

**INTERNATIONALIZING  
BUSINESS  
EDUCATION**

*Issues and Recommendations by Leading Educators*

*Report of the  
Michigan State University  
Center for International Business Education and Research  
1991 Roundtable on Internationalizing Business Schools and Faculty*

Edited by

*S. Tamer Cavusgil  
Michael G. Schechter  
Attila Yaprak*

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## EXPERTS PARTICIPATING IN THE ROUNDTABLE ON INTERNATIONALIZING BUSINESS SCHOOLS AND FACULTY

**Jeffrey S. Arpan**, Director, International Business Programs, and James F. Kane Professor of International Business, University of South Carolina, Columbia, South Carolina, USA; past Vice President, Academy of International Business

**Nigel Barrett**, Senior Lecturer, University of Technology, Sydney, Australia

**Paul W. Beamish**, William G. Davis Professor of International Business, and Director, Centre for International Business Studies, Western Business School, University of Western Ontario, London, Ontario, Canada

**S. Tamer Cavusgil**, Executive Director, Center for International Business Education and Research, and Professor of Marketing and International Business, Michigan State University, East Lansing, Michigan, USA

**Claude Cellich**, Chief, Training Section, Division of Trade Services, International Trade Centre, UNCTAD/GATT, Geneva, Switzerland

**Tevfik Dalgic**, Professor of International Business, Henley — The Management College, Zeist, Netherlands

**John D. Daniels**, Professor of International Business, Indiana University, Bloomington, Indiana, USA; past President, Academy of International Business

**Susanna Easton**, Senior Program Specialist, U.S. Department of Education, International Studies Branch, Washington, D.C., USA

**Linda Gerber**, Associate Director, Center for International Business Education and Research, University of Texas at Austin, Texas, USA

**Robert Grosse**, Director, Center for International Business and Education, and Professor of International Business, University of Miami, Coral Gables, Florida, USA

**Ben L. Kedia**, Director, Robert Wang Center for International Business, and Professor of Management, Memphis State University, Memphis, Tennessee, USA

**Duane Kujawa**, Professor and Associate Dean for International Programs, University of Miami, Coral Gables, Florida, USA; past President, Academy of International Business

**Jack G. Lewis**, Associate Director, International Business Education and Research Program, University of Southern California, Los Angeles, California, USA

**Charles S. Mayer**, Director, Education Programs, Ontario Center for International Business, York University, Toronto, Ontario, Canada

**Lee C. Nehrt**, Professor Emeritus, Ohio State University, Columbus, Ohio, USA; past President, Academy of International Business

**Lee H. Radebaugh**, Director, Center for International Business Education and Research, and Professor of International Accounting and Associate Dean, Marriott School of Management, Brigham Young University, Provo, Utah, USA

**Ray Schaub**, Interim Director, World College, and Professor of German, Eastern Michigan University, Ypsilanti, Michigan, USA

**Michael G. Schechter**, Professor of International Relations, James Madison College, Michigan State University, East Lansing, Michigan, USA

**Robert Scott**, Associate Director, Center for International Business Education Research, University of Maryland at College Park, Maryland, USA

**Brian Toyne**, Professor of International Business, University of South Carolina, Columbia, South Carolina, USA

**Daniel Van Den Bulcke**, Center for International Management and Development, University of Antwerp, Antwerp, Belgium

**Gerard E. Watzke**, Professor of Management, A.B. Freeman School of Business, Tulane University, New Orleans, Louisiana, USA; past Executive Secretary, Academy of International Business

**Attila Yaprak**, Associate Professor of Marketing and International Business, Wayne State University, Detroit, Michigan, USA; Executive Secretary, Academy of International Business

### ROUNDTABLE RAPORTEURS

The following individuals served as rapporteurs at the roundtable discussion sessions: John W. Allen, Roger Calantone, S. Tamer Cavusgil, Myron M. Miller, Michael K. Moch, Robert W. Nason, Glenn S. Omura, and Michael G. Schechter of Michigan State University, East Lansing, Michigan, USA; and Attila Yaprak of Wayne State University, Detroit, Michigan, USA.

## INTRODUCTION

### BACKGROUND AND OBJECTIVES

In the 1990s, business enterprises will continue to address the challenge of staying competitive in an increasingly global market environment. Accordingly, business schools need to internationalize their curricula, faculty, and student experiences if they are to remain competitive and relevant. Observers note that the response of United States business schools to the globalization of markets has been slow and inadequate. Others emphasize that there is a lack of knowledge about effective ways business educators can meet this challenge. Information about alternative strategies and models of internationalizing business education is not widely available, and the experiences of successful schools have yet to be disseminated among concerned business faculty and administrators.

As a response to these challenges, the Center for International Business Education and Research (CIBER) in The Eli Broad Graduate School of Management at Michigan State University (East Lansing, Michigan, USA) hosted a two-day conference of leading international business educators from North America, Europe, and Australia. This Roundtable on Internationalizing Business Schools and Faculty, held June 6 and 7, 1991, was cosponsored by the joint CIBER at Memphis State University (Memphis, Tennessee, USA) and the University of Southern Illinois (Carbondale, Illinois, USA). Twenty-three business faculty and administrators gathered in East Lansing to share their perspectives and experiences and to brainstorm about approaches to internationalizing business education. These educators are eminently qualified to serve as resource people: each brought a unique perspective on internationalization from their leadership positions at a diverse set of business schools, the Academy of International Business (AIB), the American Assembly of Collegiate Schools of Business (AACSB), and the U.S. national resource centers in international business education (CIBERs).

The roundtable experts met in small discussion groups organized into ten thematic topics

that represent the internationalization challenge facing business schools. Although they overlap to some extent, these categories were helpful in crystallizing key issues and constitute the sections of this final report.

1. Formulating Strategies and Action Agendas (Facilitator: Duane Kujawa)
2. Models of Centers and Institutes (Facilitator: Lee H. Radebaugh)
3. Internationalizing the Business School within the Larger University Environment (Facilitator: Charles S. Mayer)
4. Faculty Development (Facilitator: Brian Toyne) *The internationalization of business schools and faculty*
5. The Curriculum (Facilitator: Jeffrey S. Arpan) *is an ongoing process that*
6. Student Life and Activities (Facilitator: John D. Daniels) *becomes complete when educators*
7. Outreach to the Business Community (Facilitator: Robert Scott) *no longer distinguish between "domestic" and "international" business.*
8. Overseas Linkages (Facilitator: Linda Gerber)
9. Non-U.S. Perspectives on Internationalization (Facilitator: Paul W. Beamish)
10. The Role of National Resource Centers (Facilitator: Ben L. Kedia)

A facilitator moderated each group, and a rapporteur recorded the highlights of the discussion. A summary of each discussion session was then prepared and shared with all roundtable participants. A Delphi process was used to arrive at the final set of recommendations emerging from the discussion sessions. All participants responded to three versions of the document and offered amendments before it was finalized into the present report.

The ultimate objectives of the roundtable project were to:

- Collect, organize, and offer perspectives on and experiences in the internationalization of business education
- Delineate the collective wisdom of a select group of experts on a series of issues ranging from faculty development to curriculum
- Make a modest contribution to the ongoing internationalization of business schools through widespread dissemination of state-of-the-art thinking and approaches

Rather than simply address the merits — the “why” — of internationalizing, the roundtable experts attempted to reach consensus on:

- **What** to do to address the challenge of internationalization
- **How** to do it with alternative options and strategic planning
- **How** to define the diversity of what can be done — that is, the appropriateness of recommendations for different schools and faculty

Ultimately, the roundtable aimed at facilitating two dimensions of the critical transition currently under way in business education: institutional change within schools and professional development of individual faculty members.

The roundtable project intends to disseminate its findings through two publications. This summary report includes the recommendations of the roundtable experts on ten dimensions of business school internationalization. It is hoped that this report will be useful to faculty and administrators who are searching for specific ideas, action items, and examples that can be helpful in meeting the challenge. A forthcoming book, *Internationalizing Business Schools: Toward Meeting the Challenge*, will feature essays contributed by the roundtable experts, who shared their papers with all other participants before the June 1991 meeting. Each author then revised his/her paper in light of discussions and comments at the conference.

## EMERGING THEMES

Several broad themes on the nature of the internationalization of business schools and faculty emerged from the roundtable discussions.

