Leading and engaging academic staff in the internationalisation of the curriculum (IoC): The University of Queensland (UQ) experience

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IoC at UQ: A never ending story
Institutional and disciplinary dimensions

A conceptual framework of internationalisation of the curriculum

- Assessment of student learning
- Requirements of professional practice and citizenship
- Development and emerging paradigms
- Systematic development across the program in all students
- Knowledge in and across disciplines
- Institutional context
- National and regional context
- Global context
- Local context

The University of Queensland
Australia
UQ: the institutional story

A member of ‘Group of 8’ research-intensive universities

Prioritises high performance in research and teaching

Rewards Schools, individuals & teams for quality teaching

Created career paths for scholarship of teaching

Supports ongoing A.D. through the Professional Learning Framework
What is academic ‘staff development’ at UQ?

Staff-centred - ongoing professional learning, geared to career life-cycle of academics

UQ’s Professional Learning Framework for Academic staff, based on

1. Inquiry
2. Interaction
3. Diversity
Dimensions of the ‘PLF’
IoC in the ‘PLF’

Policy development

Teaching fellowships

Teaching & learning grants

Research with students

PhD, Masters, G/Cert, Higher Education, Cert in University Teaching

Applying for teaching awards

Peer observation of teaching

Attending conferences & seminars

Student evaluations of teaching

Informal feedback from students

Professional reading, HE Research Group

Networks & communities

Mentoring

Discussion with colleagues

Member/Chair of Teaching & Learning Committees

Developing leadership & scholarship

Developing knowledge & practice

Inquiry

Diversity

Interaction

Team teaching

Staff development workshops

Online resources

Informal

Formal

Developing techniques & resources
So what’s the problem?
AUQA and ‘The Usual Suspects’
The gap between intention & practice

FAQs in UQ Faculties & Schools*

What does it really mean (at UQ)?
What does it look like in my discipline?

Addressing the gap: 2011-2012

Comprehensive Internationalization at UQ

Commitment and action to integrate international, global and comparative content and perspective throughout the teaching, research and service missions of higher education (John Hudzik).

Regarding T&L

– Achieving benefits in core learning outcomes
– Becoming an institutional imperative not just a desirable possibility.
Activities (Teaching and Learning)

2011
- Participating in Betty Leask’s ‘IoC in Action’ project
- English Language Proficiency Report (ELP)

2012
- John Hudzik as Keynote at T&L Week
- IoC Working Group (T&L Committee)
- ELP Working Group - Concurrent support review
- Student Mobility Working Group (T&L Committee)
Proposed framework for comprehensive internationalisation of T&L at UQ

- Formal curriculum
- Elective (enriched & specialised)
- Informal Curriculum
- Core
- Review & development thru APR
‘IoC in Action’ (at UQ)

Betty Leask, ALTC National Teaching Fellowship

How can we internationalise the curriculum in this discipline area in this particular institutional context and ensure that, as a result, we improve the learning outcomes of all students?’

13 Australian universities
Disciplines – Nursing; Journalism; Social Sciences; Public Relations; Management; Accounting; Applied Science; Medicine

At UQ – Nursing/Midwifery and Journalism/Communications
A CYCLICAL, EVOLUTIONARY PROCESS AIDED BY THE QIC REFLECTIVE TOOL (LEASK 2011)

The role of the facilitator in the process of IoC is critical to ensuring the success of the process. One of the most important skills is that of negotiation.
THE PROCESS IN PRACTICE AT UQ
JOURNALISM/COMMUNICATIONS & NURSING/MIDWIFERY

- Review and Reflect
- Evaluate
- Imagine
- Act
- Revise and Plan

negotiate
negotiate
negotiate
negotiate
negotiate
## Snapshot of IoC cycle in two disciplines

### Journalism/Communications

**Review – using QIC**

**Who:** HoS & 3 ‘champions’ reporting back to clusters & School

**Finding:** pockets of good IoC, but students have difficulty synthesising/building

**Focus:** de-westernisation

**Questions:** what does de-westernisation & inclusion mean in J&C?

**Progress to date:** 2 projects (CI & D-W); student survey & conceptual paper

(Point of contact – Rhonda Breit)

### Nursing/Midwifery

**Review – using QIC**

**Who:** whole of School inc clinical staff, led by Prog Dir

**Finding:** pockets of good IoC, but students have difficulty synthesising/building

**Focus:** intercultural dimension

**Questions:** what does intercultural competence mean in our discipline/s?

**Progress to date:** focus group to probe identified issues (staff dev & curriculum integration across prog)

(Point of contact – Victoria Kain)
Where to next?

Finalise recommendations to align IoC with Academic Program Review
Introduce Awards specifically for IoC
Develop ‘IoC @ UQ’ website
Extend and refine ‘IoC in Action’ case studies & resources, with new disciplinary/program volunteers
Develop IoC mentors @ UQ
What have we learnt so far?

The value of;
- Developing within each discipline
- Good facilitation
- Linking to external expertise & resources
- Taking a ‘whole of Program’ approach
- Providing a catalyst & goals/deadlines
- Recognising & rewarding good practice
- Creating cross-disciplinary conversations
- Fostering a scholarly approach (action research)
And most importantly...