The 2020 AIB curriculum survey: The state of internationalizing students, faculty, and programs

Chuck C. Y. Kwok1, Robert Grosse2, Carl F. Fey3,4 and Marjorie A. Lyles5

1Darla Moore School of Business, University of South Carolina, Columbia, SC 29208, USA; 2Thunderbird School of Global Management, Arizona State University, 400 E. Van Buren St., Phoenix, AZ 85004, USA; 3Aalto University School of Business, Espoo, Finland; 4BI Norwegian Business School, PO Box 212180, 00076 Aalto, Finland; 5College of Business, Florida International University, 11200 SW 8th Street, Miami, FL 33199, USA

Correspondence: CCY Kwok, Darla Moore School of Business, University of South Carolina, Columbia, SC 29208, USA e-mail: ckwok@moore.sc.edu

Abstract
Twenty years after the prior survey, the seventh international business curriculum survey was conducted in 2020 under the sponsorship of the Academy of International Business (AIB) and the Association to Advance Collegiate Schools of Business (AACSB). This paper reports the survey’s findings and makes relevant comparisons with the results of the two previous curriculum surveys. This study is not only an update but also explores new directions of international business (IB) integration into the business schools’ programs. Although the percentage of matrix structures and separate IB departments is higher in the 2020 survey than earlier, the majority of IB faculty are still scattered across functional departments without IB recognition. Essentially, with few exceptions, we found that European schools are consistently more international than their counterparts elsewhere. Business school deans also consider experiential learning very effective in equipping students with IB knowledge and are generally quite satisfied with the overall progress of their internationalization efforts. The survey findings contribute to understanding how IB is integrated into business schools and offer insights for identifying future opportunities.

Keywords: curriculum internationalization; education and international business; experiential learning; international business programs; international experience

INTRODUCTION
The importance of internationalizing business education is recognized widely (AACSB, 1978–79, 2011; Flesher, 2007; Ninomiya, Knight, & Watanabe, 2009; Shooshtari & Manuel 2014; Webb, Mayer, Pioche, & Allen, 1999). Knight (2008:5) defines internationalization as “the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of higher education.” Internationalization refers not only to formal educational elements, such as courses and degree programs that teach international business (IB) content, but also to faculty composition and focus and to study abroad and overseas internships. It also relates to the internationalization of faculty members and the percentage of international students studying at business schools.
Since most business schools can only benchmark individually to a handful of schools, this survey, with 192 responding business schools worldwide, offers a more comprehensive comparison. Further, it has been 20 years since the prior AIB International Business curriculum survey. Thus, an updated study on IB education at business schools worldwide is needed to report what may have changed and what challenges remain. The Academy of International Business (AIB) and the Association to Advance Collegiate Schools of Business (AACSB) sponsored this project, like most of the previous AIB curriculum surveys. In this article, we examine how business schools offer their students IB exposure and knowledge. We also explore some new topics not covered in prior IB surveys. More specifically, we explore five main questions in this study:

1. How has the teaching of IB changed so far in the 21st century?
2. Is the teaching of IB growing or declining? Are the trends similar in different regions of the world?
3. How is IB organized at business schools?
4. What kind of internationalization is taking place for students and faculty?
5. What are the implications for the IB field?

IB EDUCATION SURVEYS OVER TIME

There have been quite numerous articles over the past 50 years which discuss IB education (e.g., Aggarwal, 1989; Gonzalez-Perez, Lynden, & Taras, 2019; Manuel, Shooshtari, Fleming, & Wallwork, 2001). With the support of the AACSB in most cases, the AIB has conducted seven curriculum surveys in all, including this study. As expected, these surveys have shown that IB education globally has grown from a handful of courses and programs in the 1960s to a mature field today, with courses, programs, study abroad, overseas internship opportunities, consortia of schools across countries, and so forth. Given the global nature of business today, this is not surprising. According to business school deans, the goal of IB education has evolved from making students aware of global business to aiming for students to understand IB issues. IB professors are usually in functional area departments, with an increasing number of schools establishing IB centers/institutes with a matrix structure. The use of overseas experiences such as internships and study abroad has grown significantly. This is due to pressure by employers as well as recognition by accreditation agencies that such experiential learning helps achieve the internationalization goals. The seven AIB curriculum surveys are Daniels and Radebaugh (1974), Grosse and Perritt (1980), Kwock, Arpan, and Folks (1994), Kwock and Arpan (2002), Thanopoulos and Leonard (1986), Terpstra (1970) and our survey. Table 1 lists some key findings in these seven surveys.

In addition to its support for the AIB curriculum surveys, the AACSB also sponsored its own study of globalization of management education (AACSB, 2011). The AACSB seems to have recognized the importance of cross-border business and wanted member schools to find ways to incorporate the international dimension into students’ educational experiences at all levels. The report states, “We find that business schools globalize for many reasons: a sense of mission or professional obligation, networking (to build connectivity with other schools), signaling and brand-building, satisfying demand, generating revenues, and, ultimately, self-transformation” (p. 4).

The AACSB study cited a 2008–2009 study on international alliances by AACSB business schools. That study found that “Survey participants in the U.S. were, generally, less active in international partnerships than participants from other world regions. One hundred percent of European schools and 95% of Asian schools had existing international partnership agreements at the time of the survey, compared to only 76% of U.S. schools” (p. 74). The study noted an encouraging trend in which “the lack of interest in globalization among business school deans discerned by Porter and McKibbin (1988) seems no longer to be a fair characterization more than 20 years later” (p. 112).

METHODOLOGY AND SAMPLE

Our curriculum survey focuses on identifying the degree of curriculum internationalization (i.e., courses and programs), experiential learning, faculty internationalization, and the organization of IB faculty at business schools. We also examine the degree of satisfaction among deans with various aspects of their internationalization efforts. We used many of the questions in the previous surveys and also focused on additional areas. We pretested the questionnaire with several business deans to ensure that the questions were clear.
We collaborated with the AACSB, as is the case with most of the previous AIB curriculum surveys. In 2019, this association comprised approximately 1600 schools. The AACSB kindly sent the survey to its member deans, first in August 2019, with reminders in October and December. At that point, we had received less than a hundred responses. Our coauthors contacted AIB members and asked the deans of non-responding schools on all six continents to reply. We wanted to obtain as complete a picture of IB education around the world as possible, rather than using a random sample of schools. In February 2020, we e-mailed approximately 100 more schools, with follow-up messages sent in April and June. The final number of responding schools is 192: 72 in the US and Canada, 51 in Europe, 32 in Asia, and 37 in the rest of the world. The responses came from about 11% of the AACSB schools and additional AIB member schools. This percentage is very similar to the response rate to the 2000 curriculum survey; it is also within the 5–20% rate of response to other surveys that the AACSB received from its member deans. In the request letter sent to nonrespondents after March 15, 2020, we requested a response to survey questions using the pre-COVID-19 timeframe.

