

# Checklists

## 3.1 A Checklist for Recognition and Support of Leadership in TNE

---

### Context

The ALTC *Learning Without Borders* project includes development of strategies for the recognition, reward and support for staff involved in leadership in TNE home campus and transnational campus and in internationalisation of curriculum. The following checklist relates to these elements of the project and is informed by the project recommendations. The checklists are based on an investigation involving surveys, interviews and focus groups. The investigation was conducted with staff at Swinburne University of Technology and Curtin University in Australia and Sarawak.

### Using the Checklist

Arrangements for TNE vary between institutions and even between programs within institutions so the checklist is not intended to be prescriptive. Rather, it raises a range of matters that might be considered in implementing TNE and providing for the recognition, reward and support of those staff members with leadership responsibilities in this area. It may serve as a base for the development of a checklist appropriate to local circumstances.

### Appointments, Position Descriptions and Responsibilities

- Key home campus and transnational campus responsibilities for curriculum design, teaching and assessment, and travel requirements are defined, included in position descriptions and specified in staff KPIs.
- Experience with TNE is listed as an advantage in relevant position descriptions.
- The induction process for academics includes briefing on the TNE and internationalisation activities, policies and procedures of the institution.

### Policies and Procedures Relating to Curriculum and Assessment

- There are policies and procedures relating to equivalence of curriculum, assessment and outcomes between the home campus and the transnational campus.
- When revising or updating curricula, teaching and assessment, both home campus and transnational campus academic quality assurance policies and procedures are taken into account.
- Home campus teaching and co-ordination responsibilities for units offered through TNE are allocated well ahead of the delivery date.

### Communications Between Home Campus and Transnational Campus Counterparts

- Communication protocols, including culturally sensitive matters such as forms of address, are provided to home campus and transnational campus staff.
- Video conferencing facilities between home campus and transnational campus are provided and maintained.

- Key staff members engage in face-to-face or video meetings prior to finalisation of new curriculum or major curriculum changes.
- For each offering of a unit that involves TNE, a brief report on the delivery is made by the home and/or transnational campus unit convenor to the program co-ordinator.
- In the event of a lack of response to attempts to communicate between counterparts, procedures provide for the matter to be escalated.

## **Recognition**

- Appointments are at an appropriate academic level for the TNE responsibilities assigned or loadings are applied for an appropriate period.
- Academic staff members involved in TNE processes at the home campus and transnational campus receive formal recognition of any leadership roles.
- Liaison with partner institutions or campuses, the home campus and/or the transnational campus is recognised as an 'engagement' activity.

## **Reward**

- Academic staff members are compensated through recognition in workload or through above-load payment for TNE curriculum design and implementation responsibilities and TNE tasks such as inter-institutional correspondence, consultation and quality assurance activities.
- TNE travel, communication and hospitality costs are acknowledged and compensated.
- TNE responsibilities are incorporated in staff appraisal.
- Academic promotions policies, guidelines, selection criteria and/or portfolio guidelines explicitly allow for the demonstration of performance of TNE responsibilities by academics.
- Sessional/adjunct staff payments include allowance for time taken to undertake TNE responsibilities, where applicable.
- TNE responsibilities do not significantly limit available time for research for the academics involved.

## **Support and Professional Development**

- A cultural briefing or induction (including educational culture) is provided for home campus staff attending transnational campuses or engaging with transnational campus staff.
- A briefing on practical matters is provided to staff travelling.
- Academics are aware of and can readily access TNE policies, procedures and contacts.
- Timely and tailored professional development for staff assigned TNE responsibilities is provided and includes internationalisation of curriculum and cross-cultural teaching elements, possibly through provision of online professional development modules.
- An on-going mentoring or a buddy system is provided to support new academic staff with TNE responsibilities, together with briefing and professional development for mentors.
- Assistance with academic English language is provided to home campus and transnational campus staff requiring assistance.