

Facilitating Global Faculty Exchanges

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ABSTRACT

As the world economy is becoming increasingly global, the importance of business schools keeping current and teaching about business in a global economy increases. One way for faculty to maintain currency about global issues and bring those issues to their classrooms is for them to participate in a global faculty exchange. This paper discusses ways that business schools can facilitate global faculty exchanges.

The world economy is becoming increasingly global. The U.S. economy is interlinked with the economies of countries around the world. As we have moved to a knowledge economy, we are not constrained by national boundaries. The globalization of the business world calls for increased globalization in business education. This paper addresses the globalization of business education, focusing on the role of faculty exchanges.

AACSB recently issued a comprehensive report outlining issues and methods for meeting the challenge of globalization, highlighting the importance business schools are placing on this issue (AACSB, 2011). The AACSB globalization report indicated globalization is the third wave of management education development. The first wave was the development of a body of knowledge that would become the practice of business. The second wave was the intellectualization of management education, including the development of rigorous research in the field. The third wave of globalization is stated to be just as transformational. The AACSB report states that we are relatively early in the globalization wave. It is also stated that globalization is a disruptive force of change that is discontinuous, fast, and prominent.

One way that the increased globalization of business schools is being manifested is by the increase of global statements in mission statements (AACSB, 2011; Bao & Ferrara, 2009; Green, Luu, & Burris, 2008). AACSB conducted an analysis of mission statements from 642 schools (AACSB, 2011). Sixty-five percent of the mission statements in the analysis contained some reference to globalization through using words such as global, international, and world. The information presented in Table 1 shows the topics included in these mission statements. From this analysis, it is evident that business schools are catching this wave of globalization.

Table 1 AACSB Member School References to Globalization in Mission Statements

Category	Specific Topics Referenced in Mission Statements
Global Nature of Business	<ul style="list-style-type: none"> • International trade of goods & services • Economic integration • Inherently “international nature of various disciplines
Global Market for Talent	<ul style="list-style-type: none"> • International networks of business professionals • Labor mobility • Need for “global leaders” • Role of developing economies • Transition to knowledge economies
Need for Intercultural Awareness	<ul style="list-style-type: none"> • Social constructs • Values (personal and professional) • Leadership styles • Communication styles
Global Higher Education Landscape	<ul style="list-style-type: none"> • Institution’s unique role/contribution in a global context • Global benchmarking & competition • Opportunities for international collaboration

Source: AACSB. 2011. *The Globalization of Management Education: Changing International Structures, Adaptive Strategies, and the Impact on Institutions.*

Globalization of business schools can be thought of as being on a continuum from adding a few aspects of globalization to having campuses in foreign lands. Strategies of globalization include offering study abroad opportunities for students, adding global curriculum, and internationalizing the faculty. Although all facets are important in the globalization of business schools, we are addressing the issue of internationalizing the faculty. The AACSB globalization report mentions that schools focus on globalizing the learning experiences of students, but often neglect to put the same emphasis on ensuring faculty have global developmental opportunities. Lorange (2003) stated that having an international professoriate was important in global business schools. Clark and Arbel (1993) noted that to globalize faculty, universities should require more international faculty exchanges and sabbaticals, have more international faculty members and use industry professionals with global experience in the classroom. This paper will discuss some efforts that are being used by business schools to develop faculty exchanges. Also, lessons learned from these experiences will also be shared and recommendations will be developed to make global faculty exchanges go more smoothly and be a better experience for everyone involved.

Business School Globalization Strategies

The AACSB Globalization Report noted three dimensions of faculty strategies for globalization: recruit, develop, and manage. These strategies are listed in Table 2. To foster globalization, business

schools recruiting strategy should include recruiting faculty that have interest in international issues. An additional recruiting strategy would be to recruit faculty who have international knowledge, perspectives, or experiences. A third recruiting strategy would be to recruit faculty for the international connections, for example, recruiting a faculty member that is currently working in a foreign university.

