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Internationalizing the curriculum: the implementation experience in a Faculty of Business and Economics

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Curriculum internationalization is a strategy adopted by many universities as they prepare their graduates for employment in the global economy. This paper is a case study of the organizational change involved in one institution's (Monash University, Melbourne, Australia) attempts to implement curriculum internationalization in the foundation subjects in the six core business disciplines. The Faculty of Business and Economics at Monash, in encompassing five Australian and two offshore campuses and three families of degrees, presents both an opportunity and a challenge in implementing curricula change. The multi-campus structure provides the opportunity, while the challenge is the number and geographic dispersion of the teaching staff, along with differing academic cultures. In this paper, we discuss organizational change as it accompanies the curriculum internationalization process, and the responses of the discipline-based teams to the curriculum internationalization objective. We identify significant staff and faculty issues requiring consideration in the change that accompanies curriculum development, such as the powerful effect of the traditional notion of academic autonomy, and the need for continued resources to support the changes.

Keywords: business education; curriculum; implementation; internationalisation

Introduction

In response to the challenge to prepare graduates for employment in 'the global economy' where they may work internationally, many universities have adopted a strategy of 'internationalizing the curriculum'. However, curriculum internationalization is a multidimensional concept that can be defined and, therefore, approached in several ways. Some universities adopt a pragmatic approach, seeking to gain or entrench advantage in a competitive environment through offering a curriculum relevant to a larger number of students worldwide, or developing competencies that allow graduates to operate in an international environment (Laughton & Ottewill, 2000; Whalley, 1997). An ideological approach may prevail where it is important to prepare graduates with lifelong learning skills for the largely unknown but increasingly inter-related future world. The motivation for curriculum internationalization may encompass both these aims.

Recognizing the multiple internationalization approaches, there is a substantial literature on the dimensions of curriculum internationalization in schools of business and commerce (Crosling & Martin, 2005; Crowther et al., 2000; Edwards et al., 2003; Whalley, 1997), external variables influence its adoption (Beamish & Calof, 1989; Green, 2002; Toyne, 1992), organizational issues in implementing curriculum internationalization (Cavusgil, 1991; LeBlanc, 2007; Palmer, 2006; Scherer et al.,

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2000; Trevino & Melton, 2002) and issues in measuring the adoption of curriculum internationalization, as well as the performance of educational institutions that have internationalized their curricula (Gniewosz, 2000; Kwok et al., 1994). There have also been several attempts to develop models and typologies of the curriculum internationalization process (Edwards et al., 2003; Kwok et al., 1994; Whalley, 1997). The typology by Edwards et al. (2003) has three levels: Level 1, international awareness; Level 2, international competence; Level 3, international expertise.

This paper is a case study of one institution's (Monash University, Melbourne, Australia) attempts to implement curriculum internationalization in the foundation subjects in the six core business disciplines. The Monash Faculty of Business and Economics presents both an opportunity and a challenge in implementing curricula change. Operating on five campuses in Australia and two offshore (Malaysia and South Africa), in partnership with a variety of other tertiary institutions (mostly in Asia) and through distance learning, it encompasses three 'families' of degrees. This structure and the large number of international students on Australian campuses provide the opportunity. The number and geographic dispersion of teaching staff, along with differing academic cultures arising from the origins of the multicampus structure, provide a challenge to the collegial processes of managing change in a university. In addition, academic staff at Monash, as with their colleagues at other Australian universities, have faced increased workloads and pressure to conduct research, limiting their commitment to curricula matters. Although the empirical results of the project are mainly limited to Level 1 of the Edwards et al. (2003) typology, of developing international awareness, in discussing our experiences in this paper, we identify significant staff and faculty issues for consideration in the organizational change involved in curriculum internationalization. We conclude that although the curriculum internationalization project reflected positive aspects of organizational change such as careful planning, resources and the involvement and support of academic staff are critical. However, staff resistance may occur in that participation in the programme may be seen as contravening traditional notions of academic autonomy.

