

The internationalisation of the curricula in different disciplines

# Implementing meaningful international curricula in a business school



Track 1: Fundamental questions relating to the systematic internationalisation of the curricula

Prof. Dr. Hazel Grünewald

Internationalisation – nothing new?

The challenges of globalisation

The need to differentiate

ESB Business School –  
internationalisation strategy

Balanced scorecard



## Internationalisation – nothing new

*Internationalization is definitely past the “new flavor of the month” stage. It is firmly embedded in institutional mission statements, policies, and strategies as well as national policy frameworks. [...] because of internationalization’s high profile it is now used to describe anything and everything remotely linked to worldwide, intercultural, global, or international. In short, it is a catchall phrase and losing its meaning and direction.*

*Jane Knight, “Five myths about internationalization”*

*Ask any German university what its mission is and you can be relatively certain that “being international” or “internationalisation” will be named as core characteristics.*

*Professor Dr. Dieter Lenzen, Symposium “Successful Internationalisation”, German Rectors’ Conference, Bonn, 11-12 December, 2012*

## International business accreditation

There appears to be strong support among AACSB accredited members for **"taking mission-driven standards to the next level."** Revisions to facilitate a **deeper understanding of schools and what makes them distinctive** is viewed by some as a necessary change in order to be more effective in carrying the mission through in team visits and other aspects of the process. Many believe the current peer review training is too general and does not provide enough guidance on how to **assess a school's quality related to its own individual mission.**

## Important factors to bear in mind

- What is our motivation behind our goals? In other words, not only what do we want to achieve, but why?
- What stakeholder needs does our internationalisation strategy aim to meet?
- How do we seek to achieve our targets?
- How can we ensure that we maintain the high quality of education and service that people associate with our name while trying to become more international?

▶ What do we stand for?

▶ What do we strive for ?

We produce socially responsible graduates who are highly employable worldwide,

We achieve **academic excellence** in accordance with international quality and educational standards,

We leverage the international expertise of faculty to conduct **innovative, relevant teaching** and **applied research** that shapes business practice,

We forge **strong international and sustainable partnerships** (alumni, academic & research),

Vision &  
Mission

**"Within an educational environment that is truly international, we develop leaders who shape global business practice and society responsibly."**

We develop and maintain a values-driven vision and service approach based on **mutual trust and respect, individual commitment** and **shared responsibility** towards our local and global stakeholders.

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## The challenges of globalisation

- Large multicultural lecture halls
- English as *lingua franca*
- Integration issues
- Different teaching and assessment methods
- Problems converting grades
- Incompatible academic calendars
- Lack of resources (different service expectations, sufficient range of courses)
- Lack of reciprocity
- [...]



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## The need to differentiate

### The ESB approach

- Critical self-reflection
- Balanced approach
- Sustainability
- Leveraging expertise
- Innovation

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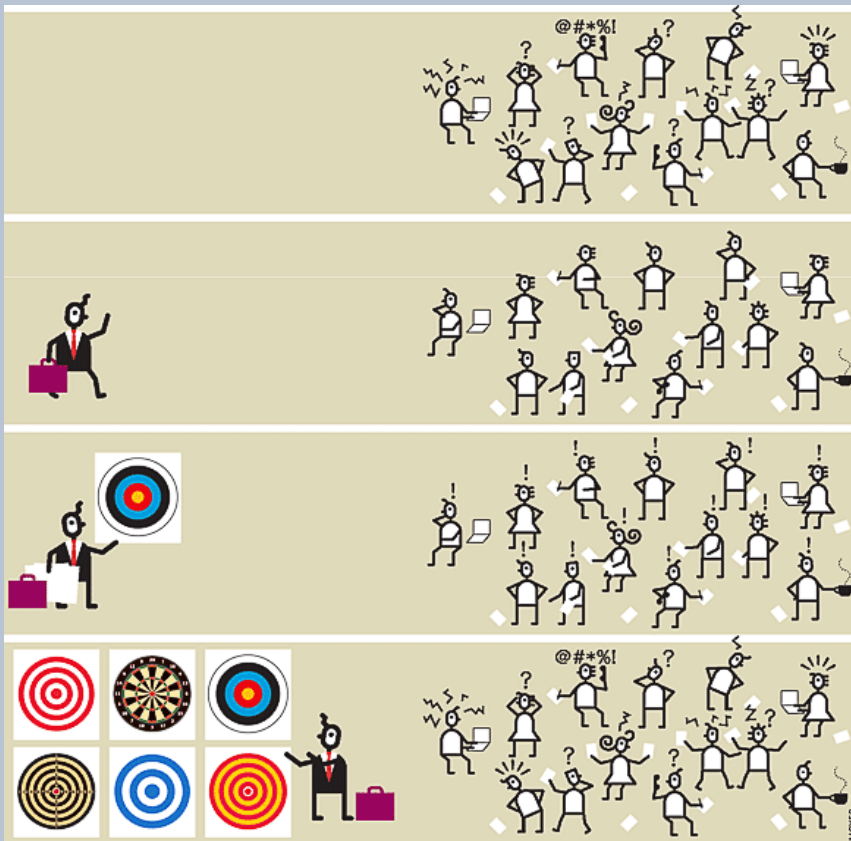
The need to differentiate

