

Back to the Future: Internationalization in Professional Schools
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As educators in an increasingly global society, we realize that we need to train students, both undergraduate and graduate, to live and work in a global environment. This idea is not a new one; scholars, administrators, and government officials have been promoting similar ideas for many decades, especially since the advent of the Cold War. Today, in the aftermath of September 11th, the professional schools are being challenged to respond to a set of national strategic needs with a new sense of urgency. As David Ward remarked in a presentation at the National Association of State Universities and Land Grant Colleges annual meeting, international education is no longer “business as usual.” The notion that professional school graduates must have cross-cultural knowledge and expertise has steadily gained support and become an important goal and marker of achievement of many professional schools in the United States today.

In this paper, I explore the motivations for and progression of internationalization in three different types of professional schools: business, engineering, and medicine. Of course, there are many more types of professional schools, but this group offers a window into the different internationalization processes taking place across the professions and between the professions and area and international studies. Utilizing web site descriptions, an informal survey of exemplary programs, and my experience with professional school colleagues on my campus, I explore some of the tools and mechanisms that characterize these professional schools’ internationalization activities, and the “promising practices” they have developed. Finally, I consider the obstacles to internationalization, and some ways that we can move forward.

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I. Motivations for and Progression of Internationalization

There is considerable variation in the timing and way professional schools have approached internationalization, largely as a result of differences in the intensity of external and internal demands to produce globally competent graduates. The federal government has long recognized the need for the internationalization of professional schools to meet critical national needs, but federal support for internationalization has been minimal and fragmented.² More recently, the public has recognized the need for international education as demonstrated by a national survey that found that 93% of respondents acknowledge international issues as important and an equal number think that greater understanding of other cultures and customs is important to our ability to compete in a global economy. (ACE, 2002)

Another source of pressure for internationalization has come from within higher education itself, as many university leaders have made internationalizing the campus one of their priorities. In his vision for the future of Michigan State University, President Peter McPherson states that “Internationalization will be so much a part of our daily lives and our work across the mission that it will permeate university life at MSU in everything we do.” At the UW-Madison, “Accelerate Internationalization” is one of the five strategic priorities of the campus. National higher education associations have also produced a flurry of reports noting the importance of internationalizing the professional schools. For example, ACE’s “Comprehensive Policy on International Education” calls for efforts to “significantly expand the international knowledge of faculty and graduate students in professional and technical fields such as business, education, the environment, law, crime and terrorism, economics, finance, health, food and hunger, conflict

² A list of federal programs supporting international education can be found in the Appendix to the ACE report, *Beyond September 11: A comprehensive Strategy for Internationalization* (2002). See also Madeleine Green, “Joining the World: The Challenge of Internationalizing Undergraduate Education” *Change*, 2002.

resolution and information technology.” (ACE, 2002, p.15). Finally, faculty, students and alumni have also pushed professional schools to move in a more international direction.

The internationalization of American business education was the stepping stone for the internationalization of the professional schools. Business schools were among the earliest of the professional schools to incorporate international expertise into their curriculum, in response to pressure from employers, government, accreditation agencies, students and alumni. The major arguments were based on the need to maintain American competitiveness in an increasingly global marketplace. Within business schools, the primary impetus for internationalization has been pragmatic, market driven concerns. The rationale has been driven by market demands from employers (including alumni) seeking globally competent graduates, students demanding global skills, accreditation agencies, and the competition for prestige and rankings among business schools. (Schoorman, 1999)

The widening of the global market challenged business schools to expand their programs, and accreditation bureaus demanded that institutions include international requirements. As early as 1974 the American Assembly of Collegiate Business Schools (AACBS) called for an increase in international content, and the process was further galvanized in 1982 by a new federal government funding program through Title VI (CIBER), which provided financial support and disseminated ideas and models. By 1986 the AACSB required that every student be exposed to international content through the curriculum. As employers pushed for more global skills, the AACBS requirements became broader for both undergraduate and graduate curricula. In 2000, curriculum standards included "ethical and global issues, demographic diversity and the influence of political, social, legal and regulatory, environmental and technological issues," and each school had to develop additional standards in accordance with their goals (Fugate and

Jefferson, 2001 p.161). Now, most business school programs include courses on international business and many schools have taken the initiative to create majors, minors, certificate programs, or other specialized tracks in international business. International business programs grew tremendously from 1989 to 1999, increasing from 163 programs to 420 (Scherer, Beaton, Ainina, and Meyer, 2000).

