

GLOBALIZING FACULTY: SUGGESTIONS AND EXPERIENCES

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ABSTRACT

INTRODUCTION

With the advent of a global marketplace, business and marketing thinking has changed fundamentally in its outlook and practices. Indeed, large corporations to small entrepreneurial businesses have adapted their strategies for globalization and some companies are even referred to as “born-global” as their global perspective began at or near their inception (Knight & Cavusgil, 2004).

To meet the needs for this global perspective, business schools and their faculty need better preparation and greater globalization experiences to prepare their students for this “world economy” (Corneul, 2007; Richardson & McKenna 2003). This is often referred to as “globalizing the faculty” (Gwin, 1995; Corneul, 2007) and the focus of this paper.

THE IMPORTANCE AND MEANS OF GLOBALIZING FACULTY

The internationalization of business and the globalization of faculty is encouraged and supported by the American Assembly of Collegiate Schools of Business (AACSB) (Clark & Flaherty, 2003; Festervand & Tillery, 2001). There are numerous other reasons for doing so. One may include an improved knowledge and pedagogy. Much can be learned from foreign professors and their students as their perspective, approach and pedagogical methods may differ from our own experiences. Second, we may improve our understanding of foreign students. Garson (2005) states that exposure to foreign students helps faculty to develop empathy in specific areas of patience, compassion, and tolerance.

There are numerous ways for business and marketing faculty to acquire more of a “global perspective.” These include: (1) work or teach abroad, (2) faculty study tours, (3) lead/participate in student study abroad tours, (4) attend/participate in international conferences and research, (5) increase the number of foreign students at our school/college, and (6) increase the number of foreign professors.

ONE PROFESSOR'S GLOBALIZATION EXPERIENCE

One of the authors had the opportunity to spend five months in the Philippines on a Fulbright Program to study how marketing and other courses are taught there. There are a number of differences in how marketing education is carried out in the Philippines compared to the U.S. These can be categorized in the following manner: (1) teacher preparation, (2) workload, (3) student readiness and experience, and (4) pedagogical approaches. Each of these has a significant effect on how students are taught and what they take away from their marketing courses.

CONCLUSIONS

This paper addressed the importance of globalizing faculty and offered suggestions for globalizing faculty and students. Numerous examples and experiences from the authors were presented, including more specifics of one author's Fulbright Program globalization experience.

References Available on Request