Collaborating for knowledge exchange in multi-campus universities in Australia and China

Special acknowledgement & xie xie ni 😊
Tin Ka Ping Foundation
HERDSA 2014 event committee, colleagues in Oz, UK & China

Dr Fleur Fallon School of Tourism Management Sun Yat-sen University Zhuhai campus
Overview: 1. The questions

2. The context

3. Challenges of unit delivery

4. About quality

5. Partnership models – so what?

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The questions

1. What supports collaborative relationships in multi-campus universities?
2. How to define and apply ‘equivalence’ and ‘standards’?
3. So what?
As a unit co-ordinator, are you:

- ‘sinking in the sand’ (L. Smith, 2009);
- In the ‘swampy lowlands’ (Schön, 1995);
- At the ‘coal face’ (Nagy, 2011);
- or in ‘the field’ (Gill, Adams & Eriksen, 2012)?

- **What are you learning from your students?**

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Are your students excited about their learning?

How about you?
Global context

Increasing

• demand for higher education -7m+ China
• international student mobility -7m-2020
  • diversity
  • technology -accessibility
  • speed of communication
Defining multi-campus university

- City-suburb satellite
- Interstate
- Regional-rural
- International-offshore

Home Campus

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On method

1. 8 years of experience as unit co-ordinator- 5 units, 3 institutions 2004-2012; 2 jvs in China; 1 in Australia [China experience since 2000]


3. Literature review for Williams (2013) report on multi-campus unit delivery for OLT, Australia
<table>
<thead>
<tr>
<th>STRATEGIC CONTEXT</th>
<th>SYSTEMS</th>
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<tbody>
<tr>
<td>1. Rural</td>
<td>5. Technology</td>
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<td>2. Social-economic status</td>
<td>6. Assessment</td>
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<tr>
<td>3. International</td>
<td>7. Quality assurance</td>
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<table>
<thead>
<tr>
<th>TEACHING PARTNERSHIPS</th>
<th>LEARNING (STUDENT) ENGAGEMENT</th>
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<tbody>
<tr>
<td>9. Internal</td>
<td>13. Attraction</td>
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<td>11. Curriculum design</td>
<td>15. Retention</td>
</tr>
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<td>12. Unit delivery</td>
<td>16. Performance outcomes</td>
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<td></td>
<td>(See Williams, 2013)</td>
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About quality assurance

What?

Why?

How?
### About quality: measuring a dynamic phenomenon

<table>
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<tr>
<th>Threshold ‘minimum’ standards Equivalence?</th>
<th>Trust Relationships? (Themes 1,2,3,4)</th>
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<tbody>
<tr>
<td>Values</td>
<td>Expectations –home / local? Teachers / students / industry</td>
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<td>Local v global?</td>
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5 partnership models for multi-campus unit delivery

A. Reluctance to co-operation
B. Prescriptive conformity

C. Skepticism to ‘passing the grade’
D. Autonomy, but equivalence?

E. Co-operation; feedback welcome—towards collaborative partnership
Collaborative leadership; shared power; listening; creative thinking, OB class March 2014
Aiming for shared outcomes: Higher than minimum... so that Creativity & innovation are enhanced... for stronger graduate attributes & outcomes.

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SYSU STM
Graduate attributes

- Passionate
- Creative thinkers
- Collaborative
- Responsible
- KNOW-HOW
Conclusions: adapt to dynamic reality

Knowledge transfer --> exchange --> co-create new reality


Develop trust; discuss ‘what are the learning outcomes we seek?’

How can that best be done in the local situation?

What can we learn from our students to adapt the concepts & materials to their local situation...so that standards are not compromised ... and outcomes are enhanced?
Recommended reading


See paper for other references, especially Nagy (2011) and Williams (2013).