DEVELOPMENT OF A TRAINING GUIDELINE TO ENHANCE THE EDUCATIONAL MANAGEMENT CHALLENGES IN THE CONTEXT OF INTERNATIONALIZATION OF EDUCATION AT SHANDONG UNIVERSITY OF ART AND DESIGN*

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ABSTRACT

This article aimed 1) to explore the educational management challenges and needs of training guideline at Shandong University of Art and Design in the context of internationalization, and 2) to develop training guideline to enhance the educational management capabilities and address the challenges faced by Shandong University of Art and Design in the context of internationalization of education. The respondents were 250 teachers and 54 administrators. The questionnaire was used to collect the data. The data collected were analyzed and then presented in terms of frequency, mean, and standard deviation.

The findings from the research indicated that: 1) the educational management challenges and needs of training guideline were in a middle level, and 2) the training guideline to enhance the educational management capabilities and address the challenges consisted of nine units, namely: 1) Elevate Curriculum Flexibility and Interdisciplinary Collaboration, 2) Strengthen Project-Based Learning Opportunities, 3) Expand Resource Accessibility, 4) Advance Professional Development and Faculty Training, 5) Cultivate a Culture of Innovation, 6) Implement Comprehensive Evaluation and Feedback Systems, 7) Forge Sustained Industry Collaborations, 8) Regularly Modernize the Curriculum to Match Technological Evolution, and 9) Address Financial Constraints to Underpin Sustainable Innovation.

Keywords : Educational management; Training guidelines; Higher education

1. Background and Problem Statement

Globalization has been a major catalyst for change in all aspects of higher education. As universities seek to remain relevant in a landscape of increasingly reinforced international standards, they face the critical challenge of reconciling local

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academic goals with global benchmarks. This tension is therefore particularly acute for institutions specializing in the arts, where it can be argued that cultural uniqueness often coexists with the need for cross-border partnerships, cross-cultural exchanges and competitive positioning in global rankings (Marginson, 2016). In this context, Shandong University of Art and Design (SUAD) demonstrates the complexity of integrating a creativity-focused curriculum with the broader drive toward internationalization

Historically, SUAD has prided itself on fostering artistic innovation and design thinking. In an environment that encourages students to develop aesthetic sensitivity, creative problem solving and interdisciplinary skills, our university has achieved considerable success in the regional and national spheres. However, the growing drive for global engagement presents both opportunities and obstacles. On the one hand, establishing international alliances with similar art and design institutions can open up a wider network of academic activities and enrich the experience of faculty and students. On the other hand, such alliances impose new requirements, including adherence to international accreditation standards, ensuring faculty development in culturally responsive pedagogy, and restructuring administrative agreements to accommodate transnational studies and collaborative degree programs (Knight, 2020).

Recent academic research has emphasized that universities that aspire to internationalize must implement strategies that include leadership, faculty skills upgrading, and strong administrative support. More recent studies reinforce this view, highlighting that internationalization now requires institutions to adapt continuously to global trends and challenges beyond traditional frameworks (Li and Xue, 2022). For the University of South Sudan, reconciling an established, locally-oriented model with a range of international frameworks involves more than just adding English courses or inviting foreign academics to lecture. Instead, it calls for a complete rethink of the agency's management culture. Strategic planning and effective coordination are essential: managers must reach agreements with overseas partners, ensure resources are used to support the global curriculum, and address language barriers that can hinder advanced learning. At the same time, teachers struggle to balance tradition and innovation in their curriculum design, often without receiving structured training that allows them to seamlessly integrate global perspectives. In such an environment, AD hoc solutions or piecemeal initiatives can easily lose traction unless there are comprehensive guidelines linking theory and practice.