Curriculum internationalization

Underpinning the case study examples is the view that curriculum internationalization is a response to 'internationalization' of society, referred to broadly as globalization. Although globalization involves increasing international interconnectiveness in all aspects of contemporary life (Held et al., 1998), the three forms discussed by Room (2000) are market, political and social. The effects of globalization have been far-reaching and profoundly affected the governance and management of universities (Peters & Roberts, 2000; Pratt & Poole, 2000), including the development of curricula (Fugate & Jefferson, 2001). Kedia and colleagues (2001) suggest that business schools have a special role in inculcating an appropriate global mindset, knowledge base and skills.

The tendency in the literature on curriculum internationalization, as a response to globalization, has been to emphasize the attributes for graduates to operate internationally (Francis, 1993; IDP Education Australia, 1995; Whalley, 1997). These have been overviewed by Edwards et al. (2003), where it is argued that the literature provides limited guidance on curriculum internationalization. The

approach by Edwards and colleagues' (2003) links the aims of curriculum internationalization and the subject curricula. Their typology identifies teaching strategies and methods for use at various levels of internationalization. For example, the first typology level of developing 'international awareness' through encouraging reflective approaches, involves infusing the curriculum with international examples, cases and perspectives. The second level of 'international competence' 'involves building cross-cultural interaction into the formal and informal experience' (Edwards et al., 2003, p. 190) of university life. This level demonstrates the change in students' perspectives that has occurred, as reflected in adaptation of their projects to reflect other cultural perspectives. The final level of 'international expertise' through foreign language study and exchange programmes immerses students in global settings, so they can 'consolidate the international literacy that has developed through the previous two levels' (Edwards et al., 2003, p. 191).

Implementing curriculum internationalization

Toyne (1993) argues that it is not easy to internationalize the business administration faculty because developing new graduate attributes and strategies/methods for achieving them requires organizational change; that is, academics need to teach different materials in different ways, involving time-consuming changes that may be perceived to result in some loss of academic independence and autonomy. These changes are implemented when academics are increasingly frustrated with increased lecturing and administrative or organizational workloads, and pressure to do more research (Gillespie et al., 2001; Winter & Sarros, 2002).

Organizations, like living creatures, tend to be homeostatic (Goodstein & Burke, 1997) and, according to Lewin (1991), must be 'unfrozen' for change to occur. Carnall (1997) identifies three conditions for effective change: *awareness* (understanding the need for change); *capability* (people must feel that they can cope with new situations); and *inclusion* ('ownership' of the change process, a credible commitment of managers, understanding of accountability and reward systems). Dirks et al. (1996) relate the degree of 'psychological ownership' of individuals for an organization to three types of change alternatives: self-initiated/imposed; evolutionary/revolutionary; and additive/subtractive. An individual's disposition towards change is positively related to psychological ownership when the change is: (a) self-initiated; (b) evolutionary; and (c) additive. Conversely, the individual is negatively disposed towards change when it is imposed, revolutionary or subtractive. Burnes (1996) identifies two types of organizational change; planned and emergent. The first of two further categories of planned change is based on action research, where change occurs through the collection of data, feeding the data back into the organization, making appropriate changes, observing the results – and so on. The second type of planned change recognizes stages that the organization must pass through in planning and implementing change and identifies the activities at each stage. The emergent change model takes a less structured view of change management, arguing that, in a rapidly changing environment, change should be organic and continuous.

The theories of organizational change can be used collectively to develop practical checklists for change management. For example, Wasson (2004) identifies five steps: Understanding what needs to be changed; clearly defining the change

process; resourcing the process properly; ensuring people understand the need for change; recognizing resistance and learning from staff concerns (Piderit, 2000); and management commitment and leadership.

In implementing change in a university environment, Lewis' (1994) longitudinal case study is of an Australian college of advanced education undergoing transformation to a university, with the related pressure for staff to publish more research. Although there was widespread opposition to the change, the organization performed well according to the stakeholders' criteria, suggesting that culture and attitudes do not necessarily correlate with performance when the change is perceived by staff as important and inevitable. Trowler (1998) states that in the change process, understanding pre-existing staff attitudes is required and addressed. He argues that a 'bottom-up' as well as 'top-down' approach develops a shared vision by staff and management, and commitment to the change. This is facilitated by 'hands on experience' and 'room for experimentation and adaptation' (Trowler, 1998, p. 153).

