Toolkit for Off-site and Cross-border Delivery of Programs

Working Group on Quality Assurance of Off-site and International Degree Programs
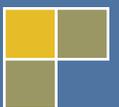
PRINCIPLES
For Off-Site and Cross-Border Delivery of Programs

UNESCO's 1998 *World Declaration on Higher Education for the Twenty-first Century: Vision and Action*, recognizes the mission of higher education

> "to contribute to the sustainable development and improvement of society as a whole by: educating highly qualified graduates able to meet the needs of all sectors of human activity; advancing, creating and disseminating knowledge through research; interpreting, preserving, and promoting cultures in the context of cultural pluralism and diversity; providing opportunities for higher learning throughout life; contributing to the development and improvement of education at all levels; and perfecting and enhancing civil society by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives in the discussion of strategic choices facing societies".[1]

The post-secondary sector in Alberta has a tradition of cooperation and collaboration for the good of Alberta learners, starting with a system supporting transfer of courses and credit through the Alberta Council on Admissions and Transfer. This system view was recognized and christened "Campus Alberta." The concept evolved with encouragement from the Ministry and was formalized in legislation when the various parts of the publicly funded post-secondary sector were brought under the *Post-Secondary Learning Act* (2003). As a result of the thorough review of the needs of Alberta Learners, the *Post-Secondary Learning Amendment Act*, 2008 puts in place the Roles and Mandates Policy Framework. This Framework provides for a system response to improve access to high quality programming for all Albertans, while respecting the universities', and other post-secondary institutions', autonomy to pursue their mandates to develop and deliver programs that are relevant and up-to-date and that address the greater needs of society for research and enquiry. The Roles and Mandates Policy Framework determines which institutions can develop and offer degree programs, and calls for their delivery more widely through partnerships. This expectation for post-secondary institutions will lead to greater collaboration and opportunities for off-site delivery of programming within the province, building on examples such as Bachelor of Education program offered by the University of Alberta in collaboration with several colleges, and the collaboration between Medicine Hat College and the University of Calgary to offer the Bachelor of Nursing.

In the *International Education: An Action Plan for Future (2005)*, Alberta Advanced Education and Technology articulates a vision that Alberta will be internationally recognized as a leading provider of education and training and Albertans will be well-prepared for their role in the global marketplace and as global citizens. One of the core objectives of the Action Plan is that students will have increased opportunities to develop international and intercultural knowledge, skills, abilities and attitudes. Therefore, Alberta's post-secondary institutions have become more heavily engaged in providing educational opportunities for their students beyond the borders of the province and the nation. These include not only study abroad programs, but also collaborations for joint programs (such as business

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[1] ACE, AUCC, CHEA, and EUA (2001). *Joint Declaration on Higher Education and The General Agreement on Trade in Services.* http://www.aucc.ca/_pdf/english/statements/2001/gats_10_25_e.pdf.

programs involving foreign schools that provide opportunities to take blocks of training in another country or at branch campuses).

Fulfilling the mandate to contribute to higher education programming in an increasingly globalized context leads institutions to expand on opportunities to share the skills and expertise of their scholars to deliver programming in other jurisdictions, through distance education, through partnerships with collaborators involving delivery at alternative sites, and through blends of these modes of delivery.

Addressing the issues and challenges involved, the document *Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide*[2] identifies "the need to (a) safeguard the broader cultural, social and economic contributions of higher education and research, particularly given the critical role they play in today's global knowledge society; (b) protect the interests of students and facilitate their mobility; (c) strengthen the capacity of developing countries to improve accessibility to quality higher education, especially at a time when the gap in resources and access to knowledge between the industrialized and developing world is growing; and (d) preserve the linguistic and cultural diversity within higher education.

As Alberta's post-secondary institutions respond to their mandate to provide high quality education that is as accessible as possible within the province, and respond to the trend to engage in post-secondary delivery beyond its borders, it is appropriate to articulate principles aligned with internationally accepted standards that support quality in all that is done. Many of the principles that have been developed for cross-border higher education speak to issues regarding delivery of post-secondary education at a distance, or at sites other than the "home campus" of an institution. The list below borrows freely from the principles articulated in statements and guidelines drawn up by UNESCO and the OECD[3].