### Table 1 AIB curriculum surveys

| No. | Year of survey | Authors | No. of Resp. schools | Resp. (%) | Non-US schools (%) | Some key findings |
|-----|----------------|---------|----------------------|-----------|-------------------|------------------|
| 1   | 1969           | Terpstra | 111                  | 65        | 0                 | IB survey and intl mktg were most-offered courses; number of IB courses in US tripled from 1962; there was nascent interest in Intl student exchanges and Intl alliances; there was growing IB research and IB case publication |
| 2   | 1974           | Daniels & Radebaugh | 412 | 73  | 19 | Intl mktg, Intl fin, Intl mgt, and IB survey were the most-offered courses; most IB professors were situated in functional depts, only 4% in IB dept; most schools had IB taught by functional-area professors though a significant percent of them were identified as having IB expertise |
| 3   | 1980           | Grosse & Perritt | 496 | 57  | 35 | IB survey, Intl mktg, Intl mgt, and Intl fin were most offered courses; IB faculty mostly in functional depts, 7% in IB dept (16% in non-US schools); percent of US schools offering IB grew by 17% while non-US declined by 16% |
| 4   | 1986           | Thanopoulos & Leonard | 678 | 46  | N.A. | Intl mktg, Intl fin, IB survey, and Intl econ were most-offered courses; on average 1.9 professors were IB specialists and 4.2 interested in IB per school; two-thirds of schools infused IB content in functional area courses, with a similar percentage using functional area faculty members teaching IB courses |
| 5   | 1992           | Kwok, Arpan, & Folks | 557 | 45  | 32 | Most schools sought to provide only an awareness of international business, rather than competence or expertise, and utilized the infusion methodology for achieving that objective; in internationalizing business faculty members, a most useful method was to have the faculty members spend time in other countries |
| 6   | 2000           | Kwok & Arpan | 151 | 13  | 32 | More than half of schools aimed for understanding of IB; most IB professors in functional depts, 6% in IB dept, 7% in matrix IB/functional; half of schools were Intl consortia for student exchange & half offered Intl internships |
| 7   | 2020           | Kwok, Grosse, Fey & Lyles | 192 | 12  | 63 | Intl mktg, Intl mgt/strategy, and Intl fin were the most-offered courses; European schools offered more IB courses and more Intl opportunities to students; most IB profs in functional depts, 16% in IB dept, 19% in matrix; IB knowledge best conveyed via more IB courses, using interactive teaching rather than lectures, and overseas internships |

In 1969, when Terpstra did his survey, the organization was called the Association for Education in International Business. The name was changed to AIB in 1972. Thanopoulos and Leonard (1986) did not specify the number of non-U.S. schools in their sample. The first column lists the chronological order of the surveys.
Since we can compare the results from 30 or more responding schools in North America, Europe, and Asia, we present those regional results in the empirical section. Although the primary focus of this article is the 2020 survey, we compare many of our results with those in the 1992 and 2000 surveys, as the surveys are rather similar except that we added some questions to the 2020 version. We anonymize the responding schools and expect that the schools that completed the questionnaire might change over time. Nevertheless, we draw some generalizations about the tendency of various internationalization measures over time. In the 2000 survey, very few responding schools were in Asia (only four). To obtain a cleaner comparison with the results in the other years, these four Asian schools are dropped from the comparative table, rather than being added to the “other” regions.6

Many additional tables with more detail of the survey results are available in the online appendix.

RESULTS

The Objectives of IB Education, as Seen by the Deans

The AACSB mandates that the purpose of the business curriculum is to provide for a broad education, preparing students for imaginative and responsible citizenship and leadership roles in business and society, domestically and worldwide. However, it does not require any single approach to fulfill the worldwide dimension of the curriculum standard; every student should be exposed to the international dimension through one or more elements in the curriculum (AACSB, 1982: 26). This mandate first appeared in the change in AACSB accreditation standards in 1974, which required schools to reflect worldwide as well as domestic aspects of business (AACSB, 1978-79; Flesher, 2007: 31). It is up to the administrators of individual schools to choose the approach that is appropriate to their school’s special circumstances.

The business school deans were asked to identify the level of IB experience that they wanted for their students. In our questionnaire, we list three levels: awareness, understanding, and expertise. The respondents could choose the level of IB knowledge to which they aspired: all, some, or none of their students. We assign scores of 1 to none, 1.5 to some, and 2 to all. This keeps the range of scores consistently between 1 and 2 in order to make the score comparable across questions. Higher scores represent a higher level of IB commitment.

In the 2020 survey, at the bachelor’s-degree level, 73% of the responding schools require all students majoring in business at least to attain a level of IB awareness (Table 2a); 59% require basic understanding, and only 32% require IB expertise. This difference across levels of knowledge is significant at the 1% level.7 The degree to which schools want bachelor’s-degree students at least to acquire IB awareness varies significantly across regions, also at the 1% level.8 More European (87%) and US and Canadian schools (82%) want their students at least to gain IB awareness than Asian schools (54%) and schools in “Other” regions (57%). In 2020, at the master’s-degree level, 72% of the responding schools require all students at least to attain IB awareness, but 33% require all students to achieve IB expertise (Table 2b). The extent to which schools want their graduate students at least to acquire IB awareness displays a pattern similar to that of the undergraduate level. Lower percentages of schools in Asia and “Other” regions want their students at least to acquire IB expertise. Online Appendix Tables A1a and A1b list the details. The mean score at the bottom of each column in these tables represents a weighted average (percentages multiplied by the scores), ranging from 1 to 2, with a higher number representing a higher level of IB commitment.

To detect some general patterns over time in Table 2a and b, we compare the means of geographic regions in the 1992, 2000, and 2020 surveys. In general, we observe that the level of IB knowledge to which deans aspire for their students rises continually from 1992 to 2020. For example, with respect to IB awareness among master’s-degree students, the means are 59% (1992), 69% (2000), and 72% (2020), a significant difference over years at the 1% level.9 With respect to IB expertise, among master’s-degree students, the means are 21% (1992), 22% (2000), and 33% (2020), a significant difference at the 1% level.10 The variation among geographic regions is relatively small. Asian schools tend to have a slightly lower score for graduate students and a higher score for bachelor’s-degree students in achieving IB expertise in 2020.

