

Internationalising the Workforce Challenges Towards 2020



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Overview

- **Context** - Degree of international engagement of Australian Universities
- **Key Drivers** of workforce internationalisation
- **Challenges** in attracting, retaining and managing an international workforce
- **Issues and Dilemmas**



Context

- **‘Australian’ Universities or ‘World’ Institutions**
‘What’s in a location?’
- **Levels of International Activity and Engagement**
 - International Students
 - onshore
 - offshore
 - Offshore programs
 - Institution to Institution Agreements
 - student exchange
 - study abroad
 - staff exchange
 - research and academic collaboration



Context

UOW International Student Demographics 2009

- **10,459 international students**
 - 6,013 onshore
 - 4,446 offshore (Dubai 3,068)
- **Students from 133 different countries (29 with > 50)**
 - 3,846 Commerce
 - 2,709 Informatics
 - 1,709 Graduate Business
 - 606 Study Abroad and Exchange Students
 - 599 Engineering
 - 431 Health Sciences

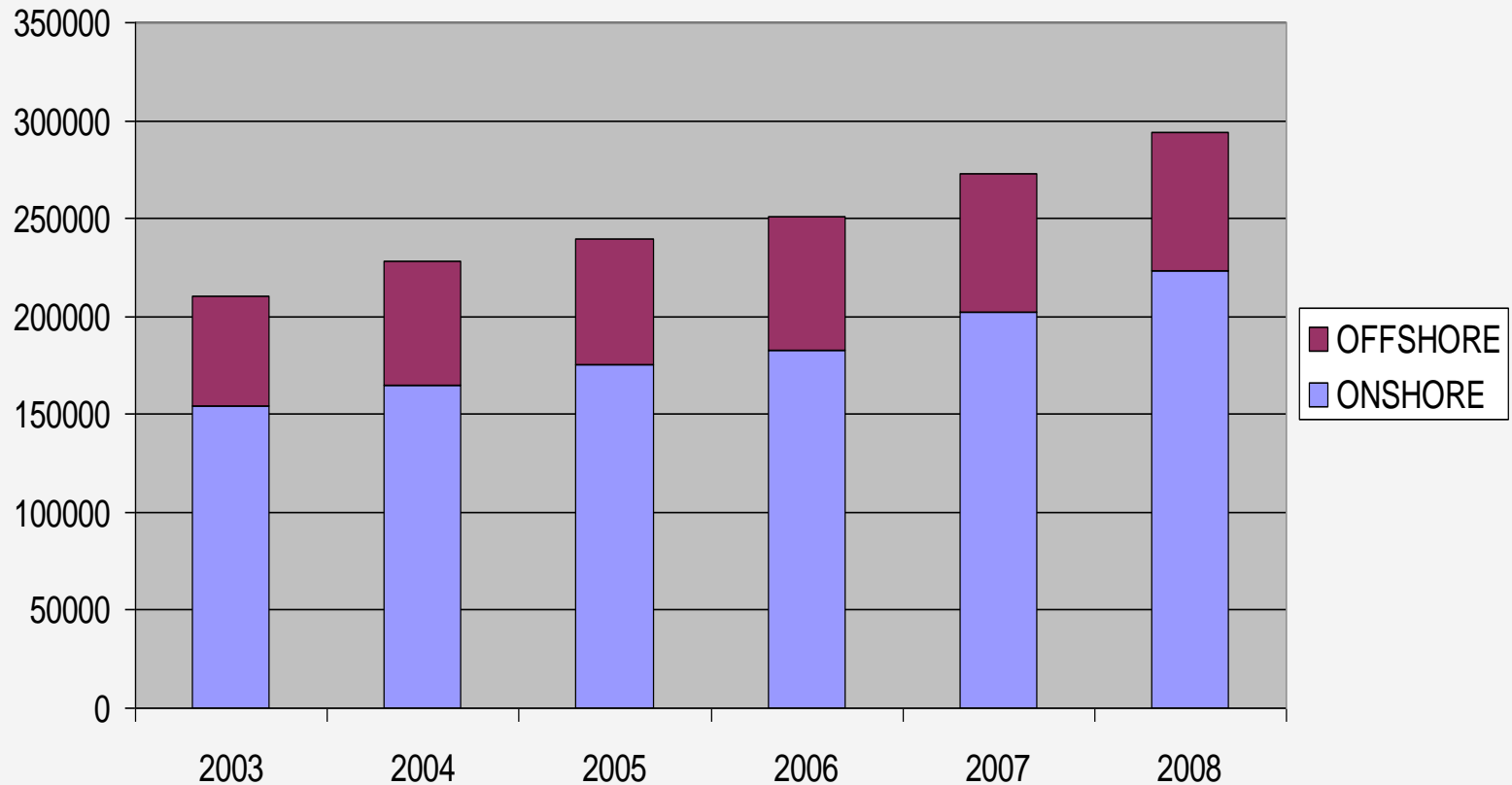


Context

International Student Growth (Sector)