- Educational offerings should meet the same high standards of academic and organizational quality no matter where or how they are delivered.
- Educational offerings should strive to contribute to the broader economic, social and cultural well-being of communities.
- Collaborative offerings of programs should be partnerships that recognize and respect the value brought by each member institution.
- Institutions should ensure that quality teaching and research is made possible through the quality of faculty members engaged, the protection of their academic freedom, and the provision of quality working conditions that foster independent and critical enquiry.[4]
- While contributions of players may flow in many different directions and take place in a variety of contexts, program offerings should strengthen higher education capacity locally to promote global equity.

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[2] ACE, AUCC, CHEA, IAU (2005). Sharing Quality Higher Education Across Borders - A Statement on Behalf of Higher Education Institutions Worldwide. http://www.unesco.org/iau/p_statements/QHE.html.

[3] UNESCO/OECD (2005). *Guidelines for quality provision in cross-border higher education*. Paris: UNESCO. http://www.oecd.org/dataoecd/27/51/35779480.pdf.

[4] See the CAQC's *Academic Freedom and Scholarship Policy*, adopted in 2006.
See further UNESCO (1997). *Recommendation concerning the Status of Higher-Education Teaching Personnel*. Paris: UNESCO.
(http://portal.unesco.org/en/ev.php-URL_ID=13144&URL_DO=DO_TOPIC&URL_SECTION=201.html).
These and other relevant documents need to be taken into account by all institutions and providers to support good working conditions and terms of service, collegial governance and academic freedom.

- In addition to providing disciplinary and professional expertise, program offerings should strive to instill in learners the critical thinking that underpins responsible citizenship at the local, national, and global levels.
- Institutions are encouraged to provide educational opportunities that are accessible not only to students who can afford to pay, but also to qualified students with financial need.
- The educational opportunities should be accountable to the public, students and governments.
- The educational offerings should expand the opportunities for mobility of faculty, researchers and students, locally, nationally, and internationally.
- Higher education institutions and other providers should provide clear and full information to students and external stakeholders about the education they provide.

Based on these principles, some implications emerge for post-secondary providers in delivery of programming off-site or across borders.

- Institutions should be conversant with the local issues and the impacts on education, trade, and dialogue with local communities and governments.
- The programming offered needs to contribute to the broader social and economic well-being of communities and be culturally sensitive in approach and content.
- Student should have appropriate access to academic and personal support
- Equitable provisions for student discipline and appeal should be in place.
- Where appropriate the offerings should involve and strengthen local institutions.
- Offerings should be designed to respect the principle of transferability.
- Proper authorization to operate and offer programming across borders should be obtained.
- A culture of ongoing quality review, feedback, and improvement should be fostered by establishing quality assurance processes that rely on faculty expertise and incorporate the views of students.
- Institutions should cooperate with associations, and relevant government and non-government bodies to develop quality assurance principles, and foster the exchange of information related to recognition of credentials across borders.
- Institutions have the obligation to provide reliable information to the public, students and governments in a proactive manner, particularly with respect to the institution's legal status, credential-granting authority, course and program offerings, quality assurance mechanisms and standards of good practice.

Private and public institutions that may develop a for-profit arm[5], may also become involved in delivery of Alberta programs off-site. (This may be the primary mode of delivery if they do not have an Alberta base.) The principles and implications developed may apply to these offerings as well.

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[5] As in the example of the University of Melbourne and Melbourne University, separate legal entities, one of which is for profit.

CHECKLIST

For Off-Site and Cross-Border Delivery of Academic Programs for Institutions in Campus Alberta

Introductory Notes:

- This checklist was developed by a working group established by the Campus Alberta Quality Council and consisting of its Chair and its Director, together with representatives of the International Education branch of the Ministry of Advanced Education and Technology, and of the Universities of Alberta and Calgary.

- The purpose of this checklist is to prompt thoughtful deliberation on the reasons for and the complexities of offering academic programs at an off-campus site or with a partner institution. The checklist is by no means comprehensive or exhaustive.

- Post-secondary institutions within Alberta will need to apply and adapt this checklist judiciously to their own particular circumstances, mandates and contexts. The history, culture and organization of an institution will inevitably generate other considerations. The decision on who should fill out this checklist rests with the institution using it.

- Some items in this checklist will be more applicable to programs offered internationally than to those offered in other regions of Canada (and vice versa.) For those particularly interested in off-site international programs, the working group recommends its paper on "Principles for Off-Site and Cross-Border Delivery of Programs."

- Many of the following items might be addressed in an MOU, which is often necessary or advisable when offering programs off-site in collaboration with a partner institution, agency or government. An MOU would typically include detail of a kind not found here.