**Diversity of Models.** Many successful models of internationalization exist. No one model is appropriate for all schools; each institution is better off formulating its own approach depending on its unique circumstances: its resources, commitment, aspirations, drive, and environment. Indeed, the diversity of internationalization approaches is a welcome development that provides successful role models for other schools to emulate. In deriving internationalization approaches, it is important to blend a school's personality with its context — for example, whether it is urban or rural, large or small, or oriented to research or teaching.

**Evolution of the Process.** Internationalization is an evolutionary process. It is best to start with modest steps such as infusing international content into existing courses and then pursue more ambitious accomplishments such as establishing a concentration or major in international business followed by establishing competency/fluency in the field. It is important to recognize that this process should be paralleled by increasing commitments of resources, experience, vision, and dedication.

**Multidimensionality.** Internationalization is most effective when it is a multidimensional effort. Concurrent efforts in the areas of curriculum, student programs, faculty development, and business outreach can lead to synergistic results. Although individual schools experiment with internationalization through different sets of activities (e.g., one might offer international courses whereas another might devote an entire center to international business), progress along multiple dimensions will enrich and reinforce these activities.

**Planning and Leadership.** Internationalization efforts are greatly facilitated through proactive planning and programmatic action. Change agents such as deans and idea champions are crucial to such planning. Like other long-



ROUNDTABLE PARTICIPANTS, STANDING (LEFT TO RIGHT): BRIAN TOYNE, CLAUDE CELLICH, BEN KEDIA, JOHN DANIELS, LINDA GERBER, RAY SCHAUB, ROBERT SCOTT, ATTILA YAPRAK, JACK ALLEN, SUSANNA EASTON, PAUL BEAMISH, CHARLES MAYER, S. TAMER CAVUSGIL, DUANE KUJAWA, DANIEL VAN DEN BULCKE. KNEELING (LEFT TO RIGHT): NIGEL BARRETT, GERARD WATZKE, LEE RADEBAUGH, JACK LEWIS, MYRON MILLER. NOT PICTURED: JEFFREY ARPAN, TEVFIK DALGIC, ROBERT GROSSE, LEE NEHRT, MICHAEL SCHECHTER.

term goals, the internationalization process can be enhanced through gradual accomplishment of milestones set in advance. The drive and dedication of faculty and administrators who champion the internationalization of their schools and the accompanying infrastructure such as curricula, centers, or core faculty groups are key determinants of success. Of equal importance is the ability to generate grassroots support from functional-area faculty and from colleagues in other disciplines. Effective outreach to the business community and garnering funding support from public and private agencies are also important tasks.

**Partnerships.** Experience suggests that partnerships play a critical role in internationalization. Cooperation among faculty, and between faculty and administrators, facilitates internationally focused course offerings, research programs, and outreach activities. For example, partnerships

with departments such as foreign language or area studies can lead to the development of interdisciplinary courses and research projects. Partnerships with the business community such as joint conferences, training programs, and sponsorship of student internships or faculty exchanges can enhance internationalization efforts. Partnerships with foreign institutions provide access to practical and valuable opportunities for internationalization. Internationalization projects founded on collaboration appear to be more successful and generate more lasting impact on business schools.

The internationalization of business schools and faculty is an ongoing process that becomes complete when educators no longer distinguish between "domestic" and "international" business. Internationalization is achieved when concepts, methods, and pedagogies are developed and taught to be relevant in the global context.

## 1. FORMULATING STRATEGIES AND ACTION AGENDAS

A range of institutional changes is necessary for internationalizing the business school. How can business school administrators and faculty bring about change in a practical manner?

What are the principal features of a strategy for effective internationalization? How can faculty and administrators collaborate? Are structural changes necessary? What models or experiments are worthy of examination?

Obstacles to internationalizing the business schools are readily acknowledged. The reward system for faculty productivity does not typically

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incorporate activities designed to enhance international competence. Promotion and tenure decisions may not emphasize international achievements, although some institutions have moved toward formal solicitation of information about international activities for tenure and promotion decisions.

Faculty motivation to engage in relevant activities may be hindered by publication pressures. Conducting research on the international dimensions of one's functional area does not have to come at the expense of publication productivity, but younger faculty may have to be shown that gaining international expertise and publication objectives can be tied together.

In the typical business school the demands for scarce resources are multiple and intensive. In a typical large, state institution, for example, the business school has to cater to the needs of three diverse audiences. The constituents of the undergraduate programs are the state's legislators, who often dictate high enrollment of the state's residents. The master of business administration program, on the other hand, is the one that gets rated by media and is the most relevant for corporations. Finally, the quality of the Ph.D. program is most relevant to academic constituents — other educational institutions who hire faculty.

Simple prescriptions are not appropriate for every school. The internationalization challenge places different degrees of pressure on different schools. Particular mission and history of the institution, for example, are relevant considerations. Location is also important. An institution in Dade County, Florida, where considerable international business activity takes place, needs to respond to the internationalization challenge in a more serious way. In Canada, where approximately one-third of gross national product is accounted for by international trade, business schools also must be more responsive. Therefore, each school must examine its unique set of clientele, location, resources, competition, history, and mission as a necessary step to formulating an organizational response to the globalization of business.

Strategic planning and proaction are key to bringing about positive change in a business school. The need for institutional changes must be studied by faculty and administrators, and a plan of action must be developed. Today, unfortunately, this sort of planning must be done in the face of cutbacks in funding.

The initiative for mobilizing institutional change can come from the dean, faculty, students, and community. Often, a combination of these forces is at work. At Brigham Young University,\* for example, the dean appointed a committee that comprised both international business and other faculty. The committee identified a variety of issues that needed to be addressed. The report was discussed by the faculty at large, and several other ideas emerged. Subsequently, Brigham Young's international business center has attempted to implement these ideas.

Some schools have achieved successful internationalization by "importing" their change agents. One or more faculty with strong academic credentials were brought in and asked to implement an ambitious internationalization agenda. These change agents then worked to gain the cooperation of the rest of the faculty with research, curriculum, or outreach activities.

\*Unless indicated in the text, the location of institutions named in this report can be found in the list of participating experts on page iv.



BEN KEDIA (LEFT) OF MEMPHIS STATE UNIVERSITY AND DUANE KUJAWA, UNIVERSITY OF MIAMI.

Examples of business schools that took serious steps toward internationalizing in a deliberate way include those at the University of Miami, Memphis State University, the University of South Carolina, the University of Western Ontario, and Michigan State University. (These are discussed at length in the roundtable papers, to be issued in the forthcoming book *Internationalizing Business Schools: Toward Meeting the Challenge*.) A common feature of these experiments is that the dean's role in this process is crucial. For internationalization efforts to be successful, the dean must be committed, set goals, and use the "carrots and sticks" available to him/her to urge the faculty to achieve competence in the international dimension. Some schools, like the University of Miami, have gone to the extent of appointing an associate dean for internationalization. When the commitment and support of the senior administrators are present, one can even expect an oversubscription by faculty to professional development workshops, faculty exchange programs, and research funds for gaining international experiences.

