



LEHIGH UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

OCCASIONAL ESSAYS ON
GLOBAL BUSINESS EDUCATION

PAUL R. BROWN, DEAN

developing leaders for global impact

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The Importance of a Global Perspective

Dean Paul Richard Brown

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The value of acquiring a well-developed global perspective – a one-world view – as part of every College students' academic experience cannot be overstated. Such a worldview provides the context from which students can better analyze the social, political, and economic events of history and their own generation. Such a worldview also provides the context for more informed decision-making in many facets of life, from future career and geographic location choices to such seminal “modus operandi” life decisions as celebrating diversity and inclusiveness across vastly dissimilar cultures and peoples.

In fact, I would go even further and argue that developing a solid base of knowledge about the world beyond the US is essential to what it means to be an individual well-educated in the liberal arts. Whether the Lehigh student is working toward a BS, MBA or MS degree, a global perspective embedded in the curriculum inherently expands the mind and the student's base of knowledge. Such broad-base knowledge is a fundamental building block for the formation of well-rounded students equipped to compete for the most desired positions in the US. In the near future if not already, virtually all occupations will be international in scope. Students with knowledge about and experience in other cultures and peoples have a wide-ranging variety of career options available to them: international trade, banking and financial services, law, all levels of government, human services, health and environmental organizations and education, to name a few.

In an important study published by AACSB (Association to Advance Collegiate Schools of Business), the task force¹ concluded that “globalization is one of the most significant forces of changes for business.” By extension, globalization also becomes one of the most important forces for necessary change in business education, at all levels but particularly at the undergraduate and professional masters levels. The task force's call for academic leadership to lead this change is noteworthy and appropriate. The College embraces this call to action.

Developing and delivering a global education that is highly valued and effective is a multi-faceted and complicated problem, challenging many of the things we do in academe currently that seem so right for our students. For almost a ten-year period prior to arriving at Lehigh, I was integrally involved in leading two graduate business programs that had intrinsic international experience (and travel) to them. Inevitably, students participating in the programs clustered into three demonstrative camps: (1) I'm wonderfully a different person because of the experience; (2) I'm fighting it, but I know the experience is what the future is all about; and (3) I'm fighting it, I'm out of my comfort zone, and the experience is not one I want to repeat. The challenge is to address this complicated problem on all fronts, from all angles and over time, so that we students falling into the third camp are very few in number.

¹ Report of the AACSB International Globalization of Management Education Task Force, “Globalization of Management Education: Changing International Structures, Adaptive Strategies, and the Impact on Institutions” (Emerald Group Publishing Limited, 2011).

Global education is multi-faceted because is it about what is offered; how it is delivered, including consistent and reinforced over time; and by whom. At the undergraduate level, the College's faculty (the "whom") took an important next step recently in the evolution of global business education at Lehigh by endorsing a set of learning goals and objectives for our undergraduate students that will set the path for curriculum changes (the "what") in years to come. Embedded in the goals is the unquestionable importance of a global context to everything we do. The first goal – **understand functional areas of business and how they create value in a global context** – is a particularly relevant end as we review our curriculum. The College's students need to understand how global forces affect business decisions and outcomes, and they need to formulate and implement effective business strategies that embrace the global competitive environment.

A second goal endorsed by the College faculty for our undergraduate students is also particularly relevant – **collaborate with others to accomplish work in business contexts**. Recognizing the value of interpersonal and intercultural differences, a learning objective rooted in this goal, curriculum enhancements will necessarily note that collaboration demands a global perspective. A male US business leader collaborating with a female Japanese counterpart has a whole host of intercultural collaborative challenges in front of him, and our undergraduate students need to be equipped for this type of work setting, a typical 21st century global experience.

The College's graduate program leadership is addressing this type of challenge as well on behalf of our graduate students, but with the additional challenge that many of the students are currently in positions of leadership because they are working on their degree part-time while employed full-time. It is invigorating, but daunting, for the MBA student to be studying the dynamics of global supply chains while at the same time "on the ground" in a work situation. Lehigh's MBA program is driven by four core themes – globalization, leadership, sustainability and integrity - and I would make the argument that globalization is the glue that binds together the themes.

I believe AACSB leadership is correct when it identifies globalization as one of the most significant forces of change in business. As we review our curriculum for continuous improvement, our faculty and staff are committed to having every Lehigh student equipped with a one-world view through a series of coordinated, in-depth and reinforced experiences throughout the course of her or his studies. I surely appreciate that as leaders we cannot be complacent on any of the dimensions of our educational efforts, but I'm convinced that in the end developing leaders for global impact is a trademark benchmark for judging our success.

