

Annual Report 2007-2008



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President's Report

IEAA's operations have continued to expand and develop and the organisation continues the work of defining its place in the Australian and global international education endeavour.

Our involvement in the Australian International Education Conference is important. Unlike most counterpart organisations, IEAA does not have its own annual conference. Nevertheless, IEAA's responsibility for the Conference program has been vitally important in the Conference's development. Exploration with IDP of new working relationships over the coming years will continue to ensure a strong Australian conference.

We have consolidated our position on the national and on the international stage. Nationally we have taken part in a number of major sponsored project and research opportunities with government and have taken our part in national consultations and interacted with sister organisations. This work is an important way in which the Association can further the professional interests of its members.

Internationally, we have continued to be a lead player in what has now been launched as the Network of International Education Associations (NIEA). The NIEA is now beginning to develop a series of events at national international education conferences and has become the vehicle for interacting with counterpart organisations overseas and contributing to the development of our profession internationally.

The IEAA has also continued to support the *Journal of Studies in International Education*, both at board and editorial level as well as being one of the few organisations that distributes the *JSIE* free to its membership.

The major issue facing the organisation is that of member services. The appointment of Ouahiba Zarzi as a full time Associate Director has been a significant development in this regard. 2008 has seen a strong growth in our level of service.

Perhaps the most important aspect of services to members is in the area of professional development. We are confident that the increase in activity that has occurred over the last 12 months is only the beginning.

It is easy to look at the range of activities that our overseas counterparts such as NAFSA and EAIE have with some envy. NAFSA is 60 years old and EAIE over 20. In four years we have come a long way and can expect over the next four years to be almost unrecognizable as we develop our core activities. To develop new activities you need more members and sponsors to generate the funds for staffing and other costs. To generate these funds you need the activities. The Board, Executive and staff have been very successful in dealing with this conundrum and I thank them for their efforts.

This is my last report as President. It has been a privilege to be President over this formative period, and I look forward to taking a continuing interest in IEAA's development as Past President.

A handwritten signature in black ink, appearing to read 'Tony Adams'. The signature is fluid and cursive, written on a white background.

Tony Adams

Major Activities and Initiatives



Australian International Education Conference

The Association participated with IDP to present a successful and well attended Australian International Education Conference in Melbourne (9-12 October 2007). The Association presented 7 very successful professional development workshops. The number of registrations for the Conference exceeded previous records, and the number of workshop participants in many cases exceeded target levels, demonstrating the continuing critical importance and relevance of the Conference for the Australian industry.

In the first half of 2008 the Association continued its core role in conceptualizing and planning the 22nd Australian International Education Conference (AIEC). The Conference will be held from 7 – 10 October in Brisbane. In 2008, the IEAA members of the joint AIEC Management Committee were Tony Adams, Stephen Connelly, Betty Leask and Dennis Murray.

The chosen Conference theme, *Global Citizens, Global Impact*, aimed to focus on outcomes of international education, including the role of international education in Australian economic development; graduate outcomes and the implications for labour markets and skilled migration; community impacts – local, national and global; alumni global citizens; and the academic performance outcomes of international education for domestic and international students.

The Association is playing a major role in building sessions around critical priority topics with particular success in expanding the number of sessions relevant to sectors other than higher education.

In addition, and as previously, the Association is responsible for developing and delivering six professional development workshops:

- *Business Intelligence: International Education Statistics, Resources and Trends*
- *Transnational Education: Managing for Success*
- *Good Practice in Social Inclusion of International Students*
- *Internationalisation of the Curriculum – Obstacles, Opportunities and Action Planning*
- *Internationalisation and Auditing: Preparing for AUQA's Cycle 2 Audits*
- *Education Abroad: Good Practice in Outbound International Student Mobility*

IDP retains financial control over the Conference, including for the setting and receipt of conference registration and pre-conference workshop fees. IDP retains any profit generated by the Conference. Over the longer term, and subject to agreement with IDP, IEAA's responsibility for the Conference is likely to grow.

Major Projects

The expertise and services of the Association were again in demand in 2008 from external bodies and organisations for conduct of significant projects, particularly in relation to quality improvement and professional development for the industry. Contracts were signed with AEI for the conduct of 2 major new projects in 2007-08, for which the Association received a management fee. Submissions for a number of other projects were prepared for which confirmation is awaited. The tendering for and delivery of these projects involved substantial time and resources particularly of the Executive Director.

National Symposium: English Language Competence of International Students

Together with Australian Education International (AEI), on 14 August 2007 IEAA jointly presented a major *National Symposium: English Language Competence of International Students*. The Symposium was held at the Sheraton on the Park Hotel, Sydney and was attended by 149 invited participants from all education sectors and interested stakeholder groups.

The Symposium addressed the issues shaping the English language competence of international students (including graduates) in light of research and in response to media coverage in Australia and overseas about the matter.

This project was very well received by industry and government, and by wider stakeholder groups. A forward action agenda was proposed which was followed up by various stakeholders later in 2007 and in the first half of 2008. (see Appendix 1 and item immediately below).

Cooperation with AUQA on Good Practice in English Language Competence of International Students

Following the successful IEAA Symposium/Workshop on English Language Competence of International Students held in Sydney in August 2007, DEEWR contracted AUQA to conduct a project during 2008 to investigate current practice in Australian Universities with respect to entry standards, admission practices and entry pathways for international students studying onshore; and to identify gaps and best practice to develop a set of best practice principles of English competence in academic studies.