Internationalization of other professional schools has been less uniform. Demand for engineers with international experience has increased slowly over the past decades. Engineering development and manufacturing increasingly involves interactions within or between firms that cross national boundaries. Employers seek qualified applicants who are able to think in broad cultural terms, work in culturally diverse teams, converse in foreign languages, and augment the company's international agendas. Internships abroad are especially valued because the student has proven their ability to work in another language and culture (Swearengen, Barnes, Coe, Reinhardt, and Subramian, 2002). Despite the apparent need for graduates who fit this description, the field of engineering, as a whole, has not been overwhelmingly responsive (Jones, Oberst, Siller, and Johnson, 2002). Most engineering schools have not systematically created the types of connections with overseas universities and companies necessary for exchanges and international collaborations. This is partly due to the difficulties in coordinating and sequencing curricula, transferring credits, and creating space for language and cultural training, yet few schools have taken large steps to overcome these obstacles (DeWinter, 1997). As a result, the number of engineering students studying abroad has not risen as it has in other fields.

Engineering students account for 2.7% of American students who studied abroad in 2000-2001 (IIE, Open Doors, 2002). Some engineering programs have introduced international content into the curriculum, and a few have developed exemplary international engineering majors.

However, there is no uniform movement toward internationalization in engineering and the constantly expanding technical requirements for the degree make adding new requirements difficult. An International Engineering Education forum held in June 2001 suggested "the need to develop these approaches in consultation with engineering education accreditation bodies" and "recognize best practices and models in international engineering education." (Puri, 2001, p. 5).

The field of International Health has grown substantially in the last twenty years. The medical student population is changing, and it is demanding more training in primary care and courses with international content. Students are beginning to realize the personal and professional benefits of going abroad and obtaining a degree in international health. More than 20% of U.S. medical students now include international health experiences in their training (Haq, Rothenberg, Gjerde, Bobula, Wilson & Joseph, 2000). Yet few schools have established centers for international health or made an effort to increase their international offerings. Some administrators are skeptical of the benefits of international health experiences while others are concerned about the quality of the experience and supervision. Safety and liability issues are also an important factor. Because of these issues, medical students who want to go abroad often run into obstacles within their degree programs. (James, 1999) However, student demand plus recent cross-cultural training requirements from the U.S. Liaison Committee on Medical Education have created a mini-mandate for internationalization in the health field.

II. Evolution of Internationalization

It is useful to contrast the evolution of the internationalization of professional schools with the evolution of area and international studies. Area studies is a post World-War II interdisciplinary structure that draws primarily on the social science and humanities disciplines

to produce knowledge about specific geographically defined regions of the world. International Relations has focused on the way the US participates in and is affected by international issues. As Ken Prewitt has pointed out, area and international studies were originally justified from a security perspective as necessary to help the US exercise its leadership to “make the world safe for democracy,” a rationale that has been updated to “making the world safe from terrorism.” However, the internationalization of knowledge production means that conventional notions of regional boundaries are no longer adequate to examine the critical issues that characterize the age of globalization, such as migration, capital flows, human rights, disease, cultural flows, etc. While area knowledge remains critically important, a new form of “area-based knowledge” is emerging in international studies that combines the global and the local, simultaneously examining trends that transcend place and the impact of these trends on specific places. (Prewitt, 2001)

Internationalization is a major trend in higher education and many institutions are focusing on developing “global awareness” or “intercultural competencies” as part of their missions. In a recent study, Dilys Schoorman lists three different types of goals that can drive internationalization:

- Pragmatic: developing knowledge and skills for employability.
- Liberal: making students more aware of diverse perspectives and increasing their ability to act on this knowledge; and
- Civic: the ability to act as global citizens in the pursuit of global democracy. (Schechter in Schoorman, 1999)

These goals are not mutually exclusive and more than one may drive the activities of a campus or department. Internationalization within professional schools has been driven primarily by

pragmatic, market driven goals. Within area and international studies the goal has been more focused on the liberal and civic rationales, with an emphasis on making the world better for the US.