An approach such as Trowler's (1998) confirms the view that academics value autonomy and may be especially resistant to imposed change. Individual staff members usually have a high degree of autonomy in the subjects they teach and may see any change (such as curriculum internationalization) as subtractive, especially if their psychological ownership of the subject/course/department/faculty is high (Dirks et al., 1996). At the same time, universities are collegial institutions, and as change management tends to be collective, planned and evolutionary, it might be expected that academics should respect evidence-based change and, thus, the appropriate model is action research.

Curriculum internationalization by business discipline

The core disciplines in business degrees include economics, management, marketing, accounting, commercial law, and a quantitative methods subject. Some disciplines such as management and marketing are more culturally embedded and, therefore, more amenable to curriculum internationalization than others. Furthermore, professional and industry bodies influence curricula matters, such as professional accounting, where, in most countries, they contribute in establishing and monitoring accounting curricula, with a domestic rather than international focus. However, the American Assembly of Collegiate Schools of Business (AA CSB) has advocated curriculum internationalization since the 1980s (Sharma & Roy, 1996).

Overview

Of the commonalities and differences in the curriculum internationalization literature across the six disciplines, one commonality evident in the (mostly US-oriented) literature is a lack of interest, and limited real achievement. Another commonality is the influential argument of professional and accrediting bodies for increased internationalization, but also coverage of country-specific issues (especially accounting and business law). Differences in curriculum internationalization philosophy are that, in economics, one concern is the parochial nature of economics courses that do not reflect the increasing economic interdependence of nations (e.g. Stiglitz, 1993). Another viewpoint is economics enabling students to make decisions and solve problems in differing contexts (LeClair, 1995). In management, the emphasis is on changing attitudes or orientations. For example, management courses

have a role in inculcating an appropriate global mindset, knowledge base and skills (Kedia et al., 2001). Similarly, Dufour (1995) comments on the increasing cultural rather than technical emphasis on management in Europe. In accounting and marketing, the priority is adding international topics to the curriculum. For accounting in particular, this process is strongly influenced by accrediting bodies (Rezaee et al., 1997).

Economics

In the USA (the source of most business textbooks, underpinned by the 1970s 'closed economy' assumption, which is less relevant in the more open, global circumstances of today), international issues have not been prominent in economics courses. Stiglitz (1993) states that although this may have been reasonable given the size of the US domestic market and the lesser relative importance of the international marketplace at the time, a new approach is now required. Curriculum development and international issues at all levels of economics study are required for graduates to understand global issues (Stiglitz, 1993), such as global warming and ozone holes as externalities, and the cost of international peace forces as public good and free-rider problems. Fuess (2001) notes that in Japan, issues such as trade disputes with other countries, and ensuing controversies over treatment of foreign workers underscore the importance of global perspectives to the Japanese economy.

Kedia and colleagues (2001) argue that managers with economic *and* international perspectives are positioned well to assess national and regional economic development policies, and develop strategies to avoid negative economic consequences. Furthermore, micro-economic understandings are important, as many countries increasingly engage in privatization and economic liberalization. LeClair (1995) argues that the economics of organizations and management in international contexts in the economics curriculum develops students as potential managers who can operate in a range of environments.

Management

Much of the literature of internationalization concerns MBA programmes, aiming to prepare the 'international manager' with functional and cross-cultural competencies, and knowledge of international markets, finance and strategy (Howe & Martin, 1998). Although these approaches involve a higher-order level of internationalization than is the focus of this paper – level three according to Edwards et al.'s (2003) typology – a common concern is the 'international manager' not being the conduit of 'best practice', as defined by Western management gurus (Howe & Martin, 1998), or uncritical proponents of Western management fads.

Curriculum internationalization is more advanced at the graduate level, as seen in case studies by Harvard and other universities (Sharma & Roy, 1996), and simulation exercises are popular for developing international themes (Klein et al., 1993). Stiglitz's (1993) observation that economics textbooks relegate international matters to a low profile is interesting in that it matches Ahmed and Krohn's (1990) observation that most management textbooks devote only a chapter or so to international topics, rather than integrating an international approach throughout.