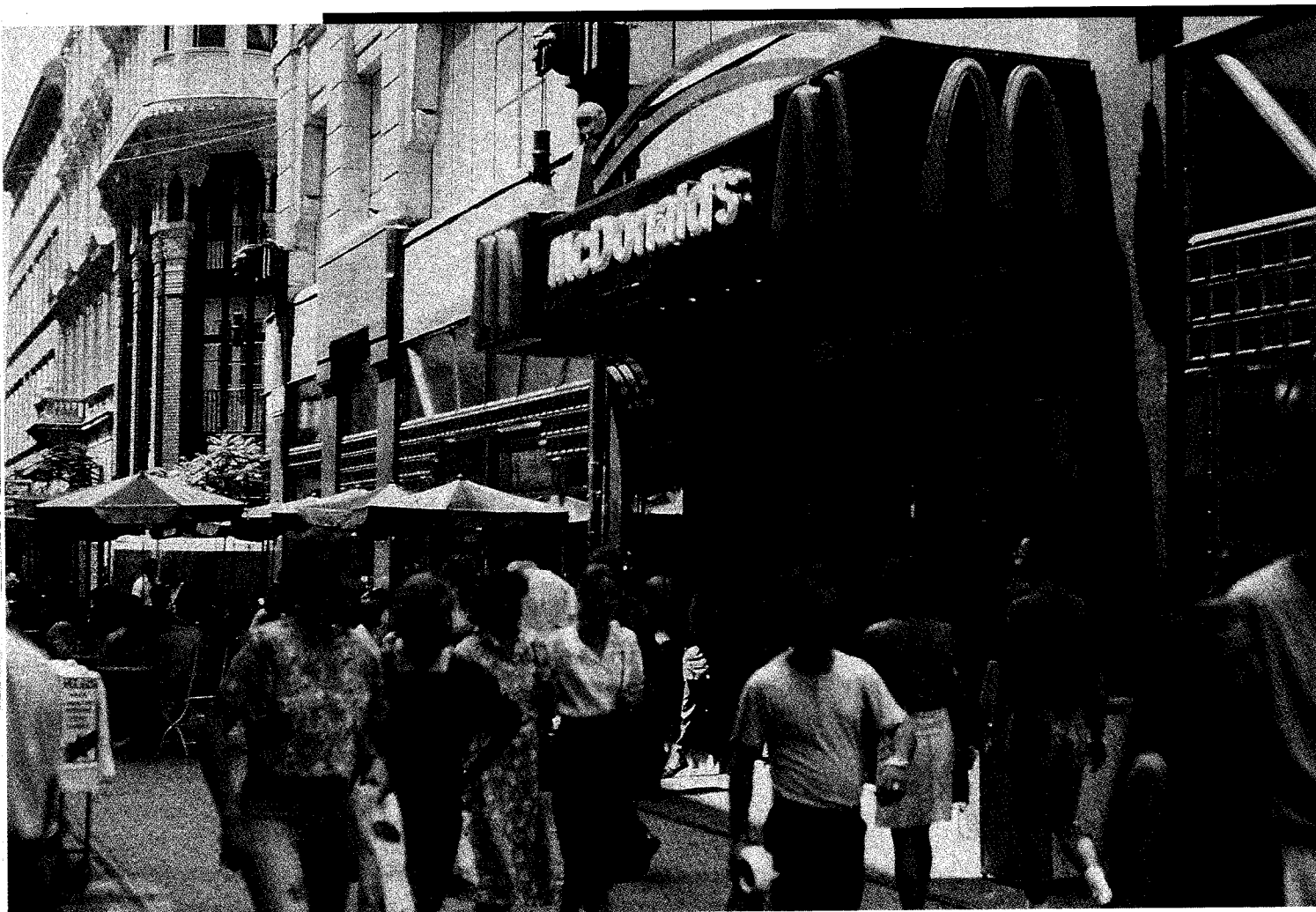
The internationalization challenge places greater burdens on smaller institutions, including two- and four-year colleges. Faculty are often buried under heavy teaching loads. Although institutional change may come about more rapidly and easily, there are significant resource constraints.

Centers for international business education and research (CIBERs) can have a major influence on smaller institutions. CIBERs can: (a) conduct series of internationalization workshops for faculty teaching business and economics in their region (as the University of Texas, Texas A&M, and Michigan State University have done, for example); (b) develop and disseminate specialized instructional resources and modules; (c) match their faculty with those of the regional colleges in a mentoring relationship; and (d) involve their international graduate students and foreign scholars in the activities of regional colleges. Many other initiatives can be conceived to encourage greater internationalization activity in smaller institutions and community colleges. For example, Michigan State University (MSU) opens an annual competition to all colleges in the state of Michigan. Called the MSU Partnership in International Education (PIE), the program seeks applications from teams of faculty and administrators proposing innovative projects for implementation. The college with the most meritorious internationalization project is then rewarded with a combination of monetary and technical assistance incentives during the implementation process.

An issue for further discussion is the "structural" arrangement of the international component of a business school, i.e., whether it is more desirable to have a separate international business department, separate international business faculty, or a center or institute. It is difficult to make blanket statements on these options, since each school has its own particular circumstance. However, where they exist, separate international business departments seem to have made a positive difference in internationalizing.

Similarly, the role of centers or institutes as resources for business faculty is critical to internationalization. Examples are centers at Georgetown University (Washington, D.C., USA), the University of Maryland, the University of South-

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MCDONALD'S RESTAURANT IN BUDAPEST, HUNGARY.

ern California, Memphis State University, and York University. Centers and institutes can play a major role in attracting resources and provide infrastructure support for faculty projects. In addition, they can serve as bridges to the business community — sometimes facilitating more applied research and outreach activities for that community.

At the same time, there is a trend toward integrating the international dimension into all curricula and functional areas. This “infusion” approach seems to characterize the experience of more mature business schools that have a long history of internationalization. It may be that, in the early stages of an institution’s experimentation with internationalization, creation of a

distinct international business curriculum, faculty, and department may be more appropriate. Gradually, however, it may be more appropriate for internationalization to permeate the entire business school curricula and faculty.

It is possible to combine these two approaches. As far as the *curriculum* is concerned, an infusion approach is best, which spreads the international dimension across the entire curricula and faculty. However, when it comes to providing *administrative and financial support* for internationalization initiatives, a centralized approach might be a better alternative. A resource center that serves the entire faculty with funding and administrative support can be quite instrumental.



## 2. MODELS OF CENTERS AND INSTITUTES

There are two models for getting faculty involved in the development and activities of international business or studies centers and institutes: a "shell" and a "functional" model. The importance of stewardship and the development and currency of key faculty of the center are essential.

Regardless of the model, the center, as a reservoir of incentives, can become a lightning rod of international business activity. Faculty involvement in the development of such centers is critical to their effectiveness.

**The Shell Model.** In the "shell" model, exemplified by Michigan State University (MSU), Eastern Michigan University, Wayne State University, and the University of Western Ontario, the faculty belong to academic homes (departments), but the center serves as a clearinghouse of resources for research, academic initiatives, and outreach activities. In some institutions, such as MSU, both a center for international business and a center for international studies and programs exist simultaneously. In such instances, collaboration between those who administer both shells is important to ensure cooperation among participating faculty to avoid dysfunctional competition for scarce resources (including faculty). The shell model offers flexibility in its ability to incorporate new facets such as executive programs or overseas internships, and it prevents the isolation of international business faculty in various departments.

**The Functional Model.** In the "functional" model, by contrast, the center is affiliated with a functional area, such as international business, marketing, or management. A disadvantage of this approach is the potential isolation of international business faculty, which could prove detrimental in promotion and tenure decisions.

The key to the success of a shell model is that the international business faculty must determine a mission statement for the center and a list of functions that the center should perform. The center needs to establish some operating procedures. For example, there are different levels of interest in international business within a

school. On one end of the spectrum are faculty members who teach international business courses; on the other are faculty who are interested in international business but are not involved in research and teaching. In between are faculty who do not teach international business courses, but who include significant international issues in their courses, and faculty who do not teach or include international business materials in their courses but who are actively involved in such research. The challenge is to develop an organizational structure that allows decisions to be made efficiently, and that also provides input and information for the casually interested faculty member.

International business centers and institutes should be focal points, both internally and externally, for: (a) generating and sharing resource opportunities such as external grants; (b) coordinating research activity, particularly interdisciplinary research; (c) identifying, setting priorities for, and launching worthy projects; (d) building cross-disciplinary linkages; and (e) nurturing linkages with the business community through training and consulting.

Depending on the particular mission of a college, university, or program, an international business center might emphasize research facilitation or dissemination of international business knowledge. However, real impact on faculty and the field will come from research aggressively pursued by faculty. Faculty will have less enthusiasm for time-consuming and service activities that do not advance their careers. Therefore, a center should facilitate research as its primary mission through both leadership and administration of the grant and research process. Significant economies of scale can be achieved through centralized grant writing and financial accounting, especially where federal government grants are concerned. If travel regulations and all the nuisance elements of international research are attended to by in-

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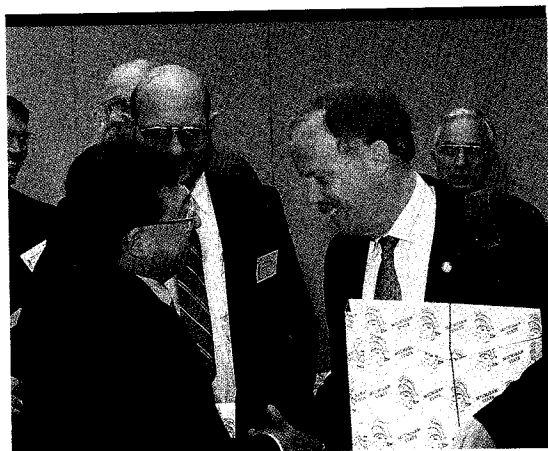
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FOREGROUND (LEFT TO RIGHT): ATTILA YAPRAK OF WAYNE STATE UNIVERSITY, ROGER CALANTONE FROM MICHIGAN STATE UNIVERSITY, AND JEFFREY ARPAN OF THE UNIVERSITY OF SOUTH CAROLINA.

house experts, the researchers themselves will then be far more productive. Even in universities that have a centralized grants and contracts office, the center can have a problem-solving, working relationship with that office in order to facilitate the mechanics and red tape of international projects.

