



2013 Conference

# Re-imagining Internationalization Efforts in Professional Schools

*Dr. Michael Diamond*

*Professor of Education*

*Executive Director of APRISE*

*USC Vice President and Executive Vice Provost Emeritus*

*Dr. Elizabeth Jordan*

*Program Director of APRISE*

*Dr. John Trapani III*

*Executive Director, Goldring Institute of International Business*

*Tulane University*



## Presentation Overview

2013 Conference

- 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

## Internationalization or Globalization: Does It Make a Difference?

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?

2013 Conference

De Wit (2002)

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



## Internationalization or Globalization: Does It Make a Difference?

2013 Conference

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)



## Internationalization or Globalization: Does It Make a Difference?

2013 Conference

- 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.



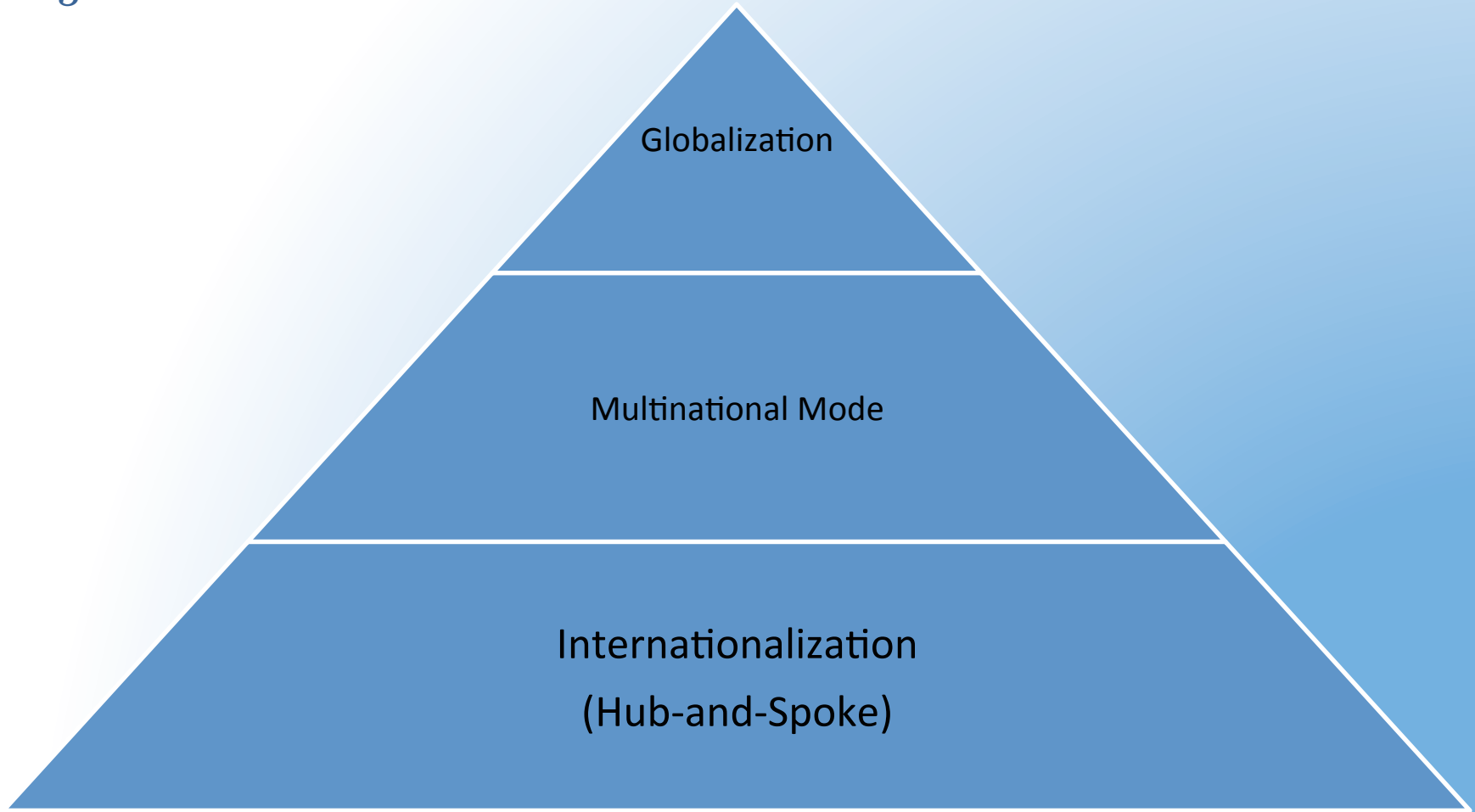
## Internationalization or Globalization: Does It Make a Difference?