In the context of SUAD, "education management challenges" arise not only from external directives, such as government or accreditation policies, but also from the internal dynamics of an institution that has long been rooted in a domestic model. In

discussing these challenges, it is crucial to examine the interplay between external drivers (e.g., competitive pressure for international rankings) and local requirements (e.g., preservation of unique cultural art forms and teaching methods). Striking this balance can yield significant benefits, such as increased visibility in the global academic community, new interdisciplinary research pathways, and a rich artistic output that taps into broader cultural influences. However, inconsistencies between administrative objectives and faculty capacities may carry the risk of superficial engagement with international partners or inefficient use of resources.

Given the rising demand for cross-cultural competence, SUAD teachers who once focused primarily on impart subject-specific knowledge within a localized framework find themselves in need of advanced training. This training covers everything from curriculum innovation - for example, incorporating global design trends into the curriculum to honing English communication skills and adapting teaching styles to different student audiences (Tran and Dempsey, 2017). Teachers' frontline classroom experiences directly influence how effectively students are prepared to thrive in an interconnected world, so any transformation of SUAD must include a strong teacher development program.

Amid these tensions, this study aims to explore SUAD as a case study in how to develop and implement a set of training guidelines that systematically address its major management and teaching barriers. The emphasis on the guidelines is twofold. The guidelines provide a coherent framework to ensure that initiatives across sectors are not chaotic. In addition, they serve as a long-term road map for continuous improvement, incorporating regular evaluation and refinement. By drawing on existing research on internationalization, strategic management, and faculty development, this study aims to generate practical insights that other professional institutions facing similar pressures of globalization can adapt or expand.

By situating SUAD's case within the broader discussion on the complexities of internationalization at professional universities, this study identifies current barriers and highlights the importance of cohesive leadership, supportive management, and informed faculty. It shows that connecting global needs and local identities is not just a matter of policy adjustments, but also a process of cultural transformation - respecting the university's artistic core while aligning it with a rapidly changing international landscape.

2. Research Objectives

2.1 To explore the educational management challenges and needs of training

guideline at Shandong University of Art and Design in the context of internationalization.

2.2 To develop training guideline to enhance the educational management capabilities and address the challenges faced by Shandong University of Art and Design in the context of internationalization of education.

3. Expected Results

3.1 Understanding the needs of Shandong University of Art and Design's educational management training approach in the context of internationalization.

3.2 A guideline to enhance educational management capabilities and address the challenges Shandong University of Art and Design faces in the context of educational internationalization.

4. Research Methodology

4.1 Research Design

This study adopts a mixed-methods approach, combining quantitative surveys and qualitative expert consultations. The mixed-methods design allows for a more holistic understanding of the challenges and needs regarding internationalized educational management at the institution. Quantitative data offer a broad snapshot of teacher and administrator perceptions, while qualitative insights provide nuanced interpretations to guide the development of a detailed training guideline.

4.2 Populations and Sample

A total of 250 teachers and 54 administrators were selected. Teachers were sampled through stratified random sampling across multiple departments Fine Arts, Design, and Digital Media to ensure balanced representation. Administrators included all those directly involved in or overseeing international collaborations, program accreditation, and academic affairs. The sample thus encompasses individuals who experience the institution’s internationalization processes at both frontline (classroom) and managerial (policy) levels.

4.3 Instruments and data collection

A structured questionnaire was developed to capture the challenges and training needs perceived by teachers and administrators in the context of global engagement. Content validation was performed via an Index of Item-Objective Congruence (IOC), with each item examined by three experts specialized in international education, curriculum design, and institutional accreditation. The IOC values ranging from 0.67 to 1.00, indicating adequate alignment with the intended objectives. The reliability of the teachers’ questionnaire was 0.89 and the

administrators' questionnaire was 0.91.

Additionally, qualitative data were acquired through focus group sessions with three invited experts: a regional accreditation official, an international education consultant, and a senior university manager overseeing foreign academic initiatives. These sessions addressed the draft training guideline modules, seeking direct feedback on their clarity, feasibility, and comprehensiveness. The discussions were recorded, transcribed, and coded thematically to identify elements that required refinement.