IB Curriculum

We asked business school administrators which of the following best describes their approach in internationalizing the curriculum for business majors who are not IB majors: (1) introducing the international dimension in the core business courses; (2) requiring one general IB course; (3)
requiring at least one IB course from among a group of IB courses; or (4) requiring two or more IB courses. In the 2020 survey, the most popular approach is the infusion approach: introducing the international dimension in non-IB business functional courses. Some 48% of schools do this at the undergraduate level and 58% at the graduate level.

Across the different geographic regions, European schools tend to have more extensive IB requirements. Table 3 shows that, at the graduate level, 25% of European schools require non-IB majors to take two or more IB courses, which is quite a bit more than the 12% average in the other regions of the world. The difference is significant across regions at the 1% level. At the undergraduate level, Europe averages 19%, whereas the rest of the world averages 11%, a difference that is not very significant—it is significant only at the 19% level.

IB can be taught in two main ways. The first is by infusing content into existing functional courses, and the second is to have stand-alone IB courses. A combination of both is also possible and quite common. It is encouraging that, from 1992 to 2020, the number of IB courses offered (especially at the undergraduate level) and the number of courses that have infused IB content have both consistently grown. We discuss first the infusion approach and then the offering of specialized IB courses.

### International courses: Which functional area courses have infused IB content?

The first method of curriculum internationalization is infusing IB content into functional courses. Table 4 shows that higher percentages of marketing, management, and strategy/policy courses are infused with IB content. At the bachelor’s-degree level, the percentages are marketing (85%), management (85%), and strategy/policy (77%). At the graduate level, the percentages are marketing (88%), management (85%), and strategy/policy (88%). Finance and economics follow. The functional areas with the lowest percentages of infused content are accounting (undergraduate 55% and graduate 51%) and production (undergraduate 52% and graduate 50%). Table 5 indicates that the average percentage of schools that infuse IB content into different functional courses at the undergraduate level increased significantly at the 3% level, from 57% in 1992 to 62% in 2000 and 74% in 2020. A similar increase occurred over time at the
Table 3  Approach best described by business schools in internationalizing business curriculum for business majors (2020 survey)

| Approach to curriculum internationalization | Undergraduate | Graduate |
|---------------------------------------------|---------------|----------|
| | US&Can | Europe | Asia | Others | Total | Sig. | US&Can | Europe | Asia | Others | Total | Sig. |
| 1. Introduce international dimension in business core courses | 49% | 48% | 58% | 37% | 48% | 0.50 | 54% | 55% | 65% | 62% | 58% | 0.66 |
| 2. Require students to take one general IB course | 17% | 24% | 25% | 48% | 25% | 0.02 | 31% | 16% | 15% | 24% | 23% | 0.24 |
| 3. Require students to take at least 1 IB course from a group | 25% | 10% | 8% | 11% | 16% | 0.09 | 10% | 5% | 8% | 9% | 8% | 0.76 |
| 4. Require students to take two or more IB courses | 9% | 19% | 8% | 4% | 11% | 0.19 | 5% | 25% | 12% | 6% | 12% | 0.01 |
| Mean scores | 1.9 | 2.0 | 1.7 | 1.8 | 1.9 | 0.74 | 1.7 | 2.0 | 1.7 | 1.6 | 1.7 | 0.86 |
| No. of respondents | 65 | 42 | 24 | 27 | 158 | 59 | 44 | 26 | 34 | 163 |  |

Each row reports the level of significance of chi-squared statistic that the percentages across the three regions (US&Canada, Europe, and Asia) are different from one another. The tests are repeated at the undergraduate and graduate levels. The statistics reported at the bottom of the table are those of the ANOVA tests of the difference of means.

Table 4  Functional courses infused with IB content in business schools (2020 survey)

| Infused courses | Undergraduate | Graduate |
|-----------------|---------------|----------|
| Accounting      | 53% | 61% | 43% | 61% | 55% | 0.44 | 53% | 56% | 48% | 47% | 51% | 0.83 |
| Marketing       | 94% | 76% | 76% | 87% | 85% | 0.04 | 89% | 86% | 91% | 83% | 88% | 0.82 |
| Finance         | 82% | 64% | 57% | 83% | 73% | 0.05 | 77% | 64% | 65% | 80% | 72% | 0.43 |
| Management      | 84% | 79% | 90% | 91% | 85% | 0.52 | 87% | 83% | 87% | 83% | 85% | 0.75 |
| Strategy/Policy | 86% | 70% | 71% | 74% | 77% | 0.14 | 89% | 89% | 87% | 83% | 88% | 0.96 |
| International Production | 73% | 36% | 43% | 35% | 52% | 0.00 | 70% | 44% | 43% | 30% | 50% | 0.03 |
| Economics       | 63% | 82% | 57% | 78% | 70% | 0.10 | 66% | 86% | 59% | 67% | 70% | 0.04 |
| Avg. across courses | 76% | 67% | 63% | 73% | 71% | 0.27 | 76% | 73% | 69% | 68% | 72% | 0.74 |
| No. of respondents | 51 | 33 | 21 | 23 | 128 | 47 | 36 | 22 | 30 | 135 |  |

Each row reports the level of significance of chi-squared statistic that the percentages across the three regions (US&Canada, Europe, and Asia) are different from one another.

Table 5  Functional courses infused with IB content in business schools across three surveys

| Infused courses | Undergraduate | Graduate |
|-----------------|---------------|----------|
| Accounting      | 35% | 44% | 55% | 0.00 | 35% | 46% | 51% | 0.00 |
| Marketing       | 69% | 69% | 85% | 0.00 | 66% | 66% | 88% | 0.00 |
| Finance         | 60% | 64% | 73% | 0.02 | 59% | 63% | 72% | 0.02 |
| Management      | 63% | 66% | 85% | 0.00 | 59% | 62% | 85% | 0.00 |
| Strategy/policy | 58% | 68% | 77% | 0.00 | 62% | 67% | 88% | 0.00 |
| Economics       | 54% | 60% | 70% | 0.01 | 48% | 57% | 70% | 0.00 |
| Average across courses | 57% | 62% | 74% | 0.03 | 55% | 60% | 76% | 0.02 |
| No. of respondents | 51 | 33 | 128 | 0.00 | 23 | 128 | 135 | 0.00 |

Each row reports the level of significance of chi-squared statistic that the percentages across the three surveys are different from one another. The tests are repeated at the undergraduate and graduate levels. The statistics reported at the bottom of the table are those of the ANOVA tests of the difference of means.
graduate level, increasing from 55% in 1992 to 60% in 2000 and 76% in 2020, which is significant at the 2% level.\textsuperscript{14}

It is interesting to observe that across the geographic regions, economics is more infused with IB content at European schools: 82% (undergraduate) and 86% (graduate). The differences at the undergraduate level are significant at the 10% level whereas the differences at the graduate level are significant at the 4% level.\textsuperscript{15,16} Table 4 shows that the traditional business disciplines of marketing, finance, and management are more commonly infused at US and Canadian schools. Possible reasons for this phenomenon are that European schools tend to place more emphasis on academic and theoretical analysis. In contrast, the US and Canadian schools tend to be more applied and focus internationalization more on management, marketing, and finance courses.\textsuperscript{17} Furthermore, in most cases, in Europe, economics departments are located within business schools because they often grew out of those departments. In Europe, fewer business schools are not part of a university, and these schools often cover both business and economics.

