Re-imagining Internationalization Efforts in Professional Schools

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Presentation Overview

Internationalization or Globalization: Does it make a difference?
Moving toward Globalization using the Multinational Firm Framework (away from the hub and spoke model)
Internationalization Efforts of Business Schools and the Impact on Professional Schools
Scott (2000)

– “While, Internationalization and Globalization are often used interchangeably, they are quite different and in many ways opposed.”
Internationalization or Globalization: Does It Make a Difference?

De Wit (2002)

-- Globalization is the “catalyst while Internationalization is the response, albeit a response in a productive way.
Armstrong (2007) --

• Globalization, as used in the corporate world, most often describes a process in which modularization of production (from conception through sales) is joined with state-of-the-art information technology and decreasing national trade boundaries to enable an optimization of production and distribution.

• This powerful approach, in which parts of the product cycle can be carried out in different locations using the best providers to be found globally, has fundamentally changed much of industry around the world.(p.131-2)
• While Internationalization of HEI’s is most likely a precondition for Globalization, there is no reason to believe that developing and implementing international activities will lead to a truly global college or university.

• The chasm between what is normally thought of as Internationalization and creating a globalized HEI still remains large, regardless of whether or not there are agreed upon definitions of Internationalization and Globalization.
In effect, colleges and universities are striving to become global institutions through a variety of activities, programs and initiatives often termed either Internationalization or Globalization.

Professional Schools have a particularly important role in this effort with business schools leading the way.
Using a Multinational Firm Framework

Globalization

Multinational Mode

Internationalization (Hub-and-Spoke)

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• Most of the efforts of HEIs do not fit the Globalization mode, but rather can be classified as similar to the corporate hub-and-spoke model or to an emerging but still to a lesser extent, the multinational mode.

• Transnational higher education resembles “an older, hub-and-spoke model of the industrial revolution of home country manufacture with international distribution, and international supply of raw materials brought back home to manufacture.” (p. 132)

• Armstrong notes the similarity of this process to what has and continues to occur in higher education, “with students and faculty sent to foreign partner organizations to briefly study or do research and then return to enrich the home institutions with what has been learned, and foreign students recruited to study at the home institution.” (p. 132)
Armstrong (2007) --
Compares corporate Globalization efforts to similar efforts in higher education.

- A relatively small number of higher education institutions have moved beyond the hub-and-spoke model to what might be called the multinational mode by setting up offshore degree programs granting degrees and programs, often in partnership with some local entity.
Examples of Multinational Mode and Globalization (Modularization) Mode

- Across institutions or other organizations
- At the institutional level
- At the academic program level
Categories/Levels of Internationalization Efforts

- Across institutions or other organizations – Global Networks
  - APRU (Association of Pacific Rim Universities)
  - Institute of International Education
- Individual Institutions
  - Various examples (NYU in Abu Dhabi)
- Academic units
  - Best examples come from business and management programs and engineering programs
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Re-imagining Higher Education in a Global Context

<table>
<thead>
<tr>
<th>Classification of Activities</th>
<th>Selected Examples</th>
<th>Pyramid Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across Institutions or Institutional Organizations</td>
<td>1. Association of Pacific Rim Universities (APRU)</td>
<td>1. Multinational mode (2)</td>
</tr>
<tr>
<td></td>
<td>2. Universitas 21</td>
<td>2. Multinational mode (2)</td>
</tr>
<tr>
<td>At the Institution Level</td>
<td>1. NYU’s Global Network</td>
<td>1. Multinational mode—could lead to modularization (3)</td>
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<td></td>
<td>2. Universities in Doha Education City</td>
<td>2. Multinational mode</td>
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<td></td>
<td>3. University of Nottingham in Ningbo, China</td>
<td>3. Multinational mode</td>
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<td>4. RMIT Vietnam</td>
<td>4. Multinational mode</td>
</tr>
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<td></td>
<td>5. SCAD – Hong Kong</td>
<td>5. Multinational mode</td>
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### Table 1B. Categories and Level of IHE Globalization Efforts (Note 1)

