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**ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS
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International Higher Education's Scholar-Practitioners

Bridging Research and Practice

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International Higher Education's Scholar-Practitioners

- Welcome & Introductions
- Introducing the Scholar-Practitioner:
 - Higher Education & International Higher Education
 - Definition, Role & Challenges for the SIO
- Roundtables:
 - What is the future role of the scholar-practitioner in EA, ISSS and Comprehensive Internationalization?
 - How do we maintain research and scholarship when we're all so busy?
 - What is the role of the SIO in contributing to scholarship and in supporting scholar-practitioners?
- Discussion



International Higher Education's Scholar–Practitioners

bridging research
and practice



Edited by Bernhard Streitwieser
& Anthony C. Ogden



*Who are the scholar-
practitioners of
international higher
education?*

Introducing the Scholar-Practitioner

- IHE is a complex, evolving phenomenon; widely encompassing set of activities with a wide range of stakeholders who collaborate and also compete; it's a big business globally
- Looking closely at the 'field,' two distinct categories of professionals exist: Scholars and Practitioners
- Practitioners 'do it' and manage the day to day: SIO's, SA and ISSS directors, advisors...
- Scholars 'study it' and reflect on the phenomenon to publish: faculty, researchers, institutional leaders...



Introducing the Scholar-Practitioner

- Higher education is an industry
- Three or four 'power centers'
 1. Faculty
 2. Upper level administrators
 3. 'The Third Estate' (Altbach, 2007)
 4. Students?
- Scholar-Practitioners straddle between 1-2-3
- SPs Defined: Have academic credentials but not recognized as scholarly thinkers but 'only' as administrators: a glass ceiling effect
- Is their place in The Academy and their 'situation' of limbo worthy of being a 'critical question' in higher education?



Bridges, 'Crosswalks,' 'Arrested Development'

Scholars	Practitioners
<ul style="list-style-type: none">• Faculty in education, psychology, political science, management, etc• University presidents and provosts, higher level administrators• Think tank researchers• Organization personnel• Curious observers	<ul style="list-style-type: none">• SIO's, Study Abroad and ISSS office managers• Advisors, staff managing day to day activities of study abroad and exchange• international enrollment management, risk management, legal experts, health and safety experts

An unnecessary division, a false dichotomy, hampers the hybrid bridge builders who are both things, do both kinds of activities, benefit both 'sides'



John Hudzik, J. in Streitwieser & Ogden, 2016

1. Assumption: practitioners not hired to do research, produce scholarship, be rewarded for it.
2. Practitioners not trained in research techniques and methods; not considered knowledgeable to design and conducting research to meet the standards of academe.
3. Practitioners get looked upon as second-class citizens in the realm of scholarship and research.
4. But, these practitioners sit on top of a potential gold mine of data and perspective.
5. This gold mine is where basic theory, knowledge and beliefs about international learning, research, and theoretical models are put into practice.