Accounting

Rezaee and colleagues (1997) found that due to the globalization of economies, cross-border capital financing and free trade agreements, accounting graduates need international skills. Beed and Shooshtari (1998) express concern that accounting lags areas such as marketing and management in curriculum internationalization, and present options to overcome this. The first is the introduction of additional, separate courses in international accounting; second, an international dimension added to existing subjects. The third is a major or minor to the area. They see the drawback of the first as the isolation of international skills from their application, whereas the second option provides too little, unintegrated international knowledge. The third option is weakened by a limited number of students being exposed to the knowledge.

Rezaee and colleagues' (1997) survey found that, although practitioners favoured a separate international accounting course, some academics preferred a separate course, and some the cross-curriculum integration of international accounting. Adhikari and colleagues' (1999) survey of US and international business schools on accounting curricula internationalization concluded that, although more progress is evident at the graduate rather than the undergraduate level, there was room for improvement. The major obstacle for both the US and non-US respondents was the 'overcrowded curriculum', and an overload of domestic content is a major issue with the proliferation of new accounting standards. Simultaneously, the globalization of business pressures the accounting profession to adopt International Accounting Standards.

Business law

Driven by globalization and information technology advances (Roorda, 1993; Sanchez, 1997), academics increasingly recognize that law practice is becoming internationalized. Evidence is the growth of internationally accepted forms of dispute settlement, the reduction of legal barriers to working in foreign jurisdictions, and convergence of practices of different legal cultures and systems (Roorda, 1993). Furthermore, the laws of other nations contribute in diverse areas, such as the operations of multinational corporations (MNCs), trade practices and charges of human rights violations (Bollag, 2001). International law now includes regulation of different nations' transactions and relationships between companies, creating interpretation and implementation problems due to conflicting legal systems and cultures. The issue is not about language per se, but each party's inaccurate assumptions about the other's thinking on a problem. Hence, lawyers dealing with cross-border problems increasingly require knowledge about a legal system's operation within a culture to understand the application of the laws (Murray, 2001; Roorda, 1993; Sanchez, 1997). To prepare students as effective practitioners, law schools need to include foreign law studies in the curriculum (Sanchez, 1997).

Students also need to discuss legal issues with students in other countries in order to foster an open mind about different ways of doing things (Murray, 2001). Sanchez (1997) suggests that they learn about other nations' legal structures and terminology, in the context of culture. One law school has a Global Law School Programme (Sanchez, 1997), and uses foreign law examples in the basic curriculum, such as contrasting American and German expert witnesses (where each side enlists its own in the former, and where the judge appoints a single expert from those nominated by

the two sides in the latter). Other law schools are acknowledging the need to internationalize the curriculum (Bollag, 2001) and, according to Murray (2001), success depends on both Faculty interest and administrative support, and the most important factor is student interest.

Although the literature on business law curriculum internationalization is limited, issues are similar to those facing accountants. International examples and specialist international subjects can enrich the curriculum; however, the space for commercial law in a business course is limited due to competition from other disciplines, with pressure from professional bodies to include more local content.

Marketing

Although marketplace globalization of consumer and industrial products should render marketing as the most 'international' of the business disciplines, there is limited literature about marketing curriculum internationalization. Most basic marketing textbooks are American, and although a trend towards more international examples, 'boxes' and the like is noted, their home market is still strongly the focus. However, international marketing has emerged as an elective in most business programmes. Tyagi (2001) identifies four approaches to internationalizing marketing curricula: (1) Integrating international material into existing marketing courses; (2) Specialist international marketing subjects; (3) Specialist marketing subjects integrated with other 'international' subjects (e.g. a foreign language); and (4) 'Hands on' approaches, such as internships. These correspond roughly to the typologies developed by Edwards et al. (2003), and others.

The USA business school surveys show that most marketing departments reflect a relatively low level of curriculum internationalization, mostly in raised awareness of the international marketing environment through marginal changes in the introductory marketing subject, and satisfaction with this is relatively high (Andrus et al., 1995; Tyagi, 2001). The lack of an internationally oriented faculty was seen as the main barrier to internationalization.

