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JEDI NOW!

CREATING A KNOWLEDGE PLATFORM TO ACHIEVE JUSTICE EQUITY DIVERSITY AND INCLUSION (JEDI) IN HIGHER EDUCATION GEARED TOWARDS INTERNATIONALIZATION

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MOST OF THE TIME WE UNDERSTAND THE CONCEPT OF *JUSTICE* BUT SOMETIMES WE HAVE TROUBLE DISTINGUISHING BETWEEN *DIVERSITY, EQUITY AND INCLUSION (DEI)*

EXAMPLE

SOUTH AFRICAN CONTEXT

- HISTORY OF APARTHEID
- EMERGING TRENDS OVER THE PAST FEW DECADES – MOSTLY ON STUDENT DIVERSIFICATION – STRUCTURAL DIVERSITY
- CHALLENGES – WHAT IS MISSING IN JEDI INITIATIVES IS THE LACK OF GLOBAL PERSPECTIVES
    - SITUATING JEDI WITHIN A LARGER AND INCLUSIVE CONTEXT TO EMBRACE INSTITUTIONALIZATION.
    - IT IS NOT A SEPARATE CONSTRUCT, BUT INTERNATIONALIZATION FRAMEWORK TAKES JEDI FROM LOCAL TO REGIONAL TO GLOBAL

STRUCTURAL DIVERSITY

- ASSESSING HOW THE EDUCATIONAL COMMUNITY INTERPRETS DIVERSITY AND INCLUSION THROUGH QUANTITATIVE AND QUALITATIVE MEASURES, CAN HELP "EXPOSE DEEPLY POLITICIZED TENSIONS AND DIFFERENCES RELATED TO DEMOCRACY, INSTITUTIONAL REFORM, AND SOCIAL JUSTICE"
- IN LOOKING AT THE POPULATION DEMOGRAPHICS OF THE INSTITUTION, THE EDUCATIONAL CURRICULUM ESTABLISHED, AND THE INTERRELATIONSHIPS BETWEEN STUDENTS FROM DIFFERENT BACKGROUNDS, MEASUREMENTS CAN BE TAKEN TO EVALUATE STUDENT EXPERIENCES

- HU AND KUH (2003) REPORTED THAT DIVERSITY IS OFTEN ADDRESSED STRUCTURALLY BY CHANGING DEMOGRAPHICS AND IMPLEMENTING CURRICULUM IN BE EFFECTIVE, BUT THESE ARE OFTEN TOP– DOWN MEASURES THAT DO LITTLE TO AFFECT CAMPUS CLIMATE CHANGE. THEY RECOMMENDED FOR INSTITUTIONS TO ENHANCE OPPORTUNITIES FOR INTERACTION BETWEEN STUDENTS OF DIVERSE BACKGROUNDS IN "EDUCATIONALLY PURPOSEFUL WAYS" (HU AND KUH, 2003, P. 321)
- TO EXPAND THE LEARNING AND DEVELOPMENT OF ALL. COMMUNICATION AND INTERACTIONS BETWEEN PERSONS FROM DIVERSE BACKGROUNDS SUPPORT DIVERSE RELATIONSHIPS AND RECEPTIVENESS TO DIVERSE IDEAS, ENCOURAGE DIALOGUE AND DEVELOP A SENSE OF SHARED RESPONSIBILITY
- CRITICAL MULTICULTURALISM AS AN APPROACH TO DIVERSITY AND INCLUSION IN WHICH INDIVIDUALS FROM DIFFERENT BACK- GROUNDS COMMUNICATE ISSUES OF SOCIAL INJUSTICE TO INCREASE AWARENESS.
- CREATING MEANINGFUL OPPORTUNITIES FOR INTERACTION, AS WELL AS COMMUNICATING THESE INJUSTICES, CAN HIGHLIGHT THE GAP OF MISUNDERSTANDING AMONG DIVERSE GROUPS AND SUPPORT THE DEVELOPMENT OF POLICIES THAT CAN NARROW THE GAP. STRIVING FOR EXCELLENCE AT INSTITUTIONS OF HIGHER EDUCATION IS THE GOAL, AND INFUSING DIVERSITY AND INCLUSION CONCEPTS INTO ITS FRAMEWORK WILL SUPPORT AN ATMOSPHERE WHERE INDIVIDUALS OF ALL BACKGROUNDS CAN EXPERIENCE SCHOOL AS A SAFE ENVIRONMENT

Hu, S., & Kuh, G. D. (2003). Diversity experiences and college student learning and personal development. Journal of College Student Development, 44, 320-334.

