ABSTRACT

Internationalization has become an important focus and activity of and in higher education and as such, merits an answer to the questions of how it is understood by educational leaders making decisions about its implementation and for what purposes it is being undertaken. This qualitative case study utilized semi-structured interviews to explore educational leaders’ understandings of internationalization and how those understandings impacted their decisions about internationalization.

The College’s longstanding and complex context of international engagement has set the stage for current ways of ‘doing’ and understanding internationalization. Their own life experiences with diversity, difference, and discomfort have helped to shape their views of internationalization as a comprehensive phenomenon that impacts all areas of the College. However, they are also influenced by the pragmatic realities of running and sustaining a college, the mandate to contribute to the local and national economies and workforces and a responsibility to help make the world a better place. In reality, international student recruitment seems to be not only the focus but the most visible implementation of internationalization.

Implementing comprehensive internationalization (CI) requires leaders to expand their understanding of internationalization from being just an end in itself. It also requires clearer communication of their goals and meaningful engagement of the internal community in decision-making processes. There are also the challenges of faculty development and support, collective accountability for achieving clearly defined goals, acting ethically and allocating sufficient resources across competing initiatives. CI is possible if leaders begin to act on stated values, and pursue financial and non-financial goals with equal vigour, perhaps relying on Social Innovation programming to provide an appropriate environment.

BIOGRAPHICAL NOTES

Academic Studies: B.A. University of Winnipeg, 1990
M.A. Athabasca University, 2010
Post-Bac. Dipl. (Instructional Design) Athabasca University, 2012

Current Position: Instructional Designer, Red River College, Winnipeg, MB

GRADUATE STUDIES

Field of Study: Leadership & Internationalization of Higher Education

Courses:
EDST 593  Ethics in Educational Leadership  Dr. M. Edwards / Dr. A. Zavalkoff
EDST 601  Ed. D. Seminar I  Dr. D. Coulter / Dr. D. Pratt
EDST 508  Research Methods I  Dr. S. Butterwick
EDST 577  Social Context of Educational Policy  Dr. M. Stack / Dr. D. Kelly
EDST 508B  Review of Research in Educational Methods, II  Dr. D. Coulter / Dr. D. Kelly
EDST 552  School Law  Dr. G. Fallon
EDST 580  Directed Readings  Dr. T. Sork
EDST 602  Second Year Doctoral Seminar  Dr. T. Sork / Dr. G. Fallon

AWARDS
2014, 2015 – EdD Leadership Award (UBC)
2014 – Patricia Dyer Memorial Award (UBC)

PUBLICATIONS


PRESENTATIONS
May 2016 – “The International Educator Certificate” (Manitoba Start Diversity Conference)

June 2015 – “Globalization, Internationalization and International Education” (RRC)

November 2014 – “An Institution on the Cusp of Internationalization” (CBIE)

July 2013 – “Assessing the 4IN Model of Curriculum Internationalization” International Perspectives in Technology-Enhanced Learning (IPTEL), UBC.

June 2013 – “Doing Internationalization Differently - The 4IN Model: A Socially-Just Approach” (RRC)

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PROGRAMME
The Final Oral Examination
For the Degree of
DOCTOR OF EDUCATION
(Educational Leadership and Policy)

CLAUDIUS SOODEEN

B.A. University of Winnipeg, 1990
M.A. Athabasca University, 2010
Post-Bac. Dipl. (Instructional Design) Athabasca University, 2012

Friday, May 18, 2018, 9:00 am
Room 200, Graduate Student Centre
Latecomers will not be admitted

“Educational Leaders’ Understandings of Internationalization: A Case Study”

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