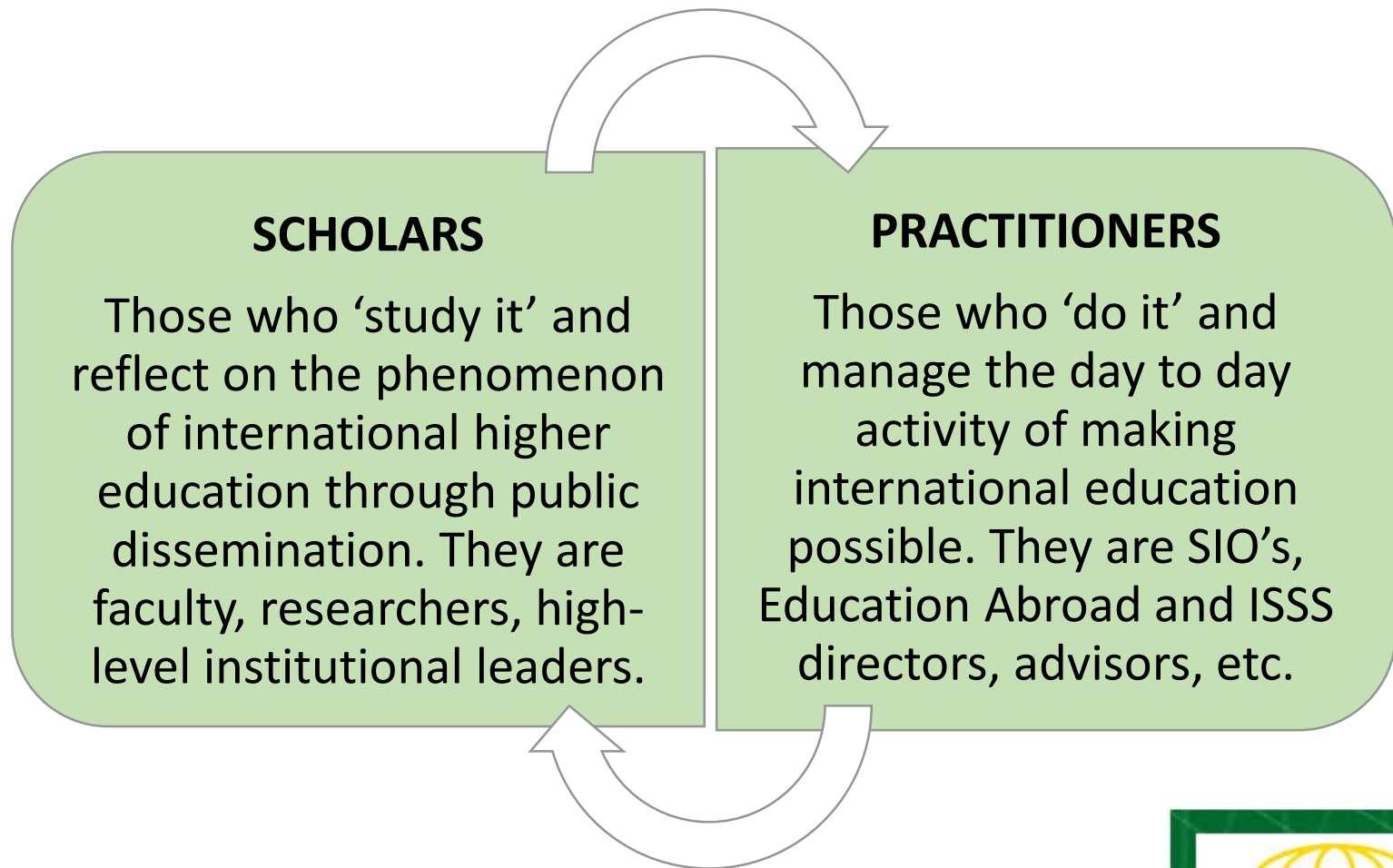


Are we overlooking scholar-practitioners?