DEI VS JEDI

DEI

•TEACHING ABOUT HEALTH DISPARITIES IN A VACUUM WITHOUT PROVIDING CONTEXT, SUCH AS PEOPLE GROW UP IN “BAD NEIGHBOURHOODS” AND EAT “UNHEALTHY” FOODS

•ESPOUSING THAT WE VALUE DIVERSITY AND INCLUSION

•FACILITATING WORKSHOP ON IMPLICIT BIAS AND MICROAGGRESSIONS — FOCUSED MORE ON INTERPERSONAL INTERACTIONS

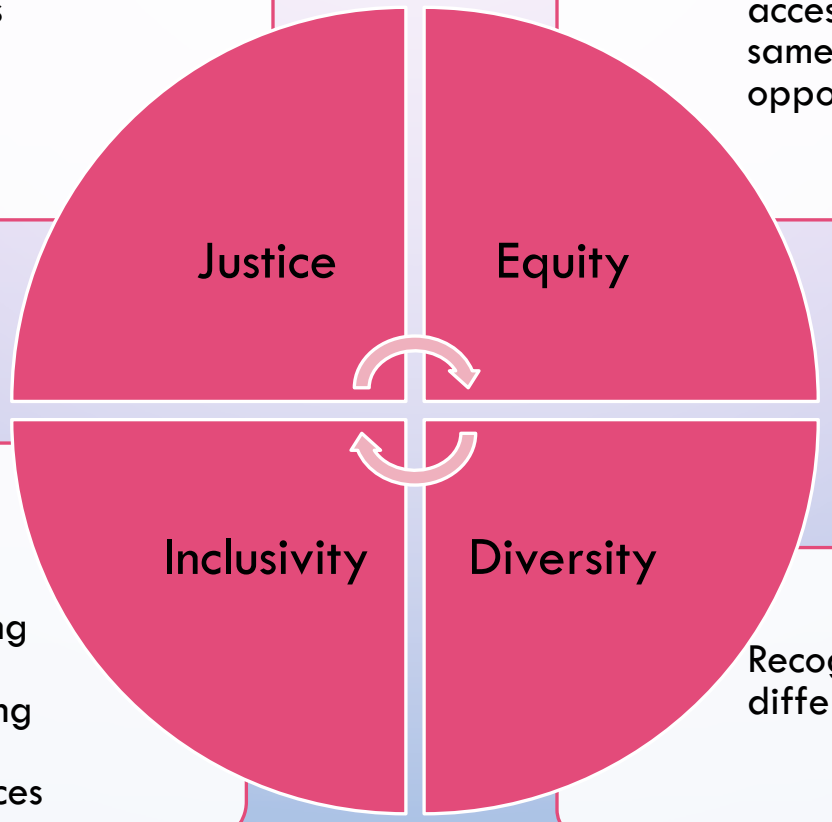
JEDI

- HAVING DISCUSSIONS ABOUT HEALTH DISPARITIES THAT CENTER ON THE SOCIAL DETERMINANTS OF HEALTH AND HOW COMMUNITIES OF COLOUR EXPERIENCE RACISM (INDIVIDUAL AND INSTITUTIONAL) THAT AFFECTS THEIR HEALTH OUTCOMES.
- CONNECTING THESE VALUES TO ACCOUNTABILITY FOR ENSURING THAT OUR GOALS ARE MET
- GROUNDING IMPLICIT BIAS AND MICROAGGRESSIONS IN A LARGER CONTEXT OF WHITE SUPREMACY AND THE URGENCY FOR INDIVIDUALS TO ENGAGE IN SELF-LEARNING AND QUESTIONING ABOUT THESE CONCEPTS

JEDI

- Fair and Just process

- Equitable access to the same opportunities



- Valuing, respecting and embracing those differences

Recognising differences

WHAT VALUES DO JEDI BRING TO OUR PRACTICE?

- Demographic
- Educational
- Human

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CREATING A CULTURE OF JEDI

As professionals in an academic environment, you ought to be taking a stance on JEDI, to work with students in this area if you don't then you are doing yourself and the society a disservice.