**ESB Business School –  
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Balanced scorecard



# Finding a common way – yet retaining diversity



- Programme accreditation
- Institutional accreditation
- International accreditation

➤ QM System

# The why and the wherefore

- ▶ What do we strive for?
- ▶ Why?

ESB Business School strives to **strengthen its international orientation to meet the business and academic needs of its local and global stakeholders.**

It seeks to **attract the best students from a global talent pool in the interests of both future employers and students themselves.**

## For ESB an international curricula means...

- Offering students a comprehensive, global perspective with respect to their studies
- Giving students a chance to consider aspects of their studies from different cultural or regional perspectives, as well as to apply their technical or expert knowledge in different cultural contexts
- Enabling students within their programmes to communicate with individuals from different cultures and backgrounds
- Giving students a chance to develop the competencies required for employment in the global market
- Sensitise students to ethical challenges and potential conflict in their disciplines or functional areas, and help them develop solutions

Double Degrees

Exchange with well-reputed partner universities

Cross-border teaching projects

International guest lecturers

Additional Bachelor & Master Degrees

Foreign internships

Learning in international teams

The diversity of international curricula at ESB Business School



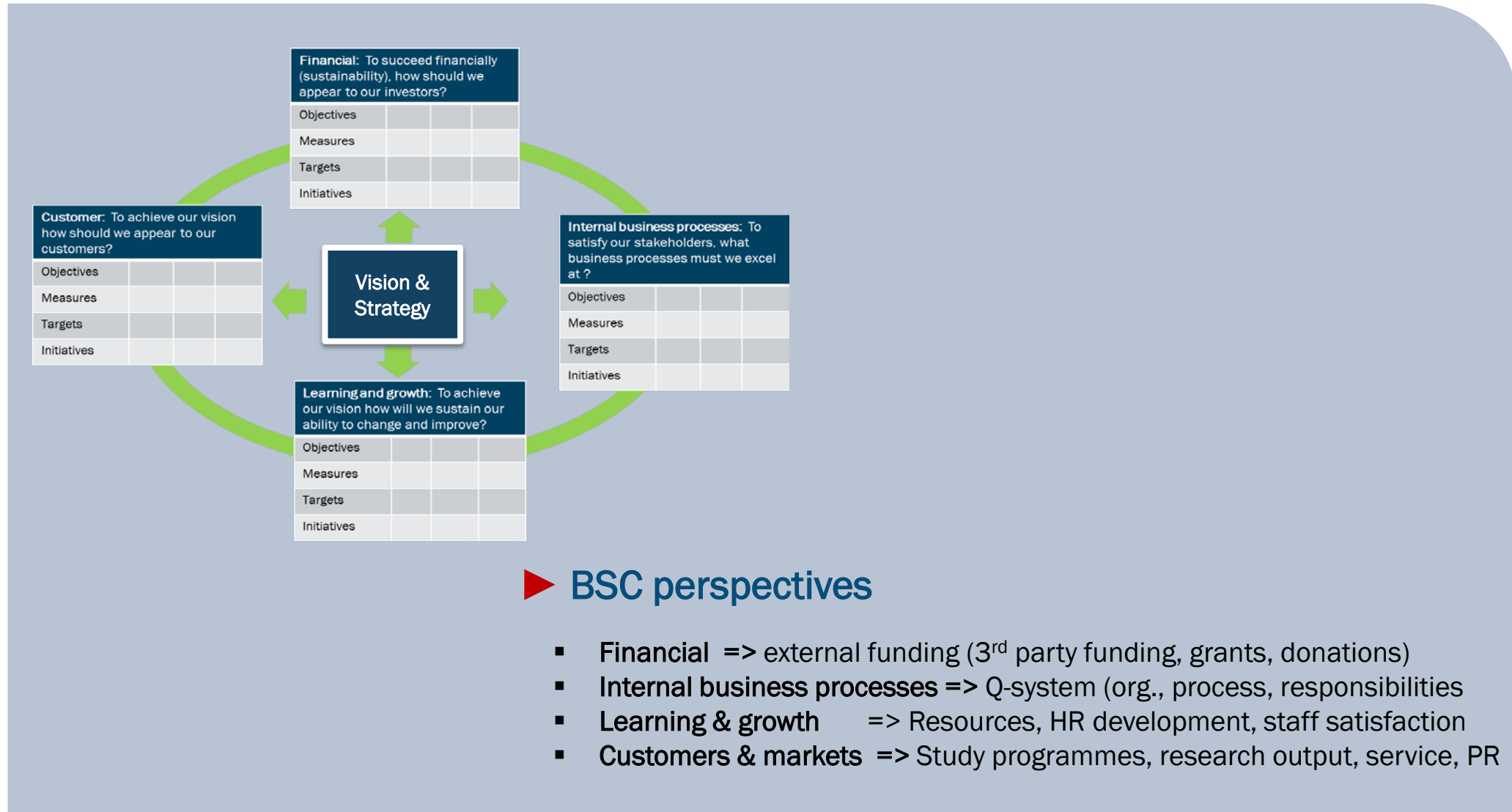


# Balanced approach

## ▶ How?

The balanced scorecard demonstrates our internationalisation efforts not only in terms of quantifiable indicators – it presents a wealth of measures and KPIs which testify our commitment to offer the highest quality in whatever we do.

# ESB Balanced scorecard



## ESB balanced scorecard

### ► Strategic focus areas cascaded => SEP targets

e.g. international curricula and language offering

- plan and monitor curricula with respect to internationalisation
- ensure that assurance of learning process runs smoothly in all programmes
- offer sufficient courses in study programmes in a foreign language
- develop digital online modules available across programmes and partners
- promote and monitor guest lecturing programme
- ensure visibility of international teaching

- Strategic targets - BSC *objectives*
- KPIs and instruments - BSC *measures*
- Target values - BSC *targets*
- Measures and initiatives - BSC *initiatives*



**Financial:** To succeed financially (sustainability), how should we appear to our investors?

Objectives			
Measures			
Targets			
Initiatives			

## Reinventing the wheel...?

### ▶ The QM System aims to find and close gaps

Processes are clarified and systematised

KPIs and indicators are recorded and used as quality instruments (e.g. evaluation reports)

Definition of responsibilities, which to date have been unclear (e.g. Escalation levels in case of quality problems)