Centers should become actively involved in the promotion and development of relevant and appropriate international experiences such as internships for students and fellowships for faculty.

In contrast, they should not become involved in the administration of such programs.

Finally:

- Centers and institutes can facilitate the development of interdisciplinary courses — e.g., Brigham Young University's experience in the development of computerized business Japanese, Michigan State University's development of computerized business German, and Wayne State University's development of courses in business anthropology.
- Centers should disseminate regular, continuing communications with the entire business faculty through requests for proposals, progress reports, and newsletters, which may be essential for the center or institute to remain legitimate and successful.
- Success of centers and institutes requires the commitment and support of the dean. Such support does not ensure success, i.e., it is a necessary, but not a sufficient condition for success.
- Centers and institutes should be housed in the business school to ensure visibility, support, and participation.

### 3. INTERNATIONALIZING THE BUSINESS SCHOOL WITHIN THE LARGER UNIVERSITY ENVIRONMENT

Effective internationalization of business schools requires building bridges among various constituencies: language studies; area and regional studies (including political science, history, anthropology, and sociology); professional schools (law, engineering, etc.); and other institutions such as joint centers of international business education and research (CIBERs), and other large and small institutions in the region.

Several issues related to interdisciplinary collaborations are important: How can effective alliances be fostered? What structural arrangements are especially helpful? Which models are worthy of closer examination?

It should be recognized that

- CIBERs have produced cooperation between institutions that would not have otherwise occurred; at the same time, those participating have discovered many opportunities for participation that were never envisaged at the time the CIBERs were first established.
- Mentoring is often done when it is part of an institutional commitment (e.g., of land-grant institutions in the United States that are striving to extend knowledge to all residents in a state).
- Mentoring is not likely to result in equal benefits to the mentor and mentee (i.e., there is unequal traffic on the bridge).
- Mentoring need not be limited to geographically contiguous institutions (e.g., the University of South Carolina's programs), but there are limits to what can be done by programs that are not geographically contiguous, some of which can be overcome by technology (e.g., by electronically linking classes from one campus to another).

Vehicles for building bridges across an institution include: conferences; joint appointments; incentives (including monetary, keeping

in mind that many faculty in the liberal arts are often anxious to earn extra income during the summer); structures, including centers; affinity groups; joint orientation for international students (business and other); and work with alumni (who might also be used for a variety of other purposes of value to the institution, including fund raising, internships, and student recruitment).

A variety of alternative and complementary strategies and tactics for building bridges within the institution should be pursued. These include:

- Means for systematically identifying potential faculty participants, for example an inventory of international experiences — research, teaching, language, etc. — of all faculty (such a list should also identify where faculty earned their degrees, information which is especially useful for putting new international students and visitors together with institutional faculty); cross-institutional dissemination of information about guest programs (careful attention should be paid to committee participants); widely disseminated newsletters; and encouragement of the development of faculty data bases by international divisions of professional associations (e.g., the American Marketing Association)
- Building incrementally from a small number of key individuals, who might be appointed jointly with a number of units, who might be brought together through joint research endeavors or seminars (e.g., political science, law, business), and who might be linked to the central administration

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Obstacles to building bridges across the institution and among constituencies include:

- "Business school imperialism" — an image resulting from tokenism of commitment to building bridges (e.g., to obtain U.S. Department of Education funding or accreditation) and envy resulting from differential

funding, salaries, etc., as well as a legitimate desire to set the agenda for curricular reform or projects, and to be proactive in the internationalizing effort

- Conflicting reward structures (e.g., lack of rewards for language faculty interested in proficiency instruction)
- Conflicting academic calendars that rule out possibilities for interinstitutional cooperation and that also limit options

Many institutions have succeeded in building bridges across their campuses; such experiences need to be shared more widely. Prior successes include:

- Area studies centers are often willing to work with business schools, either individually or jointly, as in the University of Texas program on oil in the 1990s, which involved all area studies centers.
- In the absence of area studies centers, it is possible to work with individual faculty across the campus, as in the joint design of a course by social scientists (geographers, political scientists, etc.) for students of international business.
- Evolution of the "outside world" is dictating cooperative programs between professional schools (business and law; business and engineering) calling for a shift away from overspecialization.
- Whereas joint degree programs with other professional schools seem somewhat unrealistic given each professional school's "overspecialization" (especially at the masters level), joint programs are more feasible, e.g., global trade strategy or free trade agreements (law and business).

Perhaps the biggest challenge is the cooperation between business schools and units offering foreign languages. Foreign language units should

offer intensive, relevant (not literature based) foreign language programs for business students, possibly combined with overseas studies or internships. This has been most often accomplished by identifying and rewarding individual faculty members with summer income, free enrollment in international business courses, or funding of competency training or teacher training programs. Cornell University (Ithaca, New York,




MICHAEL SCHECHTER (LEFT) OF MICHIGAN STATE UNIVERSITY WITH RAY SCHAUB, EASTERN MICHIGAN UNIVERSITY, AND LEE NEHRT, PAST PRESIDENT OF THE ACADEMY OF INTERNATIONAL BUSINESS.

USA) has such a program for teachers of Japanese and the Goethe Institute has one for teachers of German. Such faculty should be made aware of other institutions' positive experiences in this area. Enrollments have resulted in increased foreign language faculty positions, and research on language acquisition has increased.

Alternative ways to provide foreign language instruction include: sending students to other institutions (arrangements need to be monitored to ensure quality and cost control); developing short courses to complement normal, often literature-dominated instruction (e.g., intersession short courses just before students go overseas on internships, in order to learn key business phrases); hiring of high school language instructors; and language instruction offered by business schools themselves.

## 4. FACULTY DEVELOPMENT



In many ways, the starting point for the internationalization of a business school is strengthening the competence of its faculty.

Lee Nehrt estimates that of some 25,000 business faculty in the United States, only about 1,500 are specialists in international business. Some 1,500 additional educators may have some competence in the field. Therefore, a great majority of business faculty members in the United States have questionable or no competence in international business.

Faculty generally have little motivation to augment their skills with international competency. Untenured faculty need to devote considerable time to research and publication in order to obtain tenure; tenured faculty are often trapped by the family life cycle. Deans and chairpersons may be unsympathetic to the international dimensions of business.

Because of the relative unimportance that some faculty accord to developing international competence and the lack of a sufficiently large pool of mentoring faculty, the pool of Ph.D. students with international competency remains small. This problem can be partially overcome by requiring Ph.D. students to add an international dimension to their curriculum, i.e., by requiring that they take a particular course(s) or present their dissertation proposals to an international committee or faculty.

Given that the American Assembly of Collegiate Schools of Business (AACSB) requires global content in business education and that there is a limited pool of faculty and Ph.D. students with international competence, some international business courses will be taught by faculty who are not international business specialists, including some who will be reluctant participants in the internationalization venture.

Tangible and intangible incentives must be created for faculty to obtain and maintain overseas experience or exposure and international competence. In the absence of promotion, tenure,

and other faculty rewards directly linked in a major way to international research and teaching, internationalization of the faculty, and thus of the curriculum, will be an uphill battle. There are two approaches to internationalize business faculty through teaching: (a) have them teach at least one course that exposes them to the unique dimensions of international business on a regular basis, and (b) have them teach at foreign institutions — especially if this will enable them to incorporate international and cross-cultural dimensions into their teaching. Some examples follow.

- Faculty can be assigned to teach in executive development programs and develop an appreciation for the international dimensions of business, such as the University of Southern California's International Business Education and Research Program.
- Many institutions encourage faculty to teach at foreign institutions. The University of South Carolina uses this strategy, which is supported in part by grants from the United States Agency for International Development (USAID) and the United Nations Development Program (UNDP) for the development of business programs at the Pontificia Universidad Catolica Madre y Maestra, Dominican Republic, and the University of International Business and Economics, China. The University of South Carolina also has faculty exchange agreements with several other foreign institutions.
- Department or college faculty and administrators can create a research project that attracts faculty. This may be as simple as putting an international research agenda on the table and inviting participation. However, this strategy is more effective if the idea has a champion who is pursuing it aggressively and creating opportunity for others. Michigan State University has provided a clear success story for such a strategy.