DEI has become a buzzwords, but it is more than just the latest research fad. It's a new way of thinking of how we interact, teach and with whom we work.

DEI are but just one component of a much broader concept

JEDI INITIATIVE GOALS - THE TWO-SIDED COIN OF JEDI INTERNATIONALIZATION

- PROMOTING JEDI AT INSTITUTIONS - RETHINK THEIR PRACTICE AND EXAMINE WHICH SPECIFIC GROUPS HAVE BEEN EXCLUDED OVER TIME

- ADDRESSING THE BARRIERS EXPERIENCED BY HISTORICALLY MARGINALIZED AND UNDERREPRESENTED GROUPS AND SIMULTANEOUSLY CREATING STRUCTURES, PRACTICES, AND INSTITUTIONAL CULTURES THAT MAKE SUCH PROGRAMMES OBSOLETE.

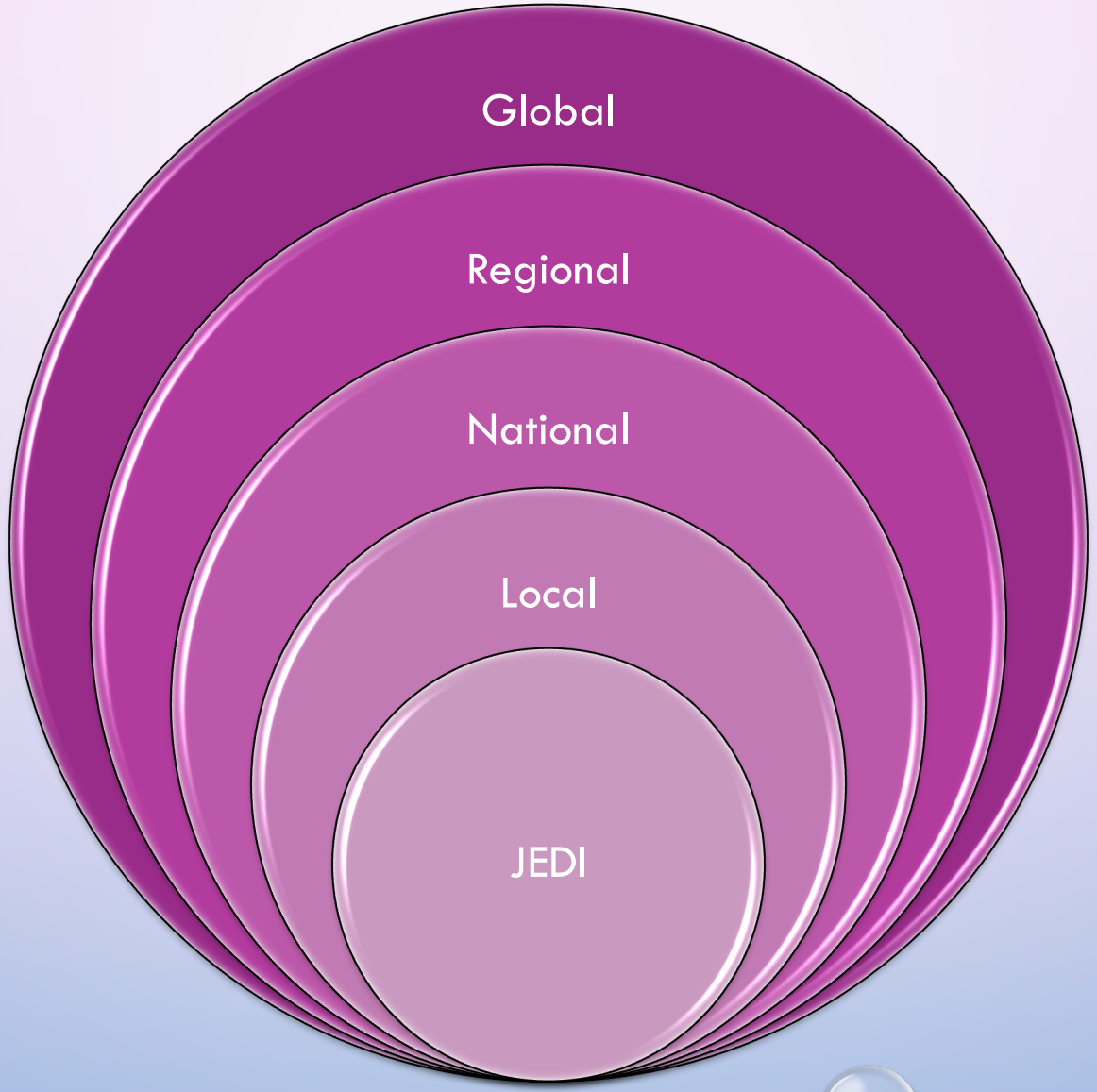
- EQUITY PROGRAMMES ARE A PATHWAY TO EQUAL OPPORTUNITIES AND ARE NECESSARY AS A FIRST STEP, BUT OVERALL STRUCTURAL AND ATTITUDINAL CHANGE MUST BE NAMED AS THE END GOAL