Going Glocal

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September 2011

Glocal: relating to the connections or relationships between global and local businesses, problems, etc. *Longman's Dictionary of Contemporary English*

Glocalization: A portmanteau word of *globalization* and *localization*. By definition, the term “glocal” refers to the individual, group, division, unit, organization, and community which is willing and able to “think globally and act locally.” *Wikipedia*

While perhaps a new and unfamiliar word, the term “glocal” perfectly captures the ability and perspective that we are trying to develop in our students at Lehigh. The notion of “thinking globally and acting locally” necessitates a number of skills and experiences which are key to a successful career in a world in which the competition for jobs, and scope of organizations, is not restricted by national borders. Our graduates are entering such a world, and as communications technology continues to become ever more sophisticated, such challenges will only increase over the course of their careers. Consequently, developing a glocal mindset in our students is central to the College’s mission of “Developing Leaders for Global Impact.” The key abilities necessary for our students to be able to “go glocal” are:

1. *The ability to “zoom” back and forth between global events and trends and their local manifestations to see how they influence each other.*

Even though students, like the rest of us, can have the tendency to become insular, captivated by our own day-to-day, local environment, it is key for students not only to be aware of what is going on in the wider world, but also to be able to understand how these global events and macro-trends have an impact on their local communities and vice-versa, how local actions have an impact on the global community. Events such as the “Arab Spring,” the uprisings that have recently swept across the Arab world; riots in Greece and England over economic pain felt by the populous; the sovereign debt crises that threaten to bring down the Euro; the earthquake and nuclear meltdown in Japan are just some of the recent events that have profound implications at the local level and affect the lives and businesses of people across the world, not just in the regions at the center of these events. Getting our students to understand how these events affect everything from the price they pay for that gold earring to the launch date of the next iPad, to the cost of filling up their car for the next trip home is key to be able to link global and local events.

On the other side of the coin, connecting local actions to global trends is also necessary. Indeed, students are often already very well informed of these affects, such as how environmentally conscious action at the local level has an impact on the global issues of climate change, and this consciousness has certainly resulted in increasingly positive sustainable initiatives on campus. However, as the Arab Spring demonstrated, individual social networks, facilitated by social media such as Facebook and Twitter can have startling effects on creating global events. Similarly, the social connectivity in today’s world also has profound implications for individual and collective purchasing behaviors which translate local purchases into global economic trends.

This understanding of how their “world” and individual and collective actions matters in a global context, and how global events affects their local community helps our students gain a true global perspective and turns them into global citizens who are engaged with the world.

2. The ability to see how cycles evolve and correct themselves.

A thorough understanding of the fundamental disciplines of business, and in particular macro-economics, is an absolutely crucial foundation to be able to think globally. An understanding of how macro-economic cycles interconnect and influence exchange rates, inflation rates, deficits, labor and capital rates and determine competitive and comparative advantage between nations is critical in enabling a student to understand how these macro-economic forces play out over time and the impacts they have on a local level on everything from unemployment rates, consumer demand and even which industries and companies they should be targeting to land that job after graduation. This perspective on macro-cycles also enables students, even with little personal experience, to appreciate a long-term view and stay above the turbulence caused by short-term economic shocks.

This necessary knowledge is why the CBE is first focused on providing a solid foundation in the fundamental disciplines of business. While I have highlighted the discipline of economics and its role in providing a global worldview in our students, the same can be said of the other disciplines of Accounting, Finance, Management and Marketing, all of which have international dimensions which are central to the core curriculum in both our undergraduate and graduate programs.

3. The ability to move from the cognitive to the affective dimension of glocal awareness.

While as a college of business and economics our first focus is necessarily on the fundamental foundational discipline knowledge that is essential for a thorough understanding of business and globalization, this classroom-based knowledge primarily provides a cognitive understanding of glocal issues. Through lectures, case discussions and exercises, students can certainly come to appreciate the intellectual issues surrounding global issues, their interconnectedness, and their impacts at the local level across all the disciplines. However, while this cognitive “head knowledge” is extraordinarily valuable as our students move from the academy to their chosen profession and move towards becoming global citizens, it is really only through international experience that students can fully appreciate what it means to be a global citizen. It is by experiencing different cultures and their approaches to business and to life that students move from a purely cognitive understanding of glocal issues to embrace an affective understanding of glocal issues. It is in these international experiences, especially the intensive experiences offered here at Lehigh which not only take them into an international setting, but which also delve beyond the surface to go into businesses and experience the challenges of doing business in these cultures that students experience the emotional aspects of globalization. Around the world people have very different ways of conducting business, of building relationships and establishing trust. It is only when students experience these things first-hand that they can truly appreciate the cultural differences which can have a profound impact on the way business is conducted, and their likely success in operating in a global context. Even though they may experience the warmth of other peoples, they also need to understand these emotional and cultural nuances to be able to productively cooperate and negotiate in these global environments, and it is really only through direct international exposure that these nuances are truly understood.