	ADDRESSED	NOT APPLICABLE
General Institutional Issues		
1. Why do we need this partnership? What purpose(s) does it serve? Does it build on an existing program or is it new?	☐	☐
2. Does the program proposed fit with and support the academic plan and the internationalization plan or strategy of the institution(s) involved?	☐	☐
3. Is the program best offered with another institution(s)? (consider reputation, ranking, location, and, if warranted, accreditation etc.) Has "due diligence" been exercised in the choice of a partner?	☐	☐
4. Will the collaboration involve a mutually respectful and authentic partnership in which mutual capacity-building occurs?	☐	☐

	ADDRESSED	NOT APPLICABLE
5. What model of programming will be used (collaborative, conjoint dual, double, joint, or other)? Have you defined terms as used in your institution and determined which model is appropriate?	☐	☐
6. Is there an appropriate budget, which takes into account both start-up costs and on-going costs, direct and indirect? Identify cost features that may be special to the proposed venue for delivery of the program. Provide examples.	☐	☐
7. How many students are projected, how many are required to maintain the viability of the program, and how many can be accommodated?	☐	☐
8. Where/how will the courses be delivered? In face-to-face, on-line, or blended learning modes?	☐	☐
9. Are physical facilities, if necessary, in place? If not, will you rent, lease, or build? With or without your partner?	☐	☐
10. Does the proposal address capacity issues, such as availability and selection of courses?	☐	☐
11. Who will be accountable for the program (approval, implementation, evaluation, changes)?	☐	☐
12. What are the lessons to be learned from similar off-site programs or from partnerships with the same or similar institutions? How will those lessons be applied to the design of the program to be developed?	☐	☐
13. Who speaks for the institution(s) involved and how will regular, consistent, and effective communication about the program be achieved?	☐	☐
14. What steps will be taken to convey the benefits of participating in the program to students and faculty members other than those directly involved.	☐	☐
15. What provision has been made to appraise the institutional impact and value of the program, using the accompanying paper, "Principles for Off-Site and Cross-Border Delivery of Programs," or an alternative to it.	☐	☐
Specifics of the Program		
16. Will regular admission requirements apply or will there be modified admission requirements? Who approves the latter?	☐	☐
17. Describe the quality of the program, including arrangements for access to library, textbooks, student advising, information technology and other resources.	☐	☐

	ADDRESSED	NOT APPLICABLE
18. Describe instructors' qualifications (educational level, suitable preparation, ability to use appropriate forms of assessment and evaluation, familiarity with technology.) Will the instructional complement meet institutional standards?	☐	☐
19. Will there need to be special attention given to the academic freedom of faculty members?	☐	☐
20. How will the quality, curricular content, administrative, and other elements of the program be monitored and assessed after it is implemented?	☐	☐
21. Is it possible to adjust the curriculum to address local needs and cultural considerations? If so, how?	☐	☐
22. Are enough people at the proposed site sufficiently involved to ensure both the general support for and the sustainability of the program?	☐	☐
23. What benefit does the proposed programming bring to the institution and community in which it is to be offered?	☐	☐
24. How have language issues been addressed?	☐	☐
25. How will intellectual property issues be addressed?	☐	☐
26. Will any of the teaching in the program be outsourced? If so, to whom?	☐	☐
The Students' Experience		
27. How will student engagement with the program be optimized?	☐	☐
28. Will there be bridging programs or other initiatives to enhance student success?	☐	☐
29. Have assessment and teaching evaluation methods been addressed?	☐	☐
30. How will clinical placements, field work, or practica be managed? Is it clear what students will learn in those settings?	☐	☐
31. Is there a capstone program requirement, appropriately described, that provides an opportunity for synthesis of the educational experience?	☐	☐
32. How will a community of inquiry and learning be facilitated, using technology or other methods?	☐	☐