- INTERNATIONALIZATION PROCESSES SHOULD BE DESIGNED AND DELIVERED SO THAT ALL STAKEHOLDERS CAN MEANINGFULLY PARTICIPATE WITH AS FEW SPECIFIC ACCOMMODATIONS AS POSSIBLE. THE PROPOSAL, THEN, IS FOR A TWO-SIDED PROCESS BETWEEN WHICH LEADERS MUST CONSTANTLY TOGGLE.

- DIVERSITY CHECKLISTS ARE USEFUL IN SENSITIZING LEADERS TO THE BARRIERS THAT EXIST FOR STUDENTS

THE ROLE OF INTERNATIONALIZATION OF JEDI

- NARROW SCOPE – BROADER COMPASS
- LOCAL/NATIONAL/REGIONAL/GLOBAL
- EXCEPTIONALISM – DISCONNECT BETWEEN INTERNATIONALIZATION AND JEDI


Global
Regional
National
Local
JEDI

3 JEDI FRAMEWORK PRINCIPLES

- INCLUSION AND CAMPUS CLIMATE
- EQUITY AND STRUCTURAL DIVERSITY
- TEACHING, LEARNING AND DEVELOPMENT

- The need to manage structural JEDI within the framework of a broadly based educational-case approach is necessary to maintain internal cohesion and external credibility;

- Such an approach should acknowledge diversity of mission which derives from the nature of the global-local interface, profile, status, etc.

- Broad awareness of the potential synergies between internationalization and JEDI within a framework of inclusive practice at institutions

- Broad consensus surrounding the merits of JEDI embodying both local, regional and global dimensions. Universities must examine best practices and learn from each other.

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- Awareness of tensions at policy and practice levels, which might be eased by appropriate organizational structures and processes designed specifically to embed synergy across institutions

- Acknowledgment of the need to embed the concept of synergy at three levels of diversity: structural (demographic mix), classroom (curriculum and pedagogies) and interactional (informal and social settings)

- The significance of readily accessible research-informed and evidence-based practice to raise awareness, build confidence, promote engagement and inform future direction within cross-disciplinary and cross-institutional contexts

CONCLUSION

- JEDI IS INHERENT TO INTERNALIZATION AND INTERNATIONALIZATION IS ULTIMATELY ABOUT INTEGRATING INTERNATIONAL, GLOBAL, OR INTERCULTURAL CONTENT INTO ALL ASPECTS OF TEACHING, LEARNING AND RESEARCH, INCLUDING THE SERVICES OFFERED AT THE INSTITUTION.

- THIS IS A PROCESS, ITS ONGOING, IT IS MULTIDIMENSIONAL, INTER-DISCIPLINARY, LEADERSHIP-DRIVEN VISION THAT INVOLVES MANY STAKEHOLDERS

- NEED TO CHANGE THE DYNAMICS AND ADAPT TO AN INCREASINGLY DIVERSE, GLOBALLY FOCUSED, EVER-CHANGING EXTERNAL ENVIRONMENT.

3 THINGS TO THINK ABOUT

- WHAT CONCEPTIONS INFORM THE INTERNATIONALIZATION PRACTICE AT YOUR INSTITUTION?
- DOES YOUR INSTITUTION HAVE APPROPRIATE STRATEGIES IN PLACE TO PROMOTE INTERNATIONALIZATION?
- HOW DO THESE MATCH ITS PARTICULAR CIRCUMSTANCES?

Any Questions