Area studies has come under criticism from a number of directions, including area studies itself, for being a product of the Cold War, for being too descriptive and America-centric, and devoting too little attention to the forces of globalization. As a result, area and international studies scholars are being encouraged to develop new partnerships that cross disciplinary, institutional and international boundaries in order to formulate new ways of looking at the world. For example, both the Ford Foundation (through their Crossing Borders program) and the Social Science Research Council (SSRC), recently supported innovative new area studies practices. (Volkman, 1998, Prewitt, 2001)

Area and international studies faculty may find it difficult to relate their intellectual agenda to the pragmatic, market driven rationales for internationalization often found in business and many other professional schools. Field specific goals are important to the professional discipline and usually best addressed within the professional school, limiting opportunities to create interdisciplinary linkages with area and international studies faculty. However, there is evidence that some professional school faculty members feel a need to expand the scope of internationalization to add an interdisciplinary approach that includes intellectual and theoretical conceptualizations of global phenomenon beyond their discipline. (Schoorman, 1999) This has positive implications for area and international studies and professional school collaboration.

While area and international studies are developing new ways to examine global trends and local impacts, professional schools are becoming more international and focusing more attention on the global and cross-cultural aspects of knowledge production in their fields. Both

professional schools and area and international studies recognize that knowledge production is global, that key aspects of scholarship are increasingly coming from beyond the US, and that training students who can operate in a global intellectual community is a challenge they must meet. These trends offer an unprecedented opportunity for new modes of collaboration between professional schools and area and international studies.

III. Tools and Models of Internationalization

The challenge of integrating international content within their structured degree requirements has forced the professional schools to employ internationalization tools in ways that differ from other parts of the campus which enjoy more flexibility in their curriculum. In most of the professional disciplines there are many different definitions of what constitutes an international or “globally competent” graduate. Each institution must develop its curriculum to meet the goals determined by its own faculty. An informal survey of selected institutions reveals insights into four tool sets: language training, international experiences, area studies collaboration and technology.³ The usage of the tools varies depending on the nature of the discipline studied, the structure of the program, and the progress of the field in general toward internationalization.

a) Language Training

Language training requirements among professional school programs range from none at all, to high levels of proficiency, including a mandated overseas program taught in the foreign language. Some schools offer a variety of options along a continuum to fulfill their language

³ Web sites and an informal survey provided a window into the tools utilized at the following institutions: University of Rhode Island, Massachusetts Institute of Technology, and Georgia Institute of Technology for engineering; Johns Hopkins University, Tulane University, the University of Washington, and Michigan State University for health; University of South Carolina, Indiana University, San Diego State University, and the Professional French Masters Program at the University of Wisconsin-Madison for business.

requirement, while others have strict language proficiency requirements. For example, San Diego State University (SDSU) International Business Program and the University of Rhode Island's International Engineering Program are double majors, requiring the equivalent of a major in a foreign language, plus an overseas study and internship requirement in addition to rigorous professional training. San Diego's expectations are made explicit: "Study Abroad is mandatory. If you do not intend to study abroad, please choose a different major." (SDSU, 2002)

The University of Rhode Island International Engineering Program leads to a Bachelor of Science in Engineering, and a Bachelor of Arts in German, French or Spanish. San Diego State and Rhode Island require both a study and work period abroad, have substantial enrollments (185 engineers at Rhode Island, and 750 international business majors at SDSU), and no trouble placing their graduates. However, these degrees require five years to complete in order to accommodate the combination of professional training, language training, and overseas experience.