	ADDRESSED	NOT APPLICABLE
33. What indicators demonstrate that the program will be academically rigorous and challenging?	☐	☐
Information Technology and On-Line Learning		
34. Will students be expected to have their own computers and connectivity or will the institution provide them? Does the program require certain specifications in the computers to be used?	☐	☐
35. Will there be technical support 24/7? Who is responsible for providing that support? Has it been budgeted?	☐	☐
36. How will the currency and stability of technological support for both students and faculty be maintained?	☐	☐
37. How will student and faculty computer/technological literacy be assessed and supported?	☐	☐
38. What provisions will be made to assure authentication of student identity and integrity of student work?	☐	☐
39. Have licensing and legal requirements for access to digital resources been respected?	☐	☐
40. Does the on-line learning provided meet institutional or other standards?	☐	☐
The Registrar's Office		
41. What will appear on the parchment? Will both logos and seals appear? Have any legal issues or jurisdictional issues been addressed to the satisfaction of both parties? Whose signatures are required?	☐	☐
42. Which institution keeps students records and owns the transcript? What will appear on the transcript?	☐	☐
43. Does the agreement clearly delineate authority for dealings with students, including admissions, discipline, complaints, appeals, the duty to accommodate etc.?	☐	☐
44. Is it necessary to consider local law or custom in dealing with students or student records? Do the normal confidentiality provisions apply?	☐	☐
45. Have differences in academic schedules been recognized and resolved?	☐	☐

	ADDRESSED	NOT APPLICABLE
Other Administrative Matters		
46. Are there supplementary student service fees or levies?	☐	☐
47. If students are charged additional fees, for costs such as travel and accommodation, how will those fees be assessed and collected? If these costs are to be assumed by the institution, have they been built into the budget?	☐	☐
48. Have the parties considered scholarships, loans or bursaries to offset costs to students? What are the eligibility criteria, and how will these awards or subsidies be administered?	☐	☐
49. What is the ratio of academic work completed at each of the partner institutions? Are residency requirements being met? Can residency requirements be waived? If so, by whom?	☐	☐
50. Can students transfer appropriately out and in to the program?	☐	☐
51. Will students be completely under the jurisdiction of one institution at a time, with all of the responsibilities, regulations, and privileges that registration entails? If so, how will conflicts be handled?	☐	☐
52. Have privacy concerns been addressed to the satisfaction of the freedom of information/protection of privacy office?	☐	☐
53. How will the program be promoted to ensure its success (web, print materials, face-to-face)? Who is responsible for publicizing and marketing the program? Are institutional approvals necessary?	☐	☐
54. How will recruitment be managed to obtain appropriately qualified students?	☐	☐
55. How will student advising be managed when considering time differences, cultural issues or limited face-to-face contact?	☐	☐
56. What provisions have been made for the health, safety and security of personnel and students and the security of property (e.g., health insurance, workers' compensation, student discipline, evacuation plan, insurance)?	☐	☐
57. To what extent do the partner institutions share in risk management? Do you or the partnering institution have a risk management or integrated emergency management plan (e.g. business continuity plan, disaster recovery strategies, evacuation plan, and security provisions)?	☐	☐

	ADDRESSED	NOT APPLICABLE
58. Have the implications of offering this program been considered in light of institutional collective agreements? Has appropriate or necessary consultation with agents of the bargaining units occurred?	☐	☐
59. Is it necessary to supply faculty or student housing or to provide reliable advice on the availability and cost of accommodation?	☐	☐
Approvals		
60. Will an MOU, contract, or other legal and ethical documentation been developed? If so, will there be a clause dealing with possible termination? Will there be a "sunset" clause limiting the duration of the agreement? Will there be a review process to deal with the sustainability of the program? What arrangements will there be for dispute resolution?	☐	☐
61. Who has the authority to develop and to sign the MOU? Are the roles, responsibilities and accountabilities clearly described? Is the MOU confidential?	☐	☐
62. Has consideration been given to reporting, approval, and other requirements of Advanced Education and Technology or Campus Alberta Quality Council?	☐	☐
63. If the program is to be offered outside Alberta, has approval in the host jurisdiction been secured? Will the credential be recognized in that jurisdiction?	☐	☐
64. What bodies or individuals need to be informed after the MOU or other formal partnership agreement has been approved?	☐	☐

ANNOTATED BIBLIOGRAPHY

For Institutions in Campus Alberta
Delivering Academic Programs Off-site and Cross-Border

Introductory Notes:

This selected bibliography was developed by a working group established by the Campus Alberta Quality Council and consisting of its Chair and Director together with representatives of the International Education branch of the Ministry of Advanced Education and Technology, and of the Universities of Alberta and Calgary.

The purpose of this selected bibliography is to assist institutions in Campus Alberta in maintaining awareness of current issues in off-site delivery of academic programs and in the internationalization of higher education.

As this reading list is by no means comprehensive or exhaustive, institutions are invited to suggest key additions.