2013 Conference

- 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

2013 Conference







## Using a Multinational Firm Framework

2013 Conference

- 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.



2013 Conference

## 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

2013 Conference

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



# Moving Towards Globalization—Examples

2013 Conference

Table 1A. Categories and Level of IHE Globalization Efforts (Note 1)

Classification of Activities	Selected Examples	Pyramid Level
Across Institutions or Institutional Organizations	<ol style="list-style-type: none"> <li>1. Association of Pacific Rim Universities (APRU)</li> <li>2. Universitas 21</li> </ol>	<ol style="list-style-type: none"> <li>1. Multinational mode (2)</li> <li>2. Multinational mode (2)</li> </ol>
At the Institution Level	<ol style="list-style-type: none"> <li>1. NYU's Global Network</li> <li>2. Universities in Doha Education City</li> <li>3. University of Nottingham in Ningbo, China</li> <li>4. RMIT Vietnam</li> <li>5. SCAD – Hong Kong</li> <li>6. North Carolina State and Zhejiang University</li> </ol>	<ol style="list-style-type: none"> <li>1. Multinational mode- could lead to modularization (3)</li> <li>2. Multinational mode</li> <li>3. Multinational mode</li> <li>4. Multinational mode</li> <li>5. Multinational mode</li> <li>6. Move to Modularization (4)</li> </ol>



# Moving Towards Globalization—Examples

2013 Conference

Table 1B. Categories and Level of IHE Globalization Efforts (Note 1)

Classification of Activities	Selected Examples	Pyramid Level
At the Academic Program Level	<ol style="list-style-type: none"> <li>1. Essec Business School in Paris and Singapore</li> <li>2. UNLV (Hospitality) – Singapore</li> <li>3. USC Rossier School of Education Global Executive Ed.D – Hong Kong</li> <li>4. EMBA Global Asia (HKU-LBS and Columbia University)</li> <li>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)</li> <li>6. Business School Netherlands – various countries</li> <li>7. University of London and LSE -franchise</li> </ol>	<ol style="list-style-type: none"> <li>1. Multinational mode leading to modularization (5)</li> <li>2. Multinational mode</li> <li>3. Multinational mode</li> <li>4. Multinational mode could lead to modularization (6)</li> <li>5. Multinational mode could lead to modularization</li> <li>6. Multinational</li> <li>7. Franchise - Multinational mode could lead modularization</li> </ol>



2013 Conference

## 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



## Moving Towards Globalization – Business School Examples

2013 Conference

Table 2A. Categories and Level Business Schools

Classification of Activities	Selected Examples	Pyramid Level
Across Institutions or Institutional Organizations	<ol style="list-style-type: none"> <li>1. Global Business School Network</li> <li>2. CEMS – Global Alliance in Management Education</li> <li>3. AACSB - International</li> </ol>	<ol style="list-style-type: none"> <li>1. Multinational mode (1)</li> <li>2. Moving to Modularization</li> </ol>
At the Institution Level- Business Programs involving more than 2 universities	<ol style="list-style-type: none"> <li>1. World Bachelor in Business – University of Southern California, Hong Kong University of Science and Technology and Bocconi University – Milan.</li> <li>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.</li> <li>3. Tulane University - Latin America Faculty Development Ph.D. Program</li> </ol>	<ol style="list-style-type: none"> <li>1. Moving to Modularization</li> <li>2. Moving to Modularization</li> <li>3. Multinational mode</li> </ol>



## Moving Towards Globalization – Business School Examples

2013 Conference

Table 2B. Categories and Level Business Schools

Classification of Activities	Selected Examples	Pyramid Level
At the Academic Program Level	<ol style="list-style-type: none"> <li>1. Essec Business School in Paris and Singapore</li> <li>2. EMBA Global Asia (HKU-LBS and Columbia University)</li> <li>3. Business School Netherlands – various countries</li> <li>4. University of London and LSE –franchise</li> <li>5. Henley Business School (Reading UK) and the International Center for Education in Islamic Finance (Malaysia)</li> <li>6. Montpellier Business School (France) and Universidad ICESI (Columbia)</li> </ol>	<ol style="list-style-type: none"> <li>1. Multinational mode leading to modularization (2)</li> <li>2. Multinational mode could lead to modularization (3)</li> <li>3. Multinational mode could lead to modularization</li> <li>4. Franchise - Multinational mode could lead to modularization</li> <li>5. MSC in Investment Banking and Islamic Finance</li> <li>6. Dual degree undergraduate program</li> </ol>



# Selected Partnership Models from Other Professional Schools

2013 Conference

## **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

2013 Conference

- **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.