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*and international competence.*

A proposal for a major research initiative in Central Europe was circulated with adequate funding for faculty exploration. Eleven faculty members were sent to Central Europe with an intensive interview agenda, which enhanced the personal investment of each participant in the project and attracted additional faculty as well. A program of learning was established to prepare faculty. The research itself accelerated international knowledge.

A wide variety of strategies for internationalizing reluctant faculty has been successfully used at a number of institutions. These include:

- Award competitive research grants to faculty, on the presumption that faculty will want to teach what they are learning and writing about. Such grants should encourage cross-disciplinary and cross-institutional research (and instruction). If a university, school, or department already has research grant programs in place, then it should build an incentive into the program to encourage development of international competencies. Such a program has been used at the University of Miami, the funds coming from company sponsors and from an executive development program.
- Hire a consulting team to train faculty, most of whom would have to be enticed or required to attend (i.e., few would likely attend on their own volition).
- Send faculty to intensive faculty development programs, such as those offered by the Universities of Hawaii and South Carolina.
- Convince faculty to acquire overseas exposure by getting industry or government agencies to fund international faculty internships or by sending faculty abroad to accompany student interns.
- Demystify overseas experiences, eliminate fears, and build confidence by providing attractive, "handholding" overseas study

tours, which provide few short-term payoffs but can lead to long-term attitude changes. This was done, for example, by the University of Western Ontario Business School which took eight faculty to the United Kingdom. Such study tours might require that faculty write case studies during their visits, which would get them actively involved in the program. Both Brigham Young University and Michigan State University invite less experienced faculty to go along with faculty leaders on their annual executive MBA international study tours, which gives them the opportunity to interact with foreign executives in a structured and beneficial manner.

Faculty can be internationalized through a variety of "opinion influencer models" as well. These include top-down, bottom-up, and mentor alliance models.

- International business centers and institutes could encourage certain deans and provosts to attend attitude-change programs. Deans and provosts, in turn, would be expected to influence their faculty through research-funding incentives, course assignments, and so on.
- International business faculty could choose certain students to influence and excite about international issues; the students, in turn, would informally pressure other faculty to become equally motivated (e.g., if faculty at a particular school were unlikely to be attracted to a trip to Poland, the school might send motivated students first, in the hopes of influencing the faculty with their enthusiasm).
- Faculty from more experienced institutions could be linked with smaller "sister" college faculty needing development of their international knowledge base.

The role of a dean is crucial in addressing the internationalization challenge. Deans need to use every lever they have to get faculty mem-

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FLOATING MARKET NEAR BANGKOK, THAILAND.

bers to move in an international direction. Leverage might include:

- Not approving the hiring of new faculty unless candidates give evidence of their competence in the international dimension
- Basing salary increases on demonstrated efforts in internationalization
- Not approving promotion or tenure unless a candidate demonstrates significant achievements in international competency
- Reserving 40 percent, then 60 percent, and finally 80 percent of all research funds for research in the international dimensions of the business problems studied

## 5. THE CURRICULUM



Infusing a business school curriculum with international, comparative, and cross-cultural content can be achieved in a number of ways. No single curriculum, method, or approach is appropriate for all schools. In fact, *diversity* is inevitable, even desirable. The extent and *sufficiency* of curriculum internationalization must be based on and be consistent with a school's objectives for internationalization.

According to Jeffrey Arpan, there are three levels of internationalization of the business curriculum:

1. **Awareness** is necessary, but not sufficient, for all business students. Awareness can be achieved through either (a) a survey course in international business or (b) infusion of international business content into existing core courses. Many schools attempted to reach this level of internationalization in their curricula during the 1980s.
2. **Understanding** is necessary and sufficient for all business students. Understanding involves, in addition to building awareness, (a) a required international strategy (or capstone business policy) course, and (b) in every concentration area, at least one required international course (e.g., international finance, international marketing). Student exchange, study abroad, and foreign language programs may develop further understanding, but they need not be required. Currently, many business schools are experimenting at this level of internationalization in their curricula.
3. **Competency** is desirable but not necessary for all students. In addition to the elements involved in awareness and understanding, this level requires competencies in foreign languages and area/comparative studies as well as experiences such as

foreign study and international business internships. This level of institutionalization of the curriculum is appropriate and feasible at institutions that have the resources, experience, and vision to deliver a high degree of competence in international business. Although the perceived demand for this level of internationalization appears limited, the real demand is quite high. Only a few schools have achieved (or are approaching) this level of internationalization of their curricula.

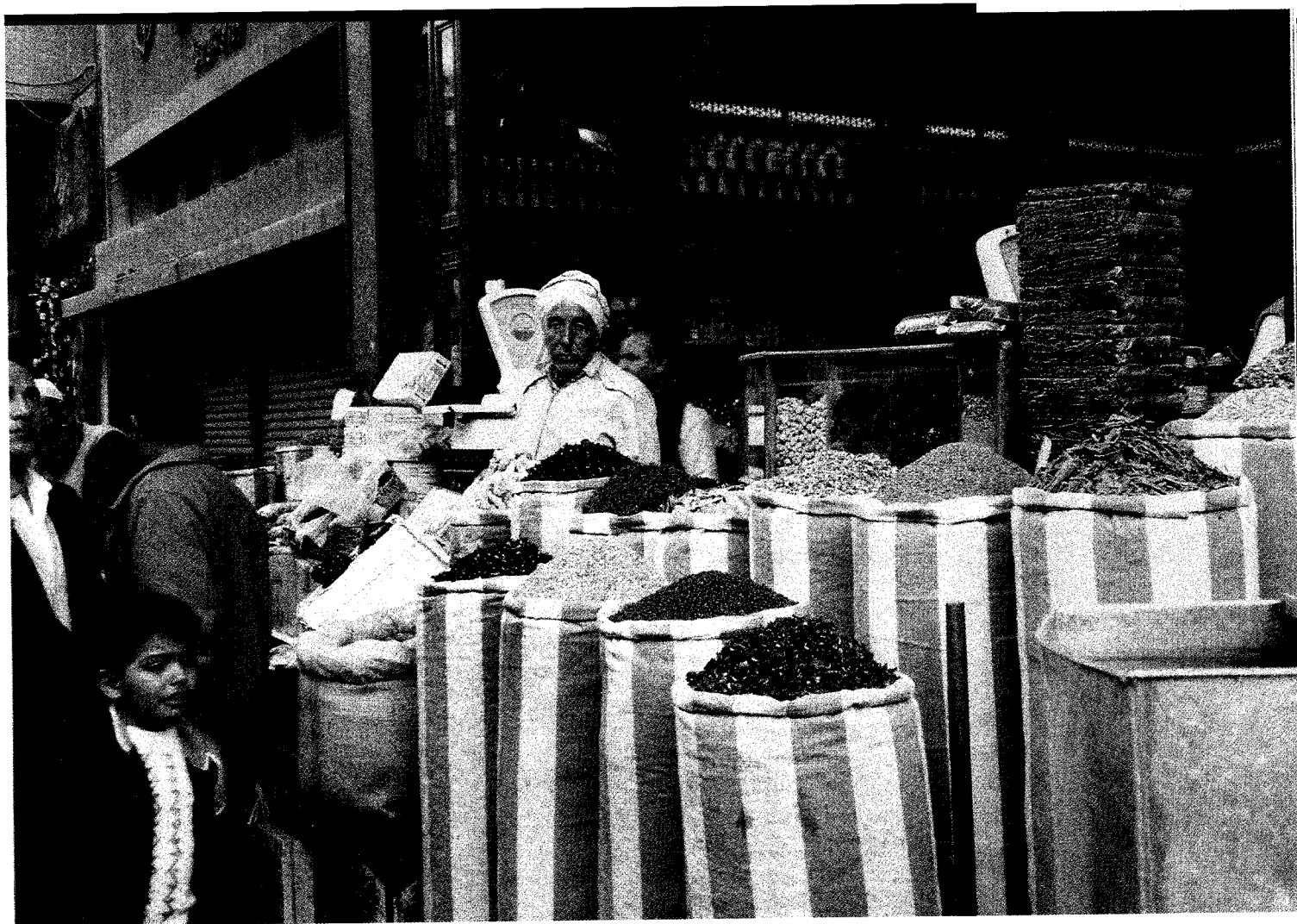
Some or all of these levels can be achieved through in-house efforts of an institution or can be delegated to domestic or foreign institutions that have such programs. Examples of successful competency models worthy of review are the undergraduate language and international trade degree program at Eastern Michigan University, the joint master of arts (MA) and master of business administration (MBA) degree program at the Wharton School's Lauder Institute (Philadelphia, Pennsylvania, USA), and the master of international business studies (MIBS) program at the University of South Carolina. At Brigham Young University, competency is achieved through a dual MBA/master of arts in international and area studies. The degree requires fluency in a second language, the full MBA degree, and the MA degree, which includes a thesis. The curriculum thus includes a significant number of area studies courses taught by different faculty, and the thesis serves as a capstone experience.