AAUP, CAUT[6] (2009). *On Conditions of Employment at Overseas Campuses*.
http://www.aaup.org/AAUP/newsroom/2009PRS/overseas.htm

> This recent statement by the American Association of University Professors (AAUP) and the Canadian Association of University Teachers (CAUT) assesses the effect internationalization efforts have on the character of higher education in Canada and the United States. While the many positive aspects about international ties of North American colleges are also mentioned in the statement, the AAUP and the CAUT assert that vigilance will be required with regard to the accelerating casualization of the academic workforce in foreign programs, which will take its toll on the quality of instruction and which might adversely affect faculty rights. The statement suggests that institutions have particular responsibilities to employees abroad to ensure fair treatment and wages.

Aboul-Ela, B. and Woodhouse, D. (2009). *Quality Assurance at a Distance*. **A keynote paper presented at the 2009 INQAAHE Conference on New Approaches to Quality Assurance in the Changing World of Higher Education.**
http://www.caa.ae/conference/DesktopModules/presentations.aspx

> Transnational education in various forms has proliferated over the last two decades, and is increasingly driven by economic rationales and motives. These models and practices of transnational education raise questions about the responsibility for quality education in such systems. This paper focuses on issues related to quality assurance of two models of transnational education; namely branch campuses and distance education.

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[6] AAUT = American Association of University Professors, CAUT = Canadian Association of University Teachers

ACE[7] **(2008).** *On the Ground Overseas: U.S. Degree Programs and Branch Campuses Abroad.* **U.S. Higher Education in a Global Context: Working Paper #3. Washington, D.C.: ACE.**

This is the third paper in a series about US Higher Education in a Global Context and it profiles 10 projects by US public and private colleges and universities to establish campuses and programs abroad and the lessons learned. The paper is organized around three themes: origins and drivers, models of delivery, and advice for those considering offering programs abroad. Just before the appendix summarizing each of the ten initiatives, the paper outlines some of the arguments or warnings with respect to such initiatives.

ACE, AUCC, CHEA, and EUA[8] **(2001).** *Joint Declaration on Higher Education and The General Agreement on Trade in Services.* http://www.aucc.ca/_pdf/english/statements/2001/gats_10_25_e.pdf

This declaration was put forward in response to the General Agreement on Trade in Services (GATS), which is a multilateral, legally enforceable agreement covering international trade in services and includes all education services. ACE, AUCC, CHEA, and EUA member institutions declare that they are committed to reducing obstacles to international trade in higher education using conventions and agreements outside of a trade policy regime.

ACE, AUCC, CHEA, and IAU[9] **(2005).** *Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide.* http://www.unesco.org/iau/p_statements/QHE.html

This document addresses higher education institutions, other providers and their non-governmental associations world-wide, as well as national governments and their intergovernmental organizations and lays the groundwork for fair and transparent policy frameworks for managing higher education across borders that are underpinned by a set of guiding principles and a process of dialogue among stakeholders.

ACE, AUCC, CHEA, and IAU (2005). *Sharing Quality Higher Education Across Borders: A Checklist for Good Practice.* http://www.ncahlc.org/download/annualmeeting/07Handouts/Gmon330m_priddy2.pdf

The Checklist for Good Practice is designed to assist post-secondary institutions in designing and assessing their off-campus and cross-border educational initiatives, and to guide them in putting the principles outlined in the statement into practice. These include: capacity building, relevance, accountability and transparency, as well as accessibility and quality (assurance and enhancement).

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[7] ACE = American Council on Education.
[8] AUCC = Association of Universities and Colleges of Canada; CHEA = Council for Higher Education Accreditation; EUA = European University Association.
[9] IAU = International Association of Universities.

Alberta Advanced Education and Technology (2005). *International Education. An Action Plan for the Future.*
http://www.advancededucation.gov.ab.ca/college/international/International_Education_Action_Plan.pdf

> This document articulates the government of Alberta's commitment to internationalization. The Plan outlines a vision and series of principles that extend and strengthen internationalization and set a new course of action for the future. The goal of this action plan is to prepare Albertans for their role in the global marketplace and to profile Alberta as a destination of choice for international students, faculty and researchers.