\textbf{How many and which specialized IB courses are offered?}

Table 6 shows that, across all regions, the number of IB courses offered tends to range from 1 to 9 courses. In Europe, more schools reported that they offer 20 or more IB courses at both the undergraduate and graduate levels.

Table 7 shows that across geographic regions in the 2020 survey, US and Canadian schools lead in offering specialized IB courses at the bachelor's-

\begin{table}[h]
\centering
\caption{The number of specialized IB courses offered in business schools (2020 survey)}
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline
No. of IB courses offered & \multicolumn{5}{|c|}{Undergraduate} & \multicolumn{4}{|c|}{Graduate} \\
\hline & US&Can & Europe & Asia & Others & Total & Sig. & US&Can & Europe & Asia & Others & Total & Sig. \\
\hline
(1) 0 & 4% & 3% & 5% & 4% & 4% & 4% & 0.05 & 6% & 0% & 4% & 14% & 6% & 0.04 \\
(2) 1 to 4 & 30% & 44% & 67% & 48% & 43% & 43% & 32% & 70% & 52% & 49% & 49% & 49% & 49% \\
(3) 5 to 9 & 45% & 18% & 10% & 26% & 29% & 29% & 19% & 9% & 17% & 20% & 20% & 20% & 20% \\
(4) 10 to 14 & 8% & 12% & 14% & 9% & 10% & 10% & 16% & 4% & 10% & 8% & 8% & 8% & 8% \\
(5) 15 to 16 & 2% & 6% & 0% & 4% & 3% & 3% & 16% & 4% & 0% & 6% & 6% & 6% & 6% \\
(6) 20 or more & 11% & 18% & 5% & 9% & 11% & 11% & 10% & 22% & 9% & 7% & 12% & 12% & 12% \\
Mean scores & 3.1 & 3.3 & 2.5 & 2.9 & 3.0 & 3.0 & 0.89 & 2.8 & 3.7 & 2.6 & 2.5 & 3.0 & 3.0 \\
No. of respondents & 53 & 34 & 21 & 23 & 131 & 49 & 37 & 23 & 29 & 138 & 138 & 138 & 138 \\
\hline
\end{tabular}
\end{table}

Since the six levels of IB courses offered are related and in ascending order, only one chi-squared statistic is reported regarding the level of significance that the percentages across the three regions (US&Canada, Europe, and Asia) are different from one another. The tests are repeated at the undergraduate and graduate levels. The statistics reported at the bottom of the table are those of the ANOVA tests of the difference of means.

\begin{table}[h]
\centering
\caption{Specialized IB courses offered in business schools (2020 survey)}
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline
Specialized IB courses & \multicolumn{5}{|c|}{Undergraduate} & \multicolumn{4}{|c|}{Graduate} \\
\hline & US&Can & Europe & Asia & Others & Total & Sig. & US&Can & Europe & Asia & Others & Total & Sig. \\
\hline
Intro to/Survey of IB & 76% & 80% & 52% & 61% & 70% & 70% & 0.07 & 57% & 39% & 38% & 38% & 45% & 45% \\
International Marketing & 82% & 71% & 71% & 83% & 78% & 78% & 0.38 & 56% & 84% & 67% & 55% & 65% & 65% \\
International Finance & 78% & 55% & 43% & 70% & 65% & 65% & 0.01 & 62% & 66% & 62% & 52% & 61% & 61% \\
International Management & 80% & 73% & 71% & 74% & 76% & 76% & 0.61 & 67% & 74% & 62% & 69% & 68% & 68% \\
International Strategy & 49% & 45% & 43% & 52% & 48% & 48% & 0.88 & 56% & 74% & 57% & 52% & 60% & 60% \\
International Production & 39% & 24% & 33% & 13% & 30% & 30% & 0.36 & 39% & 50% & 38% & 21% & 38% & 38% \\
Avg. across courses & 67% & 58% & 52% & 59% & 61% & 61% & 0.38 & 56% & 64% & 54% & 48% & 56% & 56% \\
No. of respondents & 51 & 33 & 21 & 23 & 128 & 46 & 38 & 21 & 29 & 134 & 134 & 134 & 134 \\
\hline
\end{tabular}
\end{table}

Each row reports the level of significance of chi-squared statistic that the percentages across the three regions (US&Canada, Europe, and Asia) are different from one another. The tests are repeated at the undergraduate and graduate levels. The statistics reported at the bottom of the table are those of the ANOVA tests of the difference of means.
degree level, with a mean of 67% of schools in the region offering such courses. In comparison, European and Asian schools have a mean of 52–58%.

At the graduate level, European schools lead at 64%, compared with 48–56% in the rest of the world. At the bachelor’s-degree level, the US and Canada lead in offering three traditional functional IB courses: international management (80%), international marketing (82%), and international finance (78%), but Europe leads in offering these three courses at the graduate level. Many European schools also offer international strategy at the graduate level (74%). One possible explanation is that Europe places more emphasis on internationalizing master of science studies. They offer more specialized master’s degrees, such as in international management, business analytics, and marketing. In contrast, US and Canadian schools offer more generalist MBA programs, which require fewer specialized courses.

Table 8 shows an upward trend in the number of international functional courses offered. For example, at the bachelor’s-degree level, on average, 38% of the schools offered each functional course in 1992, 46% in 2000, and 61% in 2020. A similar trend is seen at the graduate level. Among the different functional areas, international marketing is most commonly offered, followed by international finance in earlier years, and international management today. International production, which still has the lowest percentage among the various international functional courses, significantly increased in popularity in recent years.

The percentage of students majoring in IB

On average, 7% of undergraduate students major in IB, 3% of undergraduate students in the responding business schools pursue a dual major including IB, and 3% of undergraduate students minor in IB. The numbers are almost the same at the graduate level: 6, 2, and 2%, respectively. Europe leads the way, with 12% of students majoring in IB at the undergraduate level and 13% at the graduate level. Schools which did not have an IB major or an IB minor and thus responded 0% are included in the above analysis.

