

University internationalisation from the 'inside out'

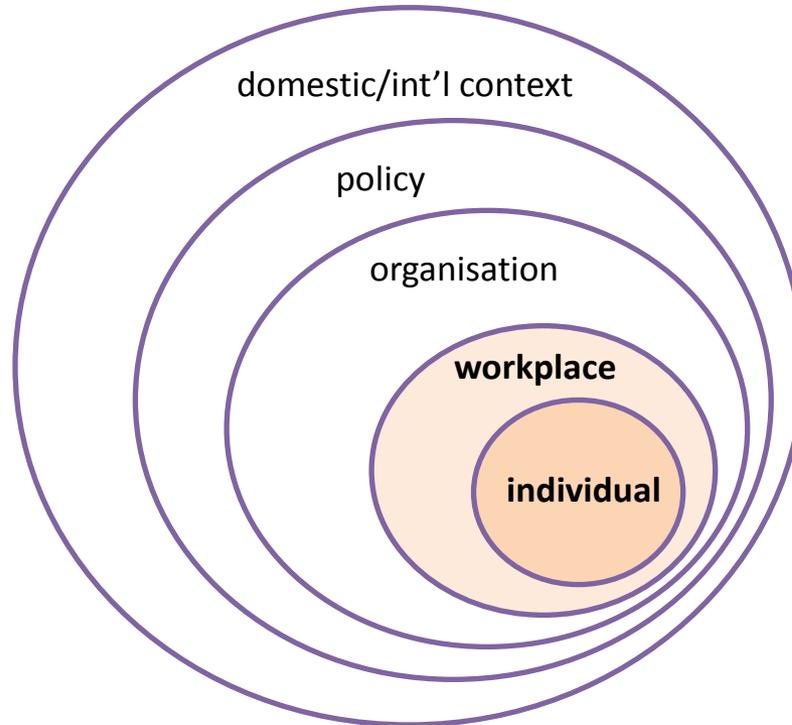
individual needs, organisational
change, global engagement

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Jeremy Breaden
Faculty of Arts / Japanese Studies Centre
Monash University
jeremy.breaden@monash.edu

The challenge (for policymakers, practitioners, researchers):

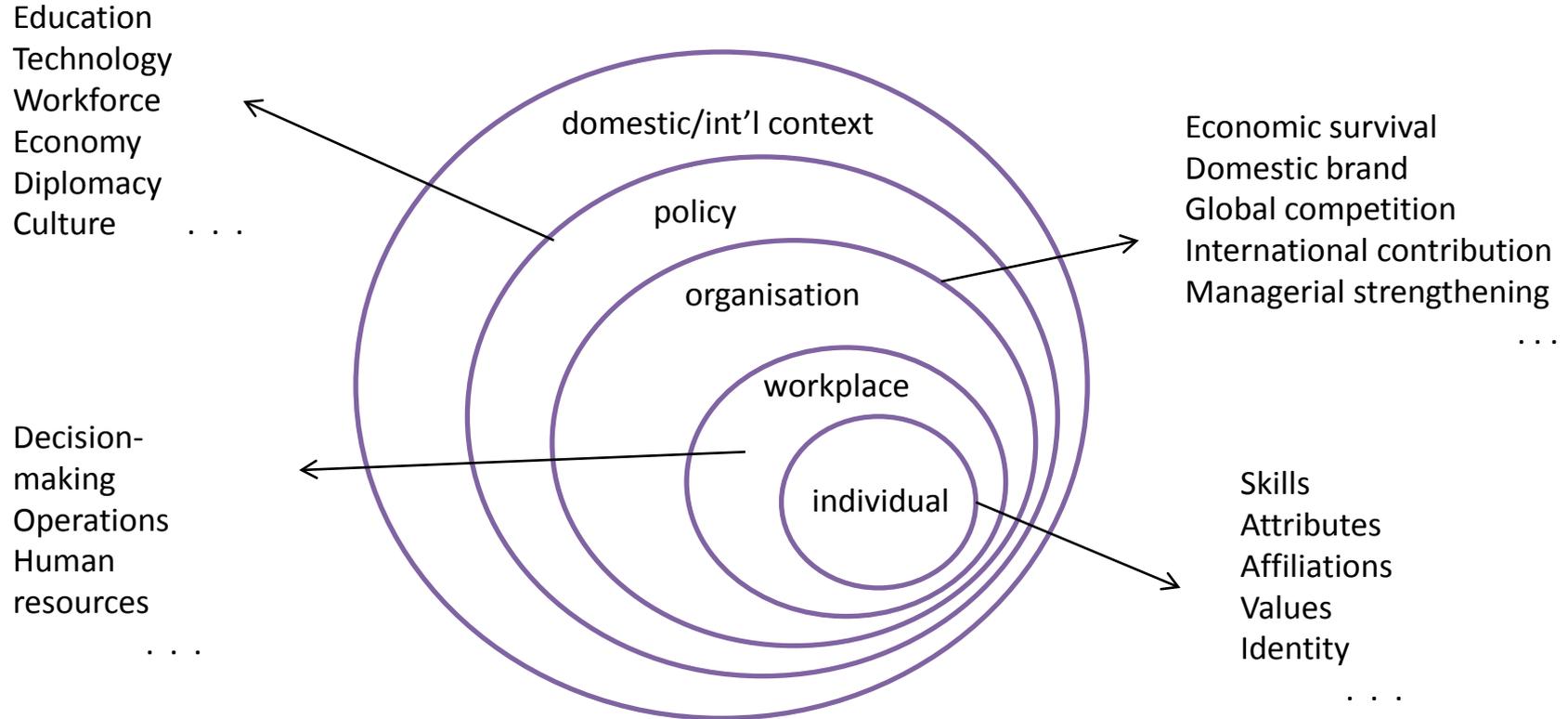
Connecting on-ground experience to policy, programmes, management