Bell, D. and Cullen, P. (2006*). The higher education policy implications of globalisation: a quality assurance agency perspective.* **A paper presented at the 20/08/2006/ AISHE Conference on Creating and Sustaining an Effective Learning Environment.** www.aishe.org/events/2005-2006/conf2006/proceedings/paper-19.doc

> The article describes international joint degree programs as the most stirring manifestation of international collaboration between higher education institutions. Arguing that collaborative programs ought to satisfy the same quality standards as single-provider programs, the paper posits that a collaborative program is a partnership and all aspects of the program - including its quality assurance and enhancement - must be handled jointly if the program is to have integrity. It observes that when two or more institutions with different cultures, admissions policies, regulations, appeals and complaints procedures, quality assurance systems, assessment procedures and graduation protocols collaborate to produce a joint programme they must in principle recreate all of the foregoing (regulations, QA procedures, assessment procedures, appeals and complaints procedures) anew for the joint program.

California State University, Fullerton (2006). *Creating international partnerships and programs abroad*. http://www.fullerton.edu/world/faculty_staff/intl_partnerships.pdf

> According to its website, Cal State Fullerton encourages and supports the development of programs abroad under partnerships with other post-secondary institutions and organizations. This publication lists 'the keys to successful partnerships' and discusses the process of developing institutional partnerships, approval steps, as well as curricula considerations. It also has a sample 'International letter of intent/MOU request,' and a sample 'Letter of intent for partnership and cooperation.

Campus Alberta Quality Council (2006). *Academic Freedom and Scholarship Policy.*
http://www.caqc.gov.ab.ca/pdfs/Academic_Freedom_and_Scholarship_Policy.pdf

> One of the Campus Alberta Quality Council's key operating principles pertains to the foundational role of academic freedom in the provision of high quality post-secondary education. This document outlines the expectations Council has of institutions to meet the organizational assessment standards on academic freedom, institutional integrity, and scholarly and research activity.

Commission of the European Communities (2009). *Report on progress in quality assurance in higher education.* **A Report from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions.**
http://ec.europa.eu/education/higher-education/doc/report09_en.pdf

In line with the objectives of the pan-European Bologna Process, the European Parliament and Council have made two Recommendations, in 1998 and 2006, to promote a quality assurance culture in higher education in Europe. This is the first triennial report on progress achieved since the 2006 Recommendation. It analyses the situation at national, European and international level and suggests areas for further development.

Over the past few years, Europe's quality assurance system has developed enormously and many new quality assurance agencies and networks have been created. There is an increased awareness of the European Standards and Guidelines on quality assurance and there are a growing number of agencies which prepare for quality assurance outside their national context. However, the full implementation of the 2006 Recommendation appears to require further efforts in a number of areas:

- Quality assurance agencies are still a relatively new feature in the European landscape. They will need to demonstrate their independence and professionalism to build trust among stakeholders. They will further need to convince their European peers that they offer a sufficient level of comparability, which is important as a precondition for the cross-recognition of degrees and the promotion of student mobility.
- The European Standards and Guidelines could be further developed, to make quality assurance more coherent with the development of the European Higher Education Area (EHEA).
- National quality assurance agencies should be encouraged to develop activities beyond their borders and to seek the recognition of their decisions in other countries, e.g. through conventions of mutual recognition. There may be a need to clarify the portability of national accreditation within the EHEA and also the issue of quality assurance for cross-border higher education within the EHEA. Given the growing importance of joint and double degree courses in Europe, clear principles might be useful to avoid the need for multiple accreditations.
- The international outreach and credibility of the EHEA may be further promoted through cooperation in quality assurance with other world regions.

Daniel, J. (2006). *The Reality of Cross-Border Delivery in Higher Education: Challenge, Myth and Opportunity.* **A presentation by Sir John Daniel, President & CEO, Commonwealth of Learning, at the 03/02/2006 International Investment Forum for Private Higher Education, Washington, D.C.**
http://www.col.org/colweb/site/pid/3568

The article focuses on cross-border delivery of degree programming in developing countries. Giving examples of three developing countries, it argues that the role of cross-border higher education in most developing countries is numerically negligible. It identifies the challenges and opportunities that could enhance the role of cross-border delivery of degrees in developing countries. While the paper emphasis the importance of 'three A's' (accessibility, affordability and availability) of cross-border provision to the developing world, it mentions accreditation and quality of programs just in passing.

Dessoff, A. (2009). *Recruiting's Brave New World*
http://www.nafsa.org/_/File/_/novdec09_recruiting.pdf

The article explores new recruitment strategies adopted by U.S. colleges and universities in response to the current economic climate, and in their efforts to further internationalize their campuses. Institutions continue to participate in college fairs and use alumni, students and faculty in foreign countries for promotion. However, the growing level of competition for foreign student recruitment has led many U.S. institutions to hire agents in foreign countries to recruit students, a practice that has raised much controversy. This article delves into the potential dangers of this strategy and offers some techniques for mitigating the risks.