2013 Conference

## 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

2013 Conference

- 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

2013 Conference

- 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

2013 Conference

- 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

## Results

### 2013 Conference

- 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

2013 Conference

- 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

2013 Conference

- Strategic commitment to institutional building
- Faculty incentives and commitment to the program
- Dissertation supervision bottleneck



## Professional Schools– Where We Go from Here

2013 Conference

- 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

2013 Conference



## 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



## 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



2013 Conference

## 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 21<sup>st</sup> century educational organizations



2013 Conference

## 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**



# In-Person Meetings

2013 Conference



Re-imagining Higher Education in a Global Context



QuickTime Player File Edit View Share Window Help

Jenifer Crawford's Room - (USC-00000790)\_231


https://uscrossier.adobeconnect.com/\_a847483075/p17a95sgiq7/?launcher=false&fcsContent=true&pbMode=normal

Gmail: Email from Google Jenifer Crawford's Room - (USC-00000790)\_231

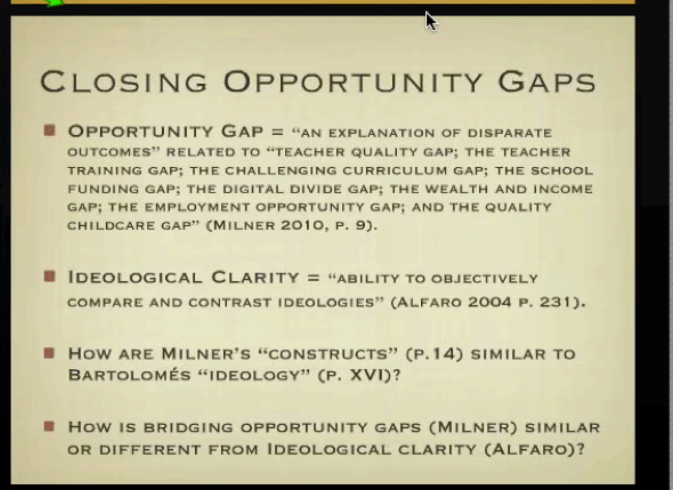
**Attendee List (14)**

- Hosts (1)
  - Jenifer Crawford
- Presenters (2)
  - L. Ande Boggs
  - Shaheed Sabrin
- Participants (11)
  - Abigail Beard
  - Anne Beroza
  - Anthony Thompson
  - Cathy Nguyen
  - David Chinte

**Video Feeds**



WK 4.pdf



Discussion Notes / Session Agenda

**To call into the room:**  
 1-866-546-3377  
 Participant Code: 1740271600  
 Token #:  
 -Click on the "i" in the upper right corner of the screen.  
 -Then click on dial-in details  
 -Then dial the number starting with \* and ending with #\*  
 Direct link back into the classroom:  
<http://uscrossier.adobeconnect.com/r41081540/>

**Agenda**

- Ideology - 15 min
- Group Presentations - 30 min  
 \*Jeremiah, Cathy, and Sarah - PPT  
 \*Anthony, Anne, May, and Abigail:  
<http://pooplet.com/app/#/475754>  
 \*David, Dion, Donald and Joseph:  
<http://www.youtube.com/watch?v=C3CvLr9gG0U&feature=youtu.be>
- Opportunity Gaps - 30 min
- Diversity & Difference - 30 min
- Analyzing & Acting - 30 min

EDUC 563 2012 (Everyone)

Joseph Amici: we can bring them to light and challenge them, but we will always have them

Sarah Healy: how a person speaks is up to the person

Abigail Beard: Perhaps it does not have to do with skin color as much as opportunities and 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: "Educators from any racial background can be successful with any group of students." However he does go onto 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"

Jenifer Crawford: yes.

Jenifer 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 Beroza: 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

1:39:34/2:51:49



2013 Conference

## USC Rossier Global Executive Ed.D. Program in Collaboration with Hong Kong University of Science and Technology

### **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?



2013 Conference

## USC Rossier Global Executive Ed.D. Program in Collaboration with Hong Kong University of Science and Technology

### **Recommendations for Future Practice**

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



2013 Conference

**QUESTIONS?**

**Thank You!**