Quantitative methods/statistics

The principles and application of statistical methods might seem universal, and curriculum internationalization in business statistics limited to ensuring culturally diverse examples and applications. It seems that business statistics teachers in business faculties are not interested in curriculum internationalization. Although there is some literature on designing business statistics subjects that are relevant to the course overall (e.g. Krehbiel & McClure, 1993), we found no literature that specifically addressed curriculum internationalization.

Internationalization of the first-year business subjects: process and subject case studies

Overview

To summarize our discussion so far, curriculum internationalization requires students to develop global mindsets and attributes to operate internationally, as well as organizational change, as staff are required to teach different material in a different way. For the success of such change, planning is required; staff need a sense

of psychological ownership by self-initiating changes, which is evolutionary and additive, rather than subtractive. A definition of the change is required, a process, resources, understanding of the need for the change and understanding of staff resistance, so that the change is perceived as important and inevitable. In our business faculty, the features outlined above had to occur across a range of disciplines, where, generally, staff showed an initial lack of interest in internationalization.

The three major approaches to organizational change and curriculum internationalization relevant to our following discussion of the first-year subjects is shown in Table 1 below.

Process

Initially, the project included only two subjects, economics and management, and focused on one degree, the Bachelor of Business and Commerce (B.Bus.Com.). Of the six project objectives, the most important of these for this paper were:

- Develop two of the Bachelor of Business and Commerce's six core subjects in flexible learning mode, utilising interactive multimedia (IMM).
- Internationalize the subjects' curricula to reflect the international diversity of the Monash global group of campuses.
- Achieve the commitment of academic and administrative staff on offshore and Australian campuses by involving as many as possible in project implementation.

The project was later extended to the remaining four core subjects. Although initial discussions occurred about the curriculum internationalization objective, developing technology to support flexible learning was seen as equally important, and accounted for the largest share of the project budget.

Project strategies

The organizational change was carefully planned. A Project Manager and Subject Leaders for the first two subjects were appointed at the project's inception. Inclusive cross-campus Subject Teams were established, facilitating psychological ownership and, to some degree, a 'bottom-up' approach. The change process was defined, with

Table 1. Perspectives in internationalization of the first-year business subjects.

| Perspective | Stages and requirements | Stages and requirements | Stages and requirements |
|-----------------------|--|---|--|
| Edwards et al. (2003) | Stage 1 Curriculum internationalization: international awareness | Stage 2 Curriculum internationalization: international competence | Stage 3 Curriculum internationalization: immersion in global Setting |
| Carnall (1997) | Change requirement 1: awareness | Change requirement 2: capability | Change requirement 3: inclusion |
| Dirks et al. (1996) | Change requirement 1: self-initiated | Change requirement 2: evolutionary | Change requirement 3: additive |

the first stage focused on internationalizing the curriculum, followed by flexible delivery and multimedia developments to reflect the internationalized curriculum.

Cross-campus teleconferences were held early in the project to strengthen the teams, explain the project's purpose and establish management procedures. After six months, team members from all campuses met in Melbourne for a two-day workshop. Emphasizing the importance of the project's mission and, to some extent, the inevitability of the change, this workshop was attended by the Dean and Department Heads and opened by the Deputy Vice-Chancellor (Academic and Planning). The teams reviewed subject content with the objectives of: (a) standardizing across the three families of degrees; and (b) internationalizing it.

'Standardization of the curriculum' refers to establishing common topics, the previous lack of commonality reflecting the diverse histories of the university's campuses. Allowing for experimentation and adaptation, individual teachers can operate in a self-initiated way, emphasizing particular topics, giving their particular perspectives, and relating the material to their local context. Simultaneously, common learning objectives and a common exam maintain a degree of standardization. Student choices in exams allow for variation in emphasis, and questions involving examples allow students to choose local or international cases. Where this context provides insufficient flexibility to cater for local needs, different subjects are developed, an option mainly taken up by law units. To provide further flexibility, the equivalent core units in the three families required only 80 per cent commonality in topics.

Following the workshops, the two Subject Teams worked to achieve the curriculum internationalization objective – their experiences are discussed in the sections below. At the project's conclusion, we interviewed the Subject Team Leaders, Heads of Departments and representatives from related support services on their views of the project's overall success, difficulties in implementation and future directions.

