Learning Without Borders

Linking development of trans-national leadership roles to international and cross-cultural teaching excellence

Final Report 2012

Swinburne University of Technology (lead institution)
Curtin University

Project leaders

Margaret Mazzolini, Swinburne University of Technology (prior to January 2012)
Shelley Yeo, Curtin University

Team members

Peter Ling, Swinburne University of Technology
Beena Giridharan, Curtin University Sarawak
Veronica Goerke, Curtin University
Gillian Lueckenhausen, Swinburne University Sarawak

Report authors

Margaret Mazzolini, Shelley Yeo, Peter Ling and David Hall

http://tne.curtin.edu.au

ISBN 978-1-922125-72-9

2012

Acknowledgements

Project support

> David Hall, Swinburne University of Technology, Research assistance
> Pauline Carrafa, Swinburne University of Technology, Finance support
> Peter Mellow, Curtin University, Instructional design and online publication
> Judy Schrape, Curtin University, Instructional design and online publication

Reference Group

> Professor Elspeth Jones, Emerita Professor of the Internationalisation of Higher Education, CAPRI (Centre for Academic Practice and Research in Internationalisation), Leeds Metropolitan University

> Kay Salehi, Academic Development Adviser, Swinburne Professional Learning.

> University Professor Janet Gregory, Quality and Innovation, Swinburne University of Technology.

> Associate Professor Enn Ong, Director (Academic), Swinburne University of Technology Sarawak

> Professor Robyn Quin, DVC (Education) Curtin University

> Professor David Wood, DVC (International) Curtin University

> Associate Professor Werner Soontiens, Dean International, Curtin Business School, Curtin University

> Associate Professor Betty Leask, Dean: Teaching and Learning, Division of Business, University of South Australia

Project Evaluator

> Emeritus Professor Owen Hicks, University of Western Australia

Project Team Details

> *Project Leaders*

> Professor Margaret Mazzolini, Pro Vice-Chancellor Learning & Teaching, Victoria University. margaret.mazzolini@vu.edu.au (prior to January 2012, PVC and Chair of Academic Senate, Swinburne University of Technology)

> Professor Shelley Yeo, Dean, Teaching & Learning, Science & Engineering Faculty, Curtin University, S.Yeo@curtin.edu.au

> *Team Members*

> Dr Peter Ling, Project Officer, Chancellery, Swinburne University of Technology, pling@swin.edu.au

> Dr. Beena Giridharan, Dean, Teaching and Learning, Associate Professor Teaching and Learning, Curtin University Sarawak, beena@curtin.edu.my

> Veronica Goerke, Manager, Teaching Development, Office of Teaching & Learning, Curtin University, v.goerke@curtin.edu.au

> Gillian Lueckenhausen, Head Education Quality, Swinburne University of Technology, Sarawak Campus, glueckenhausen@swinburne.edu.my

List of acronyms used

ALTC   Australian Learning and Teaching Council Ltd
IEAA   International Education Association of Australia
TNE   Transnational Education

Executive summary

Learning Without Borders was funded as an ALTC Leadership project. The project was conducted by Swinburne University of Technology and Curtin University in Australia and on their Sarawak campuses in Malaysia. The project focuses on leadership roles in the conduct of transnational education (TNE) and in the internationalisation of curriculum. For purposes of the project, TNE is defined as an arrangement for provision of higher education where students acquire an award in one country issued by a higher education institution based in another country.

The project focused on developing recognition, reward and support of leaders in TNE and in internationalisation of curriculum. The project involved an investigation of staff experiences, expectations and preferences in TNE and in the internationalisation of curriculum. It included matters such as influences of involvement in TNE on career paths and on learning and teaching, views on good practice in TNE and internationalisation of curriculum. Through the project online professional development modules aimed at supporting leaders and academics engaged in TNE were produced. The modules have been designed so that they may be customised by other Australian universities. The project produced recommendations on recognition, reward and support of leadership in TNE and internationalisation of curriculum and guides in the form of a handbook and checklists.

Recommendations

The recommendations are divided into those applying to all forms of TNE and those relating particularly to TNE operations involving branch campuses. The recommendations 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 with limited input from staff of other Australian universities.

Recommendations include:
1.   Provide for input from teaching academics into university planning for internationalisation and TNE.
2.   Provide clear and consistent home campus and transnational campus policies and procedures for the operation of TNE and ensure that academics are aware of them and can readily access them.
3.   In the conduct of a unit of study involving TNE provide qualified and experienced transnational campus academics with the same opportunities to contextualise curriculum content, devise learning and teaching activities, design learning resources, and contribute to assessment items as home campus academics.
4.   Treat transnational campus academics as part of a teaching team who can contribute according to their experience, strengths and availability.
5.   Have clearly defined communication protocols between home campus and transnational campus staff, including culturally sensitive matters, such as forms of address.
6.   Clearly specify curriculum design, teaching and assessment responsibilities of home campus and transnational campus academics so that academics with responsibilities have evidence of their responsibilities.
7.   Ensure position descriptions on the home and transnational campuses include reference to TNE responsibilities and that positions are at an appropriate academic level or loadings applied for an appropriate period.
8.   Ensure TNE curriculum design and implementation responsibilities are incorporated in staff appraisal and adequately recompensed through time allowance, financial rewards or other form of recompense.
9.   Designate responsibility for professional development and support of staff engaged in TNE
10.   Provide timely professional development for staff with TNE responsibilities, especially leadership responsibilities. Provide opportunities for peer exchange of experiences and expertise.

A full list of recommendations may be found in Chapter 5 of this report.

Deliverables and resources

A major component of the project was the design and delivery of **professional development modules** to support staff engaged in TNE. The modules are informed by investigation of typical TNE situations and utilise realistic scenarios to develop participants' understanding of appropriate practice. The modules have been distributed to Australian universities on CD with instructions on how to customise the material to institutional circumstances. The modules are also available on a public website <http://tne.curtin.edu.au>. There are three self-directed modules:

      Module A: for TNE Program Directors
      Module B: for TNE Unit Coordinators/Team Leaders
      Module C: for Teachers in a TNE classroom

Each module is made up of four key components:
1. Government and Institutional policy and guidelines for transnational programs or education for international students
2. Institutional policy, regulations and expectations relating to teaching in transnational settings
3. Institutional policy and regulations for course and unit delivery and assessment, especially relating to TNE
4. Resources and processes to support staff working in transnational or cross-cultural settings

The project involved identification of **related literature**. This element may be found in Chapter 2 of this report.