This is why at the CBE we have been investing in developing a series of pilot programs that provide intensive experiences in different parts of the world to provide both our undergraduate and graduate students this vital international exposure. Having been involved in leading two of these programs - to Singapore with undergraduate students and to England with MBA students, it is easy to see the clear and direct effects these trips have on the mindset of students and the appreciation they develop for the nuances of international business even during these short, intensive trips. These trips also have had immediate and significant effects on the careers of these students, with, for example, one of our undergraduate seniors from this year's Singapore trip starting their career at a major Singaporean bank having made the initial contact sitting next to the Chairman of the bank at a luncheon that they hosted for us during the trip. Several of the graduate students have also received promotions involving international responsibilities with their respective companies having sought these new opportunities after their experience in England. Indeed, so successful have these pilot programs been that not only are they continuing beyond the pilot stage, but we are also adding further pilot programs, for instance next summer to China. These programs have clearly demonstrated the immediate and lasting impact that these experiences have in bringing home the value of global exposure.

So often, we have a parochial view that we conduct business on a local level, and think that we have an understanding of the local markets in which we operate. However, we can never really truly understand the dynamics of even local markets without an appreciation of how global forces affect our local markets. This applies to us as a University as much as it does to any other enterprise. The ability to "go global" and be able to think globally while acting on a local level is central to what we do and what we strive to impart to our students here at Lehigh.

An Exchange Student Experience

[Paul Brockman](#), Ph.D.

Joseph R. Perella and Amy M. Perella Chair

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During my senior year of high school in 1977, I was facing the difficult task of deciding between the University of Cincinnati, Miami University (at nearby Oxford, Ohio), and Ohio State University. The University of Cincinnati was where my mother was working as a secretary, Miami University was where several classmates had decided to apply, and Ohio State was where my sister was studying. I had briefly considered Cincinnati's Xavier University since one of my uncles, the first four-year degree holder in the family, had graduated from there. But given its lack of a football team, I hadn't given it serious consideration. This, in a nutshell, was the context or worldview upon which I was basing my college choices, not to mention other important decisions. Fortunately, this limited worldview was also about to be challenged and then transformed by an unanticipated opportunity.

As it turned out, my future plans were drastically altered by a fortuitous seating arrangement. Our homeroom alphabetical seating chart had placed me next to Ulf Bredinger, a foreign exchange student from Hudiksvall, Sweden. While our initial conversations centered around high school sports – he was curious about the mortality rate among high school football players and I was curious why he, unlike previous exchange students, wasn't the star of our soccer team – our subsequent conversations turned to politics, history, and international affairs. It was soon painfully clear to me that my background in these latter topics fell far short of his understanding, a theme to which I will return later in this essay. By the end of the school year, I had met Ulf's father during his visit to the US and was subsequently invited to stay with the Bredinger family and to attend the local gymnasium² school in Hudiksvall.

I arrived at Stockholm's Arlanda airport in August of 1977, my first time in Europe and second time in a jet. To say that I was unprepared for what lay ahead would be a polite understatement. I still recall learning how to say “yes and no” in Swedish during the 200 mile drive from Stockholm to Hudiksvall. It was one month before the start of school and I had just acquired my first two Swedish words. If I were to continue picking up a few words every day, I'd surely be able to speak Swedish well enough to get by – right? Unfortunately (or perhaps fortunately – I'm still not sure to this day), I had no idea at that time of what it would take to actually learn a foreign language.

In addition to the challenge of language, immersion in a different culture can be disorienting. Hudiksvall is a relatively small town of roughly 35,000 inhabitants located on the east coast of Sweden's Gulf of Bothnia, the northernmost extension of the Baltic Sea. There were two national Swedish-language television stations (both of which were usually off-the-air by 9:30 pm) and one local Swedish-language newspaper. My adoptive family was Swedish, my classmates and friends were Swedish, and my teachers were Swedish – with the exception of a Finnish teacher who taught Swedish language classes. I ate Swedish food (pickled herring and blood pudding), wore Swedish-style wooden clogs, and celebrated Swedish festivals. My only communication with family and friends back home in the non-Swedish world was by way of an occasional hand-written letter. Personal computers, the Internet, and iPhones existed only in the world of science

² The Swedish gymnasium includes one additional academic year beyond the US high school senior year.

fiction. Although I didn't realize it at the time, this near total immersion in all things Swedish would turn out to be a crucial aspect of my overseas experience. It enabled me to see and feel the world from a truly different perspective – and this, for me, is the most profound personal transformation of the study-abroad experience.