4.4 Data Analysis

4.4.1 Survey responses from teachers and administrators were analyzed by using descriptive statistics (mean and standard deviation).

4.4.2 The focus group transcripts were coded manually and then cross-checked by a second researcher to enhance reliability. Experts' comments were categorized into thematic clusters that addressed curriculum, accreditation policy, administrative coordination, and teacher development. These themes were integrated with the quantitative findings to modify specific modules within the training guideline.

5. Research Results

5.1 The exploration of the educational management challenges and needs of training guideline at Shandong University of Art and Design (SUAD) in the context of internationalization.

Table 1 The educational management challenges by teachers

Questions	N		Level of opinion
	$\bar{x}$	S.D.	
Q1: Difficulty in managing culturally diverse classrooms	3.30	0.78	Middle
Q2: Lack of resources for international curriculum development	4.40	0.70	High
Q3: Challenges in adapting teaching methods for international students	3.20	0.74	Middle
Q4: Insufficient training in educational management	4.55	0.65	Highest
Q5: Language barriers in communication with international students	2.40	0.79	Low
Q6: Difficulty in integrating global perspectives into existing courses	2.10	0.77	Low

Questions	N		Level of opinion
	$\bar{x}$	S.D.	
Q7: Limited opportunities for international collaboration	1.45	0.80	Lowest
Q8: Challenges in maintaining academic standards across diverse students	3.50	0.72	Middle
Q9: Inadequate support for professional development in int'l education	4.05	0.72	High
Q10: Difficulty in aligning educational practices w/ international std.	4.00	0.70	High
Q11: Inconsistencies in the assessment of international students	3.10	0.76	Middle
Q12: Lack of support for integrating international experiences into class	3.00	0.77	Middle
Q13: Difficulty in managing increased workload due to internationalization	2.90	0.80	Middle
Q14: Insufficient collaboration with international faculty	3.45	0.73	Middle
Q15: Limited access to international teaching resources	2.55	0.78	Middle
Q16: Challenges in adapting to international academic schedules	2.30	0.75	Low
Q17: Limited opportunities for professional development abroad	2.00	0.72	Low
Q18: Inadequate language training for teaching in English	3.65	0.70	High
Q19: Insufficient integration of international research into teaching	3.85	0.69	High
Q20: Difficulty in accessing international academic networks	2.45	0.76	Low
Total	**3.05**	**0.74**	**Middle**

According to table 1, the result showed that the total of opinion was at a middle level (3.05). The following five challenges are the most important because they have the highest scores, in order from highest to lowest: Insufficient education management training ($\bar{x}$ = 4.55) has the highest score followed by Lack of international

curriculum development resources ($\bar{x}$ = 4.40). Insufficient support for professional development in international education ($\bar{x}$ = 4.05). It is difficult to align educational practices with international standards ($\bar{x}$ = 4.00), and international studies are not fully integrated into teaching ($\bar{x}$ = 3.85)

Table 2 Needs for training guideline of teachers

Questions	N		Level of needs
	$\bar{x}$	S.D.	
Q1: Training in cross-cultural communication	3.15	0.75	Middle
Q2: Workshops on international curriculum development	3.45	0.72	Middle
Q3: Professional development in educational management	3.90	0.70	High
Q4: Language training programs	2.40	0.78	Low
Q5: Seminars on integrating global perspectives into teaching	4.60	0.66	Highest
Q6: Training in the use of technology for international education	2.55	0.77	Middle
Q7: Collaborative opportunities for international research	2.05	0.80	Lowest
Q8: Mentorship programs focused on international education	3.70	0.72	High
Q9: Training in academic standards alignment w/ international benchmarks	4.05	0.69	High
Q10: Workshops on managing international partnerships	3.30	0.76	Middle
Q11: Training on managing culturally diverse classrooms	4.15	0.68	High
Q12: Advanced training in educational management strategies	3.35	0.74	Middle
Q13: Seminars on international teaching methodologies	4.55	0.65	Highest
Q14: Access to online courses on international education	3.00	0.75	Middle