The IEAA Executive Director, Dennis Murray, was a member of the Steering Committee for this project.

The project is:

investigating current practice in universities in relation to entry standards, admission practices, entry pathways (onshore students only)

identifying gaps and best practice

developing best practice principles for dissemination and incorporation into AUQA's Cycle 2 audits

reporting on mechanisms for storing, accessing and disseminating between sectors to enable universities to prepare appropriately for audit.

IEAA initiated contact between this project and English Australia which funded and conducted a similar project focused on the ELICOS sector earlier in 2008. A joint session to showcase the two projects was developed for the AIEC in October 2008.

The project was scheduled to present its final report at the end of 2008."

In addition, once the draft best practice principles are developed to a point where feedback on them would be useful IEAA and AUQA will run a consultative workshop in either Sydney or Melbourne in the second half of the year to consult the university sector and other interested groups.

Good Practice in Offshore Delivery: User's Guide for Australian Providers

Members will be aware that in May 2007, AEI contracted the Association to undertake a major project to develop and disseminate a *Good Practice in Offshore Delivery: A Users Guide for Australian Providers*.

Work on the project continued over 2007-08, with chapters being prepared, and checked by critical readers and the publication designed up. Management of design and publication of the *Guide* was contracted by IEAA to NCVER in mid 2008, with the *Guide* being available for distribution to industry at the time of the Australian International Education Conference in October 2008.

The project has been complex but will result in a useful product which will form a basis for ongoing activity by all sectors of the industry and will be especially useful to guide future professional development in TNE (see item on transnational education professional development below).

International Business Skills Needs of the VET Sector

In November 2007, IEAA successfully tendered to (as the head of a consortium involving IEAA, TAFE Directors Australia and the Australian Council for Private Education and Training) to manage a significant project for DEEWR to investigate the international business skills needs of the VET sector and develop suitable professional development offerings in this area.

The aim was to develop a series of business seminars to encourage and enable Australian VET providers to develop the necessary business skills so they have the capacity to increase their offshore operations and bring export returns to the Australian economy. The seminar series were to have a range of supporting products/materials that would be made available to the VET sector.

Phase 1 of the project involved extensive consultation with VET stakeholders to identify the current international business professional development/capacity building priorities of VET. Phase 2 involved identification and development of six priority workshops:

- *VET Business Intelligence: Understanding and Using International Education Statistics and Resources*
- *Innovation and Entrepreneurship in International VET*
- *Identifying and Winning International VET Projects*
- *Project Management for Successful VET Exporting*
- *Intercultural Skills in VET: Teaching and Learning*
- *Intercultural Skills in VET: International Business Relationship Management*

A final report on the project was presented to DEEWR in June 2008.

The next stage of this project is expected to be a partnership between industry and government to develop and write up of the content of the six "model" workshops and to develop online training resources. Over the longer term, delivery of the workshops would be the responsibility of industry, hopefully involve cooperation between TDA and ACPET and the IEAA.

Professional Development in TNE Good Practice for Higher Education, VET and ELT

In July 2008 the Association made a successful submission to AEI to conduct a project to develop curricula and a suite of six industry focused professional development seminars/workshops, together with online training resources, in transnational education good practice separately targeted at the higher education, VET, and ELT sectors. The project aims to build on work undertaken since 2005 in TNE good practice, some of which has involved IEAA. The focus of the project will be two major topic areas: *Learning and Teaching* and *Business Practices*. The project is due for completion in mid-April 2009.

Executive Leadership and Management in International Education

In April 2008 contact was initiated with the L.H. Martin Institute for Higher Education Leadership and Management in the University of Melbourne with a view to entering into a business relationship to jointly design and present a range of professional development and executive conferences and symposia which meet the needs of potential senior executives/ leaders in international education, primarily in the higher education and VET sectors.

A preliminary planning meeting occurred on 25 June 2008 in Melbourne involving the Executive Director and the Academic Programs Director of the Martin Institute (Lynn Meek and Leo Goedebeuure), the President, Executive Director and Convenor of the IEAA Professional Development Committee (Tony Adams, Dennis Murray and Helen Cook) and the Chair of the DVC/PVC International Committee (Dean Forbes).

A one day project meeting was scheduled for 19 August 2008, involving approximately 15 stakeholder participants from around Australia, from the Higher Education and VET sectors and from the Institute to conceptualise in detail the content and the method of delivery of appropriate executive level professional development. Initially the focus will be on "short courses", paying attention to the potential for the longer term development of a formal qualification in international education leadership and management at the Master level.

In addition, it was agreed that a session on leadership and management in international education would be delivered at the Australian International Education Conference in October 2008.

Membership and Sponsorship



Membership

Membership growth over the past year has been satisfactory with total members reaching 508 (as at 30 June 2008) (Note not part of the Annual Report: membership has grown to 564 as at 1 September 2008). Membership growth and diversification will remain a priority and will need to be addressed by the Membership and Sponsorship Committee in 2009 as a priority.

Membership subscriptions provide base financial support but on their own are not sufficient to allow the Association to deliver the full range of services required and require supplementing through other sources, especially commercial sponsorships.

Expansion of Members Services

With the appointment of a full time Associate Director, major work has been done to substantially expand member services. In addition to the expansion of professional development offerings, the following initiatives were undertaken:

- Launching of online networking tools through the IEAA website: IEAA Membership Directory , specialized forums and online calendar of events
- Online registration for IEAA events
- Increased IEAA visibility via regular communication to members
- Review and simplification of membership's structure and clearer definition of IEAA membership benefits
- Initiation of priority Special Interest Groups (SIGs) in Marketing, Outbound Mobility
- Launching of an online Resources section of the IEAA website (for IEAA members).