But before I knew how things would eventually unfold, I still had quite a few challenges to face and adjustments to make. I soon learned that it wasn't only Ulf who possessed a broader, deeper worldview than my own. With the welcome exceptions of English and gym class, I was far behind my Swedish classmates in most other subjects including history, geography, politics, foreign languages, and world affairs. Classroom discussions of upcoming German and French elections were based on student understanding of German and French history, geography, political and economic systems. Many of my classmates obtained current information from reading German and French newspapers. At first, I took the consoling view that Swedish students should know more about German and French events since these countries lie in their neck of the woods. On second thought, however, this line of reasoning suggested that I might lead future classroom discussions related to Canadian or Mexican issues. I knew, of course, that my knowledge of these two US border countries would be exhausted before I reached the end of my first complete sentence. My alternatives were to begin a serious self-study program or to simply accept my knowledge deficit.

My experiences during the first 2-3 months in Sweden had made it abundantly clear that a mature worldview had to begin with the building of a broader and deeper knowledge base. I began to study European geography, social, political, and economic history, and then branched out into other areas of the world. I also began to turn the corner on spoken and written Swedish with the use of whole sentences in place of short phrases. With hindsight, I can now see what a significant turning point this period was for my future academic development and aspirations. I had learned to take personal ownership of my education. I had also developed life-long interests in history, international relations, languages, and travel. In the long run, there is a big difference between studying a topic because of an impending exam and studying a topic because of an intrinsic interest. The experiences of living in another society and knowing people from other cultures facilitate the discovery of one's intrinsic interests.

After traveling around Europe by train during the summer of 1978, I returned to the US and enrolled at Ohio State University as an International Relations major. My experiences in Sweden had had a profound influence on my personal and intellectual development. Paradoxically, I felt that I had a better idea of what it meant to be an American after understanding what it meant to not be an American. I continued to study history, languages, and international political economy while planning for my next substantive experience abroad. That experience would take place in Bogota, Colombia after two years of Spanish classes – but that's another story.

A few years ago, I was reading a section of Montesquieu's³ epistolary novel, the *Persian Letters*, originally published in 1721. In one of the dialogues, a Frenchman encounters a Persian and says, "Oh! Monsieur is Persian? That's most extraordinary! How can someone be Persian?" This deceptively straightforward question – "how can someone be Persian?" – astutely captures our initial incomprehension when confronted with the unfamiliar, the foreign. The Frenchman is in essence saying that he cannot imagine himself ever being a Persian. And he is right, in my view, to think that it is no simple matter for a

³ Or, more formally, Charles-Louis de Secondat, baron de La Brède et de Montesquieu to his less intimate acquaintances.

Frenchman to experience the world as a Persian experiences the world. That said, the best hope for this Frenchman (or American or anyone else) to see the world as a Persian sees the world is to live among the Persians, learn the Persian (Farsi) language, read Persian literature, eat Persian food. I will always be grateful to the Bredinger family for giving me the opportunity to see the world as a Swede sees the world. I sincerely hope that as many Lehigh students as possible are able to find similar opportunities.

Thoughts on Developing Leaders for Global Impact

[Katrina Zalatan](#), Ph.D.

Associate Dean and Director
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Lehigh's College of Business and Economics has a long tradition of developing leaders. We attract bright, motivated students who come to our hill with clear purpose – to leave prepared to make their marks in business as problem solvers, doers, and achievers. The success of our alumni over many decades has demonstrated the value of our Lehigh education and created a network that has helped transition generations of Lehigh students to promising careers.

Globalization has changed the landscape of business and what students around the world need to do to prepare for future contribution. Globalization is changing how and where work is done and who competes for positions. Students come to Lehigh to prepare to succeed in this context, and our faculty do engage them to think about global business issues and influences across the curriculum. Students enter Lehigh, however, with varying backgrounds and experiences. Differences in exposure to people and places beyond their home towns and regions can have a profound impact on how each student interprets and uses his or her business education. And if these differences persist, they can impact the future these students see for themselves in the world, the preparation and networks they pursue before and after Lehigh, and their future potential.

Our challenge at Lehigh is to connect *every* student to the experiences he or she needs to develop as a leader with global impact. The challenge for every student is to figure out what path, what development options *are best for him or her* in every semester, every year as a Lehigh undergrad.