Today's presentation

1. Making sense of 'internationalisation' as an individual concern
2. Examples: English language needs, faculty/staff engagement
3. Rethinking university internationalisation from the 'inside out'

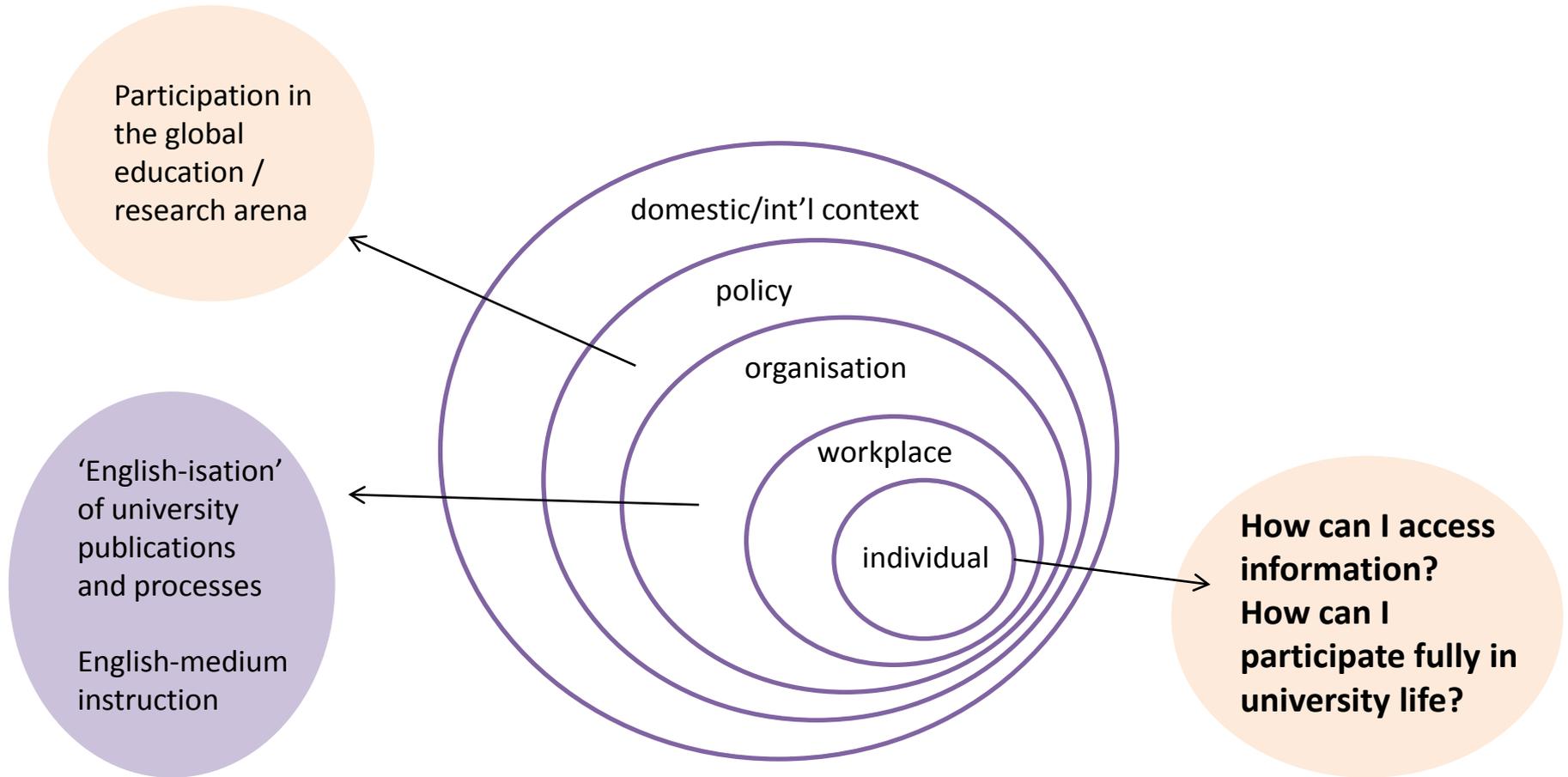
Internationalisation as discourse *and* practice of change extending over multiple dimensions



