Professional development needs and practices of leaders in international education

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Presentation outline

- The broader context

- The research

- Leaders' professional development activities

The broader context

- Internationalisation:
  - constantly changing
  - Turbulent in a public policy sense
  - Increasingly business focused (Marginson, 2013; Murray et al., 2014)
    - Emerging internationalisation trends
    - Government strategies for internationalisation
    - Visa/post-study work visa/migration policy
    - Changing student market
    - Transnational partnership formats
    - Offshore online international education

Shifts in Internationalisation

➢Ad-hoc to strategic

➢Proactive to active

➢Value-added to mainstream

(de Wit, 2010; Hudzik, 2012)

Scholarly work on internationalisation: 5 key areas

- ➤ **Rationales, nature, strategy and operation of internalisation** (Marginson, 2010; Knight, 2005; 2011; de Wit, 2010, Hudzik, 2012; Byun and Kim, 2011; Spencer-Oatey, 2013)

- ➤ **Internationalisation of the curriculum and internationalisation at home** (Leask, 2013; 2015; Beelen & Jones, 2015; Jones, 2012; Deardorff & Jones, 2012; Tran, 2013)

- ➤ **Inbound and outbound mobility including mobility of students and staff, programs and projects** (Tran, 2015; Tony Adams, Mitch Leventhal & Stephen Connelly, 2012; Peter Burgess & Brett Berquist, 2012; Dall'Alba, G., & Sidhu, R. 2013; Daly, A. 2011; Deakin, 2013)

- ➤ **International student experience** (Marginson et al., 2010; Gu et al, 2014; Tran, 2010; 2011; Tran & Pham, 2015; Kettle, 2005)

- ➤ **Offshore and transnational education** (Ziguras & McBurnie, 2014; Coleman, 2013; Yang, 2008)

Slide 5

I1   ly, 7/10/2015

I2   International student experience including their motivations, learning, engagement, intercultural and linguistic development, identity, employment and security
ly, 7/10/2015

Scholarly work on internationalisation

➢ amidst such intensive research in internationalisation, less attention has been devoted to:

  ➢ leadership in internationalisation

  ➢ international education leaders' motivations, perceptions and capacity development despite their critical roles in internationalisation

➢ The case for this research

Small body of research on leadership in internationalisation largely focuses on

➢ leadership skills and needs in internationalisation (John D. Heyl and Joseph Tullbane, 2012; Murray et al., 2014),

➢ leaders' motivations to internationalise (Yemini et al., 2015)

➢ obstacles facing leaders in internationalisation (Murray et al., 2014; Curtis, 2012).

Essential skills for senior international officers

> Entrepreneurship

> cross-cultural skills

> collaboration skills

> proactive skills

Research by Heyl and Tullbane (2012)

Essential skills for leaders (Murray et al., 2014)

➢ European international education leaders:

  ➢ change management

  ➢ communication capabilities

  ➢ research capabilities including data collection and analysis

➢ Australian counterparts

  ➢ business skills

  ➢ relationship management both externally as well as within the institution

  ➢ especially with academics

The Research

- 3-year DECRA project

- semi-structured interviews, observation of PD and field notes with 156 teachers, academics and professional staff

- Interviews with 30 leaders:
  - directors/associate directors/managers of international programs/associate dean international
  - work within education institutions, gov departments, professional organisations or own business

Professional development activities

Mentoring and coaching

Attending conference/workshops/seminars

Participating in sector-related activities and professional groups

Joining forums related to their areas (eg. TNE forums)

Being on committee related/unrelated to their sector

Networking

Engaging with academics

Writing about key issues in the sector

Volunteer work

Social media/online professional networks: LinkedIn, tweeter…

Learning on the job

Pushing themselves beyond their own comfort zone

Forms of professional development

- Formal professional learning
- Informal professional learning
- Non-intended learning
- Collective > < Individual learning
- Voluntary > < Mandatory leaning
- Short-term > < Ongoing professional learning
- Participatory > < Passive role

Engaging with academics

Yeah, I think something that probably comes up quite a bit from professional staff but that's not necessarily from academic staff, is that sort of cross-fertilisation between, professional and academic staff… If you talk about say enhancing the student experience for TNE students studying our programs outside Australia, well that's not something that professional staff can talk about without getting ideas from academic staff who go there and teach or who develop the programs here to teach over there…. there's, a little bit of a them and us kind of divide which is a pity, you know.