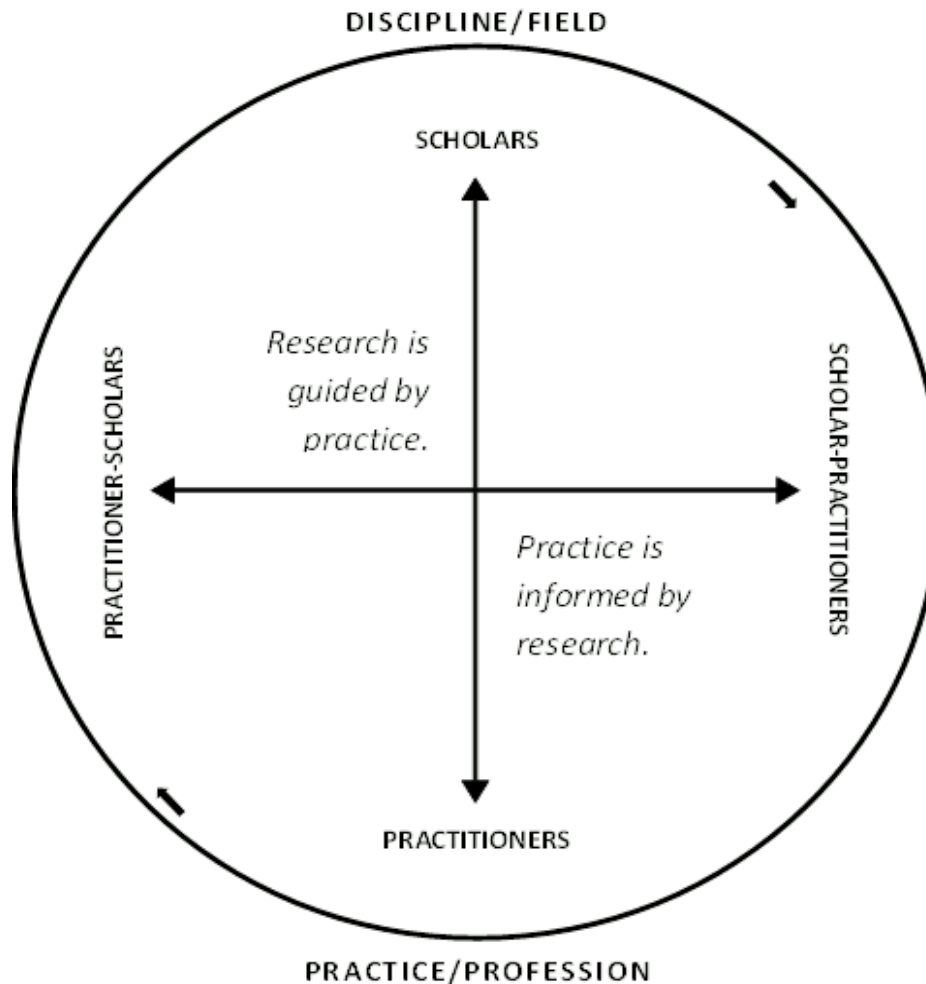
- We believe the idea of the SP who spans both research and practice has been generally overlooked by the administrative as well as academic structures that govern higher education today.
- These professionals have been described in numerous ways:
 - Third space professionals (Whitechurch, 2013)
 - Alt-Ac professionals (McClintock, 2004)
 - Administrator-scholars (Bickford & Whisnant, 2013)
 - Reflective practitioners (Schoen, 1984)



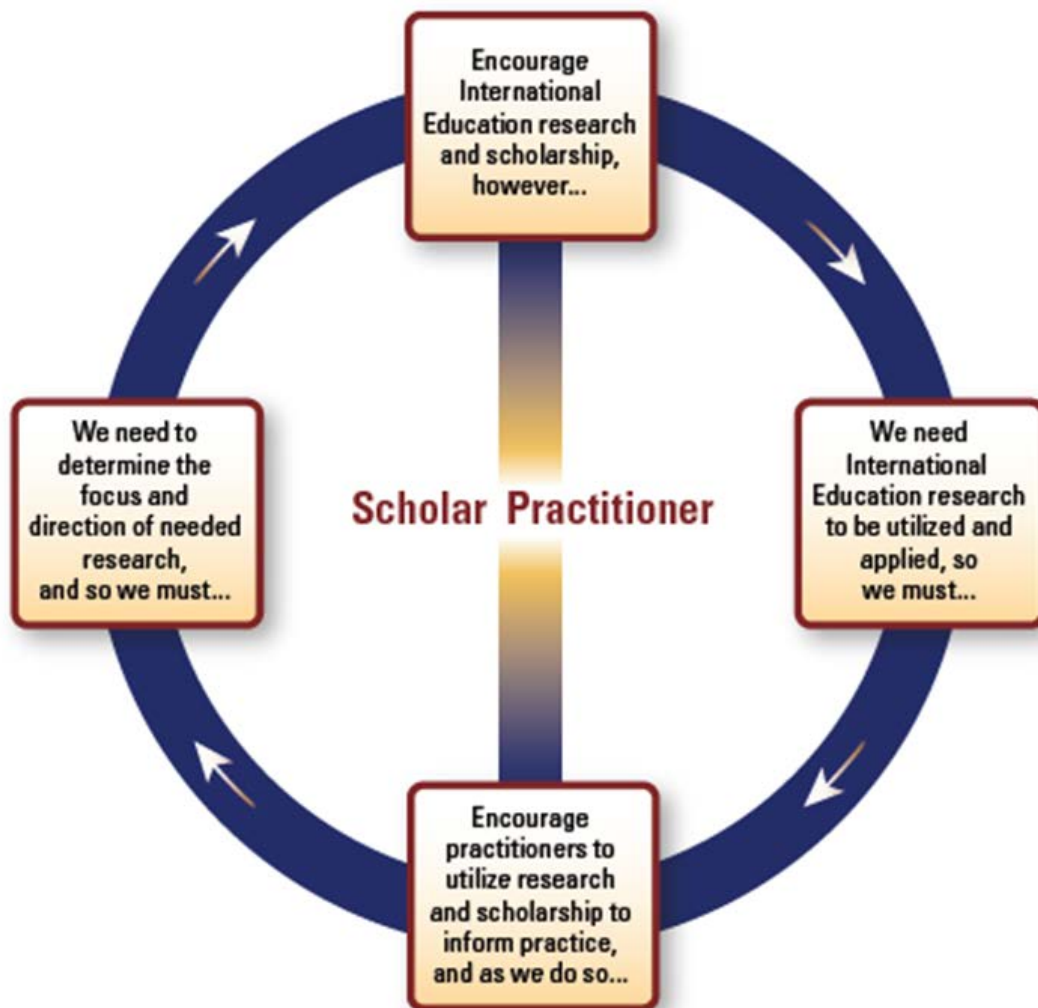
Introducing the Scholar-Practitioner of *International Higher Education*



