The International Intercultural Interface

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“Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.”

Jane Knight
AUCC Survey (2014)

- 95% identify internationalization as part of strategic planning
- 89% experiencing accelerated pace

- 84% place preparing internationally knowledgeable and interculturally competent graduates in top 5 reasons
What are Students Gaining?

Are students gaining the skills, knowledge, and attitudes necessary to participate in an increasingly complex and interconnected world?
Study Results: Are we Graduating Global Citizens?

Intercultural Development of 3rd and 4th year students at 2 of BC’s regional universities

31% were in Ethnocentric development stages
54% were in Transition stage
Intergroup Contact Theory

Groups from different cultures must be appropriately prepared to interact. If they are not, then a reinforcement of stereotypes and prejudice is likely to occur.

(Allport, G. W., 1954, Pettigrew, T. F., & Tropp, L. R., 1993, Sindanus et al., 2008)
Questions – Knight (2004)

• What are the expected benefits or outcomes?
• What are the values that are underpinning it?
• Who are the main actors, stakeholders, and beneficiaries?
• What are the positive consequences, what are the unintended results, and what are the negative implications?
International Education: “Clean and Green”

Provincial
- Over 95,000 students
- 1.8 billion annually
- 1.25 billion direct GDP contribution to BC economy
- 66 million govt revenue
- 21,540 jobs

National
- Over 218,000 students
- $8.0 billion in 2010
- $4.9 billion GDP contribution to the Canadian economy
- 445 million govt revenue
- 86,570 jobs

(Based on 2010 stats, Roslyn Kunin, 2012)
Balancing Outputs and Outcomes

Outputs

- Student mobility
  - Intl student recruitment
  - Participation in study abroad
- Transnational education
  - Programs offered abroad
  - Student recruitment
  - Graduates abroad
- Institutional partnerships
  - Joint and dual programs
  - Partner networks
- International projects
  - Funding
  - Research
  - Development

Outcomes

- Curricula and programs
  - Learning outcomes
  - Graduate attributes
- Teaching and learning processes
  - Pedagogy
  - Delivery models
- Global competencies
  - Intercultural skills
  - Language proficiencies
  - Historical context
- Disciplinary focus
  - Global issues
  - Multiple perspectives
  - Scholarship, Research, Knowledge Production
Demographic Shifts

• # of international students in Canada has more than doubled since 1998
• BC Jobs Plan anticipates additional 47,000
• Immigration represents more than 70% of Canadian population growth
• Aboriginal youth fastest growing population
• 1 in 5 Canadians allophone
• By 2031 almost half (46%) of Canadians over the age of 15 will have been born outside of Canada
The World is on Campus

Quantitatively, higher education appears poised to become a site of intercultural and global exchange...
“Intercultural education, as opposed to international education, is a more inclusive formulation, in that interculturality includes both international and domestic students.

All students, regardless of their location, need to develop the capability to contribute in the intercultural construction, exchange and use of knowledge.”

Interculturalizing the Players

Students

Educational Priorities

Staff

Instructors
Internationalization has created an urgent need for educational institutions “to develop intercultural understanding and an ability to live and work productively and harmoniously with people having very different values, backgrounds and habits” (Bok, 2009)
“Soft” Skills?

- 90% of employers valued intercultural skills (AACU, 2012)

- 93% valued critical thinking and communication over academic major or GPA (Hart Research Associates, 2013)
Recent Studies

Gareis (2012) USA
• 40% of international students surveyed claimed they had no significant friendships with American students

Grayson (2008) Canada
• domestic students reported only 11% of their friends were international students
• over 50% of international students reported difficulty making friends with Canadians

Leask (2010) Australia
• students saw cultural and national perspectives as important but were dissatisfied with the interactions they had with each other

Osmond and Roed (2010) Britain
• domestic students conscious of causing offence in intercultural interactions which also resulted in them avoiding those interactions

Garson (2013) Canada
Avoidance strategies
Negotiating tensions
Two solitudes
Static Majority

- 90% of domestic students are left out of the internationalization process
- New ideas are needed on how best to expose these students to international and cross-cultural perspectives
- "How can we have internationalization if we don't involve the static majority?"

Elspeth Jones, Leeds Metropolitan University
Multicultural or Intercultural?

Recognition and Representation

OR

Interaction and Inclusion
Context for Inclusion

Learning Outcomes
Curricular, Co-Curricular, Campus Culture

Domestic
Indigenous
International
New Canadian
Systemic Strategies

1. Communicate importance to students and community
2. Celebrate cultural diversity on campus and in community
3. Events that profile global issues
4. Provide PD to staff and faculty
5. Interdisciplinary, interdepartmental committees/groups
6. Intentionally create international & intercultural learning opportunities with articulated and assessed outcomes
“Do you educate students to face the future challenges of the Twenty-First Century?”

Mestenhauser (2000)
Thank You!

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