Case study 1: economics

Efforts initially faltered as the Subject Team demonstrated some resistance, arguing that economics was already internationalized with constant principles that apply to all national contexts.

However, a change emerged, perhaps reflecting the team members' increasing sensitivity to internationalization. As economics is taken by first-year students on all campuses, it needed to be relevant to all students, rather than imposing the Australian curriculum in a colonial-like manner. As a 'bottom-up' response to the internationalization rubric, this response was in line with the first stage of raising international awareness of the Edwards et al. (2003) typology. It assisted offshore staff to develop ownership, as international examples of the economics principles would be incorporated in the teaching. With the Australian students, international examples, especially from countries where the university has a significant presence, would provide for inclusion and make the subject content relevant to students' situations. The international examples would raise the international consciousness of the Australian students. A change in the teaching was necessary to ensure that the examples did not function gratuitously, and the class discussion of the international examples invited students to reflect on similarities and differences as the economics principles were applied in different contexts.

The aim was to transform students' attitudes so that they expected diversity, could benefit from it, to render the subject relevant and, hopefully, enjoyable. Problem-solving was developed as an internationalized perspective underpins students' abilities to evaluate problem solutions in the globalized environment.

Case study 2: management

The team focused on the subject's theory in order for students to develop diverse perspectives. Reflecting an awareness of the need for the change, the Subject Team was critical of the textbooks, and were aware that management theory arises largely from the US and Western countries. Despite a lack of examples from other cultural settings, the team wanted students to become aware of the origins of the theory, implicitly raising their international awareness. Furthermore, the team perceived that this approach demanded critical thinking abilities, which were written into the subject's objectives and implemented in the teaching.

Further demonstrating recognition of the importance of the change, the Subject Team acknowledged that critical thinking could be problematic for the first-year students, and that it requires a wide view, so students would benefit from developing broad perspectives. The multimedia developments supported this, and two innovative and interactive learning tools were developed. The first, an interactive 'tree of knowledge', assisted students to develop an overall perspective through presenting an integrated history of the development of management theory. The second tool focused on the relevance of management studies to everyday business operations, and for students to appreciate the diversity of contexts and management responses. A survey was developed that students administered to a manager in their community, the results were collated in the multimedia programme, and could be sorted and cross-referenced according to various criteria, such as managers in overseas countries, at particular management levels, and by gender.

Other subjects

For accountancy and business law, the requirements of Australian professional bodies for course accreditation were primary. This is in accordance with the research reported in the section 'Curriculum internationalization by business discipline'. These result in significant differences in the accounting curriculum for the South African campus and Australia and Asia. The objective of the flexible learning materials interfaced with the curriculum internationalization objective in that electronic media can facilitate the use of international examples and comparisons, and provide for different learning preferences. A good example is business law, in which the importance of the change was recognized, and focused on teaching and learning for the large non English-speaking background student population. The provision of learning through different modes requires students to expect and cope with diverse approaches. A fully integrated electronic presentation of the subject was developed, with the multimedia learning tools attached to the platform, and integral to the subject. The tools aimed for students to develop appropriate study and writing approaches. For instance, the problem question scenario was produced in video form, appealing to students who prefer visual rather than written communication, and normalized, to some extent, the presence of legal issues in general contexts. In the videos, the English language used was accessible to all students, avoiding

colloquial and idiomatic language, and the video characters represented different ethnic backgrounds.

The Business law and taxation internationalization approach was inclusive and pragmatic. The innovative teaching and learning methods and tools widened students' horizons, as well as assisting students from diverse backgrounds to participate actively in their learning with other students, whether face-to-face or through electronic means. This exposes all students to a variety of styles and approaches, raising awareness of diversity and the ways that issues, topics and problems may be addressed.

Commitment to curriculum internationalization was low for the remaining subjects. Although overly colloquial language and examples were seen as inappropriate, further curriculum internationalization was not a high priority on the grounds that: (a) subject content was universal; or (b) it was already sufficiently internationalized.

Implementation issues

In this section, we discuss the findings from our project and, in doing so, provide guidance for others who are in the process of curriculum internationalization.