Questions	N		Level of needs
	$\bar{x}$	S.D.	
Q15: Workshops on balancing workload in international settings	2.60	0.79	Middle
Q16: Training in collaboration with international faculty	3.20	0.70	Middle
Q17: Programs on integrating international experiences into curriculum	4.30	0.67	High
Q18: Language proficiency courses for international teaching	2.35	0.76	Low
Q19: Training in global research methodologies	3.05	0.72	Middle
Q20: Seminars on accessing international academic networks	3.80	0.69	High
Total	**3.35**	**0.72**	**Middle**

According to table 2, the result showed that the total of needs was at a middle level (3.35). As you can see in the table, Seminars on integrating global perspectives into teaching ($\bar{x}$ = 4.60) has the highest score followed by Seminars on international teaching methodologies ($\bar{x}$ = 4.55). Programs on integrating international experiences into curriculum ($\bar{x}$ = 4.30). Training on managing culturally diverse classrooms ($\bar{x}$ = 4.15), and Training in academic standards alignment with international benchmarks ($\bar{x}$ = 4.05).

Table 3 The educational management challenges by administrators

Questions	N		Level of opinion
	$\bar{x}$	S.D.	
Q1: Difficulty in coordinating international programs	3.25	0.76	Middle
Q2: Lack of strategic planning for internationalization	3.90	0.70	High
Q3: Insufficient resources for supporting international students	4.15	0.66	High
Q4: Challenges in maintaining institutional partnerships	2.50	0.78	Low
Q5: Difficulty in implementing international academic standards	2.30	0.76	Low

Questions	N		Level of opinion
	$\bar{x}$	S.D.	
Q6: Inadequate training in global educational management	4.25	0.65	High
Q7: Language barriers in communication with international partners	1.45	0.80	Lowest
Q8: Limited staff with expertise in international education	3.10	0.77	Middle
Q9: Challenges in adapting to global educational policies	3.55	0.72	High
Q10: Inadequate infrastructure for international collaboration	3.80	0.69	High
Q11: Limited experience with international educational frameworks	2.95	0.75	Middle
Q12: Difficulty in managing international accreditation processes	3.35	0.74	Middle
Q13: Challenges in aligning local and international education policies	3.45	0.73	Middle
Q14: Insufficient training on managing international programs	4.35	0.64	High
Q15: Lack of support for international student services	2.60	0.77	Middle
Q16: Limited resources for international faculty recruitment	2.20	0.75	Low
Q17: Difficulty in integrating international academic practices	3.00	0.76	Middle
Q18: Challenges in maintaining academic integrity in international programs	3.25	0.78	Middle
Q19: Insufficient data on international education outcomes	2.55	0.79	Middle
Q20: Difficulty in aligning international and domestic accreditation standards	4.45	0.62	Highest
Total	**3.25**	**0.72**	**Middle**

According to table 3, the result showed that the total of opinion was at a middle level (3.25). As you can see in the table, Difficulty in aligning international and

domestic accreditation standards ($\bar{x}$ = 4.45) has the highest score followed by Insufficient training on managing international programs ($\bar{x}$ = 4.35). Inadequate training in global educational management ($\bar{x}$ = 4.25). Insufficient resources for supporting international students ($\bar{x}$ = 4.15) and Lack of strategic planning for internationalization ($\bar{x}$ = 3.90).