Other deliverables include a **handbook on leadership in TNE and internationalisation of curriculum** that includes distinction between types of TNE by 'locus of control' and the consequences of the model employed for leadership opportunities. It provides recommendations appropriate to various TNE models as well as general recommendations on internationalisation of curriculum. **Related checklists** are provided. These may be also found on the project website <http://tne.curtin.edu.au>

Table of Contents

Tables and Figures

Tables

Figures

Chapter 1 The *Learning Without Borders* Project

The project

Learning without borders: Linking development of transnational leadership roles to international and cross-cultural teaching excellence was funded as an ALTC Leadership project at the end of 2009. The project was concerned with leadership roles in the conduct of transnational education (TNE) and in the internationalisation of curriculum. The project focused on developing recognition, reward and support of leaders in TNE and in internationalisation of curriculum. The project involved an investigation of staff experiences, expectations and preferences in TNE and in the internationalisation of curriculum in matters such as influences of involvement in TNE on career paths and on learning and teaching, as well as the identification of good practice in this area. The project produced online professional development modules aimed at supporting leaders and academics engaged in TNE. The modules have been designed so that they may be customised by other Australian universities. The project produced recommendations on recognition, reward and support of leadership in TNE and internationalisation of curriculum and guides in the form of a handbook and checklists. See http://tne.curtin.edu.au

Institutions and personnel involved

The project was conducted by Swinburne University of Technology as the lead institution in partnership with Curtin University. Also partners in the project were the Sarawak campuses of Swinburne and Curtin in Malaysia: Swinburne University of Technology Sarawak in Kuching and Curtin University Sarawak in Miri.

Swinburne University of Technology personnel involved

Project leader	Professor Margaret Mazzolini, Pro Vice Chancellor and Chair of Academic Senate, Swinburne University of Technology (Project co-leader)
	From January 2012 Pro Vice-Chancellor Learning & Teaching, Victoria University. margaret.mazzolini@vu.edu.au
Project officer	Dr Peter Ling, Project Officer, Chancellery, Swinburne University of Technology, pling@swin.edu.au
Project team member	Gillian Lueckenhausen, Head Education Quality, Swinburne University of Technology, Sarawak Campus, glueckenhausen64@gmail.com
Research	David Hall, Swinburne University of Technology, djhall@groupwise.swin.edu.au
Finance officer	Pauline Carrafa, Chancellery, Swinburne University of Technology, pcarrafa@swin.edu.au
Project proponent	Jeffery Smart, Vice- President International and Development Swinburne University of Technology, jsmart@swin.edu.au

Curtin University personnel involved

Project leader	Professor Shelley Yeo, Dean, Teaching & Learning, Faculty of Science and Engineering, Curtin University, S.Yeo@curtin.edu.au (Project co-leader)
Project team members	Veronica Goerke, Manager, Teaching Development, Curtin Teaching and Learning, Curtin University, v.goerke@curtin.edu.au
	Dr. Beena Giridharan, Dean, Teaching and Learning, Associate Professor Teaching and Learning, Curtin University Sarawak, beena@curtin.edu.my
eLearning advice and development	Judy Schrape, Centre for eLearning, Curtin University, J.Schrape@curtin.edu.au
	Peter Mellow, Centre for eLearning, Curtin University, Peter.Mellow@curtin.edu.au
	Naomi Prisgrove, Centre for eLearning, Curtin University
Website reviewers	Malar Jayaprakash, Dereje Woldemichael, Lisa Goldacre, Shamsul Kamariah, Fidelia Hii, Victor Chuang, Jude Comfort, Katalin Dobos, Jane Sneesby

The investigation

One project task was to identify, support and recognise leadership roles amongst academics at on and offshore Australian campuses. The project involved working with subject convenors and program coordinators responsible for interacting with transnational partners for program delivery and quality assurance, to identify key issues for leadership and in particular, the nature of distributed leadership in these roles. Focusing on both the knowledge base and broader experiences of these staff members, the project was designed to explore and initiate support and development models for wider implementation. The investigation was used to develop and disseminate recommendations for good practice in the recognition, support and development of academics in these roles. They also provide the basis for ongoing implementation of programs and structures within the partner institutions.

The research methods employed included:
1. A survey was conducted at Curtin University directed at academics involved in TNE. It explored how confident academics feel about working with staff and students who are from cultures other than their own, preparation academics receive for working in cross-cultural settings, academics understandings of internationalisation of the curriculum and support or information staff would like to receive in relation to TNE and internationalisation of curriculum. 50 responses were received.
2. An online survey using 'Opinio' addressed TNE and international education practice. The survey was designed for Swinburne and Curtin staff who were already or were likely to become program co-ordinators and unit convenors for programs offered both on both a home campus and a TNE situation. 64 responses were received.
3. Individual interviews on how TNE and internationalisation policies and procedures can best support academics undertaking program co-ordination or unit convening roles. Interviews were conducted with Associate Deans (Learning and Teaching) and Deans/Associate Deans (International), and Australian and Sarawak based program co-ordinators and unit convenors for programs and units of study offered both on home campuses and TNE situations.
4. Focus group interviews conducted in conjunction with project workshops on how TNE and internationalisation policies and procedures can best support academics undertaking program co-ordination or unit convening roles.

Outcomes against project deliverables

1   *Models for linking TNE Leadership to teaching excellence: Good practice examples of policy, practice and professional development approaches*.

    An investigation outlined above identified staff views on good practice in the recognition, reward and support of academics with leadership roles in TNE and internationalisation of curriculum. On the basis of data collected recommendations on good practice in TNE policy, procedures and support measures were drafted. Feedback was obtained from academic leaders engaged in TNE and from academic leaders responsible for related resource allocation. A revised set of recommendations was then drafted and is available on the project website http://tne.curtin.edu.au.

    • *Achieving internationalisation of the taught curriculum and cross-cultural teaching approaches through initiatives by TNE academic leaders*.

    A position on internationalisation of the taught curriculum was developed based on literature, surveys and interviews. This understanding was disseminated to TNE academic leaders and other interested parties through workshops and conference papers delivered in Australia and on branch campuses. A checklist for good practice in leadership in internationalisation of curriculum and is available on the project website http://tne.curtin.edu.au.

    • *Incorporate reflective reviews of internationalisation and cross-cultural curriculum and teaching issues systematically into TNE quality assurance policies and practices*.

    An internet survey of internationalisation of curriculum policies at a selection of Australian universities was conducted, however few publicly available policies were found that explicitly address academic aspects of TNE. The project recommendations and checklists include TNE considerations for incorporation into policy, as appropriate.

2   *Tools for building the capacity of new TNE Leaders: A resource website and downloadable creative commons handbook to support TNE academic leaders*.

    Online PD modules have been developed and trialled (See Chapter 3 below and http://tne.curtin.edu.au)
        Module A for TNE Program Directors
        Module B for TNE Unit Coordinators/Team Leaders
        Module C for teachers in a TNE classroom

    • *TNE-related examples from learning and teaching, scholarship and leadership and service portfolios for promotions and performance reviews*.

    The PD modules are designed to foster reflective practice through consideration of scenarios reflecting relevant examples of TNE learning and teaching, scholarship and leadership.

    • *Adaptable online induction tool and process for developing future TNE leaders, based both at home campuses and in TNE settings*.

    Modules A and B of the online PD modules may be used as an adaptable online induction tool and process for developing future TNE leaders, both at home campuses and in TNE settings.

- *Analysis of international perspectives of TNE academic leaders both at home campuses and in TNE settings*.

   Scenarios in the PD modules are devised from an analysis of international perspectives of TNE academic leaders both at home campuses and in TNE settings, and informed by literature and a project investigation involving surveys, interviews and focus groups.

- *Links to related resources*.

   A handbook on Leadership in transnational education and internationalisation of curriculum is provided on the project website.

   The PD modules and the project website http://tne.curtin.edu.au provide links to other related resources.