Professional school students need specialized language training that pertains to their discipline. "Languages Across the Curriculum" (LAC) is a model that some institutions have tried to implement in order to bring foreign language training into other disciplines. LAC aims to overcome the compartmentalization of disciplines and create an interdisciplinary environment where students can gain exposure to other cultures.

LAC programs require substantial interdisciplinary collaboration to connect different subject matters. Rhode Island's International Engineering Program (IEP) program is one of the best examples of a successful institutionalization of the LAC model. For example, during the first 3 years of language training, IEP students are in a separate track that focuses on the language needs of engineers, with courses taught by language faculty who have retrained

themselves to teach engineering language and texts. As the director, John Grandin has noted, there are many challenges still facing the LAC model, even in a program as successful as the IEP at Rhode Island. (Grandin, 2000) However, by crossing disciplinary boundaries, IEP has had positive impacts on the campus that extend well beyond the engineering curriculum to meaningful collaborations between different knowledge areas. Collaboration has opened new faculty agendas such as how technology and engineering are culturally defined, how they are represented in art and language learning, and interest in campus issues that have not historically concerned language and engineering faculty. (Kirchner, 2000)

A major debate within language departments regarding the separation of language learning from the study of literature has complicated attempts to draw connections among the disciplines, and is one of the most difficult problems for LAC. This problem, which is especially acute in the Less Commonly Taught Languages (LCTLs), was described by one language faculty member as follows:

“Our learner cohorts are more diffuse than at any time since the mid 1970s and their demands for specialized and customized learning objects in Russian is unprecedented. ... our faculties speak and teach the language better than they did in the 1970s and their understanding of Russian cultural norms is generally much more nuanced and refined than was the case of those that taught them 25 years ago. But the faculty are uncomfortable with the notion of teaching business Russian or Russian for architects, or Russian for international development. The problem is serious: enrollments are low: when a student approaches our programs for training, we’re both pleased and apprehensive. Pleased at their interest, apprehensive about what it is they will actually want us to do. And we never know what the next student coming into the departmental office is going to want, but the chances are pretty good that it will, sadly, not be 19th century lyric poetry, which we are entirely and completely prepared to teach!” (FIPSE conference, Davidson, 2001)

Several other successful models of collaborations for professional language training have been developed, such as the Professional French Masters Program at the UW-Madison.

Language learning is beginning to play a more central role in medical education as well. Doctors and medical students have called for an increase in language training and international health experiences among health care professionals (James, 1999). Recent studies have shown that language barriers are a common problem in hospitals, which leave the patients in danger of misunderstanding their diagnoses and treatments. (O'Neil, 2003, Marchione, 2003) A committee formed by the International Health Medical Education Consortium is working on suggested curricula in international health (IHMEC, 2000). Language proficiency can be integrated into medical school programs, as at Tulane, which has proficiency in a foreign language as a graduation requirement for their Masters in Public Health.

While a small number of professional programs have been able to require and successfully achieve high levels of language proficiency in very specialized international programs, it is not realistic to expect that we can require this level of language acquisition for the majority of professional school students. Even among language majors, proficiency levels vary. One possibility is to provide a continuum of options, such as those offered by Indiana University's Kelley School of Business and the University of South Carolina's international business programs, that offer the opportunity for professional school students with high language aptitude to become highly proficient, while recognizing that even minimal language learning and exposure will increase cultural awareness and sensitivity. (Siedeli, Dollinger, & Doyle, 2003)

b) International Experiences

As the world becomes more interconnected, the value of a global outlook and cross cultural skills gained from an experience living and learning abroad is readily accepted by most educators and employers. This experience can take a variety of forms such as exchanges, study abroad or internship programs for a year, semester, summer or specialized modules. The major

questions for professional schools center around how to fit overseas experiences into the curriculum, and the balance between an overseas experience for practical, career preparation in their professional field, and the acquisition of language and cultural skills.