Teaching methods

We asked business school deans to estimate the percentage of time that their instructors used different teaching methods in their IB courses. They indicate that instructors used lectures 40% of the time, discussions 20%, written cases 18%, live cases 6%, computer simulations 4%, other types of simulations 2%, role play 3%, and consulting projects 7% of the time. The distribution was similar across regions, except that schools used somewhat more lectures in Europe (45% of the time) than in the rest of the world (37–39%). This might be due to the higher emphasis at European schools on academic knowledge whereas schools in the US & Canada place more emphasis on applied cases and discussions. Despite much discussion about using different experiential teaching methods to teach IB, quite a bit of IB teaching at responding schools occurs with traditional teaching methods, such as lectures and cases (40% + 20% = 60% in all). We cannot compare changes over

| Specialized IB courses | Undergraduate | Graduate |
|------------------------|---------------|----------|
|                        | 1992 | 2000 | 2020 | Sig. | 1992 | 2000 | 2020 | Sig. |
| Intro to/Survey of IB  | 40%  | 50%  | 70%  | 0.00 | 32%  | 37%  | 45%  | 0.02 |
| International Marketing| 65%  | 67%  | 78%  | 0.03 | 53%  | 61%  | 65%  | 0.03 |
| International Finance  | 58%  | 65%  | 65%  | 0.20 | 53%  | 64%  | 61%  | 0.05 |
| International Management| 48%  | 56%  | 76%  | 0.00 | 45%  | 54%  | 68%  | 0.00 |
| International Strategy | 14%  | 30%  | 48%  | 0.00 | 26%  | 42%  | 60%  | 0.00 |
| International Production| 4%   | 9%   | 30%  | 0.00 | 10%  | 21%  | 38%  | 0.00 |
| Average across courses | 38%  | 46%  | 61%  | 0.22 | 36%  | 47%  | 56%  | 0.11 |
| No. of respondents     | 51   | 33   | 128  |      | 23   | 128  | 135  |      |

The chi-squared statistic of each row reports the level of significance that the percentages across the three surveys are different from one another. The tests are repeated at the undergraduate and graduate levels. The statistics reported at the bottom of the table are those of the ANOVA tests of the difference of means.
time in this finding because these are new questions in the 2020 survey. Online Appendix Table A2 provides more details.

**Teaching in English** We asked the deans what percentage of their business courses are taught in English. In the 2020 survey, the deans at US and Canadian schools responded that most (over 90%) courses are offered in English, which is to be expected because English is the primary language in these two countries. Furthermore, English is the most common business language in the world. When international students study in the US and Canada, they also want to improve their English-language skills for the benefit of their future careers.

Online Appendix Table A3 shows that, at the graduate level, “Other” regions (including South America, Mexico, the Middle East, and Africa) have the lowest percentage of courses offered in English at the master’s-degree level (41%), followed by Europe (53%); in Asia it is 67%, whereas in the US and Canada it is 92%. Perhaps countries in these “other” regions are more locally focused. One possible reason for the larger percentage of courses taught in English at Asian schools than at European schools is that European countries have their own dominant languages, such as German and French. International students studying in these countries might want to learn German and French. Their home countries might have closer business ties with Germany or France than with English-speaking countries. Alternatively, when students in Asian schools want to learn a foreign language, their first choice is usually English, as English is the most widely used language in the world. These patterns are also found at the graduate level. The world average with respect to offering business courses in English is 70% at the bachelor’s-degree level and 69% at the master’s-degree level. According to a UNESCO report, the six countries in which English is the most common language (Australia, Canada, Ireland, New Zealand, the United Kingdom, and the US) combined had 46% of the international students. By contrast, Germany and France accounted for 16% (AACSB, 2011: 48).

**Percentage of courses offered online** Online Appendix Table A4 indicates that, in 2020 before the outbreak of COVID-19, 79% of business schools worldwide offered less than 20% of their courses online, and 60% of business schools taught less than 10% online. This finding highlights how little IB teaching was online before COVID-19. This might be understandable because business schools tend to emphasize the interpersonal skills needed to manage organizations. It is difficult to cultivate these skills online. Across regions, an average of 13% of IB courses were delivered online in the US and Canada compared with 10% in Europe, 2% in Asia, and 16% in “Other” regions. As the COVID pandemic persisted, online teaching greatly increased, and faculty have become more effective at doing so. We expect that, in the post-COVID era, although much teaching will likely resume in-person, the percentage of online IB teaching will grow substantially. We anticipate that blended courses, using both online and in-person teaching, will increase significantly. Some aspects of a course can be delivered quite well online, while other aspects are difficult to deliver effectively in that format.

For MBAs, networking is very important. Networking is more possible online than in person. Of course, for Executive MBA (EMBA) students who have full-time jobs, online delivery has some advantages in terms of facilitating study. However, because of the focus on high quality in EMBA programs in order to justify the high tuition (at least at highly ranked programs), we expect that the change will not be toward online programs but toward blended programs. This will allow fewer in-person sessions but still benefit from the networking and quality learning experiences enabled by in-person teaching. Further, perhaps Asian parents want their children, especially those at the undergraduate level, to be more disciplined. For example, in China many universities have a 23:00 cutoff time for students to be in their dorms with their lights off. Many Chinese parents welcome such a practice. This might explain why online learning is less developed in Asia.

**Satisfaction with curriculum internationalization** In the 2020 survey, the deans of most responding schools are quite satisfied with their curriculum internationalization. Table 9 shows that, for overall progress over the past 5 years, the mean score is 3.7 (from 1.0 = not satisfied at all to 5 = very satisfied). The other measures of satisfaction with internationalization have scores from 3.4 to 3.8. Across the three surveys, the level of deans’ satisfaction with their various internationalization efforts initially improved between 1992 and 2000 and then stabilized from 2000 to 2020.
Effectiveness of imparting IB knowledge to students. It is important to explore what increases the ability of business schools to impart IB knowledge to students. We employ a standardized regression model to examine the association between how IB is taught and the level of IB knowledge among students at graduation (Table 10). The independent variables in the regression are the percentage of time in which students are taught IB using consulting projects; the percentage of time in which students are taught IB using other interactive teaching methods (discussions, cases, live cases, computer simulations, other simulations, and role play); the percentage of a business school’s students who do international internships; the number of IB courses offered by the school; and the extent to which the main approach used to teach IB is via infusing content into non-IB courses. The dependent variable is the subjective assessment by the business school’s dean of how much IB knowledge students (both bachelor’s and master’s-degree students) possess at graduation. The scale ranges from 1 (little) to 5 (extensive).