3   *Framework for institutional support and recognition for TNE Leaders: Checklist of core issues and key questions to support institutional self-audits designed to determine whether policies, procedures and practices are 'fit for purpose' for the support, induction, development, and recognition of TNE academic leaders*.

   Checklists of core issues and key questions have been developed in order to support institutional self-audits designed to determine whether policies, procedures and practices are 'fit for purpose' for the support, induction, development, recognition and reward of TNE academic leaders. See the project website http://tne.curtin.edu.au.

Chapter 2 Related literature

A review of literature was conducted to find relevant information regarding: subject convenors or program coordinators at offshore campuses who show leadership; and academics' understanding of the term "internationalisation of the curriculum". No papers specifically discussing staff at offshore campuses AND distributed leadership were found. However, literature relating to each topic was found, and both are presented in separate sections below.

Much of the literature regarding teaching staff at offshore campuses seems to focus on: the experiences of teachers at offshore campuses; the importance of preparation needed prior to Australian staff leaving for an offshore campus; the importance of support which should be given to Australian academics in offshore campuses; and the importance of local teaching staff at offshore campuses to student learning.

Regarding taking on leadership roles, the literature presents an idea that, rather than being in a position to be proactive, academics at offshore campuses are a step beyond, and work to simply manage the roles expected of them. This is due to a number of reasons. For Australian academics at offshore campuses, other difficulties such as cultural uncertainty and maintaining the quality of a unit which has been adapted for an international market can be a factor. In addition academics and tutors from the host country may play a subservient role to Australian academics and therefore may not feel able to act proactively.

This literature review concludes by considering the various understandings of the term "internationalisation" in a higher education context, describing the evolution of the concept and concluding with a critique of the definitions which have been most popular in recent decades.

Leadership at subject convenor/program coordinator level

Roberts, S., Butcher, L. & Brooker, M., 2010. *Clarifying, Developing and Valuing the Role of Unit Coordinators as Informal Leaders of Learning in Higher Education*, Australian Learning & Teaching Council. Retrieved 23rd December, 2010 from: <http://www.altc.edu.au/system/files/resources/LE8-824%20Murdoch%20Roberts%20Final%20Report%202011.pdf> (Later at <http://www.olt.gov.au/resources?text=unit+coordinators>)

This report of non-formal, unit coordinator-level academics who take leadership roles came about as a result of a gap in the area of research. The report is primarily based on academics in Australia, and not those at offshore campuses, though offshore situations are briefly discussed in the section regarding internationalisation (pg 58).

The authors note that unit convenors have a number of tasks which make their roles complex, such as: handling first year students, often in large classes; managing sessional staff; and maintaining unit quality, to name a few. [For staff at offshore campuses, added to this can be the need to tackle cultural complexities and internationalisation of the curriculum.]

The report concludes with a number of outcomes. As a result of the research, the following requirements were highlighted:
• an evidence-based job description which clarifies the unit coordinator's role;
• a person specification of the competencies and capabilities needed to perform the role effectively;
• recommended induction and development programs;
• a revised set of criteria for use in probationary, performance development and promotional evaluations that will potentially enhance recognition and transparency of process; and

- a list of leadership training available for academic and general staff at universities across Australia.

Cohen, L. & Bunker, A., 2007. Exploring the Role of Unit Coordinators Within Universities. In *Enhancing Higher Education, Theory and Scholarship*, Proceedings of the 30th HERDSA Annual Conference, Adelaide, 8-11 July 2007. Adelaide, South Australia: Higher Education Research and Development Society of Australasia, p. 111.

The research conducted looks to identify the role of unit coordinators at an Australian university (Edith Cowan University). The researchers note that there appears to be little or no training for positions such as that of a unit convenor. The tasks identified as part of the role include:
1. Organisational skills (e.g. not conducting research during semester; when managing large numbers of students, limiting the time of availability to them),
2. Designing curriculum (requiring current understanding of the discipline and current/future issues in the profession),
3. Managing teaching staff (communicating, coaching, team building and managing conflict with teaching staff),
4. Supporting students (communication and counselling skills, knowledge of student responsibilities and university services),
5. Dealing with systems (requiring knowledge of current procedures and systems).

Although the paper doesn't discuss unit coordinators at offshore campuses, consideration of the other complexities they manage (cultural issues, quality assurance etc) on top of those listed above, is worthwhile.

When comparing the Edith Cowan description for unit coordination, all of the tasks undertaken by the coordinators were listed, and many tasks were not, such as counselling students. The researchers argue that this, combined with the engagement in a role for which coordinators do not often receive adequate training or induction, suggests the coordinators take on roles of leadership.

Jones, S., Applebee, A., Harvey, M. & Lefoe, G. (2010). Scoping a distributed leadership matrix for higher education. In M. Devlin, J. Nagy and A. Lichtenberg (Eds.) *Research and Development in Higher Education: Reshaping Higher Education*, 33 (pp. 359–369). Melbourne, 6–9 July, 2010. Retrieved June 3rd, 2011 from: <http://www.herdsa.org.au/wp-content/uploads/conference/2010/papers/HERDSA2010_Jones_S.pdf>

This paper, noting the lack of research into distributed leadership within Higher Education, brings together the findings of four recent ALTC-funded projects regarding distributed leadership within a tertiary context.

Staff at offshore campuses

Debowski, S., 2003. Lost in Internationalised Space: The Challenge of Sustaining Academics Teaching Offshore. In *Australian International Education Conference*. Retrieved 23rd December, 2010 from: <http://www.aiec.idp.com/pdf/DebowskiFri0900_p.pdf>

In this paper Debowski recognises the difficulties for academics, when teaching offshore and the often lacking support provided by the universities. The numerous roles often taken on with an offshore position alongside teaching, such as course co-ordination and moderation and ensuring offshore unit quality, can add additional demands. Personal cost is also incurred through disruption of lifestyle and a lack of emotional support from friends/family and missing participation at the home university. Debowski discusses 'mechanisms' in place (e.g. courses for cross-cultural communication, curriculum design, career/time management etc) to support offshore academics, though uptake of these is low. She recommends development of an offshore work policy.

Leask, B., 2004. Transnational Education and Intercultural Learning: Reconstructing the Offshore Teaching Team to Enhance Internationalisation. In *Australian Universities Quality Forum 2004*. Retrieved 21st December, 2010 from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.114.9090&rep=rep1&type=pdf >

Leask discusses the differing roles and pressures placed on teaching staff in offshore campuses (a campus in Hong Kong in this particular case), largely dependent on whether they are Australian staff teaching at the offshore campus or local staff working as tutors. The paper states that the Australian staff provide "two intensive face-to-face blocks of teaching time" with the following tutorials being presented by local teaching staff who "take on the role of cultural mediator and translator". At least in the example given, the local staff are considered the "ground force" who "finish off and clean up" as subsidiaries after the Australian staff have provided the main teaching. The paper argues that the current structure and power relationships do not allow for local tutors to take on more equal roles.

Smith, L., 2009. Sinking in the sand? Academic work in an offshore campus of an Australian university. *Higher Education Research & Development*, 28(5), pp.467-479.