In particular, in the first half of 2008 the Membership Committee reviewed structural and financial provisions for membership and subsequently proposed significant changes subsequent to approved by the IEAA Board, to enhance membership growth later in 2008 and in 2009.

Institutional Support

The Association has continued to be well supported through Charter Memberships and Institutional Sponsorships, for which it is most grateful (Appendix 2). The confidence and support of a wide range of institutions across the sectors is most pleasing.

Corporate Sponsorship

Significant growth in commercial sponsorships will be needed to ensure a healthy financial basis for operating in 2009.

Donations

A number of individuals have donated significant time to support the Association, for which IEAA is most grateful (see Appendix 2).

Professional Development



In addition to the major national Symposium on English Language Competence mentioned earlier, the Association offered a growing program of professional development in 2007/08 (Appendix 3).

A one day seminar on *ESOS: Transition to the New National Code* was offered in Melbourne on 3 July 2007 and attended by 17 participants from the higher education, VET and schools sectors.

Seven workshops were delivered at the Australian International Education Conference in Melbourne in October 2007:

- (1) *A Quality Framework for International Partnerships*
- (2) *Business Intelligence*
- (3) *Communicating Across Cultures*
- (4) *Internationalizing Curricula – Moving Beyond Tips and Tricks for Teaching International Students*
- (5) *Internationalizing Pre-tertiary Courses*
- (6) *Leadership in International Education Management*
- (7) *How to Structure and Prepare an International Marketing Plan.*

The majority of these workshops were oversubscribed (the maximum number of participants was set at 50). The financial benefit of the AIEC workshops does not transfer to the Association but is retained by IDP. The matter was raised directly with the CEO of IDP, Tony Pollock in February 2008. A proposal for renegotiation of the business arrangement with IDP for delivery of the AIEC workshops will be formally made to IDP for consideration later in 2008.

The 16 trainers for the workshops (Appendix 2) kindly donated their time without charge, for which the Association is extremely grateful.

The popularity of the AIEC workshops indicates a strong interest by industry in particular topics. This was considered by the Professional Development Committee in the planning of the 2008/09 national professional development program.

The establishment of a viable and successful Professional Development program requires significant preparation prior to its launch. In early 2008, trainers' contracts were developed, taking account of relevant legal advice. All trainers now enter into an IEAA contract prior to commencement of the workshop program. Budget models have been created to identify minimum participant numbers and to project financial returns. An online system has been developed to facilitate advertisement of programs and collection of registrations and payments. Priority topics have been canvassed with industry groups such as the Australian International Directors Forum (AUIDF), Victorian International Directors Committee (VIDC) and Queensland Education and Training International (QETI) to ensure topics cover those issues vital to practitioners.

PIER International Education Services Ltd. kindly sponsored two scholarships for IEAA members to undertake the online Diploma of International Education Services without cost. The two recipients of the scholarships in 2008 were Carlie Blake (Manager, Community Relations and Peace Scholarship Program, IDP Education) and Kate Lowry (International Student Mobility Officer/International Admissions Officer, Flinders University).

Research



Over the past year the Research Committee has focused on documenting the major research on international education issues being undertaken in Australia and on developing a forward action research agenda, for discussion with industry peak bodies and prospective research funding bodies and to guide the preparation of IEAA submissions for the conduct of research of priority and major value to the industry and its members.

A matrix of research topics was developed and is being maintained and updated under the following headings:

- Strategy and policy
- Business of international education
- Learning and teaching
- The student experience
- Student mobility
- Transnational

Projects are categorized into short, medium and long-term and are prioritized in terms of importance. In the research matrix, a distinction is made between current large-scale academic research projects and case studies of good practice/action-related research.

The identified high priority research areas are:

- an International Policy for Australian International Education
- attracting post graduate research students
- second language development of international students
- outbound student mobility
- on-campus learning and teaching approaches
- social inclusion of international students

Identifying good practice examples in many of these areas is a priority.

In addition to developing a research agenda for international education in Australia, the emerging role of the IEAA in research includes:

- providing a forum for Australian researchers in international education;
- facilitating a mentoring role of newer researchers by experienced researchers;
- providing a framework for communication between researchers and practitioners in international education;
- encouraging new researchers through an IEAA Award for an outstanding PhD thesis;
- attracting and selecting research papers for the AIEC each year;
- organising a Research Roundtable discussion for researchers and practitioners on research issues at the AIEC, and encouraging younger researchers to present papers;
- liaising with ACER on the database of Research on International Education;
- developing alliances around research with other Australian and international organisations.

Special Interest Groups



IEAA Board Discussions Concerning SIGs

The Association is keen to a growing number of active Special Interest Groups (SIGs). Discussions within the Board in the first half of 2008 proposed a number of additional SIGs be encouraged and supported, within the framework of the IEAA Constitution. An in-principle decision was made by the Board in May to provide modest seed funding for new SIGs, to enable them to meet and to initiate networking and other relevant activities.

Discussions with some Association members SIG began in the middle of 2008 with the aim of establishing a Marketing SIG and an Outbound Mobility SIG, for launching in late 2008.

Transnational Education SIG

Expressions of interest in membership of the TNE SIG reached 50 (as at September 2007). A meeting of a number of interested members occurred at the AIEC in October 2007 in Melbourne. Unfortunately, the SIG interim leadership is largely comprised of members who are no longer staff of institutions. While this is not necessarily problematic, it would be desirable for the SIG leaders to be supported by active members within institutions.