(source DEEWR student statistical collection)

International Student Growth 2003 - 2008





Context

International Programs and Partnerships (Sector)

(source: Universities Australia 2009)

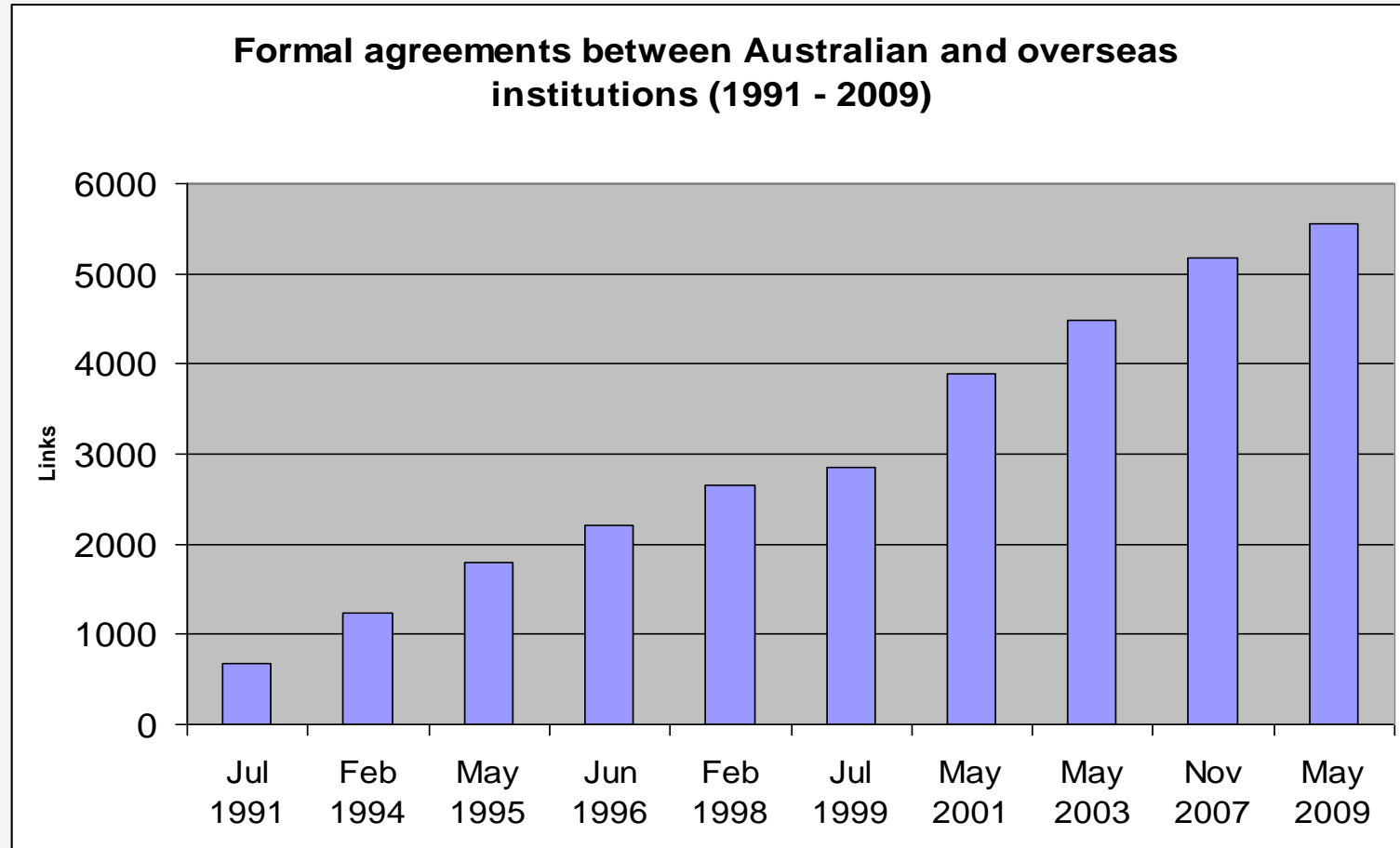
- **Offshore Programs (Sector)**
 - 889 Over 70% in Singapore, Malaysia, China and Hong Kong
- **Formal Agreements with Overseas Institutions**
 - 5,561 Over 50% USA, China and Japan
 - massive growth since 1996 particularly with China
 - 3,493 cover academic/research collaboration
 - 3,489 cover student exchange
 - 2,181 cover staff exchange
 - 1,319 cover study abroad (significant growth)



Context

Growth in Formal Agreements (Sector)