Smith provides results of research conducted at an Australian branch campus located in the United Arab Emirates, and regards the external influences on assessment and transnational education and the way academics permanently based at the institute perceive their roles. The paper concludes by emphasising the importance of carefully maintaining a relationship with the offshore campus academics, especially local academics who may have had no previous contact with the home institute or experience with the home education system, as this will also have an impact on the quality assurance. Although home institutes are responsible for quality and benchmarking, the paper notes the increasing involvement the host country has in the accreditation process.

Dunn, L. & Wallace, M., 2006. Australian academics and transnational teaching: An exploratory study of their preparedness and experiences. *Higher Education Research and Development*, 25(4), pp.357-369.

Dunn discusses transnational teaching in all forms (whether an institute has a branch campus or block teaching by Australian academics through affiliates) and focuses on academic development. The article briefly provides data from an empirical study relating to academic teaching in transnational environments, focussing on 'teaching practices' and 'induction, orientation and professional development'. Dunn concludes that academics need to be better prepared for transnational teaching; the expertise of the host countries' tutors is an untapped resource; and curriculum was the same as presented in Australia with local examples and case studies – this needs to be changed to be more relevant to the host country.

Although the article doesn't specifically comment on leadership issues, it does discuss how academics could be better prepared for transnational teaching.

Gribble, K. & Ziguras, C., 2003. Learning to Teach Offshore: Pre-departure training for lecturers in transnational programs. *Higher Education Research & Development*, 22(2), pp.206-216.

The authors discuss the benefits of having program leaders or course co-ordinators accompany lecturers who are embarking on their first offshore teaching experience, to help them adjust to the new location. They also suggest that lecturers already established in the host country can be of great benefit to the newly arrived lecturer.

International Education Association of Australia, 2008. Chapter 6 Learning, teaching and the student experience and chapter 7 Staffing and professional development. In *Good practice in offshore delivery: A guide for Australian providers*. Australian Department of Education, Employment and Workplace Relations. Retrieved 21st December, 2010 from:

<http://export.business.vic.gov.au/__data/assets/pdf_file/0018/40752/TNE_Good_Practice _Guide_2008_pdf.pdf>

Chapter 6 discusses the requirements of teaching offshore. It covers topics such as: proper host-country accreditation required; internationalised curriculum; intercultural communication; delivery in English and other topics.

Both chapters 6 and 7 relate to staff and staff preparation/reward for offshore teaching although neither explicitly discusses leadership or innovation opportunities in relation to those academic staff. The authors suggest that it is "essential for institutions to recognise and reward staff appropriately for their TNE teaching".

Macdonald, I., 2006. Offshore university campuses: Bonus or baggage? In *29th HERDSA Annual Conference.* Perth, Western Australia. Retrieved 21st February, 2011 from: <http://www.herdsa.org.au/wp-content/uploads/conference/2006/papers/Macdonald.pdf>

Macdonald presents branch campuses as a relatively new approach to offshore education, in comparison to Australian parent institutions providing intensive block teaching through a local institution in the host country. The paper lists the benefits of branch campuses (e.g. cheaper education for the same degree; often more relaxed visa restrictions allowing more students to study). Macdonald also discusses quality assurance offshore; the make-up of the academic staff (including how to attract, retain and develop them); and career planning and support.

Understandings of internationalisation of the curriculum

Comparison and evaluation of definitions

The educational literature on TNE and internationalisation more generally lacks a singular and agreed definition of the term "internationalisation of the curriculum", due to its use as an umbrella term for varying activities and ideas. As the activities and ideas surrounding internationalisation of the curriculum have matured over the years, their differences have become increasingly apparent. Consequently, the term is now used for different purposes and benefits that depend on which stakeholder is using the term. For example, those who focus on teaching may prefer a different definition from those who use the term for marketing or recruitment purposes. Leask (2005) explains:

> On the one hand we have descriptions of approaches to internationalisation focussed on the preparation of graduates for participation in an increasingly globalised society. On the other hand we have those who argue that internationalisation in higher education is primarily concerned with the recruitment of fee-paying international students by universities in the developed rich part of the world to the immediate and long-term detriment of universities in the developing, poorer parts of the world. [p. 1]

In more detail, Knight (2004) explains the variety of different meanings people take:

> For some people, [internationalisation] means a series of international activities such as academic mobility for students and teachers; international linkages, partnerships, and projects; and new, international academic programs and research initiatives. For others, it means the delivery of education to other countries through new types of arrangements such as branch campuses or franchises using a variety of face-to-face and distance techniques. To many, it means the inclusion of an international, intercultural, and/or global dimension into the curriculum and teaching learning process. Still others see international development projects and, alternatively, the increasing emphasis on trade in higher education as internationalization. Finally, there is frequent confusion as to the relationship of internationalization with globalization. [pp. 5-6]

A Spectrum of Definitions

Knight (2004) provides an overview of the evolution of the term and concept of internationalisation, explaining that, in the context of education, it gained popularity during the 1980s.

According to Knight (2004), the first attempt at a definition was provided in the early 1990s by Arum and van de Water who provided a description for activities or programs which already existed, as falling within the categories of "international studies, international educational exchange and technical cooperation" (Arum & van de Water, 1992).

This definition provided a label to the "multiple activities, programs and services" which were already internationalised by nature and of their own volition. Recognising that this definition neglected the idea of promoting incorporation into existing curriculum, Knight (2004) proposed a definition that was considered practical. This definition suggested that the internationalisation of a curriculum was a process which could allow all parts of a curriculum to be internationalised. However, both of these definitions were considered to limit the concept of internationalisation as they institutionally-based (Knight 2004).

Van der Wende (1997, cited in Knight, 2004) expanded the definition to allow a greater global outlook by including issues such as globalisation in relation to the important elements of "societies, economy and labour markets". However Knight (2004) argues that this definition loses emphasis on institutions and therefore "does not context internationalization in terms of the education sector itself" (p.10).

OECD definition (1995)

Caruana, V. & Hanstock, J., 2003. Internationalising the Curriculum: From Policy to Practice. In Education in a Changing Environment 17th-18th September 2003. Salford: University of Salford. Retrieved 2nd February, 2011 from: <http://www.ece.salford.ac.uk/proceedings/papers/vc_03.rtf>

Of the numerous definitions that have been provided over the past few decades, two in particular are favoured by Australian universities. The OECD definition (Bremer & van der Wende, 1995, as cited in Caruana & Hanstock, 2003), or an adaptation thereof, is used in official documents by the Charles Sturt University (n.d.), Flinders University (2010), University of Queensland (2009), University of Southern Queensland (Galligan, 2008), Victoria University (Woodley & Pearce, 2007) as well as others. The OECD envisages internationalisation as:

> Curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic students as well as foreign students (p. 4).

This definition gained prominence, as it described the idea of internationalisation as more than just a professional or academic concept, but also as a social one. It suggests that internationalisation should teach skills that go beyond that of a professional nature by also preparing students socially for an international stage. Furthermore, it also suggests that internationalisation is designed both for domestic students and for "foreign" students.

Knight definition (2003)

Knight, J., 2004. Internationalization Remodeled: Definition, Approaches, and Rationales. Journal of Studies in International Education, 8(1), pp.5-31.