Fells, R. (2007). *Internationalization and the UWA Business School: A discussion paper*.
http://www.business.uwa.edu.au/staffnet/international/?a=62756

The discussion paper explores ways in which international partnerships could be built. It lists a 'desired profile' of potential partners as well as performance indicators with respect to specific actions to be taken to build effective partnerships.

Gibbons, M. (2002). *Globalization and the Future of Higher Education.*
A paper presented at the 20/09/2002 conference on Globalization: What issues are at stake for Universities? Université Laval, Quebec.
http://www.bi.ulaval.ca/Globalisation-Universities/pages/actes/GibbonsMichael.pdf

This paper argues that globalization leads to a change in the nature of universities, namely the research process. It identifies the need for universities to make a commitment to move from the production of merely reliable knowledge to the production of socially robust knowledge by closer engagement with the wider community, enhanced social accountability, reflexivity and expanded forms of quality control.

International Network for Quality Assurance Agencies in Higher Education (INQAAHE) (2009).
http://www.inqaahe.org/

INQAAHE is a world-wide association of some 200 organizations that are active in the theory and practice of quality assurance in higher education. The great majority of its members are quality assurance agencies that operate in many different ways, although the Network also welcomes other organizations that have an interest in quality assurance in higher education. The website is designed to provide the network and its members with a tool to share information and views, such as the Guidelines of Good Practice and the Glossary of terms.

Institute of International Education (IIE) and Freie Universität Berlin (2009). *Joint and Double Degree Programs in the Transatlantic Context. A Survey Report.* http://www.iienetwork.org/?p=TDP

This report is based on the results of a survey of senior administrators at 180 American and European universities that was conducted from March to June of 2008. It attempts to assess the current landscape of transatlantic degree programs and identifies inherent challenges and opportunities of expanding or developing new joint and double degree programs.

Kayrooz, C., Milne, T., and Ward, K. (2005). *Bringing the best of business and academic practice to bear on offshore evaluation in different cultural contexts.*
http://www.aiec.idp.com/PDF/Kayrooz,%20Milne%20&%20Ward.pdf

> The study explores the growing importance of offshore delivery of degree programs by Australian institutions. It observes that quality assurance processes for offshore programs tend to focus on teaching and learning while paying less attention to the 'continual, iterative, comprehensive and project-based nature of offshore delivery', involving numerous stakeholders and ongoing points of student contact with the home and partner institutions. The study proposes a four-stage model for evaluating offshore delivery of degree programming that suggests a systematic comprehensive approach to addressing all stakeholders and aspects of the experience of teaching and learning as well as all aspects of the evaluative process.

Kinser, K., Green, M. F. (2008). *The Power of Partnerships: A Transatlantic Dialogue.* **Washington, D.C.: ACE, EUA, AUCC.**
http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/pubs/ace/TAD2008_PowerofPartnerships.pdf

> T*he Power of Partnerships: A Transatlantic Dialogue* is the result of a gathering of 28 college presidents, rectors and vice chancellors who met in Vancouver in June 2008. The essay explores five key areas as they relate to partnerships, at home and abroad, and with corporations, non-governmental organizations, and community groups: the motivation to initiate and maintain partnerships; the economics of cooperation; conflicts inherent in cooperation; the role of government; and issues related to the special case of partnerships with the private sector. The essay concludes with an outline of the leadership qualities and institutional characteristics that are vital to establishing and maintaining successful partnerships. This "cooperation checklist" includes having an assessment strategy, a communications plan and mutual trust among partners.

Knight, J. (2004). *Programs, Providers and Accreditors on the Move: Implications for Recognition of Qualifications.* **Background Paper for the Bologna Seminar on Improving the Recognition System of Degrees and Study Credit Points**.
http://www.bologna-bergen2005.no/EN/Bol_sem/Seminars/041203-04Riga/01203-04_Knight.pdf

> The author, a professor of higher education policy in Canada, argues that the rising demand for higher education has contributed to the emergence and growing importance of transnational education programs and providers. The paper defines commonly used terms in transnational education provision and quality assessment and enhancement. It discusses the current complexities of cross-border provision (such as diversity of providers, collaborative arrangements, and accreditors) as well as challenges and implications for the recognition of credentials.

