

# Incubating Internationalization: The Necessity of Institutional Entrepreneurship

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# Never Stop Saying the Word Global

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(Never, ever!)

# Says Arne

- Today, a nation's prosperity depends on its people's ability to thrive in the global marketplace... What's more, in a nation as diverse as ours, the ability to interact comfortably and confidently with people of all backgrounds and points of view is critical.
- And that makes it more important than ever to provide *all* students with a well-rounded, world-class education – including opportunities to gain global competencies and world language skills; to understand other cultures; and to study abroad.

- President Obama and I clearly understand that we live in an age where jobs know no borders, and where education is the new currency...We're working to ensure that all students are academically prepared, globally competent and internationally successful.
- To help keep America safe, partner effectively with our allies, and collaborate with other nations in solving global challenges, we need professionals with solid cultural knowledge and language skills that cover all parts of the globe...

# The teacher's "charge"

- Teachers are charged with ensuring students achieve such world class competencies.
- Thus teacher education programs should shift internationalizing the preparation of teachers.
- Yet we know it's not happening, and there is more to the picture than that painted for us by the Secretary, politicians, or the media.

# Resistance to Internationalization

- Mansilla and Jackson (2012) noted resistance to the internationalization of education, especially in the United States.
- “Perhaps most perniciously in the United States—but, alas, not only in the United States—there is a deep distrust of education that attempts to transcend borders and to take seriously the customs, values, and priorities of nations and regions very different from one’s own—and such provincialism and exceptionalism grows more fervent in times of crisis. Cosmopolitanism, internationalism, and globalism are often considered dangerous concepts or even “fighting words.” (p. x )

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Incubating  
Internationalization:

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Institutional Entrepreneurship

# Incubating the Start-Up

- It is my position that educational associations *and its members* should engage in “institutional entrepreneurship” which Garud, Hardy and McGuire (2007) define as :

- “...activities of actors who have an interest in particular institutional arrangements and who leverage resources to create new institutions or to transform existing ones” (Maguire, Hardy and Lawrence, 2004: 657).
- “...new institutions arise when organized actors with sufficient resources see in them an opportunity to realize interests that they value highly” DiMaggio (1988: 14)

- These actors – institutional entrepreneurs – “create a whole new system of meaning that ties the functioning of disparate sets of institutions together” (Garud, Jain and Kumaraswamy, 2002). Institutional entrepreneurship is therefore a concept that reintroduces agency, interests and power into institutional analyses of organizations. (p.2)

What can we do? (Without  
getting on an airplane!)

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“Crowdsourcing” and making the most of our  
networks

# Institutional Opportunities

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Working from the inside

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ADVERTISE, ADVERTISE,  
ADVERTISE

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Seriously, advertise

# Defining YOUR brand

- Who “does” internationalization?
- Individual faculty? Becoming the “go-to”
  - Invitations to respond to central administration initiatives
  - Accreditation reports
  - State Board questions
  - Association surveys
  - Development & giving
  - School/community partnerships
  - Guest speaker in classes
  - Social media

# Research

- Network with colleagues both within and outside of your college to collaborate on research with an international focus
  - Claremont – K-12 students perspectives on international visitors; geographical knowledge of k-12 students
  - Rhode Island – special education training
  - (and many of the people in this room)

# The stuff of systems

- Meetings/Committees – Diversity Committee
- Searches
- Curriculum
- Grants
- Personnel
- Development and \$\$\$\$\$\$\$\$\$\$\$\$\$
- Inviting the President, the Provost, VP of Recruitment

# Curriculum & Pedagogy

- TEA Fellows
  - Faculty interaction
    - Guest speakers - Fellow identified areas of need – especially special education, technology & assessment
    - Course offerings – outside college
    - Weekend trainings (Extended Studies)
  - Expert review of lessons/units in foreign language & ESL (multiple visits)
  - Introduction to Education – global assignment to study country of partner – 2 visits, but also via tech

# No TEA?

- How do you do this without a Federal Grant
  - NAFSA! – The world of International Students and Scholars Offices & Study Abroad
    - International University Partnerships – locations for faculty led global programs, but also guest speakers
    - International students and scholars –class assignments could be done with connecting students to the scholars (ask them how many know any!)
    - Receptions/Meetings with International Offices
    - Recruiting
- ADVERTISE, ADVERTISE, ADVERTISE

# Assignments ,etc

- Global aspects of education
  - Beginning of semester get to know you's
    - Do you own a passport
    - Countries traveled
    - Foreign languages studied/spoken etc. (you or family)
    - Study abroad
    - Student teaching abroad interest
    - In lessons and unit plans (not just social studies!)
  - Overtly teach/require consideration of Hanvey or other models
  - In review of syllabi by colleagues
  - In discussion of differentiation – cultural expectations of lesson delivery
  - Practicum & Student Teaching (overseas of course, but...)
    - Global resource surveys within their prac school
    - Guest speakers from returning international students

# Professional Associations

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Advocacy and Action

# Social reconstruction

- Greenwood et al., (2002) argue that institutional change must be a both/and endeavor. That is, it must engage in the duality of maintaining the status quo while also pushing the boundaries to extend/create new institutional practices.
- They also found that because the associations hosted opportunities for discourse, there were “a key agency in the process of clarifying and endorsing change in boundaries and format. (p. 73).”
- These are opportunities to socially reconstruct the prevailing organization.