Many business schools have employed a model of developing targeted study abroad programs with specialized, business oriented curricula. They accomplished this in large part by partnering with business schools overseas that can create programs tailored to business students. The primary mechanism for overseas experience has been exchanges, benefiting both the US and overseas institutions, which have their own pressures for internationalization. As business schools began offering targeted business programs, students were able to go abroad and still make significant progress toward their degree. In addition, business schools have added significant institutional structures to support exchanges and advise business school students on international options and how to fit them into their program. One approach that integrates both study abroad and an internship is San Diego State's program in international business. Their students find positions in their field after graduation and 82% of alumni believe their skills gained by study abroad and experiences as international interns helped them find jobs.

The experience in the health field has been somewhat different. More than 20% of US medical students now include international health experiences in their training. Several top medical schools with international health programs such as Johns Hopkins, Washington University, and Tulane have formalized centers that help support electives in developing countries and provide faculty advisors and orientation. Despite a surge in interest in international health, many institutions do not have such support and relatively few international offices exist at medical schools. Barriers to international health training include cost, lack of benefit assessments, and concerns about safety and liability. As a result, students at many

institutions arrange their own overseas programs. To help facilitate the development of international experiences for medical health professionals, a consortium called the International Health Advisory Committee (IHMEC), was formed in 1991. It provides a connection for faculty and publishes resources on international health electives, curricula, language courses and hosts an annual meeting. (James, 1999)

Dana James postulates that one of the reasons many medical schools have been reluctant to invest in institutional overseas electives, is the limited amount of hard evidence showing the academic benefits. The few studies that exist are positive. One study of the international experience on 60 medical students who participated in a training in a developing country found the benefits of the experience included increased cultural sensitivity, enhanced world views, better clinical and communication skills, social and public health awareness, and concluded that medical schools should increase the number of high quality international electives. (Haq, et. al., 2000)

A partnership between Indiana University School of Medicine and Moi University Faculty of Health Sciences in Kenya offers a unique model for exchange. This medical school partnership emphasizes bilateral exchange, mutual benefit and long-term commitments. Since 1990, more than 110 IU residents have participated in an elective rotation in Kenya. The residents report that the experience is “life changing” and consistently rate the elective as one of the highlights of their residency training.. Additional programs beyond the residency have been added, including clinical electives and a program for freshman medical students. Its success can be attributed to its grounding in the concept of mutual benefit, institutional commitment, and open and regular communication, flexibility and tolerance by both partners. Strong support from the medical school leadership has generated the critical mass and buy-in of the faculty, which has

in turn resulted in the fundraising and intellectual and organizational energy necessary to sustain the partnership.

Engineering schools have lagged behind many other professional fields in the number of students studying overseas. Several well developed international engineering programs provide models and offer ideas. Overseas study and work experience are required elements of the University of Rhode Island International Engineering program which offers a dual engineering and language degree. Georgia Tech has also created an international niche by offering a strong set of overseas learning options for engineers. Their web site states:

Georgia Tech prepares its students to compete in the new, global marketplace. Our students have the opportunity to participate in any number of study programs in other countries. The experience gained from participation in these programs is invaluable to Tech students. We offer exchange, study abroad (at one of our campuses or at other universities), international co-op, work abroad and non Georgia Tech academic programs abroad. These programs are offered in more than 20 countries worldwide.

An unusual aspect of the Georgia Institute of Technology's engineering program is the Georgia Tech Lorraine campus, located in Metz, France. Enrollment at Georgia Tech Lorraine has gone from 5 graduate students when they opened in 1990, to 190 graduate students and 120 undergraduate students in 2001. Undergraduates attend GT-Lorraine during the summer and enroll in engineering, elementary language, and cultural courses.

Because students in professional disciplines often face obstacles in building study abroad into their programs, professional schools are expanding their overseas options, tailoring programs to the needs of their students. Assessment strategies have not kept pace with the expansion of study abroad. A well developed set of assessment strategies documenting the benefits of study abroad, including mastery of academic content, language skills, intercultural skills, critical reasoning skills, and personal growth, would help convince more professional

schools that study abroad is an integral part of creating well-rounded, globally literate professionals. (Gillespie 2002, Haq, et. al. 2000)

One of the most interesting aspects of the expansion is the variety of options being offered, ranging from short-term modules and summer programs with a professional focus, to semester and year-long programs in the language of the host country, requiring substantial preparation in language and area studies. Overseas programs utilizing exchanges or partnerships with overseas institutions bring other internationalization benefits to the campus through the presence of international students and opportunities for faculty collaboration. Technology allows students abroad to maintain close campus connections and distance education can ease the problems of maintaining course content and sequences.

c) Area and International Studies Collaboration

There is substantial variation in the amount and depth of collaboration between professional schools and area and international studies. Variations are closely tied to the types of disciplinary questions within the professional school and the institutional barriers to cross-disciplinary work.