The Association is active in areas of transnational educations. There is strong continuing interest from members for a SIG in this area. The Board and the Secretariat of the Association are keen to see an active TNE SIG and invites members to contact the Executive Director about how the TNE SIG might be reconstituted and effectively operated.

Internationalisation of the Curriculum (IoC) SIG

The Internationalisation of the Curriculum Special Interest Group ran one workshop at the AIEC in Melbourne in 2007 and will run another at the AIEC in Brisbane in 2008. Each year there is stronger interest in the IoC workshop with numbers registering for each workshop showing a gradual increase.

The Convenor, Betty Leask, also continued to develop links with the Internationalisation at Home Special Interest Group of the European Association of International Education (EAIE). This resulted in an invited presentation at the EAIE conference in Antwerp in September 2008 in which Betty discussed emerging issues and directions in internationalisation of the curriculum in Australia. Discussions re broadening the links between the two groups are ongoing.

Journal of Studies in International Education

In July 2007, Professional Members received formal notification from SAGE, the London publishers of the *Journal of Studies in International Education* (JSIE), about online dissemination of JSIE to IEAA Professional Members. This included advice about accessing their copies, including back copies.

The arrangement by which SAGE makes access to JSIE available to IEAA members (and to members of other international education organisations worldwide) involves IEAA providing member details once a year to SAGE. This occurs in the November/December period each year. The result is a time lag of up to one year before new members (joining after the December period) can gain access to JSIE. Although the problem has been raised with NUFFIC and with SAGE, at this stage there is no flexibility to make access earlier for new members. These new members are included in the next round information. However, once members have gained online access they are able to receive not only current but also all past editions of JSIE.

The expected date for notification of current Professional Members about online access to JSIE is normally February each year. This year members of IEAA, along with members of a number of other international education associations, experienced a substantial delay in receiving advice from SAGE about their access to JSIE. The problem was taken up with NUFFIC on two occasions in the first half of 2008. The matter wasn't resolved until the middle of 2008 (members received their notification finally on 4 August 2008). This situation is unsatisfactory and in future years the Association will be particularly active in pressing for notification to occur in the February period as normally expected.

Governance

Board

The Board met five times in 2007-08 (26 July, 27 September, 15 November, 30 January, 24 April).

Election of 6 members of the IEAA Board (2007/08) took place during the Australian International Education Conference in Melbourne in October 2007.

2 members were nominated for the positions of Vice-President and Treasurer. The positions were uncontested. Accordingly, Stephen Connelly and Brett Blacker were elected to the positions of Vice-President and Treasurer respectively, each for a 2 year term.

7 members were nominated for 4 ordinary positions on the Board. Accordingly, a ballot was required. Tony Crooks, Seamus Fagan, Tim Fowler and Liz Stinson were elected, each for a 2 year term.

Sectoral balance within the Board is a significant issue. The stated objective of the Association is to have a Board reflecting the interests and concerns of all the membership, across the sectors. Moreover, the experience and expertise of Board members from across the sectors is crucial for the Association to function effectively and to be persuasive at a high level.

Under clause 6.2.d) the IEAA Constitution, "to achieve a balance of stakeholder interests, up to three additional members of the Association may be invited by the Board" to become members. Debbie Clayton, Ruth Rosen, and Helen Zimmermann were subsequently invited, each for a 2 year term (to October 2009).

Sub-Committees

Membership of Board Sub-Committees in 2007/08 is given in Appendix 4.

Administration



Secretariat

In January 2008, the Executive Director, Dennis Murray, formally reverted to 2 days a week work for the Association, to partly resume his private consulting work.

In the second half of 2007 the Association advertised for and was fortunate in attracting a senior, experienced Associate Director. Ouahiba Zarzi began her Associate Director responsibilities on 14 January 2008 and immediately implemented substantial changes and improvements in the operations of the Secretariat and in the support of members, the Executive Director and the IEAA Board and Sub-Committees. In her first six months, Ouahiba has been instrumental in the leadership of the Secretariat. Her work has seen substantial improvement in member services and communications through the IEAA website. She has been instrumental in the planning and initial delivery of a national professional development program (with Helen Cook, Convenor of the Professional Development Committee) and in the review and refinement of IEAA membership arrangements (with the Membership and Sponsorship Committee).

The Association is extremely fortunate to have a staff member of Ouahiba's calibre and experience. Her expertise has substantially lifted IEAA operations and impact in a short time.

In June 2008, Cindy Lu joined the Secretariat part-time (2 days a week) as Administrative Assistant. Cindy is responsible for routine data base entry, some routine communications and general administrative support.

Accommodation

The Association was fortunate to have continued tangible sponsorship from Swinburne University of Technology (SUT) which has allowed it to operate a small office within Swinburne at no cost. Agreement with Swinburne for use of expanded accommodation up to 2010 provides stability for the Association's functioning for the foreseeable future. The Association is most grateful to Swinburne University for this substantial, continuing support.

The work of the Association has been substantially assisted by a number of members who have provided significant time free to work on a variety of projects and activities (see Appendix 3). Volunteerism is a feature of the ethos of the Association that the Board wishes to preserve and encourage.

Relations With Other Organisations



Australian Government

IEAA continues to play an important role in consultations with the Australian Government over critical issues in international education through regular participation in the Government Industry Stakeholders Consultative Group (GISC).