TABLE 2. THREE DIMENSIONS OF FACULTY STRATEGIES FOR GLOBALIZATION

RECRUIT	DEVELOP	MANAGE
Interests/Values	Pedagogical Training	Faculty Interactions
Knowledge/Perspectives	Immersion/Experience	Incentives
Connections	Research Support	Deployment

Source: AACSB. 2011. *The Globalization of Management Education: Changing International Structures, Adaptive Strategies, and the Impact on Institutions.*

The second type of faculty strategies for globalization is the strategies designed to provide global developmental opportunities for faculty. These developmental opportunities may be focused on three areas: pedagogical training, immersion/experiential learning, and research. As noted by AACSB (2011), many faculty lack confidence in their ability to incorporate global topics into the curriculum. Providing pedagogical training in international content helps faculty feel more comfortable in globalizing the curriculum. The second developmental strategy is by immersion or experience. These experiences could be the encouragement of faculty to travel. AACSB notes that some schools provide “learning expeditions” for their faculty. Some provide grants to support faculty travel. Schools with multiple campuses in multiple countries may ask faculty to teach at their campuses in other countries for the immersion into a different culture. Another approach is to bring international visiting faculty to campus. The interaction with the visiting faculty member will help faculty develop more global awareness. It also helps develop the connections between schools.

Another type of faculty development is to encourage global research opportunities. The AACSB report noted a recent survey of AACSB member schools in which only 6% of collaborations between international schools identified joint research as a purpose of the collaboration. Obviously faculty may enter into joint collaborations without it being supported by their universities, so this number may not accurately represent the number of global joint collaborations. However, it does indicate that collaborative research is a lower priority than other types of globalization strategies at this time. Only about 6.2% of articles published in the top 20 management journals between 2002 and 2006 have cross-border content (AACSB Report, 2011; Ghemawat, 2011; Pisani, 2009).

The third type of faculty strategies for globalization includes the management of faculty. The context, including the structure and processes, in which faculty operate will impact their ability to add to the globalization of the business school. The extent to which the business school provides opportunities for interaction among the faculty who are interested in international issues and research provides a context in which globalization can flourish. For example, some schools develop a department of international business in which faculty with global interest can collaborate. Incentives may also be used to encourage globalization. Promotion, tenure, and grant support are examples of incentives that might be used. If faculty need time to travel to conduct international research or to teach internationally, a

flexible schedule could be provided for them. Deployment is the third type of management strategy AACSB recognized. Deployment is especially an issue when business schools have multiple locations over multiple countries.

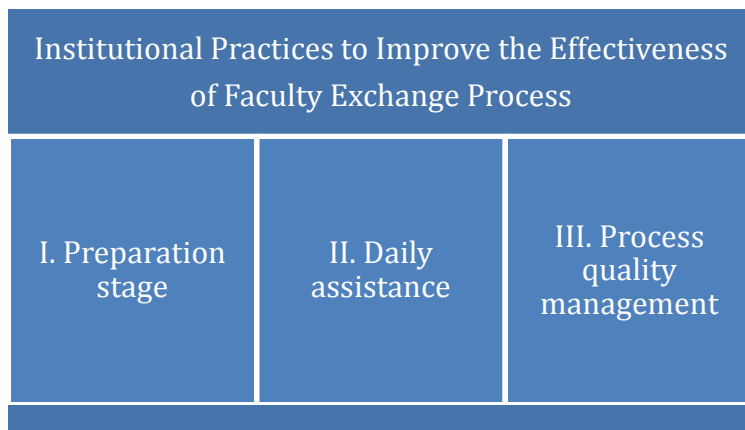
As can be seen by the strategies outlined in Table 2, there are multiple strategies available to add to the globalization of business schools. Expanding global efforts outside the normal exchange agreements for students and faculty, Scott, Babcock, and Nichols (1995) discussed an exchange agreement with librarians, which served to complement the globalization effort of faculty and curriculum. There are many globalization strategies, but the remaining portion of the paper will be devoted to the discussion of faculty exchanges.