Professional schools are struggling to meet increasing technical requirements, while simultaneously producing “globally aware” graduates. In some professional fields, part of the definition of what constitutes a global education is interpreted from a disciplinary perspective. Engineering schools need to address technical questions such as global standards (ISO) and global production processes, while business schools need to focus on training managers to sell products in different markets. Medical schools are concerned with training professionals that are sensitive to the way people from different cultures respond to health issues and treatment.

These professional concerns have proven difficult to fit into the area studies curriculum, and are usually addressed within the professional school curriculum.

Collaboration between area studies and professional schools is more likely when professional schools recognize broader cultural issues or thematic globalization concerns as part of the curriculum. The deepest collaborations appear to occur when this overlap in interests leads to joint degrees. The process of creating and maintaining a joint degree requires constant faculty interaction to negotiate content and develop and assess the degree structure. Other credentials, such as certificates or concentrations also require some level of faculty collaboration and can lead to more cross-disciplinary interaction.

One way of revealing collaborative interests is through the development of a joint or team taught course that brings area and professional faculty together. The Centers for German and European Studies at the UW-Madison and University of Minnesota recently collaborated on such a graduate seminar called “Sustainability, Culture and Industrial Ecology: Corporate Transitions in the US, Germany and Europe.” This course brought together scholars from several disciplines to examine the influence of culture on environmental regulation, consumer behavior, and corporate strategy in different countries. The seminar had benefits on multiple levels: faculty learned more about each other’s interests which led to further research, while students surveyed afterwards expressed enthusiasm for the format and noted that they would be using what they learned in future work.

Area studies and professional school curricula are also brought together by language and international education requirements within professional schools. The MISTI program at MIT states that it “believes that lasting economic and social relationships require language and cultural familiarity of foreign countries and regions.” It requires students to take two years of a

foreign language and courses on the politics and economy of the country, as well as participate in “retreats” held by the program before participating in an internship in China, France, Germany, Italy, India or Japan. Courses on the country, culture and language are taught by area studies faculty. In 1999-2000, 159 interns went abroad under this program.

Linkages between international health and the social sciences are evident in dual graduate degree offerings at several of leading institutions in international health. At Johns Hopkins the Master of Health Sciences can be pursued as part of a dual Master of Arts degree with the School of Advanced International Studies (SAIS). The Tulane Department of International Health and Development collaborates with the Department of Sociology to offer a Master of Science degree in “Applied Development,” focusing on interdisciplinary analytical and methodological skills combined with an understanding of key problem areas. At the University of Washington, students may earn a concurrent Master of Public Health and Master of Arts in International Studies through the Jackson School, or earn a certificate in international development policy and management, designed to complement graduate degrees in professional disciplines, natural science or social sciences. Electives in the certificate are offered by the College of Forest Resources, School of Nursing, School of Public Health, and the Department of Anthropology, demonstrating its interdisciplinary nature.

Michigan State's Institute for International Health is unique because it houses an interdisciplinary specialization for undergraduates in health and humanities. Students take courses on cultural and social dimensions of health, science, technology, and biomedicine. MSU's graduate programs also offer Medical Anthropology and Medical Sociology specializations, with courses spread over multiple disciplines.

d) Technology

Technological advances come from every corner of the world. Today's graduates must be familiar with the intellectual contributions of other parts of the world and become familiar with the global connections in their field. Some of these goals can be achieved without leaving the country. By using the Internet, American students can converse and work on joint projects in any other country that has the same technologies. Information can be disseminated simultaneously, which benefits the students by exposing them to other cultures' studies and programs. Technology allows US faculty to teach classes to students abroad, bring expertise from abroad into the classroom and coordinate projects with foreign companies. Study abroad offices and advisors can maintain connections with students overseas, and students on campus and abroad can gather news and information from around the world.