(source: Universities Australia May 2009)





Drivers of workforce internationalisation

- **Our institutional aspirations**
 - ‘world-class’ ‘world leader’
 - ‘of international standard’
 - ‘a peer in good standing with the best globally’
 - ‘take our place amongst the great universities of the world’
 - ‘dynamically connected to the wider world’
 - ‘global passport to learning and work’
 - ‘globally significant’
 - ‘shaping the world’
- **Our explicit people aspirations**
 - ‘draw students and researchers from around the world’
 - ‘here...scholars will gather from around the world’
 - ‘alumni of graduates spread across the globe’
 - ‘diversity of cultures, ideas and peoples’



Drivers of workforce internationalisation

- **Defining the World Class University**
 - self declaration; reputation; rankings?
- **International Positioning - Our place in the world**
 - increased focus on optimising rankings (globally)
 - strong factor in international student choice
 - world class institutions as key drivers of economic prosperity
- **Australian Institutions in World Rankings**
 - *Shanghai Jiao Tong*; 17 in top 500 (39 countries feature)
 - *Times Higher Ed*; 9 in top 200 (32 countries feature)
 - *Scimago*; 15 in top 500 (47 countries feature)
- **Rankings historically dominated by US institutions**
- **UK, Japan, Germany, Canada and Australia strongly represented**
- **On the move – China, South Korea**



Drivers of workforce internationalisation

- **Why are rankings important in this context?**
- **Ranking methodologies are strongly weighted on**
 - quality and output of staff
 - prize winners and highly cited staff
 - research output (papers and citations per capita)
 - academic peer review (must be known by academic elite)
- **More explicitly - Proportion of International Faculty**

“In today’s increasingly globalised world, the most successful universities have to attract the world’s best students and faculty” Q World University Rankings TM



Drivers of workforce internationalisation

- **Concentration of Talent % of Foreign Faculty**
 - Caltech (37%)
 - Harvard (30%)
 - Oxford (36%)
 - Cambridge (33%)

Jamil Salmi Education World Bank: **The Challenge of Establishing World-Class Universities**; 3rd WCU Conference Shanghai 2 November 2009



Drivers of workforce internationalisation

- **Meeting offshore delivery commitments**
 - requirements for local staff who are grounded and connected in the graduating students world
- **Internationalising onshore curriculum**
 - staff with specialist knowledge and international expertise in their discipline area
- **Valuing diversity in culture and people**
- **Worldwide shortage of academic staff**
 - aging population and lack of workforce planning and investment in higher education in Australia
 - strong professional labour markets
- **Cheap and rapid means of travel and information flow**



UOW Workforce

- **UOW has formal links with over 170 international partners in:**
 - research collaboration
 - student and staff exchange
 - study abroad programs
 - offshore program delivery
- **Overseas Campus, Dubai UAE**
- **Offshore Teaching Operations**
 - Singapore
 - Hong Kong
 - Malaysia
 - People's Republic of China
- **International staff**
 - circa 200 Dubai
 - 25-35% of Australian staff – from overseas, or PhD's from overseas



Challenges in attracting and retaining an international workforce

Strategies

- **Raising international profile at sector and institutional level**
- **Employee value propositions for overseas candidates**
 - conditions of employment
 - lifestyle
 - health and security
 - cultural diversity
- **Maintaining links with international alumni**
- **Joint appointments with international institutions**
- **Appointment of adjunct staff**
- **More active staff exchange**
- **Maintaining long term links with staff who move offshore**
- **Using local specialists to engage offshore staff**



Challenges in attracting, retaining and managing an international workforce

- **Heightened competition for talent worldwide**
- **Research concentration and investment in US, Europe and Asia**
- **Immigration rules and administration**
 - timeliness of processing
 - quality and consistency of advice
 - flexibility to meet emerging needs
 - Business Centre Model vs. higher education expertise and case and risk management within Govt
 - access to health and education services

Challenges in attracting, retaining and managing an international workforce

- **Cultural Issues**
 - wider community; international view of Australia



AHEIA - Higher Education HR
Conference April 2010



Challenges in attracting, retaining and managing an international workforce

- **Taxation law**
 - interrelationships with other countries
 - allowable limits for stipends and living expenses
- **Superannuation law**
 - obligations to and access to benefits for short term international staff
- **Employment law**
 - proper law of contract
 - extra-territorial operation of statutes
 - duties to employee health and safety
 - application of discrimination law
- **Intellectual property law**
 - yours, mine or ours?



Issues and Dilemmas

- **Predatory or collaborative?**
 - significant contrast in conditions of employment
 - standards of living
 - exacerbating 'brain drain' in the developing and third world?
- **Social responsibility in world context**
 - partnering with institutions in developing and third world
 - applying different (inferior?) conditions under local labour laws