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<tr>
<td>At the Academic Program Level</td>
<td>1. Essec Business School in Paris and Singapore</td>
<td>1. Multinational mode leading to modularization (5)</td>
</tr>
<tr>
<td></td>
<td>2. UNLV (Hospitality) – Singapore</td>
<td>2. Multinational mode</td>
</tr>
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<td></td>
<td>3. USC Rossier School of Education Global Executive Ed.D – Hong Kong</td>
<td>3. Multinational mode</td>
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<td>4. EMBA Global Asia (HKU-LBS and Columbia University)</td>
<td>4. Multinational mode could lead to modularization (6)</td>
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<td></td>
<td>5. The Joint Master of Global Entrepreneurship and Management Program (University of San Francisco, Institut Quimic De Sarria in Barcelona, Fu Jen Catholic University in Taipei)</td>
<td>5. Multinational mode could lead to modularization</td>
</tr>
<tr>
<td></td>
<td>7. University of London and LSE -franchise</td>
<td>7. Franchise - Multinational mode could lead modularization</td>
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Why Have Business Schools Led the Way and What Can Other Professional Schools Learn from Them?

• Business by its nature has led the globalization efforts (Armstrong) and business schools have followed.

• Economics and market forces have been conducive to growth of programs - willingness of participants to pay for these programs and financial resources within business schools.

• Over time and experience many business schools have developed a successful business model.

• Accreditation – AACSB International
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**Table 2A. Categories and Level Business Schools**

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<td>Across Institutions or Institutional Organizations</td>
<td>1. Global Business School Network</td>
<td>1. Multinational mode (1)</td>
</tr>
<tr>
<td></td>
<td>2. CEMS – Global Alliance in Management Education</td>
<td>2. Moving to Modularization</td>
</tr>
<tr>
<td></td>
<td>3. AACSB - International</td>
<td></td>
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<tr>
<td>At the Institution Level - Business Programs involving more than 2 universities</td>
<td>1. World Bachelor in Business – University of Southern California, Hong Kong University of Science and Technology and Bocconi University – Milan.</td>
<td>1. Moving to Modularization</td>
</tr>
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<td>2. The Joint Master of Global Entrepreneurship and Management Program (University of San Francisco, Institiut se Sarria in Barcelona, and Fu Jen Catholic University in Taipei.</td>
<td>2. Moving to Modularization</td>
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<td>3. Tulane University - Latin America Faculty Development Ph.D. Program</td>
<td>3. Multinational mode</td>
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## Table 2B. Categories and Level Business Schools

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<td>2. EMBA Global Asia (HKU-LBS and Columbia University)</td>
<td>2. Multinational mode could lead to modularization (3)</td>
</tr>
<tr>
<td></td>
<td>3. Business School Netherlands – various countries</td>
<td>3. Multinational mode could lead to modularization</td>
</tr>
<tr>
<td></td>
<td>4. University of London and LSE – franchise</td>
<td>4. Franchise - Multinational mode could lead to modularization</td>
</tr>
<tr>
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<td>5. Henley Business School (Reading UK) and the International Center for Education in Islamic Finance (Malaysia)</td>
<td>5. MSC in Investment Banking and Islamic Finance</td>
</tr>
<tr>
<td></td>
<td>6. Montpellier Business School (France) and Universidad ICESI (Columbia)</td>
<td>6. Dual degree undergraduate program</td>
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International Dual Degree Programs:
University partnerships allow students to enroll in two graduate degree programs concurrently and spend time studying in each country. Students earn degrees from both institutions in the same amount of time it takes to earn one degree.

- **Rice University and Universidade Estadual de Campinas in Brazil:**
  - Students at each university spend two years in their home country and one year in the foreign country and earn a Doctor of Philosophy degree in History from both universities.