The professional schools have increasingly put their knowledge of cutting-edge technology to use for international purposes. Georgia Tech uses video-conferencing technology to offer their Mechanical Engineering and Electrical and Computer Engineering graduate students courses from Atlanta while they are studying at their campus in Georgia Tech-Lorraine France. MIT's International Science and Technology Initiatives (MISTI) builds on its student's technological expertise to help translate knowledge across borders. New educational technology helps students accelerate language learning and simulate cultural immersion. The MIT-Singapore Alliance, a partnership between MIT and the National University of Singapore (NUS) and Nanyang Technological University (NTU) uses videoconferencing to enable engineering students to study simultaneously. Each student has their own PC that is connected to a fibre-based network via Internet 2, which allows students at MIT, NUS and NTU to take the same lectures and experience true collaborative and interactive learning (MIT, 2002).

Technology plays an increasing role in internationalizing professional schools at the UW-Madison as well. Continuing engineering education and technical Japanese in the engineering school, an interactive, distance learning international business course with Kazakhstan, language CD-ROMS, and environmental studies distance education courses, are just a few of the programs that have become part of the campus landscape. These technologies are tools that bring the world to the campus, infuse an international dimension to the curriculum, and enhance research and overseas partnerships.

While not a substitute for an overseas experience, technology offers many opportunities for international interaction. However, new technologies are not always reliable, can be very costly to maintain, and are not equally available in all parts of the world. Time differences make it easier to use distance technology with Europe than many parts of the developing world. We must keep in mind the “digital divide” and make sure that we are realistic about how much can be accomplished via technology and which parts of the world we focus on through its use.

It is clear that we have just begun to explore the many ways that technology can enhance international education for professional school students, and there is a need to share our “best practices.” The Technological Innovation and Cooperation for Foreign Information Access (TICFIA) Program is a Title VI funded initiative designed to support projects that will develop innovative techniques or programs using new electronic technologies to collect information from foreign sources. Several of the programs funded under this grant program are developing international resources for professional school education. For example, UCLA is building an internet-based business information system on China called “Global Window China” that will organize business education materials and economic, financial, legal and cultural norms in an easy to access format. Recognizing the stimulating effect that new technological advances can

have on students and instructors alike, a new American Council on Education (ACE) project is attempting to encourage the use of innovative technologies such as innovations in Internet technologies, distance learning, and two-way international communication to facilitate international relationships. An ACE/AT&T grant will recognize advances in the use of technology in undergraduate learning, particularly those that can be adapted by other interested institutions. As the Title VI and new ACE project demonstrates, the use of technology for international education is an area where university, federal and corporate partnerships show promise for testing and sharing new ideas.

IV. Moving Ahead: Keys to Success vs. Obstacles to Overcome

This overview has looked at the progression of internationalization in several professional schools, identifying the tools they have chosen and illustrating how they have utilized these tools to propel their successful internationalization. Three things seem to stand out as important factors for successful professional school internationalization.

First, a mandate to internationalize from the discipline itself and/or accrediting agencies has clearly been a driving force, particularly for business schools. Business has made substantial progress towards internationalizing in part because they have had a mandate from the accrediting body, the AACSB. This action compelled all business schools to develop an internationalization strategy, and created a more level playing field for their efforts. Our own experience suggests that alumni and business leaders have also been an important catalyst for internationalization.

The second key area for successful internationalization is the availability of funding for expansion of internationalization. Funds from Title VI (BIE and CIBER) signaled the national importance tied to internationalization and allowed schools to take risks and develop pilot

programs and models that could be disseminated once their efficacy was clearly established.

Similarly, support from corporations and foundations helped demonstrate the importance of the undertaking.