multivocal: different contexts, uses, meanings
dynamic, evolutionary
malleable = durable

- definitions and typologies are problematic
 - *fields of play* rather than set of rules
 - need to focus on *players*

Example 1: English language needs



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Organisational purposes

- strategy (connection with vision/rationale for internationalisation)
 - compliance (legal considerations, avoidance of 'trouble')
 - service (assistance for students and faculty/staff)



Operational task: 'English-isation'



Japanese

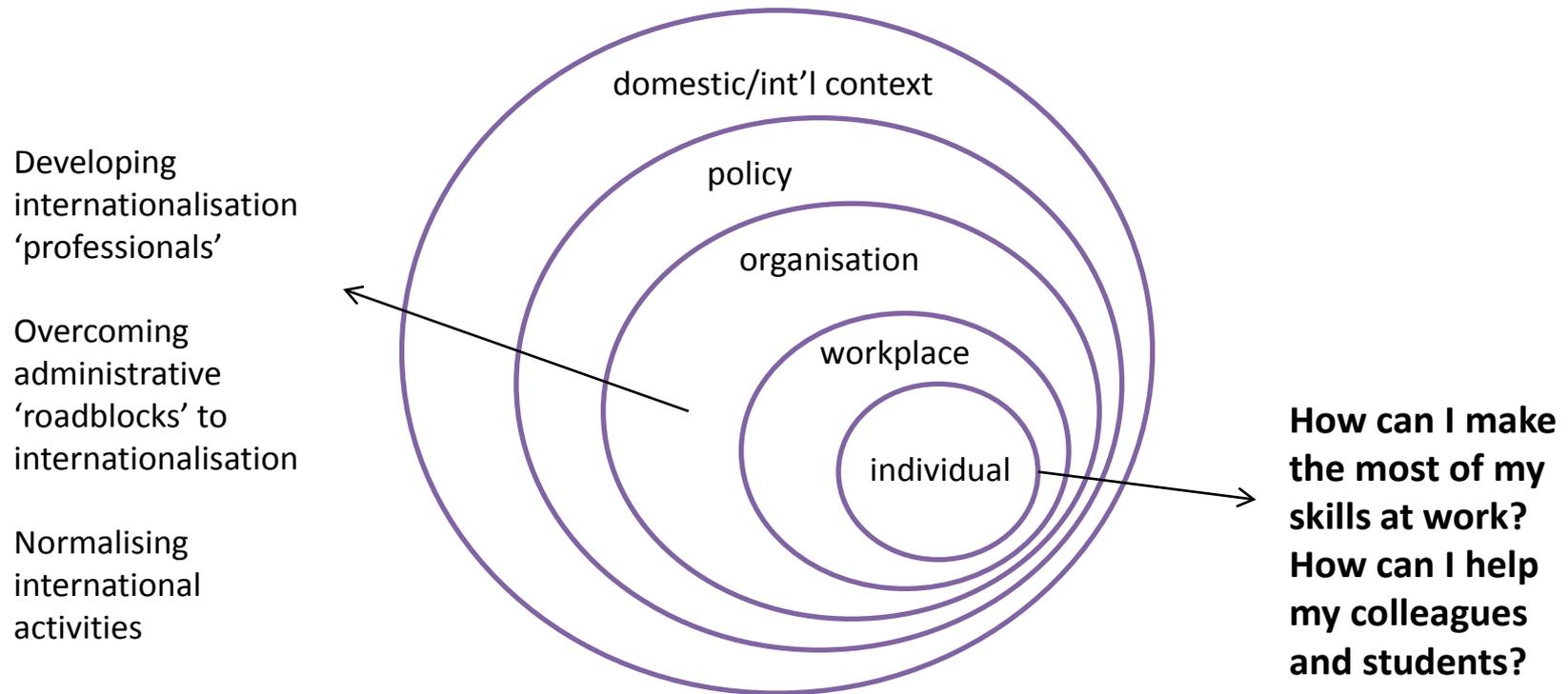
English / bilingual



Individual needs

- information (procedural and contextual)
 - inclusion (of non-J speakers, of non-E speakers)
- opportunity (for personal development, for organisational/social contribution)

Example 2: Faculty/staff needs



Expertise

(*cultural capital* associated with internationalisation)

e.g. foreign language proficiency, intercultural literacy, international scholarly experience . . .

Internationalisation ‘specialists’; often peripheral to organisation

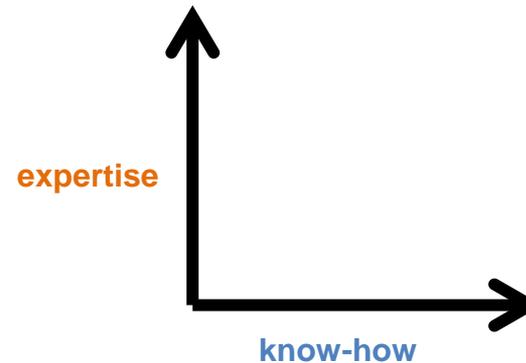