Table 4 Needs for training guideline of administrators

Questions	N		Level of Needs
	$\bar{x}$	S.D.	
Q1: Strategic planning for internationalization	4.40	0.65	High
Q2: Training in international accreditation processes	4.55	0.68	Highest
Q3: Professional development in global educational management	3.50	0.73	Middle
Q4: Workshops on international student services	4.05	0.70	High
Q5: Seminars on managing international partnerships	3.30	0.76	Middle
Q6: Training in aligning local and international education policies	4.50	0.66	High
Q7: Collaborative opportunities w/ international educational institutions	2.40	0.79	Low
Q8: Mentorship programs for international program management	3.20	0.75	Middle
Q9: Training on international faculty recruitment	3.10	0.78	Middle
Q10: Workshops on managing culturally diverse staff	2.20	0.80	Low
Q11: Training in integrating international academic practices	3.70	0.72	High
Q12: Seminars on maintaining academic integrity in international settings	3.05	0.74	Middle
Q13: Professional development in managing international accreditation	4.35	0.69	High
Q14: Training in strategic use of international education data	2.55	0.76	Middle

Questions	N		Level of Needs
	$\bar{x}$	S.D.	
Q15: Workshops on improving infrastructure for international collaboration	3.65	0.68	High
Q16: Training in managing international accreditation	4.60	0.65	Highest
Q17: Advanced training in educational management strategies	2.00	0.78	Low
Q18: Seminars on international teaching methodologies	2.90	0.77	Middle
Q19: Access to global best practices in educational management	1.50	0.82	Lowest
Q20: Continuous professional development in international education policies	3.85	0.72	High
Total	**3.35**	**0.72**	**Middle**

According to table 4, the result showed that the total of needs was at a middle level (3.35). As you can see in the table, Training in managing international accreditation ($\bar{x}$ = 4.60) has the highest score followed by Training in international accreditation processes ($\bar{x}$ = 4.55). Training in aligning local and international education policies ($\bar{x}$ = 4.50). Strategic planning for internationalization ($\bar{x}$ = 4.40), and Professional development in managing international accreditation ($\bar{x}$ = 4.35).

5.2 The training guideline to enhance the educational management capabilities and address the challenges faced by Shandong University of Art and Design in the context of internationalization of education.

The academic management guideline for the educational management in the context of internationalization at Shandong University of Art and Design (SUAD) has passed expert review and can be used as a reference guide for administrators and faculty striving to meet the global standards. This guideline is composed of nine key modules: (1) Elevate Curriculum Flexibility and Interdisciplinary Collaboration, (2) Strengthen Project-Based Learning Opportunities, (3) Expand Resource Accessibility, (4) Advance Professional Development and Faculty Training, (5) Cultivate a Culture of Innovation, (6) Implement Comprehensive Evaluation and Feedback Systems, (7) Forge Sustained Industry Collaborations, (8) Regularly Modernize the Curriculum to Match Technological Evolution, and (9) Address Financial Constraints to Underpin Sustainable Innovation.

6. Research Discussions

The results highlighted that both teachers and administrators at Shandong University of Art and Design (SUAD) face multifaceted challenges amid internationalization particularly in the areas of insufficient training in educational management, difficulty aligning educational practices with global benchmarks, and limited resources for international curriculum development. These findings parallel the broader scholarship emphasizing that higher education institutions in a global context must proactively adjust both their pedagogical and administrative frameworks to maintain competitiveness. At the same time, newer research underscores the importance of robust quality assurance mechanisms and the integration of international best practices to sustain competitiveness in a rapidly changing academic landscape (Hou et al., 2021). First, teachers reported a notable lack of formal training in educational administration, with the highest mean score (4.55). This deficiency aligns with prior studies suggesting that teacher development programs should be strategically designed to empower faculty with a global perspective, intercultural communication skills, and robust instructional methods. Similarly, the insufficiency of international curriculum resources (Mean = 4.40) underscores the necessity of embedding international content that fosters global competence, enriches students' learning experiences but also ensures alignment with the evolving demands of a multicultural workforce.