Business schools may also choose from among a variety of methods to internationalize their curricula after careful evaluation of their goals, resources, and institutional contexts. Among the more prominent and effective methods are:

- Faculty and student exchange programs with foreign institutions
- Study abroad programs
- Overseas internships
- Foreign language training
- Establishment of foreign campuses

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all schools.*





STREETSIDE MARKET IN CAIRO, EGYPT.

- International business majors, concentrations, degrees, or courses
- Area studies
- Foreign faculty
- Visiting foreign faculty or scholars
- Visiting faculty trained in international business
- Cooperative programs or consortia with foreign institutions to develop joint courses or curricula
- Increased foreign student enrollment

In internationalizing their curricula, schools should follow an evolutionary approach: it is typically more feasible to start with the most economical, least complicated methods and work toward the more complex and resource-intensive methods. Further, effective internationalization of curricula is possible only through the strong commitment of higher level administrators, the development of faculty expertise, and strong commitment and involvement of a critical mass of faculty.

Compared to a decade ago, curriculum materials for internationalization are now sufficient in most disciplines.

## 6. STUDENT LIFE AND ACTIVITIES

There are many ways to enrich the international dimension of the lives of students — some at no cost to the school, others quite costly. NAFSA: Association of International Educators, Washington, D.C., USA, is one of the major organizations that funds some of these initiatives.

A business school should pursue as many student-life activities as possible, but it must be understood that they do not substitute for the structured learning of required courses.

Many of the ways to enrich lives of students in the international dimension tend to attract those who already have developed an international orientation through coursework or elsewhere. The challenge is to involve the mass of students who could benefit the most.

Different programs and activities are likely to be differentially beneficial for students at different levels. For example, study abroad may be administratively and practically easier for undergraduates. However, undergraduates may gain less from certain types of experiences than might graduate students.



MICHIGAN STATE UNIVERSITY HOST TAMER CAVUSGIL (LEFT) WITH CHARLES MAYER OF YORK UNIVERSITY, JOHN DANIELS FROM INDIANA UNIVERSITY, AND LEE RAEDBAUGH OF BRIGHAM YOUNG UNIVERSITY.

Overseas experiences provide students with rich, perhaps unequalled benefits, but involve great, often unanticipated or at least underestimated, administrative complexities. Overseas experience should exist within a coherent frame-

work for internationalizing the student body. Students should not be allowed to drift into assuming that an interesting international exposure or experience is the equivalent of academic substance. Context setting by competent faculty is essential to put the learning experience in perspective.

The most promising ways to internationalize student life on campus and to maximize foreign-domestic student interaction include:

- Programs that facilitate mentoring by business people and linkages with international student groups.
- Academically focused, student-initiated and -managed associations, rather than groups based on geographic areas or ethnicity.
- "Culture days" organized by, and at the initiative of, students.
- Linkages between campus activities and external international groups (e.g., Japan societies).
- Foreign language tables and foreign language floors in residence halls.
- Early orientation sessions involving foreign and domestic students and encouraging interaction among different foreign nationals as well as between foreign and domestic students.
- Recruitment of foreign students, and from a greater number of countries.
- Team and group assignments in class that involve students from different countries.
- Attendance or participation in international events (musical presentations, art shows, literary readings, etc.) for class or for non-credit degree requirements.
- Communication concerning scheduling of international activities, through advertisements in campus papers or physical or computerized bulletin boards (as is done at Dartmouth College in Hanover, New Hampshire, USA).

- Staging business quiz games with an international theme and prizes for highest scores.
- International internships and individual or group trips. Such internships might be required for business degrees (e.g., the University of South Carolina's master's program); group or team internships could also be pursued.
- Making foreign language business journals, magazines, and videos readily available.

Students selected for overseas study programs should be those who are older and mature and who have satisfactory, but not necessarily stellar, academic credentials; students able to absorb considerable "culture shock" (especially those planning to study in less developed countries or countries with radically different cultures from their own); and students with the requisite language skills. All overseas study programs must involve committed and secure faculty and have the complete backing of the academic administration. Ideally such programs should be integral parts of degree programs or at least be preceded by adequate orientation programs and followed by required debriefing activities.

Cross-cultural differences should be anticipated by international internship administrators. For example, it appears that Japanese companies do not structure students' experiences as much as companies in many other countries, and more administrative attention may be needed and expected for internships in Japan. Japanese companies seem to be unwilling to rate interns negatively; German companies seem to rate all interns negatively.

Unpaid international internships are relatively easy to develop; paid internships present more difficulties. On the other hand, paid internships are more likely to stimulate involvement and commitment to a site.

International internships longer than twelve months may lose their effectiveness; those shorter than three months may never achieve the desired results. French companies prefer three-month internships, because after ninety days they must begin to pay for fringe benefits. German com-

panies prefer six-month internships. Brigham Young University found that six-month and twelve-month internships work best in Japan. Japanese companies tend to require that interns spend a great deal of initial time just learning about the business, as they do with new hires. If an intern spends only three months at a Japanese company, he or she will rarely do anything very meaningful.

The most promising ways to cultivate international internships for students include:

- Locate responsibility for internship programs in a distinct place and provide them with adequate resources. For example, position a program in a dean's office or a career planning office and provide administrative (release) time, secretarial help, and an adequate operating budget (especially for communication and travel expenses).
- Implement computerized search capacity for internships to match students and their abilities and interests with particular sites. *Overseas experience should exist within a coherent framework for internationalizing the student body.*
- Use students to identify their own internship assignments, realizing that student-initiated programs may be less adequately structured and result in premature termination of the internship. This is particularly problematic if the internship is a required component of a degree program.
- The International Association of Students in Economics and Business Management (AIESEC) can be helpful in arranging for and administering internships. Use of AIESEC does not expose the internship program to administrative expenses; however, when an AIESEC contact graduates, his/her expertise is lost both to AIESEC and to the internship program. There also may be less control over internships if AIESEC is used.
- Make use of home-country resources abroad (e.g., American chamber of commerce offices; state, provincial, and national trade offices, etc.). The danger is that use of such



MICHIGAN STATE UNIVERSITY STUDENTS ON AN OVERSEAS STUDY PROGRAM IN BRUSSELS, BELGIUM.

intermediaries can reduce the control that programs might otherwise be able to exercise over internships.

- Seek out university-to-university exchanges to tap local knowledge and reputation.

Both Brigham Young University and Michigan State University have used alumni who live in foreign countries as networks to generate student internships. Where formal alumni associations exist, they have been instrumental in identifying sponsor companies for student internships.

The varieties of international internships are almost limitless. Some of the most promising include:

- Students can work as a team to help a local company develop a strategy for penetrating

a foreign market; this might involve a trip to the foreign market being considered.

- Students can work as a team or individually to help a local subsidiary of a foreign company become adjusted to the local market.
- Students can teach introductory business or write cases (as students from the University of Western Ontario have done in Russia).

In order to help its interns adjust to Japan, Brigham Young University sends a faculty member for the first six weeks of the internship to work with the students on language and business culture. The students can also discuss their internship experience with each other, and the faculty member can visit the participating firms to make sure the experience is working out satisfactorily.

## 7. OUTREACH TO THE BUSINESS COMMUNITY

**B**usiness executives have expressed a growing need for help in determining the optimum ways of adjusting to heightened global competition. This has created expanded opportunities for universities to be of service with research-based information as well as improved instructional techniques for students of international business and managers at various stages of their careers. The effectiveness of outreach programs can be enhanced through scholarship that is highly relevant to the business community, i.e., research, curricula, and management development programs that have a *pragmatic* focus. Universities should acknowledge and encourage this type of research as a bridge to the business community.

Certain principles should guide outreach to the business community. Outreach vehicles can be improved and more sophisticated evaluation measures developed to determine the effectiveness of such programs.

Ultimately the most successful relationships between the business community and academia will assume a symbiotic character in which the growth and development of both parties are strongly influenced by the development of the alliance.