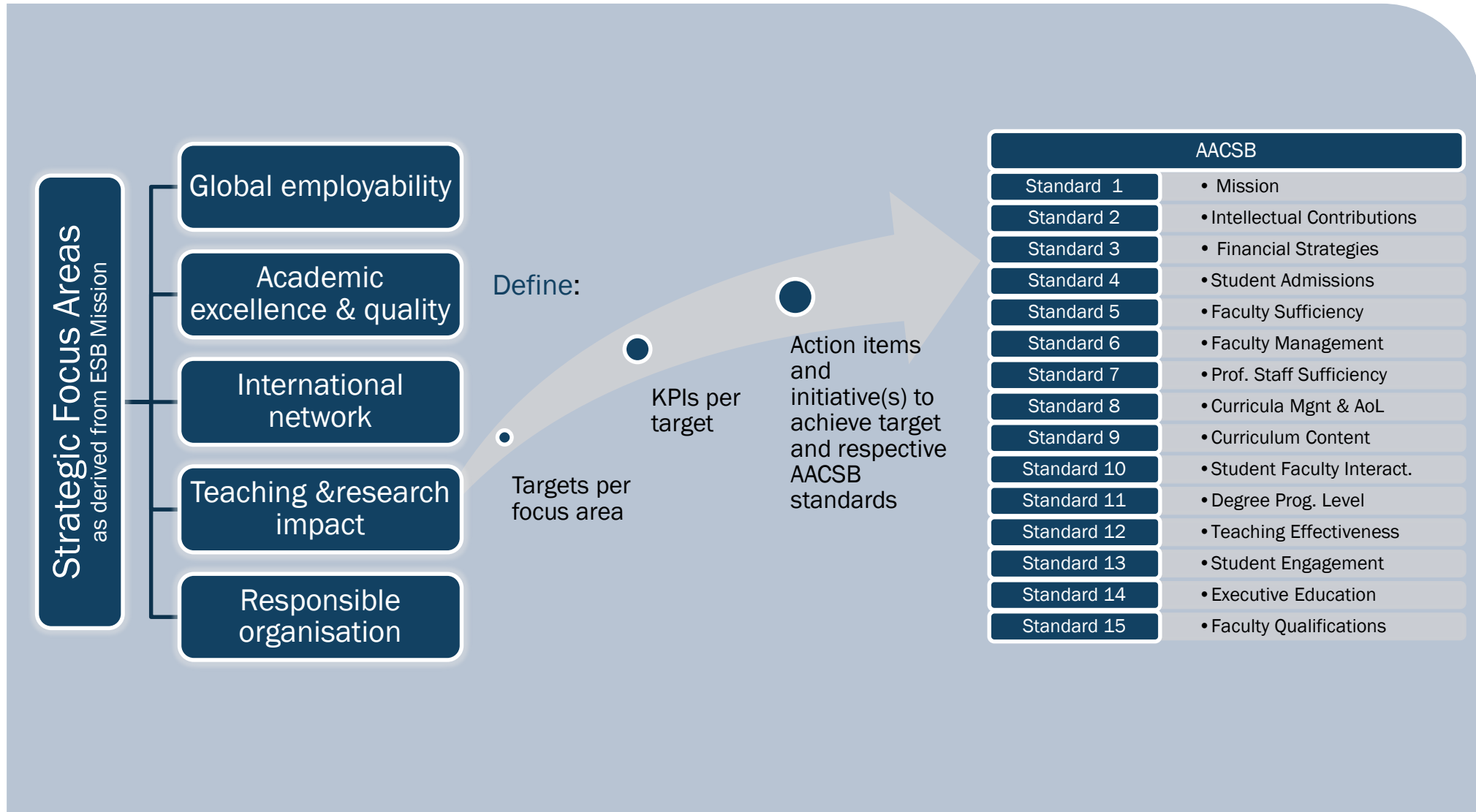
## Good business sense

Sound quality management and goal tracking

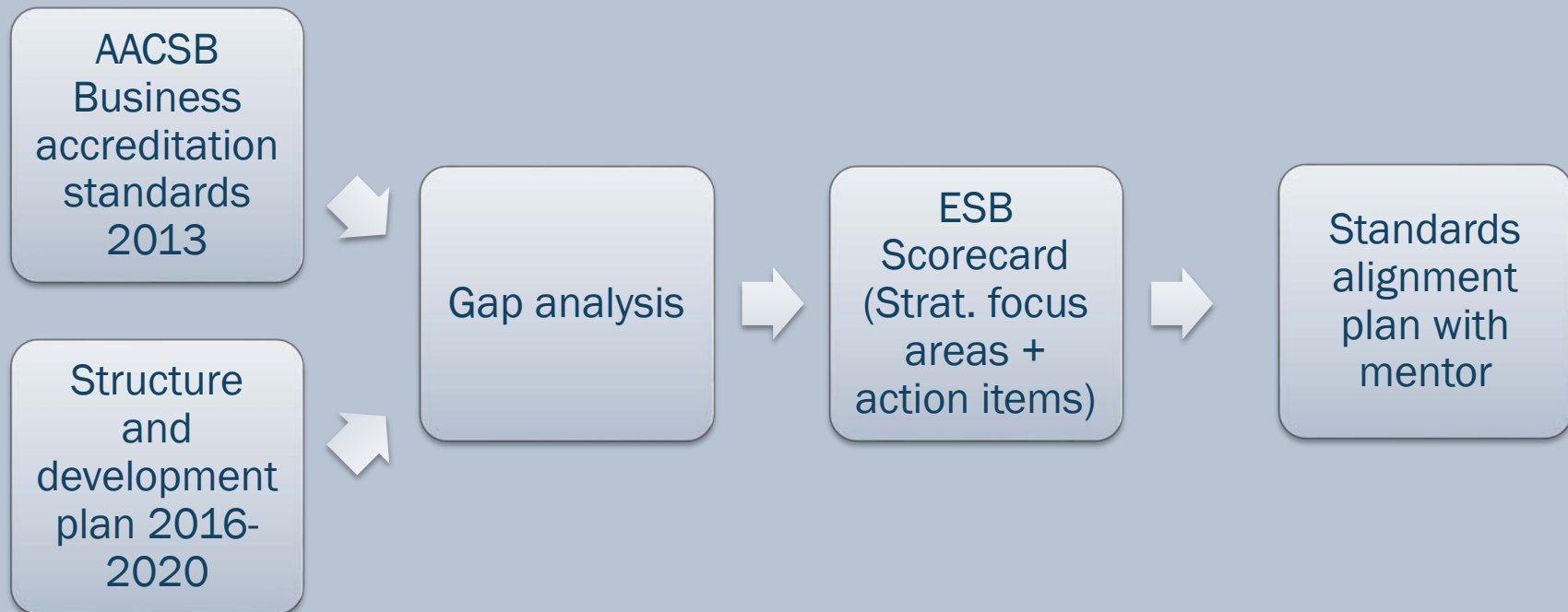
BSC -> active measures and initiatives

- keep tabs on finances
- track performance and goal achievement
- pay attention to need of customers
- ensure there are sufficient resources

# ESB scorecard for AACSB accreditation process



# Gap analysis



# 4 perspectives, different targets

		What we have to take into account ==> our scorecard perspectives			
Key		Finance	Market & Customers	Processes	Learning & Growth
		Responsible ESB Board member: D. Wader	Responsible ESB Board member: O. Schneck	Responsible ESB Board member: A. Taschner	Responsible ESB Board member: O. Schneck
	Priority				
	Non-priority				
()	Relevant standard	How do we maintain a sufficient and sustainable level of financial resources for ESB (external funding, grants, donations, project finance, executive programmes, ...)?	What is the output of our efforts for external stakeholders (scientific community, students, business partners, employers, general public, etc.)?	How do we organize ourselves in order to secure highest quality in everything we do?	How can we secure sufficient opportunity for personal development to all internal stakeholders (teaching faculty, administrative staff) and make ESB an enriching part of their lives?
(SDP)	Structure & development plan				
<b>Strong international network</b>  Goal: to forge strong international and sustainable partnerships (alumni, academic & research) to retain practice-oriented and international focus - All (bachelor) programmes should include integrated mobility windows for work or academic experience abroad - Regular reviews of our programmes and active exchange with partners need to occur to ensure that all courses are up-to-date and relevant and that laboratories are well-equipped.	Responsible: HG	activities. (see HRK audit - report on outcome measures to be able to get financial support) (3)	Guest lecturer programme (1) (8) (SDP)	Encourage and incentivise international research and impact (2) (6)	international professional staff development (staff development plan). (6)
		Conduct a capacity review with respect to internationalisation (staff / money for internationalisation activities) (3) (6) (7)	Degree programmes aim for significant international student body (1) (4) (SDP)	Systematically document internal research activities, conferences, prizes, projects etc. (2) (6)	Guest lecturer programme (1) (8) (SDP)
		Encourage and reward successful applications for third party funding for international programmes and initiative (3)	Ensure sufficient number of foreign language courses to attract international student body (> 25%) (1) (9) (SDP)	Create end-to-end quality assurance process for incoming students (4) (8) (9) (12)	