Lehigh has many international experience options, and strong advising is critical for students from the start. If a student has not yet been abroad, guidance about the transformative nature of this experience is especially important. If you're a business student or business professional who's been abroad, you know why. You use words like "life changing" and "transformative," but you know even these powerful words cannot convey the full impact of your experiences.

When you were abroad, you saw that it's possible to see issues and live life in ways you never expected. You saw that the basics of how to behave appropriately in social situations and what food to eat – things you took for granted as ways of life at home or at Lehigh – were different abroad. You felt unsettled. You needed to adapt what you ate, how you acted, and how you related to others to get along. The terrain, the vegetation, the angle of the sun – all were just different enough to feel a little surreal. It took your body some time to adjust to the difference in the time zone. You felt like you were in a different world at first, but in time, the world felt a little smaller than it did before. There were times that you saw a brand you knew from home, and it felt familiar and weird at the same time in this foreign place. In the end, you developed a stronger understanding of how you related to the world, your scope of opportunities, and what you needed to do and learn next to reach your next aspiration.

The insight you developed from your experience abroad also helped you become a better business practitioner. You learned that practices, processes, products, and services can vary substantially and sometimes unexpectedly across cultures and borders. You learned that your way, your view, was not always

the best path in all places. You learned to ask more questions to understand situations and others' perspectives better. You worked harder to make decisions so that they made sense from multiple vantage points. You also came to understand that, to be an effective leader, you needed to understand whom and what you were working with and the contexts you were working within to have influence and make a positive difference.

Admittedly, even students who could benefit greatly from study abroad may not consider it to be the best choice for their development during their time as undergraduates. Experiences like doing a summer internship in New York City, participating in sports, earning a double major, or serving in a leadership role in a greek house during the academic year may also seem richly rewarding. The CBE, therefore, offers a wide array of study abroad options. While they may vary in terms of duration, timing, focus, and cost, every option takes students out of their comfort zone to develop the insight only firsthand experience can bring. For example:

- Faculty-led programs offered during winter break – like our Management 372: Singapore Lab – give small groups of CBE students a short, intensive experience abroad that is highly integrated with required business course work taken during fall or spring.
- Faculty-led summer programs conducted abroad – in places like Belgium, Prague, or Shanghai – give larger groups of Lehigh students the opportunity to take required course work together abroad and immerse in internships, without disrupting academic and social plans during the regular school year.
- Students can also apply for Iacocca International Internships for independent summer work experiences abroad or craft their own unique international internship experiences with support from our competitive Tauck Scholars Program.
- Students seeking international experiences including research or service learning can apply to small group experiences administered through our Martindale Institute in their Martindale Student Associates Program and Microfinance Programs, respectively. Other interdisciplinary learning experiences are available through programs like Engineers Without Borders and Lehigh's Global Citizenship Program.

Of course, many semester-long options are also available through Lehigh's Study Abroad Office, and professional academic advising staff in our CBE Undergraduate Center can help students begin planning for these or other international experiences from their first year. Clearly, advising is essential to help each student navigate academics *and* connect to the experiences that will grow perspective and reveal the next level of opportunity – be it a club, a major, an internship, an experience abroad, a job, or ultimately, an invitation back to campus to share lessons learned as an alum with the next generation of students.

Students come to Lehigh for what's on our hill, but alumni know that our hill is also a vista – a place to see beyond what's here and now, to question what's assumed, and to connect to possibilities revealed through initiative and experience. We are proud of Lehigh's legacy of developing leaders for global impact and we look forward to seeing their contributions to the world in the years to come.

Taking Lehigh to the World and Bringing the World to Lehigh

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March 19, 2012

Professor Jane Knight of the University of Toronto defines internationalization as “the process of integrating an international, intercultural, or global dimension into the purpose, function, or delivery of postsecondary education.” She also adds that “Internationalization of higher education is one of the ways a country responds to the impact of globalization.”

Lehigh subscribes to the above views and recognizes the importance of internationalization of the Lehigh community. As a way of sharing with the United States in its responsibility of responding to the impact of globalization, Lehigh made the decision to address some of the grand challenges and national needs such as energy and environment, health, infrastructure, and globalization. These grand challenges are one of the four components in [Lehigh’s strategic plan](#), which are being addressed through educational programs and the research and scholarly work of the faculty and staff. This approach is in line with Lehigh’s mission of the integration of teaching research and service, as well as Lehigh’s approach to education of reducing theory to practice.

So what are we doing about the internationalization of the Lehigh community?