The one-way, didactic approach of delivering information in the name of outreach is likely to have limited and short-term benefits. Both academic and business communities can gain much more from the development of two-way exchange relationships. Faculty members can provide valuable analyses of international business developments to industry, but they can also benefit greatly from access to a firm's unique data resources and from research questions that originate from managers directly involved in international business activities. Maximum benefits can be obtained by the private sector if long-term relationships are established with faculty experts and research, educational, and outreach groups. These relationships will often include regular meetings, resulting in the development of an

ongoing dialogue between practitioners and academic analysts; and such relationships often result in and are strengthened by continuing commitments from business partners to provide financial support for university-based research and outreach activities.

Beyond the more conspicuous benefits that can accrue to both universities and businesses from outreach activities are some that are less tangible, but often equally important. The accomplishments of faculty and students can be strengthened by augmenting campus scholarship within the business setting in which theories, concepts, models, and accumulated knowledge are applied. Insights into business goals, functions, and experiences in the global economy can be leveraged into more effective research and instruction. Especially important are insights gained that can influence the issues targeted for research and the most appropriate emphases in curricular development and instruction. Correspondingly, business executives can gain useful insights from their association with academia leading to more relevant strategies and management approaches.

International business outreach initiatives and requests for industry support and participation are far more likely to succeed if at least some constructive relationships currently exist. In situations where few, if any, contacts have been made with companies, universities should develop consulting programs, research reports, and conferences directed at the needs of businesses in order to demonstrate a high degree of professionalism, skill, and scholarship of direct relevance to business managers.

Not all beneficial relationships are the result of outreach activities initiated by universities toward industry. Universities ought to be organized to convey a receptiveness to business inquiries and requests. Informal approaches by business organizations can blossom into significant and mutually beneficial activities and programs.

Universities must choose the most appropriate vehicles for establishing international business programs with businesses. Because most universities operate under financial and

## 8. OVERSEAS LINKAGES

There is a decided tendency among American universities toward linkages with European schools, followed by Latin American and Asian educational linkages. For Canadian universities, Asian linkages are much more common than Latin American educational linkages. It is particularly difficult to establish programs with schools in developing countries because of differences in educational programs and the limited financial resources of schools from these areas.

Many universities that have established an extensive number of overseas linkages have found that few of them remained active in the long run. Linkages are often greeted with a great deal of initial enthusiasm, but as the number of faculty and students with interest in a particular linkage is exhausted through exchange participation, interest begins to lag. Thus as much attention must be devoted to the maintenance of linkages and care exercised in selecting linkages as are given to establishing the linkages in the first place. There may be some advantage in considering linkages for a limited duration or a specific

short-run purpose rather than exclusively as a long-term association and to concentrating on a few strategic alliances rather than diluting activities across several.

In considering linkages, it is useful to consider what the partner universities may wish to gain from the association. The most common motivation for establishing a linkage is providing opportunities for faculty

and students to obtain international exposure and experience. Productive research collaborations may result when faculty from partner institutions share similar interests and complementary strengths. In addition, universities may desire foreign faculty to teach in their programs. Doctoral and postdoctoral research and learning opportunities can be created. Faculty can also engage in specialized short programs (e.g., intense summer courses) or engage in curriculum development projects. Occasionally, universities will

seek affiliation with an international university primarily for the image value of the association rather than any functional interaction. Caution is suggested in forming these sorts of linkages.

When developing linkages, various criteria must be considered. The most critical is to pursue linkages appropriate to the resources and design of the university. It is imperative that a strategic plan for overseas activities be determined so that specific international opportunities are explored and evaluated that are consistent with the plan. Other criteria include the educational parity among partners in the linkage, the interest areas of faculty and students, and the financial resources of each partner to provide mechanisms for exchange and collaboration.

When establishing and managing overseas linkages, it is essential that flexibility be a hallmark of the approach of both institutions. Differing academic schedules, educational approaches, and curricula can pose barriers to fruitful collaboration. Not all interactions need be "in kind." Partners in a linkage must be creative and adaptive in finding ways of meeting differing goals and objectives that are reciprocal in value if not in form. In addition, partners must be open to evolution in the nature of interaction over time.

In order for linkages to succeed, there must be committed participants on both sides of the partnership. While a dean's support is essential to a successful linkage, deans are often too encumbered with other responsibilities to nurture a linkage effectively. In addition, a linkage centered in administrative personnel may be dependent upon the presence of a particular individual for its survival. It is best to place responsibility for managing the linkage with central faculty members within the institutions who will have the focus and longevity to maintain the linkage. Experience suggests that, once the early and eager exchange faculty are exhausted, linkages tend to dissipate. Therefore, building mutual research goals may be one way to secure the continuation of linkages.

The long-run viability of partnerships requires that they be administered partly or wholly by paid administrators. Faculty members

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OPEN BAZAAR IN HONG KONG.

may be willing to sacrifice their publishing (which is rewarded) in the short run to organize and manage a partnership, but ultimately they will have to give up their academic goals to spend the time needed to run a partnership. Perhaps rotating faculty assignments to manage or co-manage a partnership could be viable.

Institutions should develop a set of guiding principles for the administration of such collaborations. A statement of purpose can articulate general procedures and suggest the types of linkages considered beneficial. It can also specify what sorts of linkages should be part of university-to-university accords and which ones should be negotiated, signed, and conducted at the departmental or school levels. It is also desirable, especially for larger institutions, to maintain a centralized record of all formal linkages.

In establishing and supporting a linkage, support from outside organizations is often available. For example, the International Trade Centre (UNCTAD/GATT, Geneva, Switzerland) provides assistance in matching universities interested in establishing international linkages with institutions in developing countries. The

United States Information Agency, the U.S. Agency for International Development, and the Canadian International Development Agency all provide support for international linkages, particularly those aimed at specific geographic regions of interest to these agencies. In addition, various regional and national consortia of universities can be tapped to provide opportunities for linkages for schools that may not be large enough to provide the economies of scale necessary to support overseas programs. Foreign alumni may be useful resources in identifying and establishing contact with foreign institutions in pursuing potential linkages.

The internal dynamics of a university are critical to the support of overseas linkages. Financial support for faculty pursuing international linkages is a necessary prerequisite. However, also critical is a reward system that supports involvement in international activities. There is optimism that demands from the business community for education relevance in a global economy will precipitate a support structure in those universities that have not placed priority on such activities in the past.

## 9. NON-U.S. PERSPECTIVES ON INTERNATIONALIZATION

Examining the role of export orientation and institute development in the internationalization process is useful in delineating the non-North American perspectives on the process.

### EXPORT ORIENTATION AND INTERNATIONALIZATION

National institutes of foreign trade can play a significant role in the internationalization process. The training of trainers and teaching international business through course modules such as the diploma in export marketing offered by the National Productivity Center in Malaysia and a similar diploma program offered by the Export Institute of Singapore are examples. A clearinghouse for the development and distribution of training materials is needed.

To reach a greater nucleus of students of international business, two institutions in the

United Kingdom have developed complete credit courses (modules) for distance learning. The Open University offers a course in international marketing and recently introduced a new course called "Opening the Single Market," referring to the European Community. Henley-The Management College offers a credit course in export marketing. The Allama Iqbal Open University in Pakistan has developed

a complete course in international business for distance learning. The course consists of thirteen separate modules, each consisting of a workbook, a case book, and video.

The Canadian International Development Agency (CIDA) has funded a large-scale train-the-trainers project in China that involves eight Canadian university partners. This has included Ph.D.-level training by Canadian professors for Chinese academics in Canada and China, short-term visiting scholars, and material development. As part of material development, numerous books will be published in Chinese. The cost

of book preparation and/or translation is far lower in China (and other developing countries) than in industrialized countries. The University of Western Ontario will see eleven books (co)written by its faculty published in quantities of 3,000 each for about \$5,000 per title.

### INSTITUTE DEVELOPMENT AND INTERNATIONALIZATION

Institute development can play a significant role in internationalization, especially development via linkages with the business community. The University of Queensland's (Brisbane, Australia) linkage with the Australian Export Board to establish a master of business administration program in international business is an example of this concept. York University's effort in establishing international management centers in Budapest and Prague is another. The critical element in establishing such centers is financial support such as the CIDA grants and private funding that made it possible for York University to cooperate with the University of Pittsburgh in setting up programs with the Prague School of Economics and the International Management Center in Budapest.