The other most commonly used definition is that offered by Knight (2004). This definition is a revised effort of her previously quoted 1994 definition and can be found to be in use by several universities, including the Australian Catholic University (2009), Curtin University (2007) and Griffith University (2009). Knight (2003, as cited in Knight, 2004) proposes that internationalisation is:

The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education (p. 11).

This definition broadens the concept of internationalisation, shifting its institutional focus to a sector-wide one (Sanderson, 2009). Knight (2004) argues that, as the use of the concept is more widely adopted, so too is the variety and diversity of institutions adopting it and requiring an applicable definition. For this reason, specific terms such as teaching, research and service functions which were used in the older definition are replaced by the more generic terms purpose, function and delivery (Knight, 2004). The emphasis regarding where this occurs is changed from the institution in the earlier definition to the broader term of post-secondary education in this updated version. By replacing these specific terms, the definition can encompass and be relevant at a sector level and institutional level. Knight's use of the more generic terms suggest that internationalisation should move beyond the curricula and encapsulate wider aspects of an institution, such as the culture of an institute.

What is also included in Knight's (2003, as cited in Knight, 2004) definition is the use of the term intercultural, replacing the oft-used term multicultural. Intercultural is intended to suggest that, rather than simply having multiple cultures examined or used as examples, they are instead combined and work together in order to provide students with a truly internationalised education.

Leask definition (2009)

Leask, B., 2009. Using Formal and Informal Curricula to Improve Interactions Between Home and International Students. Journal of Studies in International Education, 13(2), pp.205-221.

Another definition has been offered by Leask (2009): "Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study" (p. 209).

Leask's definition builds on that of Knight (2003, as cited in Knight, 2004) although it is specifically related to learning and teaching. As well as including Knight's addition of interculturalism, Leask also considers outcomes in her definition, an aspect not covered explicitly by either the OECD or Knight definitions. Leask (2005) argues that it is important that the internationalisation of a curriculum is not an "end to a means", developed simply to be able to claim that the curriculum is internationalised. Instead, internationalising should be "a strategy which will assist learners to become more aware of their own and others' cultures". For this reason, this definition states that internationalisation should not only be integrated into the curriculum but it should also be measured in the outcomes. Then the question can be asked "have students actually gained an internationalised outlook?"

It needs to be noted that the scope of all of these definitions as organising concepts in relation to internationalisation of the curriculum depends in turn on the way we define the term 'curriculum'. Informed by Angelo, 2007, Print, 1987, and Scott, 2006, the conceptualisation of curriculum that has been used in this project states that 'curriculum' represents

"the planned learning opportunities, together with the experiences students encounter and the skills & expertise they develop, including consideration of all aspects of the learning environment designed to support learners."

Both the OECD and the Leask definitions have proven to be particularly helpful in framing issues concerning internationalisation of the curriculum within the *Learning Without Borders* project.

Chapter 3 Professional Development Modules

One aim of this project was to provide a framework for the development of academics in transnational leadership roles. This has been achieved through the development and testing of a web-based professional development program for academics involved in TNE. The website has been made available on CD—and is being distributed with the handbook *Learning Without Borders: Leadership in transnational education and internationalisation of curriculum*. The modules on the website use Curtin University policies and procedures, some of which are not relevant to academics in other universities. The modules, however, can be easily customised for use in any Australian university or one of their branch campuses. Instructions for achieving this are in the document *Website Adaptation Instructions* which is on the CD.

The professional development program and website are a sustainable means of
- providing support and recognition for transnational leadership roles within academic career paths, and
- assisting academics and other staff to use knowledge gained to internationalise the taught curriculum and improve cross-cultural learning opportunities for students. They also situate transnational education within a national regulatory framework to ensure awareness of national quality assurance and control imperatives.

A fully operational version of the professional development program can be seen at: <http://tne.curtin.edu.au/index.html>. Further assistance can be obtained by contacting: Curtin Teaching and Learning, AdminCTL@curtin.edu.au

Figure 1: Professional development modules website <http://tne.curtin.edu.au>
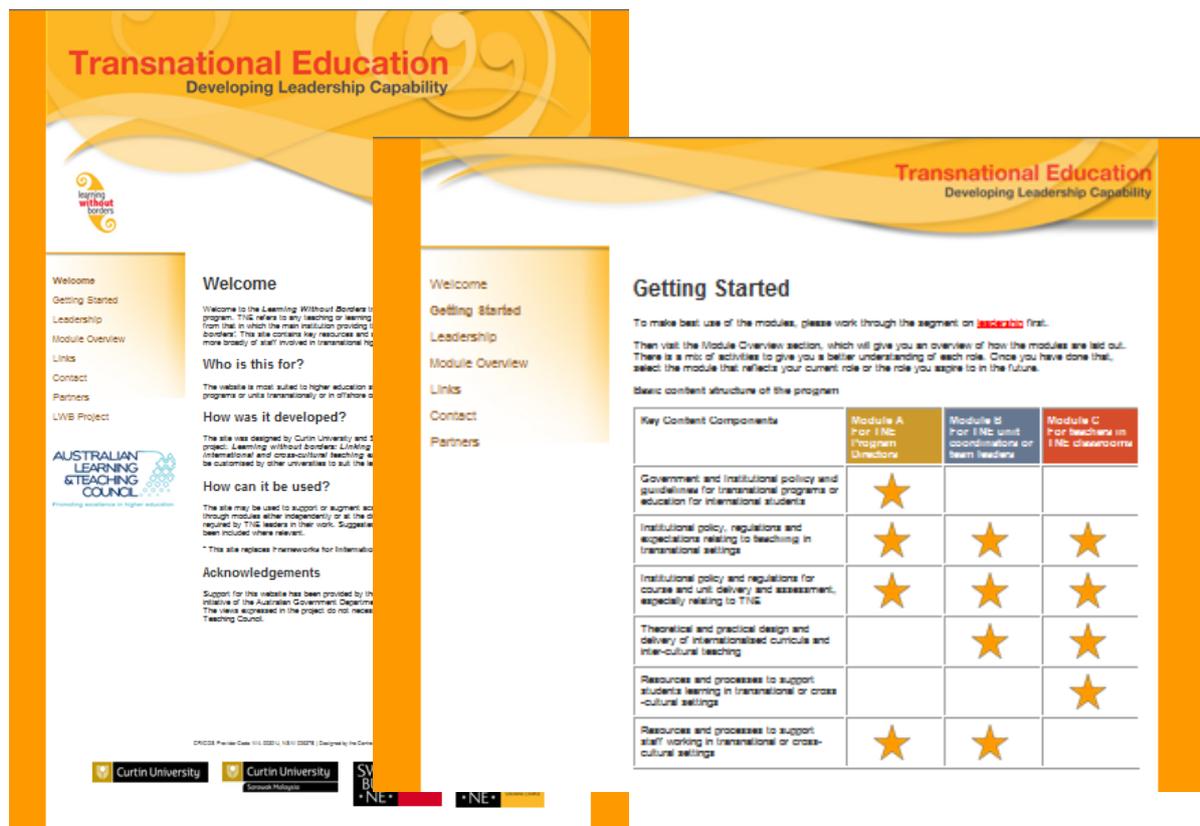
To be efficient and adaptable, the professional development program is not prescriptive; it was designed to suit the context in which it is to be used. It can be used either by individuals

seeking information, understanding or ways to improve their own practice (or the practice of others under their control) or by those with responsibility for delivering professional development or training for others (e.g. academic staff developers, program managers). These people could be on an Australian campus or on a branch campus or other partner institution.