The regression results in Table 10 indicate that the number of IB courses offered by the school ($\beta = 0.356$, $\rho = 0.000$) is the variable most associated with how much IB knowledge students have gained at graduation. In addition, the percentage of students doing international internships ($\beta = 0.131$, $\rho = 0.065$) and the percentage of the time in which students are taught IB using consulting projects ($\beta = 0.154$, $\rho = 0.029$) are both positively associated with the level of IB knowledge students possess at graduation. This last finding highlights the importance of focusing not only on in-class activities but also on out-of-classroom experiential activities, such as international internships and consulting projects in order to maximize students’ IB learning and its application to practice.

In addition, our results show that interactive teaching ($\beta = 0.187$, $\rho = 0.008$) is also an important driver of students’ IB knowledge acquisition. It is interesting to highlight that while the number of IB courses that a school offers is a key driver ($\beta = 0.36$, $\rho = 0.000$), teaching IB via infusing content into non-IB courses has little effect ($\beta = -0.01$, $\rho = 0.918$). Our results suggest that it is more effective to teach IB via specialized IB courses than via infusion of IB content into non-IB courses.

Furthermore, we should rely less on lectures when teaching IB. Experiential learning is an effective tool. The model explains 17% of the
variance. Because the independent and dependent variables both were measured by the same respondent, there is some risk of common method bias in the results. We use Harmon’s single-factor test (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003) to evaluate the potential common method bias. The test indicates that two factors have eigenvalues of more than 1.00, and no factor explains more than 30% of the variance. These test results show that common method bias is not an issue in our regression model. In addition, using simulation, Fuller, Simmering, Atinc, Antic, and Babin (2016) show that common method bias is rarely a problem in management research.

Organization of IB Faculty in Business Schools

Whether IB should be considered a separate discipline has long been controversial. This issue influences the organizational location of IB faculty within business schools. We asked the deans where their IB faculty are located within their schools: 1 = in functional departments without IB recognition; 2 = in functional departments with recognition as IB specialists; 3 = in a matrix structure (in which an IB specialist is assigned to a functional department and is also a member of an institute related to IB); or 4 = IB department. We organize our data so that a higher number represents an organizational structure that prioritizes IB more. European schools appear to prioritize IB more than their counterparts in the “Other” regions. Based on this coding system, European schools have a mean of 2.5 in 2020 (Table 11). US and Canadian schools have a mean of 1.9, so they are more likely to have IB experts scattered across different departments with recognition of their IB expertise. Asian schools have IB experts scattered across different departments, more commonly without recognition of IB expertise (mean = 1.6). In 2020, schools have a mean score of 2.0, which is an increase from 1.6 in 2000 and 1992. This finding shows that the schools are organizing in ways that prioritize IB more in 2020 than they did previously. Much of the increase stems from changes in Europe over the past 20 years; their mean score increases from 1.6 in 2000 to 2.5 in 2020. The trends are also increasing in North America and the “Other” regions but not in Asia.

The most common practice everywhere except Europe is that IB faculty are placed in functional departments such as management or marketing without an IB title. In 2020, overall, 49% of schools use this approach. However, 16% of business school have IB faculty located in functional area departments with an IB title such as associate professor of management and international business. Daniels (2003) remarked, “It seems inevitable that once IB was in a functional department, it would be viewed as a branch or subset of that function rather than a separate discipline” (AACSB, 2011: 113). This approach has decreased in popularity by half since 2000. Some 19% of business schools have chosen a matrix organization, often with functional departments on one dimension and themes such as IB or sustainability on the other. The matrix approach is more popular in Europe (35%) than in other geographic regions (10–24%). A common version of the matrix organization is having faculty organized in functional departments but having theme-based research centers such as a center for IB. The center pulls together faculty with a common interest in IB and provides resources and visibility for the faculty’s IB work.

A further 16% of faculty are located in stand-alone IB units. This is more popular in Europe (23%) and the US and Canada (18%) than in Asia (8%) and “Other” regions (14%). IB is interdisciplinary by nature, as the study of context requires

| Table 10 | Regression model showing how much IB knowledge students have on average at graduation |
|-----------------|-----------------|-----------------|
| Independent variables | Beta | Significance   |
| Percentage of time students are taught IB with interactive teaching methods | 0.187 | 0.008 |
| Percentage of time students are taught IB using consulting projects | 0.154 | 0.029 |
| Percentage of your student doing international internships | 0.131 | 0.065 |
| No. of IB courses | 0.356 | 0.000 |
| Main approach used to teach IB is infusing content in non-IB courses | – 0.007 | 0.918 |

Number of observations (N) = 176

$R^2 = 0.197$, adjusted $R^2 = 0.173$

$F = 8.375$, significance = 0.000

Standardized betas are reported above. The dependent variable is “How Much IB Knowledge Students Have on Average at Graduation”.
considering societal, economic, and political aspects. IB helps connect disciplines and scholars within business (e.g., international management, international marketing, international finance, international accounting, international supply chain management, strategy) and between business and outside fields (e.g., sociology, psychology, anthropology, political economy, economics, political science, international affairs). William Folks commented that having a separate IB department encourages cross-disciplinary scholars to work together on important IB phenomena (AACSB, 2011: 190).

The largest change over time is the growth in the popularity of a matrix organization, from only 3% of schools in 1992, to 6% in 2000, and 19% in 2020. At the same time, placing IB faculty in departments without an IB title decreased from 58% in 1992 to 54% in 2000 and to 49% in 2020. Similarly, placing faculty in departments with an IB title primarily declined, from 32% in 1992 to 34% in 2000 and to 16% in 2020. In general, the movement has been toward organizational structures that prioritize IB more (using matrix and IB departments). This is an encouraging trend.

Management of IB activities in the school
To better facilitate and promote internationalization efforts, business schools might have coordinators in charge of the internationalization of the curriculum or research or of developing international linkages (arrangement of study abroad or overseas internships). Of these three areas, international linkages received the most attention. Table 12 shows that 84% of the responding schools in the 2020 survey have a coordinator in charge of international linkages, compared with 41% for IB curriculum coordinators and 36% for IB research coordinators, a difference that is significant at the 1% level. European schools have the highest percentage among the regions: 90%. The percentages are at least twice as high as those for curriculum or research internationalization. Managing international activities effectively requires a great deal of administrative and staff support. This is especially true at schools that go beyond regular exchange programs and establish collaborative degree programs with foreign universities. International activities are clearly observable measures that are commonly noted by AACSB accreditation teams to reflect school internationalization. Furthermore, business school administrators believe that
immersive overseas experience is an effective way to motivate and widen the global perspective of their students. Therefore, it is worth the investment.