# Mapping to standards & SEP targets

		Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14	Standard 15																			
		Mission	Intellectual Contributions	Financial Strategies	Student Admissions	Faculty Sufficiency	Faculty Management	Prof. Staff Sufficiency	Curriculum Mgmt. & AoL	Curriculum Content	Student Faculty Interaction	Degree Program Level	Teaching Effectiveness	Student Engagement	Executive Education	Faculty Qualifications																			
AACSB standards	Global employability of graduates	■		■	■	■			■	■	■			■																					
	Academic excellence and quality	■	■		■	■	■		■	■								Target 1	Target 2	Target 3	Target 4	Target 5	Target 6	Target 7	Target 8	Target 9	Target 10	Target 11	Target 12	Target 13	Target 14	Target 15	Target 16		
	Strong international network	■	■	■				■	■																										
	Teaching & research impact	■	■		■	■	■																												
	Responsible organisation	■	■	■	■	■	■																												
	Global employability of graduates																																		
	Academic excellence and quality																																		
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	Responsible organisation																																		
																		■	Strategic focus area has strong impact on SEP target achievement			■	Strategic focus area has medium impact on SEP target achievement			□	Strategic focus area has no or only weak impact on SEP target achievement								

SEP targets

AACSB standards

■ Strategic focus area has strong impact on SEP target achievement

■ Strategic focus area has medium impact on SEP target achievement

□ Strategic focus area has no or only weak impact on SEP target achievement

# Overview

Strategic Focus Areas		Targets	MCSB standards addressed	KPIs and instruments	Target value or frequency	Main measures and initiatives	Finance external funding, grants, donations	Market / Customer Study programmes, research output, services, PM	Internal business processes Q-System, research output, responsibilities	Learning and growth Resources, HR, development, staff satisfaction	Board member responsible	Other contributors
International Networking Quality and Performance	T11	3	Published Int'l report	*		1. Regular documentation of KPIs and activities 2. Revamp website to ensure targeted marketing of key info 3. Report is published	*			Dean of studies	Head of Int'l relations	
	T12	3,6,7	Documented review	*		1. Conduct review of int'l staff (ask SDs) 2. Discuss with Board 3. Define roles and responsibilities	*			Dean of studies	Head of Int'l relations	
	T13	3	Exchange of info via LK	*		Actively share info via LK, share case studies via website, newsletter	*			Dean	Head of Int'l relations	
	T14	1,8	Established quart lecturer programme # ECTS taught abroad # Exchange per programme	25 ECTS in year // 1 incoming & 1 outgoing per programme		1. Create and document framework for quart lecturer programme (process & details on website) 2. Establishing quality control (evaluation framework for visiting & quart lecturing + feedback system from quart lecturers) 3. Monitor and regulate finances 4. Establish an international look	*			Dean of studies	SDs	
	T15	1,4	Percentage of foreign students	30%		1. Appropriate changes to admission policies 2. Attendance at recruitment fairs, partner events 3. Increase DD part-time	*			Dean of studies	Head of Int'l relations	
	T16	1,9	Percentage of foreign language courses	25%		1. Appropriate changes to curricula 2. Teaching programme - English for prof 3. D/E option removed from module books, language defined	*			Dean of studies	Head of Int'l relations	
	T17	2,6	FASY Intellectual contributions	*		1. Create FASY concept and generate funds for conferences, research staff 2. Establish process for monitoring intellectual contributions 3. Ensure clear communication of different baner systems 4. Establish FO committee & encourage text book production via Fachgruppen		*		Dean of studies	Head of Research	
	T18	2,6	Documentation of research activities	*		1. Establish process & committee for monitoring intellectual contributions 2. Purchase software for documentation & train faculty in use		*		Dean of studies	Head of Research	
	T19	4,8,9,12	Establish end-to-end QA process for incoming students	*		1. Implement incoming survey 2. Review feedback and derive measures on an ongoing basis		*		Dean of studies	Head of Int'l relations	
	T20	6	Establish end-to-end int'l staff development process	*		1. Document staff development measures (mobility) 2. Establish staff appraisal process			*	Dean	Head of Int'l relations, Petra Kneip	
	T21	1,8	Established quart lecturer programme	*		1. Create and document framework for quart lecturer programme (process & details on website) 2. Establishing quality control (evaluation framework for visiting & quart lecturing + feedback system from quart lecturers) 3. Monitor and regulate finances 4. Establish an international look			*	Dean of studies	Head of Int'l relations	

