AN INTEGRATED ORGANIZATIONAL VIEW OF THE DEVELOPMENT OF INTERNATIONAL EXPERIENCES IN GRADUATE PROFESSIONAL EDUCATION

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THE PROBLEM

• Growing data and recognition that international experiences are important for graduate students (Open Doors, 2013; NASULGC, 2004).

• Little is known about why or how these experiences are becoming an increasing part of graduate education.

• The organizational factors that are part of the development of international experiences are not well understood.

• U.S. history – crucial role of institutional factors and institution type in defining meaning, structure, and activities within internationalization.
RESEARCH QUESTIONS

• What are the organizational factors involved in the development and implementation of international experiences for students within graduate professional programs?

• If the organizational factors vary, how do they vary?

• If the organizational factors vary, why do they vary?

(Organizational literature indicates that such factors as policies, people and roles, funding, environments, planning, decision making, and beliefs and values contribute to how and whether new initiatives are implemented and supported (Bolman & Deal, 2003; Morgan, 2006; Scott & Davis, 2007).
RANGE OF INTERNATIONAL EXPERIENCES

• Law
  Summer course abroad – for credit
  International internships

• Medicine
  Spring break and summer experiences (years 1 & 2) – non-credit
  Clinical rotations (4th year) – a variety of developing countries
  Clerkship (3rd year) – in one developing country (language req)

• Dentistry
  Spring/summer service learning trips (years 3 and 4, for credit)
  prep course – approx 12 destinations – all developing countries
Faculty Background, Motivations, and Work

- Life experience, passion, motivation to involve students and stay involved themselves
- Serendipity – individual involvement and group connections (dentistry)
- Work roles – clinical/non-clinical, “international plate” in law, organizational unit level fit
- Volunteering but “with gladness”
ORGANIZATIONAL SUPPORT

- Is support really all about time, staff, and money?
- Host country partners – much more than support – no medical tourism
- Leadership – cheerleading, “fun work” but “a drain and a distraction”
- Culture or “mindset” of support – leadership and unit level, support “in concept” **Support ≠ value**
- “Everyone loves it when it’s over.”
ROLE OF CURRICULUM

• Formalization into curriculum structure
• External environment – law as different
CONNECTING – BEING PART OF THE CIRCUS

• Institutional/School systems, values, priorities, and strategic plans

• The Study Abroad office – spectrum of connections – minimal (law) to professional development/seat at the table (dentistry)

• Letting others play in the same field – law and medicine

• Disconnect – the university system level and processes
DISCUSSION AND IMPLICATIONS (IN PROGRESS!)

- Factors are not neat and tidy
- Getting experiences off the ground
- Maintaining experiences through challenges over time
- Sustainability