- Module A is designed for higher-level program managers with responsibility for quality assurance.
- Module B is designed for unit coordinators, including those managing teaching teams (often multicultural).
- Module C is designed for teachers with responsibility for the classroom delivery of an internationalised curriculum.

The Integrated Competing Values Framework (Vilkinas, Leask, & Ladyshewsky, 2009) was chosen as the framework for leadership development. Leadership roles in universities are often associated with promotional roles or roles which may not be available to offshore staff e.g. course coordinator. Hence, a model which focussed on leadership behaviours rather than leadership roles was preferred.

Each module embeds a number of narratives to enable participants to reflect on complex leadership dilemmas and their own leadership behaviours, especially in relation to the other material provided in the module . The story and characters which form the narratives are fictional but drawn from many elements derived from the interviews undertaken as part of the larger research component of the project. The narratives also give voice to academics working in various transnational roles both onshore and offshore.

Chapter 4 Leadership in TNE situations

Models of TNE

TNE is variously defined, but the essential element in most definitions is the concept of students acquiring an award in one country that has been issued by a higher education institution based in another country. For example "Transnational Education denotes any teaching or learning activity in which the students are in a different country (the host country) to that in which the institution providing the education is based (the home country)" (GATE, 1997, p.1) or "TNE can either belong to a national system while operating in a country different from the one to which it belongs… or is detached from a national system and does not belong to one". TNE then can cover various educational arrangements including "franchising, branch campuses, twinning and distance learning" (European Association For Quality Assurance In Higher Education, 2010, p.5).

International Education Association of Australia (IEAA) models

The IEAA has distinguished seven approaches to TNE (International Education Association Of Australia, 2008, p. 3):

Models offering nationally recognised programs
1. Full delivery transnational campus: delivered by home institution staff, possibly supplemented by local staff.
2. Articulation: units of study offered by a local institution and accepted as equivalent by the home institution.
3. Franchising: an overseas institution authorised to offer an award of the home institution.
4. Branch campus: an transnational campus established to offer programs and qualifications of the home institution.
5. Distance learning: programs offered from the home campus to transnational campus students.

Models outside nationally recognised programs
6. Corporate institutions: business corporations offering their own award programs.
7. International institutions: offering programs/awards that are not linked to any national system of higher education.

Models adopted in this project

This project is concerned with models 1 to 4 above, as it is concerned only with recognised Australian awards and with programs taught at a transnational campus (as distinct from at a distance). For these programs the project is concerned with staff with TNE leadership responsibilities – both staff situated at the transnational campus and Australian-based staff.

There are differing opportunities for leadership and its recognition, reward and support within the categories 1 – 4 above depending on the balance struck between home campus and transnational campus responsibility for learning and teaching decisions. For this reason, rather than using the IEAA categories, approaches to TNE are distinguished here by the arrangements for decision-making about learning and teaching, which can in turn be related to the IEAA categories (see Table 1 below). The approaches to transnational education observed in the project may be differentiated by the locus of decision-making about:

1. Design of curriculum
2. Determination of learning and teaching activities and related learning resources
3. Choice of assessment instruments and drafting of assessment items
4. Grading of student performance

In this project the locus of control of curriculum design and implementation was found to range from
• responsibility for decision-making resting essentially with home campus staff, through
• limited local or even full contextualisation as appropriate to local context (bounded only by learning outcomes being required to be common to the home campus and transnational campus), to
• responsibility for curriculum design and implementation essentially resting with transnational campus staff. This typically occurs where the program or unit is awarded by the home institution but is offered only by a transnational campus.

Curriculum decision-making and the locus of control

In Tables 1 and 2, 'locus of curriculum control' is used as an abbreviation for the locus of control of curriculum design and implementation decisions, including: the selection of curriculum content; the determination of learning and teaching activities; the development of related learning resources; the choice of assessment instruments; the drafting of assessment items; and the grading of student performance.

Table 1: IEAA TNE categories and the locus of control

Locus of curriculum control IEAA categories	Home campus e.g. curriculum design and assessment determined home campus only. Maybe fly-in-fly-out delivery.	Limited transnational campus control e.g. opportunities for contextualisation of learning activities &/or assessment items. Assessment or sample moderated home campus.	Distributed control e.g. transnational campus decisions constrained only by attaining the same learning outcomes. May include sample assessment moderation.	Transnational campus control e.g. units of study or programs offer only transnational campus but with the qualification awarded by the home campus institution.
Full delivery transnational campus with home staff (& local tutors)	**Usual**	**Possible**	–	–
Articulation	**For twinning arrangements**	**For twinning arrangements**	**For mutual recognition arrangements**	**For recognition arrangements**
Franchising	**Usual**	**Possible**	–	–
Branch campus	**Possible**	**Possible**	**Possible**	**Possible**

Table 2: Curriculum decisions and the locus of control

IEAA categories	Full home delivery transnational campus		–	–
	Articulation twinning		Articulation recognition	
	Franchising		–	–
	Branch campus			
Locus of control *Areas of decision making*	**Home campus curriculum control**	**Limited transnational campus curriculum control**	**Distributed curriculum control**	**Transnational campus curriculum control**
Curriculum design	Determined home campus	Determined home campus	Determined home campus but open to suggestions from transnational campus	Determined transnational campus with consultation and Australian accreditation
Learning and teaching resources and activities	Resources produced by home campus and activities determined by home campus	Resources produced by home campus. Activities may, with agreement be contextualised.	Resources may be produced by home campus or transnational campus. Activities may be devised by home campus or transnational campus	Resources produced transnational campus. Activities determined by transnational campus
Assessment	Designed by home campus	Designed by home campus. Some items might be suggested by transnational campus teachers	May be designed on transnational campus. Transnational campus design subject to approval by the home campus	Designed transnational campus with some consultation
Student performance	Marked by home campus or moderated by home campus	Marked transnational campus and moderated by home campus	Marked transnational campus and moderated by home campus	Assessed transnational campus within guidelines or moderated by home campus
Key features	The unit, learning activities and assessment are the same whoever delivers the unit	The unit and assessment are the same whoever delivers the unit. Learning and teaching activities may be contextualised	Unit learning outcomes are the same. Learning and teaching activities and assessment are contextualised	The program/unit is subject to QA processes consistent with Australian national protocols
Adopted where	The program is offered through multiple providers OR a unit is offered transnational campus for the first time or with new staff.	There is continuity of unit staffing and a unit has been offered successfully on a branch campus for a few semesters	There is continuity of unit staffing and a unit has been offered successfully on a branch campus for a number of years	The unit is offered only transnational campus, though it might be taken by home campus students

Consequences for leadership and leaders and recommendations

Different arrangements for the locus of control suit different TNE circumstances. Tight home campus control can be suitable where programs are delivered from multiple sites or during periods when incoming transnational campus staff members are inexperienced. Where confidence has been established about the capacity of the transnational campus staff to deliver programs or units of study with the same focus and to the same standard as those delivered on the home campus, there is scope for contextualisation and greater local responsibility. If the conditions allow local contextualisation and the academic outcomes and any professional requirements for the Australian award can still be met, then contextualisation can adapt to local resources and make local student learning more meaningful.