Engaging with academics

To get outside, to get to the academic areas, talk to academics, learn about their needs. Because, for us, we want to be building study tours and study-abroad programs and vetting overseas experiences into the curriculum. But, we have to be able to know who are the people that can make this happen and it just can't just be a manager..

I think one I suppose is really to set up informal or formal working groups with academics right from the beginning in T&E.

We need to improve those forums where academics and professional staff can meet to talk about the same concerns

UNDERSTANDING FROM ACADEMIC SIDE

Up until now, I've just been going with the flow with what's being offered. But I think it's really only now that I'm going to take more responsibility of my own professional development which is in order to be more effective with faculty to actually engage with faculty more, because that's one of my key roles is to be a faculty liaison person and to work with them on strategic planning, is to understand things from an academic's point of view and not be seen as just the administrative or professional staff. And so that's where next year I want to do the Graduate Certificate in Teaching and Learning to understand more from the curriculum development side of things…. Yeah, I won't be an academic. I'll never, you know…

Barriers to engaging with academics

- I think it's, in general the academics won't really go unless they can see research points out of it or, you know, like they can, you know, give a paper that's going to count towards it…. until, until universities think about that differently and sort of encourage staff to do, you know, to engage in activities that are not just about research outcomes but in general improving, you know, quality of delivery or quality of experience. It's a bit hard to, yeah.

- I think sometimes there's got to be a bit of a different carrot provided to the academics to do that.

Why are academics not engaged?

- It could definitely be more. I mean we, we really, I think the issue that we experience is that we don't really have much time to leave the office because we're doing a lot of administration.

- And that's where because, you know, I think there is an opportunity for us especially with the mobility staff to actually, you know, work with high, high level academics to begin embedding these opportunities into the curriculum. And to actually, using that that's kind of a more in a formal professional development because you're working with Dean of Law School and all these different external organisations and things but I think we need a little bit of time freed up…

LEARNING ON THE JOB

Interviewee: Yeah, it's all on the job, it's all learning on the job. I mean that's how you do it. There's no, there's no, there's not someone guiding me really telling me what to do, I just have to work it out.

Ly: Yeah. So from your description, learning on the job is perhaps one of the most important channels for your learning, isn't it?

Interviewee: Yeah. Oh definitely. Yeah, absolutely. It's probably 95 per cent

Participation in professional groups and committees as professional learning

- Seeing the sector as a whole

- Seeing the interconnectedness between sectors

- Influencing the government thinking

- Understanding what the government is thinking

- Access to information

- Looking outward/looking inward
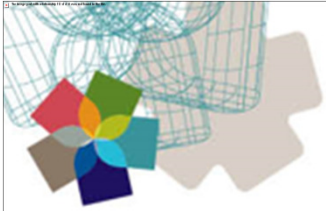
Participation in professional groups helps leaders see the 'industry' as a whole

Yeah, is I put my hat in the ring for the special interest group for IEAA… but I just thought you know, it stemmed me to do things for the industry outside of myself and my own, you know, just what I'm doing day to day. But it has already given me exposure to seeing again the industry as a whole, like, you know, what sort of activities going on there.

Being on committees helps leaders see the interconnectedness between the sectors

So that particular board is a project board, so we're working on a specific project within the Victorian Certificate of Education curriculum. And so, you know, that, that helps me understand the interconnectedness I think between the sectors. So how do schools relate to universities, how does the VCE curriculum relate to universities and what's the implications for international students or delivery of the VCE in international locations? … And it also provides me access to information that I would not otherwise get.