Facilitating Global Faculty Exchanges

Hall (2007) asserted that it is as important for faculty members to teach abroad as much as it is for students to study abroad. He states that he learned important pedagogical, research-related, and life lessons from his teaching abroad experiences that he could not have learned otherwise. In addition to his own personal learning experiences, he feels his teaching and the experiences of his students here in the U.S. have been enhanced because of his teaching abroad experiences. This sentiment is corroborated by a study by Finkelstein and Chen (cited in the AACSB Report, 2011), which found a positive correlation between a faculty member incorporating international issues into the classroom and the amount of time the faculty member had spent abroad after earning an undergraduate degree.

Hall (2007) asserted that universities should put the same effort into developing faculty exchanges as they do for arranging study abroad experiences for students. However, as Hall pointed out, since universities tend to put their emphasis on facilitating study abroad experiences for students, faculties are often left to develop their own teaching exchange experiences. These efforts can be very time consuming. When considering the increase of exchange faculty effectiveness abroad, several institutional practices shall be recommended and discussed below. Figure 1 shows the various stages in which there are opportunities to improve the effectiveness of the faculty exchange process.

Figure 1. Institutional Practices to Improve Faculty Exchange Process



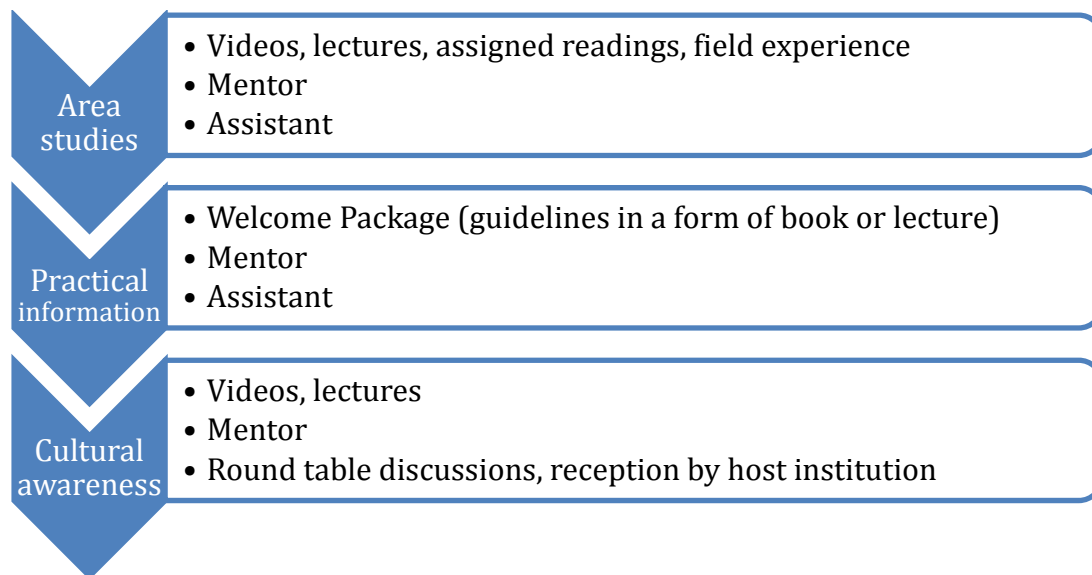
Preparation stage. Representing the core part of the faculty exchange improvement process, the preparation stage is basically dedicated to minimize potential culture shock and to hasten the faculty's

adaptation at the host institution. As in any other international assignment, it is advisable to start faculty exchange process with special preparation training provided well before the stay. The training tends to have three components (Cavusgil et al., 2008): a) *area studies* – factual knowledge of the historical, political and economic environment of the host country, b) – *practical information* – knowledge and skills necessary to function effectively in a country, including teaching facilities and specifics, housing, daily living, etc., and c) – *cross-cultural awareness* – the ability to interact effectively and appropriately with people from different language and cultural backgrounds. All mentioned training types, as well as methods, are welcome in a preparation stage, especially area studies and cultural awareness ones. Practical information is to be provided before and on the arrival.