# Organizational fields

- Paradigmatic gap between the current reality and the stated goal is so vast, there is a need for systematic help to become institutional.
- Professional associations, like state or national bodies, are considered important regulatory bodies within this aggregate.

# Operationalization of Internationalization

- I found no research specific to the profession of education regarding roles and responsibilities of associations to advocate for paradigmatic change. Drawn from business, notably that of Greenwood, Suddaby and Hinings (2002).
- We must view our associations as policy advocates and those with the power to change the paradigm
  - NAFSA and AACTE – Day on the Hill
  - Annual meeting – asking questions in sessions
  - Finding the policy person in your college
  - Sigs and TAGS

# District Partnerships

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District/community opportunities

# Academies & Magnets

- Story of McQueen – Global Academy/Dual Immersion
  - TEA Program Partnership Site
  - 100% Placement Site for all preservice candidates practicum in foreign language
  - Asked to be on board – includes administration, community and district personnel
  - Requests for recommendations for job candidates
  - Fundraisers
  - Small partnership grants
  - Biliteracy Diploma

# Community, University, School Partnership (CUSP)

- Many people have school partnerships already in place
- Large scale efforts (our CUSP)
  - **Commercials**
- Developing Sites
  - **Visiting Teachers**
  - **Staff Development**
  - **Reminding them what you are doing that is global (overseas student teaching...long-term subs, future hires, bilingual staff, leadership opportunities, guest speakers)**

# Agency & Community Opportunities

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Getting off campus (to get back on campus!)

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- Federal grants
  - US Department of State
  - NSF
  - US Forest Service
  - US AID
- State agency grants – meet agency personnel
- Community agencies already involved in grants
  - International centers (IVLP – International Visitor Leadership Program; YALI – Young African Leader Program)
  - World Affairs Council
  - Home hosting
  - Refugee assistance
- Rotary/Kiwanis

# Foundations

- Longview –Previously funded grants
  - Global literacy programs - adding books to your literacy or curriculum centers – (Grassroots books teacher free day)
  - After school internationalization curriculum/programs – working with Boys & Girls Club, library after school story times, after school tutoring, elementary foreign language programs
  - State Boards of Education – Global Summit for the State which includes business, education, civic leaders

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What the Associations are  
(and are not) doing

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Paradigmatic Shifts??

# AACTE

- AACTE is the largest organization devoted to issues specific to teacher education.
- Has Special Interest Group on the Internationalization of Teacher Education.
- Gives a Best Practice Award in Globalization.
- One internationalization forum in 2013
- No information was found on policy advocacy.

# NCATE

- In 2006 the accreditation body for teacher education programs, National Council for Accreditation of Teacher Education (NCATE),
- One standard addressing globalization. Standard 4 stated “one of the goals of this standard is the development of educators who can help all students learn and who can teach from multicultural and global perspectives that draw on the histories, experiences and presentations of students from diverse cultural backgrounds” (NCATE, 2006).
- In the 2008 standards (NCATE, 2008), the reference to global perspectives was removed.

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# NAFSA & CAEP

- NAFSA CEO and Executive Director Marlene Johnson joined several leaders from education associations in sending a letter to the National Council for Accreditation of Teacher Education (CAEP) to request the integration of global perspective building into the standards for teacher education accreditation.
- According to one of the contributors to the letter, CAEP never responded. In the CAEP standards (2013), a search of the entire document for the words global, globalization, international or internationalization yielded only 1 reference to globalization. That reference is Standard #5: “Application of Content.”

# Following Freire

- We must ask critical and difficult questions
- We must also become actively involved.
- Horton and Freire (1990) asserted that we make the road by walking. Our road wraps around the world!

# Going outside of education

- I found no research specific to the profession of education regarding roles and responsibilities of associations to advocate for paradigmatic change.
- Drawn from business, notably that of Greenwood, Suddaby and Hinings (2002). Changed to none.

# Stand up

- “We need to work on that”

# Engaging Associations

- Paradigmatic gap between the current reality and the stated goal is so vast, there is a need for systematic help to become institutional.
- I call on engagement by professional organizations and accreditation agencies in the field of teaching and teacher education that advocate for or against policy and also ensure its implementation.

- ADVERTISE, ADVERTISE, ADVERTISE