- **Vermont Law School has partnered with several renowned universities abroad to offer international dual degree opportunities.**
  - Students earn a Juris Doctor degree from Vermont Law School and a Master or a Master of Laws (LLM) degree from one of the following partner institutions:
    - University of Cergy-Pontoise, France: JD and French Master I and Master II, JD and LLM in French and European Law
    - University of Seville, Spain: JD and Master in Spanish Constitutional Law
    - University of Cambridge, England: JD and Master of Philosophy
Selected Partnership Models from Other Professional Schools

- **Georgia Tech College of Computing** has partnered with several European universities offer international dual degree opportunities in Computer Science:
  - Students earn a Master of Science degree in Computer Science from both Georgia Tech and one of the following European universities:
    - University of Trento—Trento, Italy
    - Technical University of Munich (Technische Universität München)—Munich, Germany
    - Universitat Politècnica de Catalunya (UPC)—Barcelona, Spain
    - Georgia Tech-Lorraine—Metz, France

- **Columbia University’s School of International and Public Affairs (SIPA) and London School of Economics (LSE):**
  - Students earn either a Master of International Affairs degree or a Master of Public Administration degree from both institutions.
Tulane University’s Faculty Development PhD Programs in Latin America

Overview:

• Initiated in 1994 to provide doctoral training option for working faculty of selected top business schools in Latin America

• Degree earned is Doctor of Philosophy degree in Business Administration from Tulane University

• Same curriculum and faculty as full-time PhD program in business at Tulane
Program Structure

• Program involves 48 SCH of doctoral coursework, preliminary examinations, and doctoral dissertation.
• Three areas of concentration: accounting, finance, and management.
• Coursework offered at Tulane during intensive long-weekend format over two years and during four summer residence periods.
• Estimated time to completion 4-6 years.
Unique Features

• Allows the participating institution to increase the number of PhD qualified faculty in a relatively inexpensive and efficient way (keeping them on the staff while they complete the degree), and;

• Allows qualified experienced faculty of these schools to enhance their professional careers with the PhD degree without disrupting their professional careers to pursue a residential program
Incentive Structure

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• Program open to selected business schools partners only (not open subscription program)
• Business school partners must have resources and commitment to build accredited business school
• Three way partnership: Tulane, partner school, and participating faculty member
• Business school partner pays tuition of faculty participants to Tulane directly

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Results

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• The Tulane faculty development PhD program began in 1994 and has enrolled approximately 110 faculty members; 30 are currently enrolled and approximately 70 have graduated.

• The graduates serve in major leadership positions in the academic community in Latin America. Many publish their research in the top journals in Latin America and in the US.
Challenges/Issues

• Partner school resources for support and time off during the doctoral program phase
• Partner school support for research and other scholarly activities in general
• Development of partner schools cannibalizes the human capital created by doctoral training
• Identifying new partner schools
Challenges/Issues

- Strategic commitment to institutional building
- Faculty incentives and commitment to the program
- Dissertation supervision bottleneck
Most globalization efforts by professional schools are for the most part still at the hub-and-spoke model concentrating on study abroad programs and faculty exchanges.

USC Rossier School of Education – Global Executive Ed.D. program in conjunction with HKUST is an example of an attempt to move to higher levels of Globalization.
HKUST

Hong Kong University of Science and Technology

- Major research university
- Urban location in a major Pacific-Rim hub
- Faculty from:
  - The School of Humanities and Social Sciences, and
  - The School of Business and Management
USC

University of Southern California

- Major private research university
- Urban location in a major Pacific-Rim hub
- Faculty from:
  - The Rossier School of Education, and
  - The Marshall School of Business
USC Rossier Global Executive Ed.D. Program in Collaboration with Hong Kong University of Science and Technology