Knight, J. (2009). The internationalization of higher education: Are we on the right track? In: *Academic Matters*. *The Journal of Higher Education*. **Toronto, ON: Ontario Confederation of University Faculty Associations.**
http://www.academicmatters.ca/AcademicMatters_printable_article.aspx?catalog_item_id=1234

> In this article, Jane Knight examines the concept of internationalization in the context of higher education and draws attention to new developments and unintended consequences of this phenomenon.

Stearns, P. N. (2008) *Educating Global Citizens in Colleges and Universities. Challenges and Opportunities*. **New York, NY: Routledge.**

> The author of this book argues that colleges and universities have an obligation to prepare students for an increasingly globally connected world. Stearns, provost at George Mason University, provides a distinctive analysis of the major aspects of global education, including curriculum, study abroad, international students, collaborations and branch campuses, while dealing as well with management issues and options. Citing best practices at a variety of institutions, this book is intended to guide academic administrators and students in higher education at a point when international education issues increasingly impinge on all aspects of college or university operation. The book doesn't argue for a single approach to these issues, but suggests that every kind of college have an obligation to educate "global citizens."

UNESCO (1997). *Recommendation concerning the Status of Higher-Education Teaching Personnel*. **Paris: UNESCO.**
http://portal.unesco.org/en/ev.php-URL_ID=13144&URL_DO=DO_TOPIC&URL_SECTION=201.html

> In order for higher education institutions to produce qualified graduates who are capable of serving the community as responsible citizens and undertaking effective scholarship and advanced research, they require a corps of highly-qualified and talented faculty. This document outlines a range of principles and recommendations institutions should take into account for their 'higher-education teaching personnel', including institutional rights, duties and responsibilities, rights and freedoms of faculty, terms and conditions of employment, etc.

UNESCO (1998). *World Declaration on Higher Education for the Twenty-first Century: Vision and Action*. **World Conference on Higher Education. Paris: UNESCO.**
http://www.unesco.org/education/educprog/wche/declaration_eng.htm

> This document acknowledges the importance of diversification and innovation in higher education for the global socio-cultural and economic development. The aim of the declaration is to provide solutions and guidelines for current challenges and to launch an in-depth reform of the higher education system worldwide.

UNESCO/OECD (2005). *Guidelines for quality provision in cross-border higher education*. **Paris: UNESCO.** http://www.oecd.org/dataoecd/27/51/35779480.pdf

> In December 2005, UNESCO and OECD released proposed guidelines for countries, accreditors and colleges to use to ensure quality in programs that cross national borders. While the

guidelines are not mandatory on anyone and do not go into much detail, they are among the most significant efforts to date to expand quality control in higher education beyond any one single country. With more educational institutions than ever before offering programs outside their home country - either through physical campuses or online - students are "more vulnerable to low-quality provision and disreputable providers of cross-border higher education," says the introduction to the Guidelines. The introduction also notes that while, for some developed nations, the challenge is extending their accreditation or other quality-assurance mechanisms internationally, many developing countries do not have much of a system to begin with, even for evaluating quality at home. As a result, the organizations called for more "capacity building" in such countries.

In terms of international education, the report offers guidelines for governments, colleges, students, and accreditors.

University of Western Sydney. (2003-2009). *International partnerships for academic cooperation.* http://policies.uws.edu.au/view.current.php?id=00106

In this document, the University of Western Sydney emphasizes its commitment to international partnerships in the delivery of its degree programs. The document discusses the purpose and context of such partnerships, and gives guidelines to the types and contents of agreements, formal requirements, and procedures.

University World News. The global window on higher education. (2009). http://www.universityworldnews.com/forms/subscribe.php?mode=subscribe&publication=UWorld

University World News is a newspaper and website dedicated to providing coverage in the field of international higher education. Supported by experienced education journalists, and aimed at higher education readers worldwide, it is offering a weekly emailed newspaper plus access to a dedicated news website.

van de Water, J., Green, M. and Koch, K. (2008). *International Partnerships: Guidelines for Colleges and Universities.* **Washington, DC: ACE.**

This report is the second publication of the series *U.S. Higher Education in a Global Context* of the American Council on Education (ACE). The report explores the 'fundamentals of planning, developing, and implementing international partnerships.' It further outlines a range of aspects institutions should take into account when establishing partnerships, including leadership, support, budget issues and the potential for long-term growth, and provides practical advice on implementing each step in the process. In addition, the appendices of the publication provide sample agreements covering different types of partnerships. The authors rightly observe that "Today's context for international partnerships has both heightened their importance and created new challenges."