The difference between curriculum and research coordinators is not as big, averaging 41% and 36%. There is still a higher percentage of curriculum coordinators, showing that business schools place a bit more emphasis on curriculum internationalization than research internationalization. In general Europe has the highest percentages in all three categories. The lack of more international research coordinators may be a result of a belief that research is a task best driven by the faculty’s own personal interests and relationships than by an international research coordinator. Funding specially earmarked for international research might be more helpful than funding for an international research coordinator.

The percentage of schools with coordinators in research and international linkages increases steadily across the three surveys. The exception is in the area of curriculum internationalization, which peaks in 2000 (60%) compared with 1992 (47%) and 2020 (41%). Perhaps school administrators think that enough has been achieved in internationalizing the curriculum, so a special coordinator is less needed. However, we agree with Ghemawat (2011) that experiential knowledge and academic knowledge should be intertwined. Overseas experience and course curriculum should be well designed and integrated to fit the strategic purpose of a particular school. Otherwise, IB could become just “a specialized segment of the travel and hospitality industry” (AACSB, 2011:141).

Regarding the coordinator for international research, US and Canadian schools have notably lower percentages than the other regions, with an average 27% in 2020 compared with the world average, 36%; the average is higher in the “other” regions (48%) and Europe (43%). Regarding the area of international linkages, more European schools have a coordinator than the other regions in all three surveys. In 2020, 90% of European schools have coordinators for managing international linkages.

The dominance of European schools in pursuing the various aspects of internationalization should not be a surprise. The European countries are relatively small in comparison to the US, Japan, or China. They are in closer proximity than

| Table 12 Coordinators in charge of different areas of business school internationalization across three surveys |
|---------------------------------------------------------------|
| **Existence of coordinators** | **1992** | **2000** | **2020** | **1992** | **2000** | **2020** |
| IB curriculum | US & Canada | Europe | Asia | Others | Total | Sig. | US & Canada | Europe | Asia | Others | Total | Sig. | US & Canada | Europe | Asia | Others | Total | Sig. |
| IB research | US & Canada | Europe | Asia | Others | Total | Sig. | US & Canada | Europe | Asia | Others | Total | Sig. | US & Canada | Europe | Asia | Others | Total | Sig. |
| International linkages | US & Canada | Europe | Asia | Others | Total | Sig. | US & Canada | Europe | Asia | Others | Total | Sig. | US & Canada | Europe | Asia | Others | Total | Sig. |
| Averages | US & Canada | Europe | Asia | Others | Total | Sig. | US & Canada | Europe | Asia | Others | Total | Sig. | US & Canada | Europe | Asia | Others | Total | Sig. |
| No. of respondents | 350 | 69 | 25 | 30 | 474 | 105 | 27 | 31 | 39 | 134 | 50 | 31 | 24 | 134 | 50 | 31 | 24 | 134 |

Note: Each row reports the level of significance of chi-squared statistic that the percentages across the three regions (US & Canada, Europe, and Asia) are different from one another. The tests are repeated for each of the three surveys. The statistics reported at the bottom of the table are those of the ANOVA tests of the difference of means.
countries in other regions. Thus, international activities are much more the norm for companies and people in Europe than in North America or Asia.

**Overseas Experiences and International Linkages**

Overseas experience is an effective way to broaden and deepen students’ understanding about the realities and complexities of IB. In this section, we examine the extent to which business schools form international linkages and provide students with study abroad or overseas internship opportunities.

*International consortia, degree programs offered overseas, and English language used*

We asked business school deans whether their schools were members of one or more consortia for the conduct of IB education activity. In the 2020 survey, 57% of schools took part in consortia. Online Appendix Table A5 indicates that, on average, schools took part in 1.3 consortia, using a scale in which 4 means “four or more consortia.” European schools took part in about the same number of consortia (1.4 consortia on average) as US and Canadian schools (1.3 consortia on average). Asian schools took part in 1.0 consortium on average. The true averages are somewhat downward weighted; if a business school had 6 alliances, it would have scored a 4 and gotten a weight of 4.

We asked the deans whether their schools offer any programs in another country (e.g., EMBA degree programs overseas). About one-third of the responding schools (30%) offer such programs. Online Appendix Table A6 shows that the US and Canada, Europe, and Asia have similar percentages (US and Canada 32%, Europe 31%, and Asia 37%).

The average number of countries in which they offer programs is 3.6. The schools that are active internationally seem to be active in several countries. European and Asia schools that were active abroad were active in 4.1 countries. In comparison, US and Canadian schools were active in only 3.5 countries.

To establish an overseas presence, schools can establish their own branch campuses or form program alliances with overseas institutions. According to a 2004–2005 survey conducted by the AACSB, the European Foundation for Management Development (EFMD), and the Canadian Federation of Business School Deans (CFBSD), schools place great importance on both accreditation and rank/reputation in the selection of strategic program alliance partners. Program success depends a great deal on the level of trust and shared interests between the two schools (AACSB, 2011: 164–167).

*International internships*

Internships have been suggested as a useful way to help students put their classroom knowledge into practice. Internships can also help students find jobs after graduation, because they provide business contacts and show firms that students can successfully apply what they have learned in a work setting. The latter point is especially important for students without significant work experience. International internships add a useful overseas dimension to this experience. However, Table 13 shows that few schools required international internships in any kind of degree program (4% at both the bachelor’s- and the master’s-degree levels). The majority of schools offered international internships available but not required.

| International internships | Undergraduate | Graduate |
|---------------------------|---------------|----------|
| Required in a degree program | US&Can | Europe | Asia | Others | Total | Sig. | US&Can | Europe | Asia | Others | Total | Sig. |
| Available but not required | 0% | 15% | 0% | 5% | 4% | 0.01 | 0% | 15% | 0% | 5% | 5% | 0.04 |
| Taken for credit | 70% | 56% | 50% | 45% | 57% | 0.02 | 65% | 52% | 43% | 42% | 52% | 0.177 |
| Expenses/salary paid by companies | 13% | 37% | 33% | 55% | 43% | 0.10 | 40% | 41% | 19% | 25% | 33% | 0.44 |
| Last more than 3 months | 24% | 30% | 22% | 25% | 25% | 0.77 | 23% | 22% | 10% | 17% | 19% | 0.62 |
| Averages (%) | 16% | 22% | 17% | 15% | 18% | 0.89 | 5% | 15% | 10% | 8% | 9% | 0.21 |
| No. of respondents | 45 | 27 | 15 | 15 | 102 | 0.81 | 48 | 04 | 29 | 2 | 83 |

Note: Each row reports the level of significance of chi-squared statistic that the percentages across the three regions (US&Canada, Europe and Asia) are different from one another. The tests are repeated at the undergraduate and graduate levels. The statistics reported at the bottom of the table are those of the ANOVA tests of the difference of means.
internships to students, 57% at the undergraduate level and 52% at the graduate level. However, only a small percentage of students took part in international internships, likely because of the limited number of slots available and the costs involved. Figure 1 indicates that, over time, the percentage of students who participated in international internships has grown significantly, but it is still at relatively low (under 8% in most cases). The only exception to this trend is “other” regions, where the use of international internships has decreased.