- Executive format professional doctorate
- Designed for ambitious and solution-oriented individuals
- Faculty from two leading universities on Pacific Rim
- Guest lectures by scholars and practitioners from around the world
- Innovative curriculum focused on leadership for 21st century educational organizations
USC Rossier Global Executive Ed.D. Program in Collaboration with Hong Kong University of Science and Technology: Curriculum Overview

• Four Curricular Streams
  – Understanding Complexity
  – Problem Solving
  – Creativity in Decision-Making
  – Policy Making, Analysis and Implementation

• Dissertation of Practice

• 9 Sessions in Los Angeles & Hong Kong

• Collaborative Learning Online
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Closing Opportunity Gaps

 OPPORTUNITY GAP = “AN EXPLANATION OF DISPARATE OUTCOMES” RELATED TO “TEACHER QUALITY GAP; THE TEACHER TRAINING GAP; THE CHALLENGING CURRICULUM GAP; THE SCHOOL FUNDING GAP; THE DIGITAL DIVIDE GAP; THE WEALTH AND INCOME GAP; THE EMPLOYMENT OPPORTUNITY GAP; AND THE QUALITY CHILD CARE GAP” (MILNER 2010, P. 9).

IDEOLOGICAL CLARITY = “ABILITY TO OBJECTIVELY COMPARE AND CONTRAST IDEOLOGIES” (ALFARO 2004, P. 231).

HOW ARE MILNER’S “CONSTRUCTS” (P.14) SIMILAR TO BARTOLOMÉ’S “IDEOLOGY” (P. XVI)?

HOW IS BRIDGING OPPORTUNITY GAPS (MILNER) SIMILAR OR DIFFERENT FROM IDEOLOGICAL CLARITY (ALFARO)?

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-Then click on dial-in details.
-Then dial the number starting with * and ending with *

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Agenda

1. Ideology - 15 min
2. Group Presentations - 30 min
   * Jeremiah, Cathy, and Sarah - PPT
   * Anthony, Anne, May, and Abigail: http://picasaweb.google.com/275784
   * David, Don, Donald and Joseph: http://www.youtube.com/watch?v=C0CuErggOBU&f
3. Opportunity Gaps - 30 min
4. Diversity & Difference - 30 min
5. Analyzing & Acting - 30 min

Joseph Amici: We can bring them to light and challenge them, but we will always have them.
Sarah Healy: When a person speaks is up to the person.
Abigail Beaud: Perhaps it does not have to do with skin color as much as opportunities or dominance of a culture. For example, I taught in a school where Blacks and Hispanics were the majority. My students were willing to accept and admire my student’s Indian culture, yet did not extend the same acceptance or excitement towards my student from Romania.
Anthony Thompson: As to the race/ethnic background question, from Milner 19: “Education from any racial background can be successful with any group of students.” However he does go on to say that minority educators have advantages with minority students, I agree.
Jeremiah Lee: Different range of voices in class. We’re trying to make the invisible “visible”.

Jennifer Crawford: Yes.

Jennifer Crawford: We should make students aware that they will be judged by the way they speak and their extra-linguistic actions.

Anthony Thompson: I’m reminded of your example of successful Puerto Rican students from last week, professor, adjusting their language style to the situation.

Anne Beraza: Absolutely. It can be valid because it’s valid in the real world I think. You won’t get a job unless you speak in a certain manner (although accents are OK I think). I like the Milner sections on teaching rules of culture of power. Milner p. 26

Joseph Amici 2: This would be a better time to discuss my writing class example
Recommendations for Future Practice

• Do your homework - find the right peer partner with some academic values and principles – due diligence
• Determine what type of program is best – dual degree, joint degree, single degree with collaboration or other
• Be willing to make necessary investments, take informed risks, but understand downside
• Understand your goals, both long-term and short-term – are they profit, prestige or some combination?
Recommendations for Future Practice

• Create win-win situations for both universities
• Get key faculty buy-in
• Create sustainability – move beyond faculty champion
• Persistence!
QUESTIONS?

Thank You!