More substantially, close working relations with AEI are maintained through the Association's continued management of a number of major projects funded by AEI. The "partnership" evident through this involvement has contributed to the formulation of a very productive forward action agenda with responsibilities shared by all industry stakeholders. From the IEAA point of view, the "partnership" model is well regarded by industry and one which it is hope can be built on and extended in coming years.

IEAA also participates in the separate, regular industry consultation meetings with The Department of Immigration and Citizenship (DIAC).

National Liaison Committee for International Students (NLC)

The NLC is undergoing significant change as a result of Voluntary Student Unionism. Funding problems faced by NLC have made it extremely difficult for the NLC to operate viably. Following on a Commonwealth Government grant of \$30,000 provided to NLC through the Association in 2007, the Association in 2007-2008 engaged in a number of discussions with the President of NLC, Eric Pang, with a view to providing a advice about possible future directions and structures of the NLC, to ensure its continuing representative character and long term financial viability. Some of these discussions occurred with the involvement of ISANA.

ISANA

Relations with ISANA in 2007-08 involved continuing cooperation to assist NLC. ISANA was also invited to provide a workshop, *Internationalizing Pre-tertiary Courses*, at the Australian International Education Conference in October 2007.

Informal agreement was reached with the ISANA Executive to continue discussion of significant initiatives that might affect either organisation. IEAA aims to work closely with ISANA on concrete projects and activities, including possibly professional development for members of the industry.

Association of Studies in International Education (ASIE)

IEAA is represented on the Board of the Journal by President, Tony Adams, and on its editorial board by IEAA Board member, Betty Leask. Tony has also been appointed as co-editor with existing editor Hans de Wit.

Network of International Education Associations

The Network of International Education Associations (NIEA) was launched at the NAFSA conference in Minneapolis in May 2007. Some 14 organisations representing international education globally have joined the Network, including IEAA and ISANA in Australia and APAIE in the wider Asian region. Initial projects have include the development of sessions at member conferences examining regional international education issues, a long term project to share professional development across regions and assistance to associations in developing countries.

Financial Report for the year ended 30 June 2008



Your Board members submit the financial report of the International Education Association of Australia Inc. for the year ended 30 June 2008.

Board Members

The names of the Board Members throughout the year and at the date of this report are:

Tony Adams (President)

Stephen Connelly (Vice President)

Brett Blacker (Treasurer)

Debbie Clayton

Helen Cook

Tony Crooks

Dorothy Davis

Seamus Fagan

Tim Fowler

Betty Leask

Liz Stinson

Ruth Rosen

Helen Zimmerman

Principal Activities

The Association has been established to serve the professional needs and interests of individuals working in international education; to encourage informed and ethical professional practice among members; and to promote international education with governments, education organisations and within the community.

Significant Changes

No significant change in the nature of these activities occurred during the year.

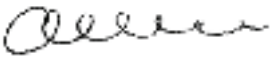
Operating Result

The surplus from ordinary activities amounted to \$155,844.

Audit

The Association is a Prescribed Association in the year ended 30 June 2008 and therefore will be audited before 24 October 2008 (Firm commissioned to do the audit: McLean Delmo Hall Chadwick, Melbourne)

Signed in accordance with a resolution of the Members of the Board.



T. Adams



B. Blacker

Income Statement for the Twelve months ended 30 June 2008

Revenue		
Fees - Individual Full Members		36,460
Fees - Individual Associates		309
Gold Corporate Sponsorship		22,705
Silver Corporate Sponsorship		27,894
Bronze Corporate Sponsorship		8,684
Charter Membership Level 1		12,512
Charter Membership Level 2		7,038
Seminar Fees	298,386	
Seminar Costs	<u>164,602</u>	133,785
Research & Consultancy income	272,253	
Research & consultancies costs	<u>105,780</u>	166,473
Website Advertising & Other Sales		1,561
Interest		2,050
		419,472
Less		
Expenses		
Executives' Retainers	96,499	
Website Costs	63,891	
Administration Employment Costs	50,883	
Travel & Accommodation	21,855	
Conference costs	11,926	
Dues & Subscriptions	7,974	
Insurance	3,535	
Corporate expenses	2,750	
Merchant/Credit Card Fees	2,189	
Telephone	896	
Stationary	570	
Board expenses	398	
Bank Charges	158	
Postage & shipping	100	
Interest	4	
Award presentation costs	0	
Commissioned research	0	
Promotion	0	
Suspense	<u>0</u>	
	<u>263,627</u>	
Surplus for the Twelve months	<u>\$155,844</u>	

International Education Association of Australia

Statement of Changes in Equity for the Twelve months ended 30 June 2008

Accumulated funds		
As at 1 July 2007		51,437
Surplus for the twelve months		155,844
As at 30 June 2008		\$207,282

International Education Association of Australia

Statement of Financial Position

Balance Sheet as at 30 June 2008

Current assets		
Cash at bank ANZ		44,585
Cash at bank Wpac		220,784
Cash at Cash Drawer (Office)		0
Prepayments		0
Trade Debtors		<u>131,036</u>
		<u>396,405</u>
Less		
Current liabilities		
ANZ Credit Card		0
Trade Creditors		73,615
GST Collected	56,827	
GST Paid	<u>59,569</u>	-2,742
Prepaid revenue - Memberships		49,520
Prepaid Prof. Developments Seminars		1,400
Prepaid AIEC - for October 2008		0
Prepaid TNE 2009		67,330
Prepaid Vet 2009		0
Accrued expenses		<u>0</u>
		<u>189,123</u>
Total Assets less Liabilities		<u>\$207,282</u>
Accumulated funds		<u>\$207,282</u>

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2008

Note 1: Statement of Significant Accounting Policies

This financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Associations Incorporation Act (Victoria).