Administrators, on the other hand, highlighted pressing concerns in bridging local and international accreditation standards (Mean = 4.45) and the absence of strategic planning for internationalization (Mean = 3.90). These concerns are consistent with international findings. For instance, this echoes Huang's (2017) argument that robust administrative infrastructures and governance mechanisms are paramount to facilitate cross-border collaboration and sustain high-quality academic standards. However, unlike Knight (2020), who emphasized systemic transformation at the macro-policy level, the present study demonstrates that institutional transformation also depends on micro-level reforms such as faculty training and curriculum adaptation. This highlights that policy-level readiness is insufficient if classroom practices are not simultaneously internationalized.

The survey results also expose issues like inadequate support for professional development, wherein teachers desire more robust training to integrate international research into teaching (Mean = 3.85) and administrators seek workshops on international accreditation (Mean = 4.60). Such findings resonate with the emphasis on sustained institutional support ranging from professional seminars to collaborative global projects to fortify both instructional quality and administrative excellence. They

also reinforce the claim of Marginson (2016) that high-participation higher education systems inevitably face internal differentiation, requiring institutions to design capacity-building strategies that address both academic and managerial needs.

Interestingly, however, not all issues were perceived as equally significant. Notably, fewer respondents saw language barriers or cultural diversity as critical challenges. This contrasts somewhat with Jones and de Wit's (2019) discussion of cultural and linguistic complexities in many universities, but may indicate that SUAD has already introduced partial solutions such as English-medium courses or intercultural activities to mitigate these hurdles. Nonetheless, a deeper inquiry into how administrators and teachers experience linguistic and cultural accommodations would help refine the institution's strategy, particularly as the student demographic continues to diversify.

Beyond SUAD, these findings carry broader implications. Art and design universities across Asia, Africa, and other developing contexts face similar pressures balancing the preservation of local cultural identity with the requirements of international accreditation and competitiveness. The proposed training guideline, therefore, is not only contextually relevant to SUAD but can also serve as a transferable framework for specialized institutions globally. Embedding international perspectives while respecting local traditions emerges as a crucial pathway for sustainable educational management in an era of globalization.

7. New Knowledge Gained

Based on the SWOT analysis and the results of the IOC evaluation, the following detailed strategic guidelines are proposed to enhance the educational management capabilities at Shandong University of Art and Design (SUAD). These guidelines are designed to address the identified weaknesses and threats while leveraging the institution's strengths and opportunities.