While there can be quality assurance reasons for adopting a high degree of home campus control in some circumstances there are advantages from a TNE leadership point of view (as well as from an educational point of view) in allowing transnational campus input in curriculum design, development of learning resources, learning and teaching activities, assessment design and assessment of student progress. Greater local decision-making has advantages for development and the career advancement of transnational campus staff. Insofar as there is freedom for professional decision-making by teaching academics (home campus or transnational campus), there is advantage in the branch campus context of working toward provision of the same degree of freedom on the transnational campus as applies at the home campus. In the context of the branch campuses involved in this project, the Malaysian Qualifications Agency is looking for local educational decision-making (Malaysian Qualifications Agency, 2010, Section 2). From an educational point of view as well, higher levels of transnational campus input allow account to be taken of the experiences and context of local students in the design and implementation of curriculum and assessment, which is desirable if one adopts a constructivist understanding of learning processes. Some transnational campus adaptations may also prove pertinent to internationalisation of curriculum on the home campus.

The focus of this project is leadership in the conduct of TNE. Developing TNE leadership is complex and challenging. The TNE model adopted for a unit of study at a particular time has consequences for leadership opportunities and leadership challenges on both the home campus and the transnational campus. It can also have implications for the most appropriate strategies for the recognition, reward and support of leadership in TNE and for career development opportunities of all staff engaged in TNE.

Consequences are suggested in Table 3.

Table 3: The locus of curriculum control: consequences for leadership and opportunities for career development

Locus of control / Consequences	Home campus curriculum control	Limited transnational campus curriculum control	Distributed curriculum control	Transnational campus curriculum control
Home campus decisions	Curriculum design. Learning and teaching resources and activities. Assessment design. Grading student performance.	In consultation with transnational campus personnel, home campus staff responsible for: – Curriculum design – Learning and teaching resources and activities – Assessment design – Moderation of grading of student performance	In consultation with transnational campus personnel, home campus staff usually responsible for stipulation of learning outcomes. Usually responsible for moderation of grading of student performance.	Home campus staff has general oversight of curriculum design including appropriateness of learning outcomes.
Home campus leadership and career development opportunities	Home campus staff can demonstrate leadership in curriculum design and implementation in a TNE context and cross-cultural experience.	Home campus staff can demonstrate leadership in curriculum design and implementation in a TNE context.	Home campus staff can demonstrate an understanding of curriculum design and implementation in a TNE context.	Home campus staff can claim some understanding of curriculum design appropriate to an transnational campus context.
Home campus leadership challenges	Accommodating the contexts of curriculum implementation and operating a different cultural environment.	Allowing for some contextualisation of curriculum content, learning and teaching activities and assessment items whilst ensuring transnational campus students attain same learning outcomes as home campus students.		Demonstrating equivalence to home campus units and programs of learning outcomes of transnational campus units and programs.
Transnational campus decisions	Means of implementation of curriculum and prescribe learning activities and assessment.	Make a limited contribution to: – Curriculum design – Learning and teaching resources and activities – Assessment design	In consultation with home campus counterpart transnational campus staff design: – Curriculum content – Learning and teaching resources and activities – Assessment instruments	Having regard to home campus standards transnational campus staff design: – Curriculum content – Learning and teaching resources and activities – Assessment instruments
Transnational campus leadership and career development opportunities	Demonstration of teaching ability. Possibly provision of curriculum design advice	Demonstration of teaching competence. Possibility of demonstration of contributing to curriculum design, learning and teaching activities and assessment items.	Demonstration of leadership in curriculum design, and in design and implementation of learning and teaching activities and assessment.	Demonstration of leadership in curriculum design, and in design and implementation of learning and teaching activities and assessment.
Transnational campus leadership challenges	Providing academics with experience and responsibilities that support career development.	Having advice on curriculum, learning activities and assessment adopted. Demonstrating effectiveness of branch campus contributions to curriculum, learning activities and assessment.	Demonstrating the same learning outcomes as those attained by students undertaking the same unit on the home campus.	Demonstrating equivalence of student learning outcomes to those stipulated in the curriculum for similar units or programs offer elsewhere in the university.

Chapter 5 Recommendations and Checklists

Recommendations for home campus and transnational campus leadership in TNE

Introduction

For the purposes of this project, TNE is defined as an arrangement for provision of higher education where students acquire an award in one country issued by a higher education institution based in another country.

The recommendations below 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.

Decision-making

1. Provide for input from teaching academics into university planning for internationalisation and TNE.
2. Clearly define the understanding of the requirements for accreditation and subsequent equivalence of units and programs adopted by the university, and the scope for curriculum variation.
3. Stipulate the responsibilities of key home campus and transnational campus staff in ensuring equivalence, e.g. through a service-level agreement. Incorporate responsibilities in position descriptions and staff performance guidelines.
4. For units of study involving TNE, provide opportunities for transnational campus staff to contribute advice on the design of curriculum and assessment prior to drafting the unit outline.
5. In the conduct of a unit of study involving TNE, provide qualified and experienced transnational campus academics with the same opportunities to contextualise curriculum content, devise learning and teaching activities, design learning resources, and contribute to assessment items as home campus academics.
6. In allocating teaching and coordination responsibilities at the home campus, give priority to allocating responsibilities for those units of study that have a TNE component well ahead of the delivery date.
7. Monitor the operation of units and programs offered through TNE and have the program co-ordinator at the home and/or transnational campus provide an annual or semester report.

Communications

8. Have clearly defined communication protocols between home campus and transnational campus staff, including for culturally sensitive matters, such as forms of address.
9. Provide for a face-to-face or video meeting of key staff prior to finalisation of new curriculum or major curriculum changes. This may require investment in suitable technology.

10. Establish regular communication between counterpart home campus and transnational campus staff via email or conferencing, including contact prior to the teaching period, during teaching and toward the conclusion of the teaching period. Provide for feedback at the end of the teaching period. In the event of a lack of response to attempts to communicate the matter should be escalated.

11. In communications, including the scheduling of teleconferenced meetings, take account of time zone differences.

Recognition

12. Clearly specify curriculum design, teaching and assessment responsibilities at both the home campus and transnational campus so that academics with responsibilities have well-defined evidence of their responsibilities in the area.

13. Provide titles for transnational campus leaders that align with responsibilities e.g. 'campus unit convenor'.

14. Encourage joint home campus/transnational campus discipline-based research and/or scholarship of teaching activities including publication and conference presentations.

15. Provide opportunities for peer recognition between home campus and transnational campus staff such as best practice seminars or publications and awards for teaching.

16. Consider regular forms of commendation for staff leadership in TNE.

Reward and recompense

17. Ensure position descriptions at the home campus and transnational campus include reference to TNE responsibilities and that positions are at an appropriate academic level or loadings applied for an appropriate period.

18. Acknowledge the time demands and the complexity of TNE where there are multiple national and professional quality assurance requirements, and where TNE spans multiple settings. Ensure TNE curriculum design and implementation responsibilities are incorporated in staff appraisal and adequately recompensed through time allowance, financial rewards or other form of recompense.