The financial report has been prepared in accordance with the requirements of the Associations Incorporation Act (Victoria) and the following Australian Accounting Standards:

AAS 3	Accounting for Income Tax
AAS 5	Materiality
AAS 8	Events Occurring After Reporting Date
AAS 17	Leases

No other applicable Accounting Standards, Urgent Issues Group Consensus Views or other authoritative pronouncements of the Australian Accounting Standards Board have been applied.

The financial report has been prepared on an accruals basis and is based on historic costs and does not take into account changing money values, or except where specifically stated, current valuations of non-current assets.

The following material accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of this financial report.

a) Income Tax

The Association is not subject to income tax.

b) Goods & Services Tax

The Association was registered for Goods & Services Tax on 1st February 2006. Prior to that date income was not subject to GST and GST on goods and services was expensed.

The Association pays GST on the basis of cash receipts and payments rather than income and expenses.

STATEMENT BY MEMBERS OF THE BOARD

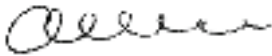
This special purpose financial report has been prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the Board the financial report as set out on pages 17 to 21 of this Annual Report:

Presents a true and fair view of the financial position of International Education Association of Australia Inc. (IEAA) as at 30 June 2007 and its performances for the year ended 30 June 2008.

At the date of this statement, there are reasonable grounds to believe that International Education Association of Australia, Inc. (IEAA) will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the Board and is signed for and on behalf of the Board by:



President: T. Adams



B. Blacker



Looking forward to 2009: Incoming President's Comments

The International Education Association Australia (IEAA) has reached an important juncture four years since it was established. The work undertaken by the board and the secretariat over the past few years has set up the Association to be able to expand its services to members in 2009, and also to increase the resources required to deliver those services.

In 2008 the Association was fortunate to gain the services of Ouahiba Zarzi as Associate Director. Ouahiba has extensive experience with the European Association for International Education (EAIE), as well as experience in Australian international practice at RMIT and La Trobe Universities. Ouahiba has just re-confirmed her commitment to the Association by signing a two year extension to her initial contract.

In 2009, Dennis Murray moves from his two day per week role as Executive Director to four days per week, concentrating on business development and the Association's relationships with significant partners, supporters and government departments. The Association has also budgeted for a part-time administrator supporting our professional development activities, and additional administrative support for Dennis and Ouahiba.

This expansion of resources will enable the Association to concentrate on the issues critical to Australia's international education activity, which include:

- retention of staff in the industry, and the professional development of staff at all levels and across sectors. Professional development is a key area of focus for the Association and one of the main services we will be seeking to deliver to members in the coming years.
- greater involvement of non-university sectors in the activities of the Association. This has been a focus in planning the content of the Australian International Education Conference (AIEC), as it is again for 2009, and will be reflected in the Association's professional development program for 2009, in the research program and in other important ways.
- enhancing the student experience in an internationalized classroom, both for our local as well as our international students. This is identified in the Bradley report of the review of higher education, and is coupled with the issue of the work readiness of our graduates in the global environment.
- working towards more effective social inclusion of international students on and off campus. Dissemination of good practice examples will be a key factor in ensuring institutions are able to effectively deliver programs so that their international students have a well rounded experience while studying in Australia.
- more engagement of academic and teaching staff in the activities of the Association. It is vital to strike a balance between the academic and non-academic elements of international education in Australia, in our workshops, seminars, conferences and dialogue about the sustainability of the industry.
- outbound mobility for Australian students - not just increasing the numbers, but measuring and increasing the impact of all types of international study experiences.

IEAA will continue its successful collaboration with IDP in developing and delivering the annual Australian International Education Conference.

The Association will also take a prospective and proactive stance on issues that appear in the print and electronic media, and will participate actively in discussions arising from the Bradley report. The report paints a very positive picture of Australia's international education activity, and the Association looks forward to contributing to the development of structures and mechanisms to ensure the industry's long-term viability.

2009 will be a year in which the IEAA cements its place as Australia's leading international education professional organisation.

Stephen Connelly
Deputy Vice-Chancellor
(Development and Engagement)
Swinburne University of Technology
www.swinburne.edu.au

President
International Education Association Australia
www.ieaa.org.au

Appendix 1

Follow Up

From a National Symposium: English Language Competence of International Students | August 2007

Proposed Actions

In summary, the key actions proposed by the Symposium were:

Institutional and Program Priorities

- Strengthening of in-course support for international students (and domestic students).
- A more generalised use of English language diagnostic tests (for all students)
- Learning environments for international students, throughout their studies, need embedded, integrated approaches to English language learning. Support services in this area are best delivered not by stand-alone ELP specialist learning support staff but by teaching teams that include both ELP and discipline-specialist teaching staff working together.
- The embedding of language and academic support within the formal curriculum.
- To monitor, evaluate and if necessary take action to ensure that international students maintain an adequate level of English competence during and at the point of completion of study”.

Outcomes

- As a direct result of the Symposium, senior academic and international managers in a number of universities instituted institution-wide discussions of the implications of the findings of the Symposium for their institutions. A number of universities subsequently instituted formal processes to embed English language and academic support within their curricula.
- The Australian Technology Network (Curtin, UniSA, RMIT, UTS and QUT) in early 2008 initiated a trial benchmarking study of channels through which commencing international students have displayed English language proficiency, comparing academic performance in the first year of university across those channels.