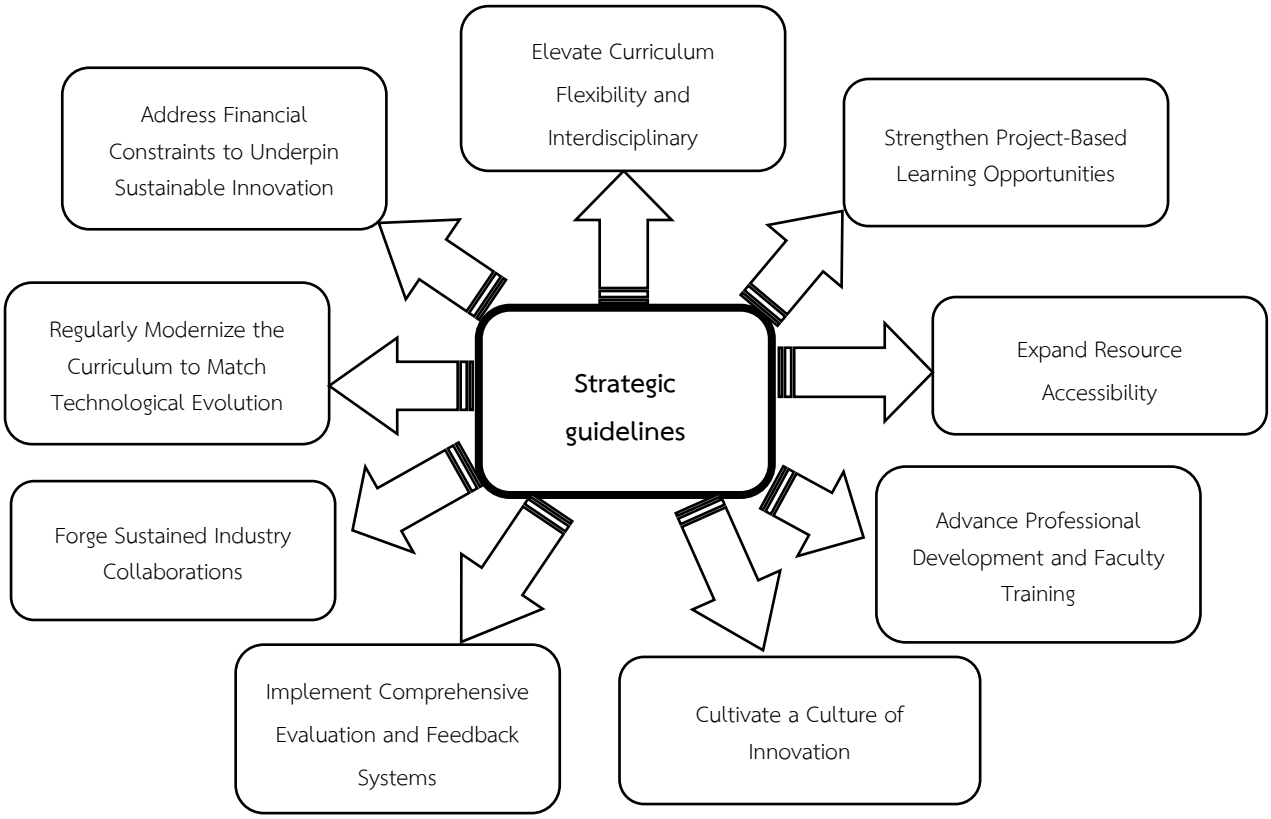


Figure 1 Knowledge gained from research

8. Research Recommendation

8.1 Policy Recommendation

8.1.1 The evaluation process should not only focus on short-term success but also examine the long-term impact on both teaching and administrative practices. One of the most critical aspects of this evaluation is to track key performance indicators (KPIs), such as improvements in the alignment of educational practices with international standards, faculty satisfaction with training content, and changes in accreditation outcomes.

8.1.2 The university should adopt a proactive approach to continuous improvement; SUAD will be better positioned to address the dynamic nature of international education.

8.2 Implementation Suggestions

8.2.1 Establish a structured evaluation system for continuous assessment of training effectiveness: SUAD must establish a robust and ongoing evaluation system to monitor the effectiveness of the newly developed training guidelines.

8.2.2 Include a systematic review and refinement process: In addition to

regular evaluations, SUAD should implement a systematic process for reviewing and refining the training guidelines. This review should be conducted at least annually to assess the guidelines' effectiveness in addressing the internationalization challenges identified in this study.

8.3 Suggestions for Further Studies

8.3.1 Conduct in-depth qualitative research on cultural, institutional, and systemic barriers: While quantitative data provides valuable insights into the immediate challenges and needs for training, it is equally important to explore additional, qualitative factors that may influence the successful implementation of these training guidelines.

8.3.2 Analyze organizational and structural influences on the effectiveness of the guidelines: Another crucial aspect to investigate is the organizational and structural factors within SUAD that could influence the implementation and success of the training guidelines. For example, how well the university's leadership supports the internationalization process and how resources are allocated for professional development will directly impact the success of these guidelines.

8.3.3 Explore external collaboration and partnerships for long-term development: As SUAD continues to strengthen its internationalization efforts, it is essential to explore additional external factors that could influence the development and implementation of the training guidelines.

8.3.4 Account for the evolving global landscape in education: The global educational landscape is constantly evolving, with new trends, technologies, and policies shaping the way education is delivered and managed worldwide.

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