e.g. international liaison expert recently recruited from private sector

e.g. foreign academic working in Japan for the first time

e.g. international student advisor employed on a one-year contract

Contributing factors

- international skills beyond scope of (or not readily shared as) organisational knowledge – sourced from outside the organisation, retained by individuals
- ‘project-based’ internationalisation: irregular work, precarious conditions



Know-how

(*social capital* within the organisation)

e.g. administrative literacy, personal networks, internal status . . .

‘Core’ faculty and staff (organisational status = limited opportunities to acquire new skills)

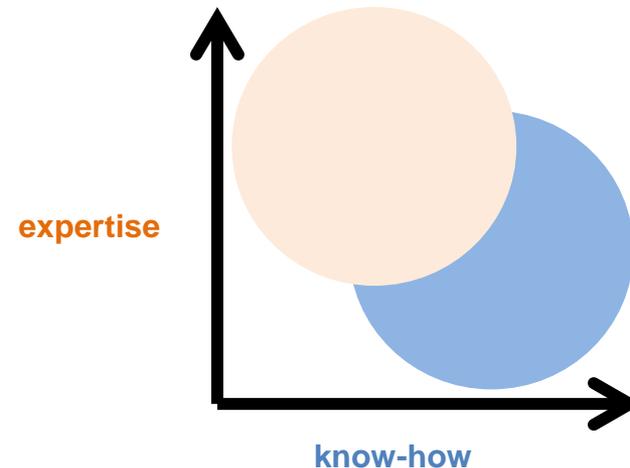
e.g. experienced senior administrator in university HQ

e.g. researcher with heavy administrative / executive workload

Common outcomes

Marginalisation of international work as 'specialised'

- expertise affirmed, but disconnected from wider organisational agenda and opportunities
- decision-making distanced from implementation
- original rationales for internationalisation clouded