An innovative internationalization approach with advantages for both students and faculty is one initiated by the University of Western Ontario, which uses a large number of students (twenty-four to forty) to teach introductory business (Capitalism 100) or write case studies for a month in the former Soviet Republics. This is a relatively low-cost method of providing an international internship experience for students — they pay their own airfares, and in-country costs are covered by the host country.

Some European schools are further along in the internationalization process of business education than their counterparts in North America. Furthermore, since proportionately less textbook publishing is done in Europe, European schools use many North American textbooks that take a regional perspective, resulting in an approach within Europe that is also more nationally than internationally focused.





PRIVATE ENTERPRISE AT WORK NEAR TIANJIN, CHINA.

A wide gap exists between the internationalization experiences of Western European and Mediterranean countries. The European Institute of Business Administration (INSEAD) of Fontainebleau, France, and the International Institute for Management Development (IMD) of Lausanne, Switzerland, are examples of European business schools that have successfully institutionalized enduring internationalization. In contrast, several schools in Mediterranean countries trail the

Western European schools. The closure of this gap is essential in light of the emerging pan Europeanization. Support from institutions such as the European Federation of Management Development (EFMD) would be essential to achieving greater internationalization at Mediterranean schools.

Regional groups such as EFMD are useful points of access for any university attempting to internationalize, especially the network of contacts available through each.

## 10. THE ROLE OF NATIONAL RESOURCE CENTERS

The national legislation that created the centers for international business education and research — CIBERs — mandates that they play a leadership role in three areas: instruction in international business, research in international business, and outreach to the business community. CIBERs are also to serve several audiences: traditional students, business and nonbusiness faculty, and business executives. The impact of their activities is to be felt at the local, regional, and international levels.

Sixteen centers for international business education and research were in operation in 1992 in the United States at: Michigan State University, the University of Michigan, the University of Pittsburgh, the Bentley College jointly with the Fletcher School of Law and Diplomacy at Tufts University, Columbia University, the University of Maryland, the University of Miami, the University of South Carolina, the University of Texas, Texas A&M, Memphis State University jointly with Southern Illinois University at Carbondale, Brigham Young University jointly with the University of Utah, the University of Washington, the University of California at Los Angeles jointly with San Diego State University, the University of Southern California, and the University of Hawaii. Canada has had a similar federally sponsored program of centers for international business studies in place since 1974.

There is considerable enthusiasm for what the CIBERs can collectively achieve in terms of academic outreach. These centers of excellence can serve as role models for other business schools, provide curricular innovations, and develop learning resources and materials for teaching international business.

Nevertheless, not all CIBERs are ready for academic outreach. While some centers such as those at the University of South Carolina, the University of Hawaii, Michigan State University, and the University of Texas have established programs with either national or regional influence, others require more time in developing their academic outreach agenda.

The need for developing business faculty's international competence arises at three levels:

- **Doctoral students.** As Lee C. Nehrt, Jeffrey S. Arpan, Daniel Van den Bulcke, Brian Toyne, and others have convincingly argued, proactive training of doctoral candidates before they assume teaching responsibilities is much more desirable than remedial sensitization and training later.
- **Faculty at larger, research universities.** Since the mission of research institutions dictates a mix of teaching and service and a heavy dose of research activities, internationalization efforts will assume a different character at such universities. Internationalization initiatives with a considerable pay-off in research productivity are appropriate at such institutions.
- **Faculty at two-year and four-year colleges.** Colleagues at such institutions are primarily interested in internationalization efforts that affect enriched instruction. They are also more keen on adopting "ready to use" teaching modules and tools for classroom instruction.

The Faculty Development in International Business program at the University of South Carolina is better suited to the second level above.



LINDA GERBER, UNIVERSITY OF TEXAS AT AUSTIN, AND RICHARD LEWIS, DEAN OF MICHIGAN STATE UNIVERSITY'S ELI BROAD COLLEGE OF BUSINESS AND GRADUATE SCHOOL OF MANAGEMENT AND PRESIDENT OF THE AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS (AACSB).

To cater to level-three needs, each CIBER may develop an academic outreach program suitable for its region. It is also worthwhile to note that business school administrators make up another distinct target audience for internationalization efforts. The University of South Carolina CIBER has initiated a program specifically for business school deans and chairpersons.

Efforts directed at language instructors are essential to the CIBER mandate. Especially relevant is the preparation of language instructors on key business concepts, terminology, principles, and issues. Bringing the language instructors to a level of "understanding" (as opposed to competence) on business issues is highly desirable. Preparation of modules, teaching units, and primers covering key management and economics issues should be on CIBER agendas.

While each CIBER will need to perform a leadership role in the mandated areas, there should be considerable room for creative approaches. Each center is likely to develop its own character as a result of various determinants such as mission of the university, unique faculty talents and resources, geographic location (e.g., metropolitan vs. campus town), unique needs of the regional business community, and so on. For example, CIBERs can play a key role in retooling the faculty of their regions in international business.

In terms of business outreach, CIBERs must coordinate agendas with state governments and other multiplier agencies (chambers of commerce, economic development groups, trade and industry associations, district export councils, world trade clubs, and so on). A strong CIBER advisory committee, for example, can help chart a prudent course as well as influence the attitude of a dean.

Most importantly, individual CIBERs should collaborate on activities of common interest. There is a lot of room for exchanging experiences and ideas and for sharing resources within the CIBER network. To facilitate collaboration and resource pooling, advance notice of future activities is essential. Sharing calendars of events through electronic mail or telefax is desirable.

Finally, federal funding through the CIBER program does matter. The existing centers are engaged in activities that would not have been possible without U.S. Department of Education funding. Some centers have also been very successful in multiplying their funds by leveraging the federal grant.

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## EPILOGUE

Leading international business educators who gathered at Michigan State University in East Lansing, Michigan on June 6–7, 1991, for the Center for International Business Education and Research (CIBER) Roundtable on Internationalizing Business Schools and Faculty generated insightful perspectives on internationalization. For a more detailed treatment of these issues and elaboration of the experiences of selected institutions, readers should consult the forthcoming book, *Internationalizing Business Schools: Toward Meeting the Challenge*, also a publication of MSU-CIBER.

No single curriculum, method, or approach is appropriate for all business schools. *Diversity* is inevitable, even desirable: strategies for internationalization need to accord with each institution's unique set of clientele, location, resources, competition, history, and mission. For some institutions this means that providing their students with more than an awareness of international trends will require that they and their faculty make use of other (domestic and foreign) institutions' resources, those with different missions, history and venue. Chief among these other institutions will be the CIBERs (and their equivalents in Canada) and national institutes. Their responsibilities include: providing international competence to an increasing number of Ph.D. students; innovative and relevant foreign language instruction; and developing mutually beneficial outreach (training and consulting) programs. It is hoped that through such initiatives, the faculty will benefit from access to unique company resources and awareness of research questions originating from managers directly involved in international business activities. Similarly, business executives will garner useful insights from their association with academics leading to more effective business approaches.

All institutions confront some of the same obstacles to internationalization. Chief among them is the fact that current faculty (and Ph.D. candidates) generally have little motivation to augment their skills with international compe-

tency. Many means have been identified for internationalizing these key actors: faculty exchanges with foreign institutions; interaction with permanent or visiting foreign faculty or faculty trained formally in international business; participation in international research programs; funded international research; "handholding" overseas study tours; hiring a "consulting" team; initiating international speakers programs; and convening cross-disciplinary, area-specific, topical symposia. The crux of the problem, however, is to get faculty to acknowledge the value of research (and thus teaching and outreach) that contains an international component. That is essential both to motivate faculty and to ensure that those who are motivated will be rewarded. That process, in turn, is often dependent upon a change in orientation by business school administrators, especially of business school deans and the chairpersons they appoint.

Once a core of faculty has been motivated in this direction — either throughout the school of business or in a separate international business unit — then a whole panoply of strategies for achieving students' international understanding becomes possible. In terms of curricula, these include infusion models as well as separate international business courses, specializations, majors, and degrees, including those offered jointly with other schools (including professional schools) across the institution. At some institutions, internationalization will also include student exchange programs with foreign institutions; study abroad programs; overseas internships; relevant foreign language training; increased foreign student enrollment and interaction with domestic students; "culture days," and other innovative, academically focused student life activities.

Strategies, resources, and teaching materials to address the challenge of an increasingly global market environment are becoming readily available. Thus the order of the day is exciting business school administrators and, in turn, faculty and students in ways consistent with each institution's unique character and mission.