Lehigh has chosen a holistic approach to internationalization and created an integrated [international portfolio](#) with the following four priority goals: 1. international connections; 2. providing international experiences for students; 3. making Lehigh a destination for students, scholars, and international conferences; and 4. internationalization of the Lehigh community. A recent report published in February 2012 provides an up-to-date overview of the outcomes so far, and highlights the challenges and opportunities over the next 10-20 years.

Our vision for internationalization is clear and bold “*to have a systematic engagement between Lehigh and the world-at large through the integration of teaching, research, and service to others.*” Our tag line is “*Taking Lehigh to the World and Bringing the World to Lehigh.*” At the core of the above two statements is the two-way movement of students, faculty, and staff across national boundaries. This global mobility plays a significant role in the process of the internationalization of Lehigh. It allows for international exposure to different cultures, values, and ways of thinking and working. It also enriches the ideas generated through discussions with Lehigh collaborators abroad for the purpose of solving some of the global grand challenges.

The [February 2012 Report](#) highlights that we have embarked on establishing institutional partnerships at key regions around the world. These affiliations will serve as platforms for launching two-way collaborations in faculty research, student experiences abroad, advanced graduate studies, and educational programs, thus enabling Lehigh to enhance and anchor its international footprint on firm grounds in these regions. We have taken steps to increase Lehigh faculty’s successful participation in the competitive and prestigious Fulbright scholarship program; we have created and tested new and innovative international experiences, in addition to existing study abroad programs, to meet the diversity of student needs and contribute to their successful careers as leaders in the global economy of the 21st century. We have been proactive in making Lehigh a favorable destination for: international undergraduate and graduate students, visiting and Fulbright

scholars to conduct their research, and hosting international conferences; we have initiated a process for integrating an international, intercultural, and global dimension into the Lehigh fabric. Finally, we have created a set of robust metrics for assessing our progress and helping us to achieve our internationalization goals.

Recognizing the importance of the international mobility of students as an important component of the internationalization of education at Lehigh, and in instilling global perspective in the student learning experience, the Office of International Affairs (OIA) has embarked over the past three years on developing new and innovative international opportunities in addition to existing programs, that provide the students with immersion in the culture of a foreign country while experiencing work, and research or service in a global context. These robust international experiences will allow the Lehigh students to learn first-hand about the global nature of business, research, and social entrepreneurship to ensure that Lehigh graduates have the required tools to succeed and lead in a global economy. A short description of these programs appears in *Appendix VI* of the [February 2012 Report](#). Our declared aim since 2007 is to make an international experience available and affordable to all students, and in so doing we achieve the goal of making it a *Signature of a Lehigh Education* for the 21st century. We believe that the above diverse programs, given the required recourses, will allow us to provide the students with their diverse needs for an international experience and in so doing, achieve the above stated goal. As a frame of reference, in the 2010/2011 academic year a total of 554 undergraduate students had an international experience in 44 different countries. This represents ~ 40% of Lehigh undergraduate students having at least one international experience by the time they graduate. Our aim is to double this percentage over the next three years.

I would be remiss if I don't point out that most recently [Mr. Lee Jacocca provided a gift endowment](#), which started with 1 million dollars in 2011/2012. He has pledged to provide up to \$5 million as a challenge gift on the basis of 1 to 1 matching funds from other donors. Ultimately this endowment will reach up to \$10 million dollars over the next few years. This is a significant gift targeted to support international opportunities abroad for Lehigh undergraduate students, with the primary goal of making many more opportunities affordable. The program will kick-off in the summer of 2012 by sending 14 students on internships to 9 different countries. When the endowment reaches its target, with the matching funds we will be able to provide about 150 students on an annual basis with an international experience.

Please recall that Asa Packer's vision when he founded Lehigh University in 1865 was "*to prepare a new generation of leaders for the demands of the economic revolution*" at that time. If Asa Packer could speak today he would have referred to the "global economy" and would have insisted on the inclusion of an international experience in the Lehigh student's learning curriculum. This would best prepare a Lehigh graduate for life and to succeed and lead in today's competitive global market of products, services and ideas. We believe that Lehigh alumni can be key contributors to the expansion of Asa Packer's legacy to a global level.

I will end this essay on a personal note. As an individual who left my home country of Egypt to study first in Montreal, Canada and then to come to the United States to continue my career in academia, I have witnessed first-hand the value of crossing international boundaries and have been the beneficiary of international collaborations both through my education at McGill University in Montreal, and through my teaching, research and scholarly work and administrative duties over the past 40 years here at Lehigh University in Bethlehem, Pennsylvania. The following are my seven favorite terms that are my guide when entering into a dialog with a foreign colleague or building an institutional partnership with an international university: values, reciprocity and respect, complementarity, engagement, mobility, flexibility, and agility.