To recapitulate, the key issues in managing university change that emerge from the literature in the section 'Implementing curriculum internationalisation' are:

1. People respond positively to change when: they understand why it is required; they can cope with it; and they have 'ownership' of the change process.
2. Senior management must be seen as committed to the change, through leadership and the provision of resources.
3. Academics value autonomy on curricula matters, especially with individual subjects.
4. Australian academics are frustrated with increased administrative and teaching workloads and are under pressure to research more.

The workshops brought together staff from all Australian and offshore campuses to understand the change and discuss its meaning and form for their subject, thereby participating in and owning the change. The purpose of the workshops was to involve as many staff members as possible and to demonstrate to the team the Faculty and University commitment to the project. However, the autonomy issue surfaced early and requires consideration by others as they internationalize their curriculum. Several academics argued strongly that individual academics should decide how 'international' their subjects should be.

The individual subject leaders (who were funded for time release) were diligent in their attempts to internationalize the curriculum and develop flexible learning materials. However, apart from the initial workshops, the involvement of other academic staff was limited and is explainable by work pressure and the need to research and publish. Most held neutral attitudes on the project's value and were happy to leave the work to someone else. A small proportion was strongly negative and such attitudes need consideration in the process. For example, two academics saw a more sinister objective for the project – the 'Taylorisation' of teaching and learning (Schapper & Mayson, 2004). Although one project objective was to

standardize subject topics (as discussed above) for 80 per cent commonality between core subjects in each of the six disciplines, the other curriculum internationalization objectives, flexible learning and involvement of academic staff from all campuses, aimed to facilitate rather than constrain diversity.

Although not explicitly stated, the idea behind this type of project is that, if successful, it provides a 'demonstration effect', leading to more widespread adoption across the University. However, demonstrated success in a pilot is only one variable influencing innovation adoption in organizations. As well as leadership and continuing financial commitment by Faculty and University management, individual academics must be convinced that teaching and learning innovation does not threaten their continued employment, contributes to advancing their careers (relative to, say, research), contributes to improved learning outcomes, and can be implemented in a cost-effective way.

We interviewed Department Heads and Subject Team Leaders at the completion of the project. As might be expected, their attitudes were quite positive and welcomed the positive course curricula developments and efforts to build team relations. However, the Subject Leaders were concerned about some of their colleagues' lack of involvement, which we have explained earlier. Incentives for involvement may overcome such issues in the future.

Conclusions

Despite the social challenges posed by globalization, the importance of international skills and knowledge is widely accepted. A commitment to global issues, such as human rights and environmental protection, the capacity to empathize and communicate with people of different backgrounds, and the ability to feel at home everywhere, are attributes that will assist the current generation of university students as they make their way in the world. Hence, universities have revised their aims and objectives to incorporate international skills and knowledge as core graduate attributes. However, little work has been done to translate this new priority into curriculum documents and teaching practice.

This paper has reflected on and described one institution's attempts to introduce curriculum internationalization and the development of flexible learning materials that facilitate it. In doing so, guidance has been provided for others as they engage in curriculum internationalization. The project was concerned with six core subjects (the curriculum internationalization component was pursued in depth for only two). This represents a small first step on the first of the three stages proposed by Edwards et al. (2003). The pilot projects for the two subjects for which curriculum internationalization was the primary objective (economics and management) showed that students appreciate the effort and that their learning opportunities were enhanced.

Academic staff closely involved with the subjects were also generally positive but, other than the subject leaders, were unwilling to commit much of their time. Although we lack objective attitudinal information of other academics, our impression is that their views are generally neutral or positive, but not strongly held. There are many things on their minds, in particular, the need to produce more published research. At the same time, the Faculty and University have pressed ahead with other aspects of internationalization. For example, a growing proportion of the

student population participate in university-funded study abroad programmes, and a programme to support short-term, international staff exchanges has commenced. Although adding international opportunities of this nature is relatively easy, curriculum change, involving large numbers of staff and students, is a difficult process. It confronts the same constraints of those introducing change in any large, complex organization and, therefore, has to be carefully planned, well resourced and have the involvement and support of the academic staff.

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