Introducing the Scholar-Practitioner of International Higher Education



INTERNATIONAL EDUCATION FIELD



INTERNATIONAL EDUCATION PROFESSION



A Proposed Definition

“The scholar-practitioners of international higher education are collaborative educators who engage in the research process and use and disseminate their knowledge and information in the form of concepts, procedures, processes, and skills for the benefit of those who are engaged in international education. While they do not necessarily need to maintain an active research agenda, it is important that they understand, utilize, and facilitate research directions.”



A Proposed Definition

Scholar-practitioners of international higher education should be grounded in research, evidence and assessment.

REALITY

Where are our scholar-practitioners?

- ✓ SIOs most often come to international education from the faculty ranks and are seldom familiar with the existing research.
- ✓ Education abroad professionals have long preferred anecdote over empirical evidence to inform practice.
- ✓ ISSS professionals are preoccupied with changing and complex immigration regulations.
- ✓ Graduate schools emphasize familiarity with practice over scholarship.
- ✓ Employers in international education sectors seldom require evidence of scholarly achievement.



Key Questions Driving the Book

1. What role should scholar-practitioners have vis-à-vis the faculty?
2. Do scholar-practitioner roles vary by institution type or discipline?
3. What do scholar-practitioners need to know, be able to do?
4. What will the future of IHE practice and research be vis-à-vis the role of scholar-practitioners?



Key Questions for the Senior International Officer

1. Do people on my team see themselves as scholar-practitioners?
2. How often do we rely on anecdote over empirical evidence to inform our decisions?
3. Does my team have an understanding of the existing literature and use it to inform our daily work?
4. How do I encourage the utilization of research among my team to enhance all that we do?
5. In what ways do I role model the utilization and evaluation of research to inform strategic decision making?
6. Does my team engage in shaping the direction of future research?
7. Do I look for scholarly achievement or promise as part of my hiring decisions?



Roundtable Discussions:

- What is the future role of the scholar-practitioner in EA, ISSS, and CI?
 - What knowledge and skills will be needed?
 - Will the dichotomy between scholars and practitioners be maintained?
- How do we maintain research and scholarship when we're all so busy?
 - How do we access, understand, and apply existing research to inform and shape our practice?
 - How do we guide the direction of forthcoming research?
- What is the role of the SIO in contributing to scholarship and in supporting scholar-practitioners?
 - How do we encourage our teams to engage as scholar-practitioners?
 - What is need to move international education forward?



Recommendations:

1. Make sure graduate programs in IHE build relevant research skills needed in our field
2. The professional associations should offer professional development with research design and methodologies
3. Workshops for 'practitioners' should focus on research that addresses practical problems
4. Faculty-with-practitioners collaborations should be encouraged
5. Key journals of scholarship should develop 'research notes' sections to develop wider knowledge and skills to blend scholar-practitioner worlds
6. Revise job descriptions for 'administrative' hires to include expectations and rewards for research and scholarship as part of practice
7. Team faculty and practitioners to jointly engage in scholarship around programming efforts.

(Hudzik in Streitwieser & Ogden, 2016)



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