19. Ensure TNE travel, communication and hospitality costs are recompensed.

Support and professional development

20. Provide clear and consistent home campus and transnational campus policies and procedures for the operation of TNE and ensure that academics are aware of them and can readily access them.

21. Designate responsibility for professional development and support of staff engaged in TNE.

22. Provide induction to new appointees at school/discipline level, including details of TNE policies, procedures and contacts. For staff of the home campus engaging in TNE, include briefing on cultural issues in the TNE context. Provide on-going mentoring and/or a buddy system together with briefing and professional development for mentors.

23. Provide timely professional development for staff with TNE responsibilities, especially leadership responsibilities. Provide opportunities for peer exchange of

experiences and expertise. Provision of timely professional development may involve use of online resources. The mode should be culturally appropriate.

24. Provide academic English language support for home campus and transnational campus staff requiring assistance.

Additional recommendations relating to TNE involving branch campuses

Decision-making

25. Treat transnational campus academics as part of a teaching team who can contribute according to their experience, strengths and availability. Allow that a unit convenor or program co-ordinator may be a transnational campus staff member.

Communications

26. Provide transnational campus representation on appropriate key decision-making bodies at university, faculty and school/discipline level, including bodies responsible for program accreditation and review.

Recognition

27. Use comparable student satisfaction with teaching ratings of home campus and transnational campus teaching and provide access to both campus averages to allow academics to evidence effectiveness in teaching.

Support and professional development

28. Provide for home campus and transnational campus staff to observe and provide feedback on learning and teaching and assessment in their discipline in the alternative teaching location face-to-face or remotely, for example through access to i-lectures.

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 checklist is 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 ongoing mentoring or 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 for home campus and transnational campus staff requiring assistance.

Additional checklist items for TNE involving branch campuses

Appointments, position descriptions and responsibilities

☐ Where TNE responsibilities are part of an academic role, the probation process includes the possibility of feedback from the home campus and branch campus colleagues.

☐ Secondments to the home campus and branch campuses and international partners are available to both home campus and branch campus academics.

Policies and procedures relating to curriculum and assessment

☐ There is branch campus representation on key decision-making bodies at university, faculty and school/discipline level, including bodies responsible for program accreditation and review.

☐ Branch campus academics are provided with the same opportunities to contextualise curriculum content, devise learning and teaching activities, design learning resources, and contribute to assessment items as home campus academics.

Communications between home campus and branch campus counterparts

☐ Regular communication occurs between home campus and branch campus counterparts, including contact prior to the teaching period, during teaching and toward the conclusion of the teaching period.

Recognition

☐ Branch campus program and unit leaders are given titles that align with responsibilities e.g. 'campus unit convenor'.

☐ Comparable student satisfaction with teaching ratings of home campus and branch campus teaching are used, and access to both home campus and branch campus averages is provided to allow academics to evidence the quality of their teaching.

Reward

☐ Positions are available to branch campus academics over a range of appointment levels that are comparable to those offered at the home campus.

☐ Collaboration between home campus and branch campus academics is encouraged in both discipline-based research and scholarship of teaching and learning, including publication and conference presentations.

☐ Branch campus academics have opportunities to engage in a range of academic activities and can obtain study leave and/or conference attendance support.

☐ Branch campus academics have the opportunity to undertake PhDs, and/or obtain internal/external funding support for research and scholarship of teaching.

Support and professional development

☐ Home campus and branch campus staff members have the opportunity to observe and provide feedback on learning and teaching and assessment in their discipline in the alternative teaching location, either face-to-face or remotely, for example through access to i-lectures.

A checklist for leadership in internationalisation of curriculum

The concept of internationalisation employed

Multiple definitions of the term "internationalisation of the curriculum" exist in the literature, due to its use as an umbrella term for varying activities and ideas. The *Learning Without Borders* project has been informed by two definitions of internationalisation of the curriculum in particular:

- The OECD definition, as used by the Organisation for Economic Cooperation and Development (Bremer & van der Wende, 1995, as cited in Caruana & Hanstock, 2003); and
- The Leask definition, as developed by Betty Leask, University of South Australia (Leask, 2009, p. 209).

The OECD definition envisages internationalisation of the curriculum as:

> Curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic students as well as foreign students. (p. 4).

This definition describes the idea of internationalisation as a social concept as well as a professional or academic one. Although there are more recent definitions that have gained currency, the OECD emphasis on designing curricula for both domestic and foreign students fits well within a 'transnational campus' context, where identification of domestic and foreign students is necessarily different from that of the home campus.

More recently, Leask (2005) has argued that it is important that the internationalisation of a curriculum is not an "end to a means", developed simply to be able to claim that the curriculum is internationalised. Instead, internationalising should be "a strategy which will assist learners to become more aware of their own and others cultures". For this reason, the Leask definition states that internationalisation should not only be integrated into the curriculum but it should also be apparent in its outcomes.

> Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study. (Leask, 2009, p. 209).

This emphasis on outcomes adds a learner-centred emphasis to our understanding of the aims and impact of internationalisation of the curriculum.

It needs to be noted that the scope of both definitions as organising concepts depends on usage of the term 'curriculum'. Informed by Angelo, 2007, Print, 1987, and Scott, 2006, the conceptualisation of curriculum that has been used for the analysis in this project states that 'curriculum' represents

> the planned learning opportunities, together with the experiences students encounter and the skills & expertise they develop, including consideration of all aspects of the learning environment designed to support learners.

Both the OECD and the Leask definitions have proven to be particularly helpful in framing issues concerning internationalisation of the curriculum within the *Learning Without Borders* project.

Key considerations

☐ Has the curriculum development process – including that of course outlines and schedules, content materials, references, teaching and learning methodologies, activities and assessment tasks – been designed flexibly to accommodate internationalisation aspects?

☐ Do course outlines and schedules:
  ☐ Clearly specify any specific learning requirements and intended learning outcomes?
  ☐ Allow instructors and students to understand any specific national/cultural/professional and language requirements?
  ☐ Accommodate different timetable formats and semester lengths?
  ☐ Explicitly state any particular learning environment or support requirements (IT, classrooms, site visits, practicums)?

☐ Do the planned content materials and prescribed/recommended references:
  ☐ Include international examples where appropriate?
  ☐ Clearly indicate where content draws on one particular social/national context in particular (e.g. that of the home campus)?
  ☐ Allow teachers to include their own local/international examples?

☐ Do the planned teaching methodologies and learning methodologies and activities:
  ☐ Accommodate the likely range of the educational and social backgrounds of student cohorts?
  ☐ Accommodate (and support the development of) the competencies and perspectives of teachers?
  ☐ Encourage students from different backgrounds to contribute in relation to their experiences and perspectives?
  ☐ Encourage all students to explore and reflect on issues from different social and international perspectives?

☐ Is the range of assessment tasks designed to:
  ☐ Make all assessment criteria, skills and any other requirements explicit?
  ☐ Specify what is required to achieve an excellent result (assessment criteria, rubrics, exemplars)?
  ☐ Allow staff to contextualise aspects of assessment tasks to fit local/international contexts?
  ☐ Allow students to demonstrate learning that builds on to their personal contexts (national, professional, social) and perspectives?

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