The Limitless Vista of South Mountain

[Brad Eric Scheler](#) '74, '05P, '08P, '09PG

March 2012

I was honored and flattered when Dean Paul R. Brown asked me to add my voice to his and to those of his colleagues in sharing thoughts about global business education at Lehigh University - a most special privilege but a daunting one. As I gave thought to the topic at hand and reflected on the extraordinary curriculum along with the boundless opportunities for experiential learning at Lehigh, my thoughts kept turning to my four years of education and development on South Mountain.

For each and for all of us who have been students at Lehigh, our learning experiences were, and our memories are, shaped and fashioned by our respective eras and tenures on campus. While each and all of us share the common bond of a Lehigh education and love for all at that is Lehigh, each era stands on its own. Our respective eras mark and define the perspectives we carry with us, as each era marked and defined the opportunities available to us.

In four year cycles, life and experiences at Lehigh evolve and grow. Lehigh is evergreen, by reason of a combination of (i) well developed, carefully considered and perpetual long term planning, (ii) the enthusiasm and embrace of each class of students, and (iii) the tireless efforts, commitment, dedication and long term vision of administration, faculty and staff.

When I arrived on campus as a freshman in 1970, several chapters of the history of Lehigh University and the City of Bethlehem were coming to a close. The freshman class of 1970 was the last all-male class. Our classroom technology included among other tools: chalk and blackboards, punch cards and slide rules. The following year, the foundation of the extraordinary Lehigh University of today was ushered in with, and foreshadowed by, the arrival of coeducation. (If recollection serves me well, first generation Texas Instruments LCD calculators arrived on campus at just about the same time.)

In Bethlehem, the steel mills were active as evidenced each morning by a coating of orange dust on cars (and all else) and by the then monochrome grey-black complexion of the historic but nonetheless beautiful buildings of our campus. As we would witness over the course of that decade and the next, the infirmities and the seeds of the not too distant failure of Bethlehem Steel were already starting to overwhelm a legendary company and the steel industry as a whole.

For those leaving campus armed with the best of education and the value of a Lehigh diploma, the pathways to a successful future were close at hand. Then, as now, graduates were faced with a challenging economy. Then, as now, competition for employment opportunities was keen. Graduates of Lehigh were successful following well-worn and tried and true paths to employment in the University's backyard. Close at hand and beckoning Lehigh graduates were start of career opportunities in science, engineering, industrial management, education, accounting and finance, among others. Our Nation then was the epicenter for advances in and the deployment of technology and telecommunications. On our shores was a bounty of career opportunities in, among others, manufacturing, aerospace and infrastructure. Looking beyond our shores with respect to employment and career was neither essential nor the norm unless of individual interest and import to the Lehigh women and men of that era.

We live today in an era of change brought about by constant advances in technology and the remarkable proliferation of information, data and resources. As Lehigh and its students encounter an ever shrinking world, as never before, the embrace and understanding of global affairs and the global economy is essential and mandatory.

Our day-to-day use of our iPhones and iPads and our day-to-day driving of GM, Ford, Chrysler, Toyota, Nissan, Volkswagen, etc., vehicles should and must be reminders that the products we use are compilations of global resources, as are the companies that produce them. Before, during and since the Great Recession of 2008, of necessity to compete and ensure long-term survival, businesses have had to expand their global footprint with respect to labor, resources, production, and distribution, among others.

News of world events, streamed to us moment by moment, provides further and real time confirmation that career planning and career building should no longer be domestic U.S. centric. The ever increasing import of the economies of China and India, the sovereign debt crisis in Europe, the "Arab Spring" uprisings, continued dependence on the Middle East as a primary source of fossil fuel, ongoing famine and resulting instability in parts of Africa, among myriad of other developments, all make up a patchwork quilt of issues and challenges that come home to roost every day.

No longer exclusive to the backyards of our Nation's colleges and universities, the best of research, development and innovation is a byproduct of international collaboration. Likewise, leading banks, investment banks, insurance companies, other financial services companies, consulting firms, accounting firms and law firms all have global footprints. With respect to investment opportunities, investors that are buyers of businesses and assets, be they strategic or financial buyers, are directing their attention to opportunities in Europe and elsewhere around the globe. As European banks clean up and rationalize their balance sheets, the need and desire of these banks to monetize loan portfolios, mortgage portfolios and other assets, provides, and will continue to provide, ideal opportunities for domestic U.S. investors.