Besides training, mentors’ and assistants’ roles are of a key importance in preparation stage as well. A mentor cannot only hasten the introduction stage, but also serve a guide in terms of organizational structure and cultural issues. A mentor could be someone at the home institution who has traveled to the university or country on an exchange. The mentor’s knowledge would be very valuable in preparing the faculty member for the exchange experience. A mentor could also be a faculty member at the host institution who works with the faculty member coming on an exchange program prior to their arrival. Traditions, teaching methods, studies’ programs, specific requirement of students, rating or grading schemes, teaching means (IT, libraries, books) are important to know before going to teach abroad. The host institution mentor should continue to mentor the faculty member during teaching assignments providing valuable ongoing information.

In addition to the mentor, it is helpful to have an administrative assistant who helps the faculty member with administrative issues such as ensuring the proper books are ordered for the class, that computers are set up and available for use upon arrival, and that any personnel issues are completed.

Figure 2. Trainings and Methods to Prepare Faculty for Exchange



Daily assistance. Daily assistance is related to practical information provision as well as general exchange process quality management. An informative *welcome package* with details on living and working issues, travelling within and out of the city schemes, eating, sport, cultural and health facilities,

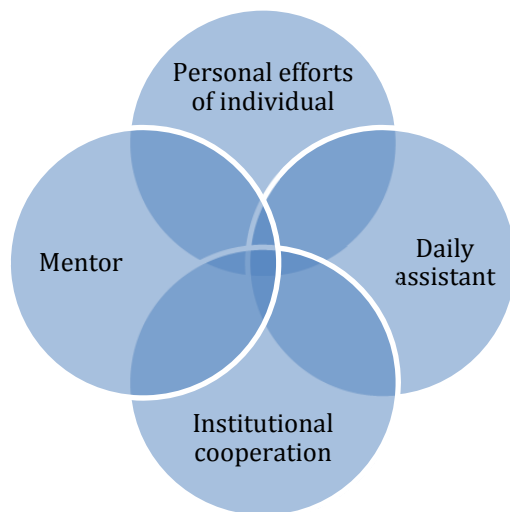
institutional specifics covering organizational structure and historical backgrounds, customs and local traditions, specific requirements at classrooms, teaching practices, students' rating practices, electronic means and internet facilities as well as libraries, etc., would not only save time for exchange faculty and assisting personnel, but also protect from various cultural miscommunication or misperception issues. Having an assigned person, such as an administrative assistant, to provide active help before and during stay would be of a key importance, as it is very convenient to have a contact person regarding various daily issues.

In order to meet the needs and requirements of both the incoming foreign faculty as well as the students at host institution, special questionnaires before the stay are highly recommendable. Experience sharing with former exchange faculty, receptions during stay at host institution or some common activities (sports, cultural events, etc.) would also serve as effective tools in increasing cultural and practical awareness of visiting faculty.

Process quality management. Process quality management involves active cooperation of both the home and host institutions. The home institution's active involvement in selection of appropriate candidate, as well as help in preparation stage shall have a significant impact on faculty performance abroad. A serious approach to any feedback during or after a faculty stay, and appropriate reaction in modifying welcome package or preparation stage trainings would serve as a helpful instrument as well.

Figure 3 illustrates the components of a successful faculty exchange. In addition to the mentor, assistant, and institutional cooperation, incoming faculty's personal efforts to be flexible, cultural savvy and respectful represents important tool to maximize international exchange faculty effectiveness.

Figure 3. Interaction of Means to Facilitate Exchange Faculty Effectiveness



Conclusion

As the recent AACSB globalization report illustrates, globalization is becoming increasingly important in business education. Although there are multiple strategies available to globalize business education, faculty globalization is important area to consider. The preparation stage, need for daily assistance, and the process quality management are critical to make a faculty exchange successful. Daily assistance, the presence of a mentor, institutional cooperation, and personal efforts of the individual are all important. The interaction of these components can make a faculty exchange very beneficial to the faculty member and both the host and home institutions. Ultimately, the students of both institutions will benefit from a successful faculty exchange.

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