through an exploration of the production of Chinese international students' identities in the internationalization of Japanese higher education, the paper addresses two broad dilemmas of internationalization: "How can internationalization go beyond being a medium through which nations, universities,

and individuals pursue their self interests?"; and, "How can internationalization offer educational opportunities for students of different backgrounds to experience genuine interactions and to imagine their common future together?"

Building for the future: Makerere University, Uganda in the face of globalization

Jude Walker

University of British Columbia

The impact of globalization on higher education in Africa is underexplored to say the least. When one of Africa's 54 countries is featured in the media, it is generally due to war, crime, poverty, illiteracy or disease. Literature on education reform in the region tends to focus on efforts (or lack thereof) towards achieving Goal 2 of the Millennium Development Goals: that boys and girls will be able to complete a full course of primary schooling by 2015. Yet, as elsewhere in the world, higher education is expanding. Universities are commercializing. Technology is transforming what education looks like. Higher education institutions are competing with one another for students and for faculty. Regional rankings are taken seriously.

Last year, Makerere University in Uganda was acknowledged as the highest performing university in sub-Saharan Africa and the 'best' university in the continent outside of Egypt and South Africa. Once fondly referred to as "the Harvard of Africa" in its pre-independence days, the university is seen to be making a comeback. If you spend time on campus, it won't be too long before you hear the school anthem: "*Makerere, Makerere, we build for the future, the great Makerere*". With a reformist Vice-Chancellor and growing collaborations with local and Western companies and universities, Makerere is endeavouring to build for a future knowledge economy. My paper examines the university's endeavour as it relates to processes of globalization. I draw on literature published in government policy, academic journals, the independent newspaper the Daily Monitor, and personal experience to identify the ways in which Makerere is enacting reforms in response to global pressures. I explore six main themes as they are manifest at Makerere: massification, gender equality, corporatization, commercialization, competition and the focus on computing and information technologies. I highlight some of the ways in which globalization is affecting Makerere and examine these within the broader socio-political context of Uganda. As the lyrics of the anthem state, "*Arise, arise Makerere. Rise up and rise. High up and high. Arise Makerere*". While the obstacles and problems are many, Makerere is attempting to rise up in the face of change and to help build a different economy and society.

Higher Education and Social Justice: An Experiment in Myanmar

Angelina Teresa Wong, Kara Wong

University of Saskatchewan

Most modern governments, as signatories to *The World Declaration on Education for All* in 1990, affirmed their support for providing the essential learning tools required by human beings "to develop their full capacities, to live and work in dignity, to participate fully in development, to improve their quality of their lives, to make informed decisions, and to continue learning." (Article 1, paragraph 9). This intention was further reinforced in the Millennium Declaration of 2000. While the focus for more than two decades has been on the provision of basic education for children and adult illiterates, there is growing awareness that higher education could be a key variable in ensuring that the citizens of developing countries can maximize their own capacities for protecting their economic, social, and cultural rights. Open and distance learning programs, through their blending of traditional and technology-mediated teaching strategies, have created the flexibility that allows working adults to access programs offered by Canadian universities nationally and internationally. Prior Learning Assessment and Recognition (PLAR), as a world-wide movement, has added the benefit of empowering those adults that have been traditionally marginalized (economically and socially) by recognizing what they know and can do.

The purpose of this paper is to introduce an experimental project conducted with a group of adult learners in Myanmar to assess their experiential learning for potential credit towards a Canadian university degree. The project began with a conversation between two colleagues speculating on how they, as academics supportive of the PLAR movement, could assist future community leaders in Myanmar to achieve a credential at a distance. Myanmar, as a country under the tight control of a military government, posed special logistical challenges and security risks. A third Canadian educator, who has lived and taught in Myanmar for three years, was well positioned to facilitate the development of the candidates' learning portfolios. Two assessors in Canada reviewed these portfolios prior to conducting one-on-one interviews in Myanmar. The paper will highlight the philosophy and processes of PLAR that are particularly suited to the contextual circumstances of the Myanmar beneficiaries and individuals that face similar barriers to higher education. It will summarize the conceptualization, implementation, and outcomes of the project, and the characteristics and aspirations of the participants. The presenters will share their personal conviction about how methodologies that are already practiced in Canada can be refined into a tool that promotes social justice in developing countries.