To participate in this process and to ensure best of discount and upside opportunity, it is essential to these investors that they have knowledgeable and experienced personnel on the ground in offshore venues. For private equity funds, hedge funds, other financial investors, strategic investors and for the financing and capital resources for and the professionals that support the investors, there is and will continue to be a premium for well trained and well developed talent with multicultural knowledge and experience.

To develop and advance, regardless of one's chosen field, a foundation in, and knowledge of, global affairs is mandatory. Lehigh has long recognized that when compared with other nations, the U.S. has been slow to incorporate into core learning and development, understanding of and fluency with foreign languages, cultures, social mores, economic systems, governments and politics. To overtake shortcomings driven by insularity, the University made Globalization one of the three Grand Challenges among the four major components of the University's Strategic Plan. The University has established the [Office of International Affairs](#) ("OIA") with Dr. Mohamad El-Aassar as Vice President for International Affairs "[t]o further globalize Lehigh's mission of advancing learning through the integration of teaching, research and service to others through a systematic and sustained engagement between the Lehigh Community and the World-At-Large." To ensure the best of development, growth opportunity, and long term success of Lehigh students, Deans Brown, Hall, Sasso and Wu, in the words of Dr. El-Aassar, are "taking Lehigh to the world and bringing the world to Lehigh."

With respect to the use of and mandate for a global platform and understanding, President Alice Gast is leading by best example. A tireless ambassador for Lehigh at home and abroad, President Gast has carried

the banner of Lehigh throughout the world with particular emphasis in the Far East in Singapore and Malaysia, in the Middle East in Saudi Arabia and, in her role as science envoy and citizen diplomat in Central Asia/Caucasus in Azerbaijan, Kazakhstan and Uzbekistan. Through the use of travel and the internet, President Gast is an ideal demonstrative of putting theory to practice. Through the sharing of ideas across borders, along with coordinated and cooperative research and education efforts, President Gast and the administration and faculty of Lehigh, are maximizing the core capital of our University. These efforts are enabling and facilitating cross-border collaborations and laying foundations for Lehigh students to participate in multi-university, cross-border initiatives and programs.

The Lehigh student of today is and must be multidisciplined in learning and thinking. As it is with Lehigh's many interdisciplinary programs and with the recruitment of new faculty members, learning at Lehigh is and will be in cross-discipline clusters. To lead in their respective fields, current and future Lehigh graduates will and must be armed with tools and skills encompassing and combining business and economics, sciences, the arts and engineering.

Lehigh is an incubator of opportunities to best ready our students for cross-border career paths. The learning experience at Lehigh is replete with a variety of short and long term program choices for study and experience abroad. In addition to myriad opportunities at Lehigh for study abroad, Lehigh is increasingly a destination for international students and visiting scholars. An ideal and best window for global understanding is day-to-day interaction and collaboration with colleagues. Cross-cultural relationships, collegiality and strong foundations for collaboration with overseas colleagues, develop best over casual lunches or dinners where business and project are not the focus of discussion. For every student our campus is an ideal Petri dish for close-at-hand and everyday cross-cultural and global experiences. On South Mountain, the chance to meet, spend time with and get to know fellow students from foreign countries is a precious opportunity to learn and grow.

In recent months, we have witnessed the use of technology to help topple governments. The use of technology has also helped to shatter barriers to the international exchange of ideas and products. Where barriers once stood, every Lehigh student has the opportunity to step beyond and reach across, both on campus and abroad, to be a part and at the center of multinational and multicultural learning. The paths that Lehigh graduates will follow may be new and uncharted but they point to a frontier of collaborative efforts where the best of opportunities will be a compilation of backyards, both those close at hand and those around the world.

As it was for their student predecessors, time at Lehigh is providing the students of today with the very best of tools and foundation for success in life and career. Armed with the import of hard work, tireless effort, discipline, resolve and global vision and perspective, the students of today research, analyze and maximize the value of the knowledge and information that is at their fingertips (both literally and figuratively). All of us of the Lehigh of earlier eras marvel at the diversity of opportunity and the boundless possibilities that are theirs.

In choosing South Mountain with its unimpaired views and endless vista as the venue for this great University, the Honorable Asa Packer intended that the potential and goals of Lehigh's students be equally limitless. Borrowing from Frances Bacon, Judge Packer envisioned for Lehigh students of every era, unlimited opportunities in service to and the interpretation of nature. A richness of history, the brightest of futures, and, for students, a haven of knowledge, learning, research, clarity of thought and theory to practice all without borders, barriers and limits; this is global Lehigh; this is the most extraordinary Lehigh University of today.