This is part of a range of strategies across the ATN universities to understand and strengthen good practice in English language preparation and pathway programs as well as provision for English language support services within awards.

Some of the outcomes are likely to feed into the DEEWR funded study to develop good practice principles in this area (see below)
- IEAA continues to present talks on the Symposium, its key findings and outcomes to peak senior management groups in a number of universities.

Quality Assurance

- Development of more effective mechanisms to audit students' English language entry and academic progression standards (including in courses offered by emerging private sector providers).
- There was interest in particular in creating a set of national standards for all ELP programs that would go beyond the input measures of NEAS and focus on outcomes measures. The form such national standards should take and the steps needed to achieve them, however, were not clearly specified.

Outcomes

- Two significant good practice projects (one completed and one in progress) have resulted from the Symposium. The projects explore and codify good practices for institutions in English language proficiency for international students.

The first project, funded and carried out by English Australia (EA), involves a completed study of best practice in Direct Entry Programs involving the ELICOS sector

The second project, funded by DEEWR and managed by a Steering Committee convened by the Australian Universities Quality Agency (AUQA) and including IEAA is developing a set of good practice principles of English language proficiency in academic studies for use by universities and other institutions in the Australian higher education sector.

Both these projects draw on the views of institutions within the Australian education sector, and so reflect an emerging consensus about good practices to support English language proficiency in preparatory programs and in academic studies.

- A session reporting on the outcomes of the 2 projects will be held at the Australian International Education Conference in Brisbane in October 2008. The session will outline the underlying assumptions and concepts used for each project and will provide specific examples, and introduce the findings and proposed principles, for good practice. The issues and challenges for institutions in meeting good practice will be discussed, together with proposed next steps. The presentation will also explore the implications for international students studying in Australia. The session will be relevant to delegates in all education sectors.

Research

- A priority research agenda needs to be determined in consultation with industry, governments and with Australian employer and professional groups.
- Tracking the academic outcomes of cohorts of students who enter via various pathways is needed. Benchmarking data within and between sectors would also be particularly valuable.
- A suite of tests and indicators is needed for a range of purposes - not just at the point of entry, but for diagnostic purposes along the way, perhaps just before the student begins fieldwork for example, or perhaps at the point of exit for migration purposes.

Outcomes

A number of research projects have been identified by the IEAA Research Sub-Committee in conjunction with academic colleagues)

- From entry to graduation: investigating the second language development of international students
- Refining diagnostic tests
- Proficiency, employment and immigration (with professional and employer bodies). In terms of graduate outcomes, the work needs to involve education institutions and the professional communities, to help identify the particular types of communication skills needed and then to design pedagogical strategies to help students develop these.

These and other possible projects require funding to proceed.

Information Needs

- Cooperation and sharing of knowledge and experiences and the dissemination of findings and of good practice are all important mechanisms for strengthening the quality and reputation of the Australian international education industry.
- There is a need for a common “place” in which to store, access and disseminate information on good practice.

Outcomes

- IEAA is encouraging discussion, research and sharing of good practice through the AIEC and other forums, including professional development workshops, which it will design up in conjunction with institutions and relevant peak bodies. The timing for delivery will be 2009, when results of the AUQA projects in good practice will be available and will need dissemination.
- A project to provide a web-based clearinghouse of good practice, on the IEAA website, is envisaged. Again this initiative will require modest funding support (possibly in the form of a sponsorship) to proceed.

Collaboration

Stakeholders need to act in concert to share and exchange information and ideas and to tackle shared problems.

- In terms of graduate outcomes, the work needs to involve education institutions and the professional communities, to help identify the particular types of communications skills needed and then to design pedagogical strategies to help students develop these.
- Increased cooperation between stakeholders is needed to carry out research across priority issues. All relevant stakeholders should be brought into the research design and in the research itself.

Outcomes

- It is hoped the proposed web-based clearing house of good practice on the IEAA website will encourage a professional “community of practice /learning” (or special interest group) in this area. The IEAA Secretariat will assist the establishment of this network group and the IEAA IT services will support its continuing operation via an IEAA online forum/discussion group.
- Discussion of the IEAA research priorities are being discussed with relevant peak bodies, national working groups and some professional/business groups with the hope of being able to attract tangible funding support/sponsorship to allow agreed priority research projects to be carried out.

Public Relations

- Mechanisms need to be found for communicating to a wider public the evidence in respect of English language competence of international students and for disseminating examples of good practice throughout the industry. Industry needs to be more proactive in these matters.

Outcomes

- Following the Symposium a number of interviews were given by IEAA office holders to the national and Sydney and Melbourne press. Subsequent reporting was mixed. The issue continues occasionally to appear in the media, generally portrayed in an adverse light. A more coordinated and coherent industry public relations stance is needed. This is probably best progressed through discussion between the main peak and professional bodies.
- A related and increasingly prevalent issue identified more and more by the media Australia-wide for adverse coverage is the supposed lack of social integration of international students within the Australian community. The issue of international students and social cohesiveness is no longer an over-the-horizon matter. Industry and government should not continue to ignore it. IEAA has brought this to the attention of AEI and DICA as well as some state government and municipal authorities, in the hope that government will partner with industry to better understand the issues and to begin to work towards heading them off or ameliorating them in an appropriate way, and before they emerge more conspicuously in the media. There are research and practical measures which need to be taken without further delay.

Resources

- Key stakeholders need invest the resources required to carry out the actions above and to ensure quality outcomes are delivered to international students and to the wider community.