Learning through being on committees

There's two reasons to be on government committees, and one is that you can influence what the government is thinking, and the second one is you can understand what the governments is thinking, so you can plan within your own organisation to do better. So, it's more about networking, talking to people, meeting up with fellow leaders. I participate, I go to lots of business lunches as a speaker or a guest. I'm a member of the Trans-Tasman Business Circle, I'm a member of the Australia China Business Council and all those. Same as, I'm an IEAA board member. All people in leadership positions must have contacts outside their organisation to be able to grow their organisation, otherwise you are so busy looking inwards you don't know what's happening in the big wide world out there.

Learning from networks outside Australia and reading

I have good, good friends who are in this field or there might be people who come from a certain country other than Australia so I guess learning from this network of people is something that I find valuable. Another informal platform is really constant reading about what happens in the market either through the industrial white papers and sometimes looking at in the policy governments of different countries. It gives me an idea of what's the directions in terms of T&E in different countries as well.
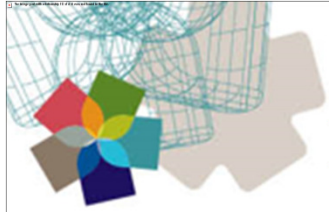
LEARNING ABOUT BEST PRACTICES

I think it's really important for our staff to actually travel to Australian universities, not just overseas institutions but to actually learn about the best practices of our colleagues in other states.

Combination of international education and leadership

The way that I've been describing things so far is that those, the training opportunities that I've personally had and I think are generally here, there's a division between those two things. There's generic international education type stuff. Then there's generic leadership and management type stuff. And it's the combination of the two that seems interesting to me to, you know, work out whether there's anything unique leadership in international education as opposed from leadership in university generally.

EXECUTIVE LEVEL PROFESSIONAL DEVELOPMENT

I think the professional organisations generally, including IEAA should be organising and running executive level training and they can do it in a number of ways. They can work with organisations, they can work with universities, do it like the Martin Institute or they can run their own academy. I've always felt that IEAA should have an executive level academy. If you look at EAIE they have an academy and some of it's delivered online and so on.

WRITING AND PUBLISHING

Well, I guess through a lot of these papers. When I first started to publish I didn't quite appreciate how it was developing me as a leader. But when you start to publish on a topic you become seen as a bit of a topic expert and you then are asked your opinion in many different circumstances.

Often, you feel like, oh my goodness, I don't know how to do this and how will I find anyone that knows how to help me? But there's always someone if you kind of reach out to those networks. You know, LinkedIn groups and things, reading articles that people post or reading conversations.

I definitely think I like LinkedIn. I think it's a good forum and I like, there's a lot of people who are really active in the development area on LinkedIn and there's lots of groups... But I actually find Twitter really good because people, again a lot of people who are quite active.

And then of course, I self-teach myself all the technology. So I use Apps and Chat and all those things because it's important. So I might be over 60 years old but, I probably could run rings around some younger people in technology.
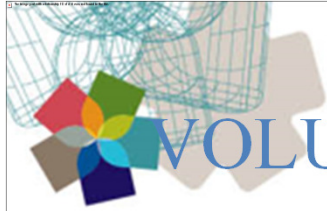
I think probably the biggest benefit is a different perspective. So I think that we get a lot of, in the education industry we get a lot of education centric perspectives for obvious reasons. But what's really helpful about the, the volunteer work that I do for that business council is getting perspectives from different industries and there's, you know, for example manufacturing or retail or, or whatever, engineering and often there's lessons to be learnt from outside, from, from different industries that can, that offer a fresh perspective when we're thinking about education.
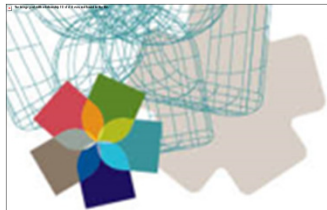
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Thank you!

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