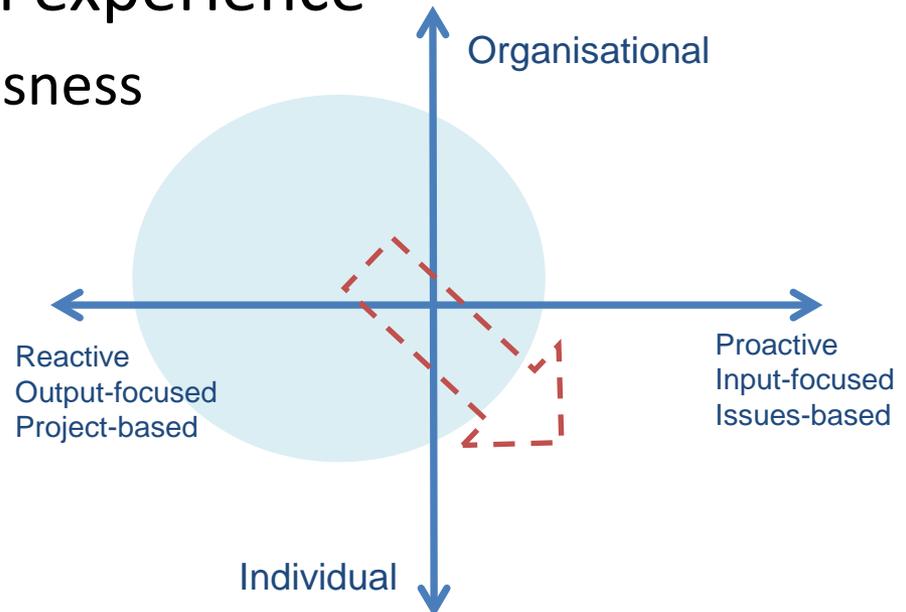


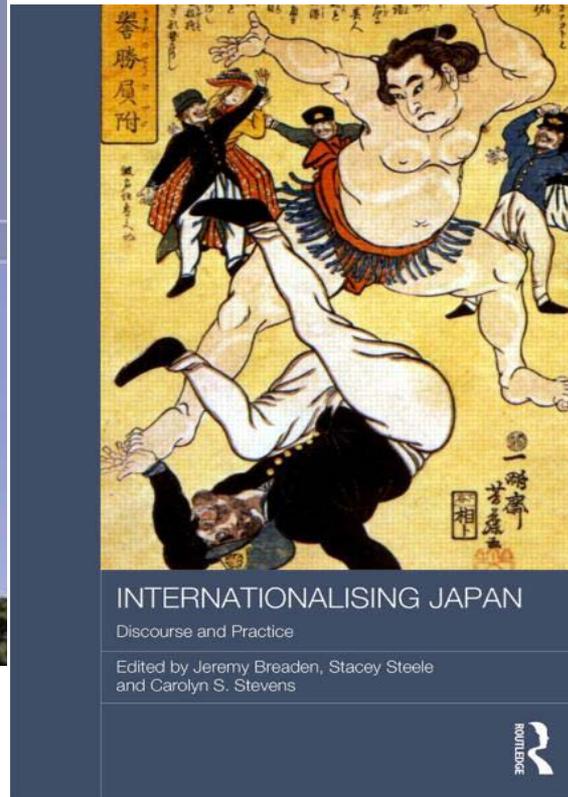
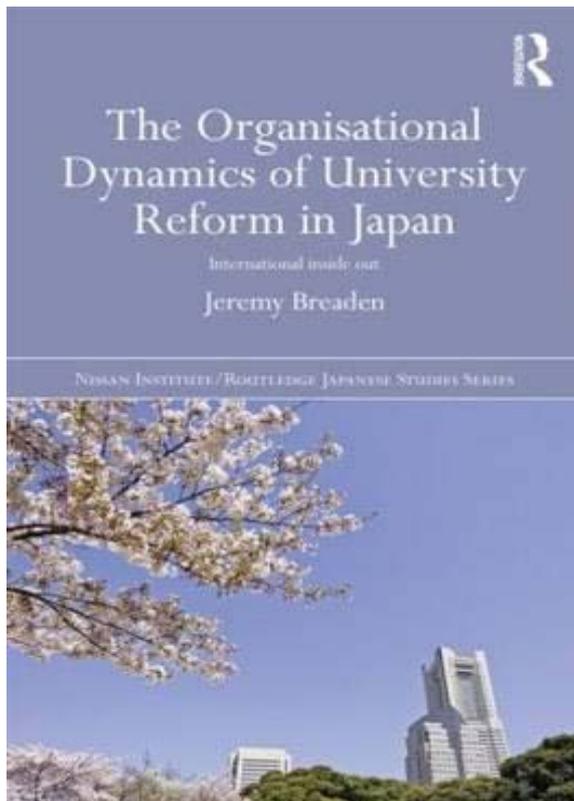
Assimilation of international work into mainstream administrative processes

- procedural know-how valued
- utilitarian approach to skills
- original rationales for internationalisation clouded

Rethinking the field of play from the inside out

- Organisation: beyond internationalisation as a discrete task
 - Addressing structural issues
 - Engaging and empowering individuals
- Individuals: beyond personal experience
 - Building stakeholder consciousness
 - Making a critical contribution
- Government: beyond outputs, towards inputs





Thank
you!

Academic journal articles:

2012. "Internationalisation and paternalist micro-management in a Japanese university", *Japanese Studies* 32(1), 21-37

2014. "Global attributes or local literacy? International students in Japan's graduate employment system", *Japan Forum* 26 (forthcoming)