Outcomes

- Resources provided by peak bodies, government, institutions and are already being put towards advancing the action agenda emerging from the Symposium.
- A related and increasingly prevalent issue identified more and more by the media Australia-wide for adverse coverage is the supposed lack of social integration of international students within the Australian community. The issue of international students and social cohesiveness is no longer an over-the-horizon matter. Industry and government should not continue to ignore it. IEAA has brought this to the attention of AEI and DICA as well as some state government and municipal authorities, in the hope that government will partner with industry to better understand the issues and to begin to work towards heading them off or ameliorating them in an appropriate way, and before they emerge more conspicuously in the media. There are research and practical measures which need to be taken without further delay.

Appendix 2

CHARTER MEMBERS, SPONSORS, DONORS AND VOLUNTEERS 2007/08

Gold Institutional Sponsors

Swinburne University of Technology
University of New South Wales

Silver Institutional Sponsors

IDP Education Australia
Queensland University of Technology
University of South Australia
La Trobe University
Macquarie University
Monash University

Bronze Institutional Sponsors

Deakin University
Griffith University

Charter Members

Level 1

ACL
Department of Education, Training and the Arts, Queensland
Holmesglen TAFE
Melbourne Language Centre
University of Ballarat
University of Queensland
University of Tasmania
University of Wollongong

Level 2

Australian National University
Flinders University
Murdoch University
RMIT University
University of Adelaide
University of Canberra
University of Sydney
University of Western Australia
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Volunteer Trainers

Mary Atchinson	Emma Lincoln
Brett Blacker	Shaun McNicholas
Stephen Connelly	Liz Stinson
Felicity Fallon	Jeffrey Smart
Sue Fujino	Alison Taylor
Jim Garton	
Rob Lawrence	
Betty Leask	

Volunteers

Louise Goold

IEAA

National Professional Development Program 2007-08

Date	Title	Format	Location	Target	Presenter/s
3 July	ESOS: Transition to the New National Code	Half day workshop	Melbourne	All sectors	Andrea Bateman Emma Lincoln
24 July	Good Practice in ELT Transnational Delivery Workshop	One day workshop	Sydney	All sectors	Various
14 August	National Symposium: English Language Competence of International Students	One day Symposium	Sydney	All sectors	Various
9 October	A Quality Framework for International Partnerships	One day workshop	AIEC Melbourne	University and VET sectors	Stephen Connelly Dr Jim Garton Dr Mary Atchison
9 October	Business Intelligence: International Education Statistics, Resources, Trends and Patterns	Half day workshop	AIEC Melbourne	All sectors	Alan Olsen Melissa Banks
9 October	Communicating Across Cultures: Understanding Your International Students	Half day workshop	AIEC Melbourne	All sectors	Dr Shanton Chang
9 October	Internationalizing Curricula – Moving Beyond Tips and Tricks for Teaching International Students	Half day workshop	AIEC Melbourne	University, VET and Schools Sectors	Associate. Prof. Betty Leask Dr Gavin Sanderson
9 October	Internationalizing Pre-tertiary Courses: Working in a School or other Pre-tertiary Environment	Half day workshop	AIEC Melbourne	Schools and other pre-tertiary Sector	Dr Felicity Fallon, Alison Taylor
9 October	Leadership in International Education Management	Halfworkshop	AIEC Melbourne	University and VET sectors	Brett Blacker Shaun McNicholas Jeffery Smart Liz Stinson
9 October	How to Structure and Prepare an International Marketing Plan	One day workshop	AIEC Melbourne	All Sectors	Rob Lawrence

Appendix 4

IEAA STANDING COMMITTEES 2007/08

Board

Tony Adams (President) (to October 2008)
 Brett Blacker (elected ordinary member to October 2007) (Treasurer from October 2007 to October 2009)
 Debbie Clayton (Board's invitee from October 2007 to October 2009)
 Stephen Connelly (Acting Treasurer to October 2007) (Vice-President to October 2009)
 Helen Cook (elected ordinary member to October 2008)
 Tony Crooks (elected ordinary member to October 2009)
 Dorothy Davis (President's invitee to October 2009)
 Seamus Fagan (elected ordinary member to October 2009)
 Tim Fowler (elected ordinary member – resigned July 2008)
 Betty Leask (elected ordinary member to October 2008)
 Dennis Murray (Executive Director) (ex officio)
 Ruth Rosen (Board's invitee from October 2007 to October 2009)
 Liz Stinson (elected ordinary member to October 2009)
 Helen Zimmerman (Board's invitee from October 2007 to October 2009)
 Ouahiba Zarzi (Associate Director) (ex officio)

Executive Committee

Tony Adams (Convenor)
 Brett Blacker
 Stephen Connelly
 Dennis Murray
 Ouahiba Zarzi

Awards Committee

Helen Cook (Convenor)
 Dorothy Davis
 Seamus Fagan
 Ouahiba Zarzi

Membership and Sponsorship Committee

Brett Blacker
 Seamus Fagan
 Dennis Murray
 Ouahiba Zarzi

Professional Development Committee

Helen Cook (Convenor)
 Betty Leask
 Dennis Murray
 Ruth Rosen

Public Relations Committee

Tony Adams
 Stephen Connelly
 Dennis Murray
 Alan Olsen

Research and Publications Committee

Tony Adams	Simon Marginson
Tony Crooks	Dennis Murray
Dorothy Davis (Convenor)	Ruth Rosen
Betty Leask	Chris Ziguas