The third key element of success involves creating interdisciplinary mechanisms for collaboration with area studies experts and programs. As professional schools expand beyond the technical knowledge needed in their profession, they are moving towards what has been referred to as more “liberal” and “civic” rationales for global knowledge. (Schoorman) At the same time Area Studies is shifting in a more pragmatic direction leading them to be more open to issues and themes that cross disciplinary and geographic boundaries. Thus professional schools and area studies are moving toward each other in unexpected ways. This increase is manifested in joint courses and degrees, joint research, and team-based field work, which all seem to be on the rise.

This convergence of area studies and professional school rationales for global knowledge may make this an opportune time to reinvigorate the professional school and area studies collaborative partnership on college campuses. But it will not be easy. We will need to overcome many obstacles and it is worth discussing some of them.

The area of synergistic interests is limited in terms of both topics and locations, and the core interests of both area studies and professional schools are likely to remain in their own disciplines. Finding the areas of intersection and nurturing them will require recognition of the mutual benefits of working together, as well as changing aspects of campus culture that impede collaboration. There are many elements of the campus culture that work against interdisciplinary collaboration. Disciplines generally do not place the same value on work done outside the department as they do on things central to the discipline. Teaching credit, promotion and tenure

policies, and other faculty reward structures will need to be more flexible for faculty to invest in new collaborations.

Funding limitations and constraints are likely to be a major obstacle in the short-term. Universities are facing a major funding crisis as sluggish markets trigger state budget shortfalls of unprecedented magnitude. In times of budget crisis, there is a tendency to focus on the disciplinary core and less funding is available for interdisciplinary and new activities.

The tools of internationalization discussed here are all valuable, but their effectiveness is enhanced when they are harnessed together with area and international studies. For example, languages across the curriculum, area studies preparation for overseas learning, interdisciplinary courses on campus or abroad, and utilizing distance learning technologies bring different perspectives to the discourse on global topics. All involve drawing on the area and international studies expertise that exists on campus, but may not be considered by professional schools undergoing internationalization.

Professional schools approaching area studies now may find that area studies has changed as well; they are likely to be more open to innovation growing out of an increased focus on applying area knowledge to global issues and problems and the need at the same time to demonstrate capacity to meet changing national needs in the area-based knowledge world. These changes have been driven by a combination of shifting conceptions of area scholarship and the pragmatic recognition of resource constraints. We need to go “back” to area studies to see the “future” of area studies and professional schools-- a partnership of both trends and genres working together in renewed form. Both have changed and both need each other in their new incarnations.

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<http://www.acenet.edu>

CIBER Web:

<http://ciber.centers.purdue.edu/>

Georgia Institute of Technology, Study Abroad and Georgia Tech Lorraine:

<http://www.oie.gatech.edu/sa/programs/index.html>

Johns Hopkins University, International Health:

<http://www.jhsph.edu/Dept/IH/index.html>

Indiana University, Kelley School of Business:

<http://www.kelley.indiana.edu/>

International Health Medical Education Consortium:

<http://www.ihmec.org>

Massachusetts Institute of Technology, Science and Technology Initiatives:

<http://web.mit.edu/misti/www/>

Michigan State University, Institute of International Health:

<http://www.msu.edu/unit/iih/>

San Diego State University, International Business Program:

<http://www-rohan.sdsu.edu/~ib/>

Tulane University, Department of International Health and Development:

<http://www.tulane.edu/~inhl/inhl.htm>

University of Rhode Island, International Engineering Program:

<http://www.uri.edu/iep/>

University of South Carolina, Moore School of Business:

<http://209.61.156.159/default.htm>

University of Washington-Seattle, International Health Program:

<http://depts.washington.edu/ihprog/>

University of Wisconsin-Madison, Professional French Masters Program:

<http://wiscinfo.doit.wisc.edu/pfmp/program/index.htm>

U.S. Department of Education, International Education and Graduate Program Services,
Technological Innovation and Cooperation for Foreign Information Access (TICFIA) Program

<http://www.ed.gov/offices/OPE/HEP/iegps/ticfia.html>