European schools lead the way, with about 17% of their bachelor’s-degree students\(^19\) and with 16% of their master’s-degree students\(^20\) participating in international internships in 2020. The differences between Europe and the remaining regions of the world are significant.\(^21\) European schools clearly have an advantage in offering international internships. European countries have smaller populations and thus encourage more engagement in international activities. The geographic distance from one to another is very short, especially in comparison to countries such as the US, India, China, and Brazil. In addition, Europeans tend to speak multiple languages, which makes internships in other countries easier. The percentage of students doing internships includes both those who obtained an internship with the help of the school and those that students secured on their own. It is likely that some international students leverage their contacts in their home countries to get internships there, which are counted as international internships. This is especially the case because international students often have a harder time than local students in getting internships in the host country where they are studying. These international students face a variety of issues, such as weaker local language skills, more limited networks, and potential work permit issues. Improving the situation for international students to secure internships is one area that business schools can continue to pursue.

Table 13 shows different characteristics of international internships. About 25% of the responding schools offered internships at the bachelor’s-degree level, which cover expenses related to the internship or provide a salary. At the master’s-degree level, about 19% of them do so. Most schools offered internships of less than 3 months. However, about 18% of the schools at the undergraduate level and 9% at the graduate level offered international internships that lasted longer than 3 months. About 43% of the schools at the undergraduate level and 33% at the graduate level offered internships with course credit.

International service-learning projects, in which students undertake projects to help people in poorer countries, are a newer form of experiential learning. These international activities are somewhat similar to internships, except that the students work on different topics or projects that help businesses under different economic conditions. Though growing in popularity, these projects are still infrequently used. Asia has the most programs

![Percentage of students participating in international internships](image-url)

Note: The graphs above are based on responses from 470 business schools at the bachelor’s level and 466 business schools at the master’s level in the 1992 survey. In the 2020 survey, there are 83 responsive business schools at the bachelor’s level and 102 at the master’s level. The percentages illustrated by the bars are the averages across the respondent schools in their respective regions.
in this area. About 7% of Asian schools offered international service-learning opportunities at the undergraduate level and 10% at the graduate level, compared with 4% or less in all other regions.

**Study abroad**

Online Appendix A7b shows that, among the students who engage in international activities, about 16% of the undergraduate students at the responding schools took part in study abroad for 3 weeks or more. This proportion is substantially higher than the percentage of students (8%) who took part in study-abroad programs that were less than 2 weeks long, a significant difference at the 1% level. At the master's-degree level, the relative popularity of study abroad of different lengths is similar. About 45% of graduate students took part in a study-abroad programs lasting 3 weeks or more, and 19% in programs of less than 3 weeks, a difference that is significant at the 1% level.

In terms of regional differences, Europe is the region where longer study-abroad programs are most common at the undergraduate level. About 24% of the undergraduates at European schools participate in study abroad longer, which is much more than the 12% weighted average of the other regions (16% for the US and Canada, 7% for Asia, and 8% for the “other” regions). The difference across regions is significant at the 4% level. At the graduate level, the US and Canada lead with 57%, followed by Europe (39%) and Asia and the “other” regions (38%). The overall non-US and Canada weighted average is 39%. The difference across regions is significant at the 4% level.

**Satisfaction with internationalization—overseas experiences**

In the area of international linkages, such as offering study abroad and overseas internship opportunities, Table 9 indicates a steady increase over time in the deans’ level of satisfaction: 1992 (3.2); 2000 (3.6); and 2020 (3.8) (where 1 = not at all satisfied and 5 = very satisfied). The satisfaction level is generally higher in Europe than in the US and Canada and Asia across the three surveys. The satisfaction level at Asian schools was low in 1992 (2.6) but, over time, the satisfaction level there caught up with the rest of the world, reaching a mean of 3.7 in the 2020 survey.

**IB knowledge of students at graduation**

With curriculum internationalization and overseas experiential opportunities, we asked the deans about the extent to which their students acquire IB knowledge and their satisfaction with their students’ IB knowledge upon graduation. Table 14 shows that the majority of the responding schools (52%) gave a score of 4 or above in terms of the extent of students’ IB knowledge (1 = little and 5 = extensive knowledge). Graduates of European schools have a slightly higher level of IB knowledge (an average score of 3.6), and more than half their students achieve above-average or extensive internationalization.

In terms of satisfaction, in the 2020 survey, most deans are quite satisfied with the IB knowledge of their students upon graduation. The mean level of satisfaction in the world sample is 3.3 (1 = not at all satisfied to 5 = very satisfied). European schools have the highest level of satisfaction (3.6), and the US and Canadian schools have a satisfaction score of 3.2. The difference is not large.

**Internationalization of Faculty**

Some business school deans express frustration about internationalizing their faculty. Faculty members generally like to teach topics that are
related to their research. In addition, when they have time constraints, those who are less comfortable with IB tend to omit international topics or rush through them at the end of the course. As shown in Table 4, teaching IB through infusion into functional courses is a growing trend, however, if the faculty is not adequately motivated and knowledgeable about international aspects, this approach will look good on paper but ultimately will be ineffective.

Consequently, we asked business school administrators about the importance of various activities in giving their faculty international experience. Online Appendix Table A8 shows the deans' evaluations on a scale from 1 = not important to 5 = very important. In the overall sample of the 2020 survey, the deans considered the following factors very important: teaching abroad (4.2), research abroad (4.3), other educational training such as conferences (4.2), and living abroad (4.0). Across the regions, the US and Canadian schools generally have lower scores. International experience among the faculty is pursued less in North America than in the other regions.

Business school deans consider experiential learning more important for achieving internationalization than formal education, such as degree programs (3.8) and taking courses abroad at the doctoral level (3.6). Taking one or more doctoral courses abroad was included in the list of factors that might help internationalize a business school because it can give doctoral students useful international experience. For doctoral students studying in countries that lack top business schools, it offers a chance to upgrade skills by studying for a while at a high-quality school overseas. In their study of US faculty members, Chen, Finkelstein, & Walker (2009) find a positive correlation between the likelihood that faculty members incorporated international issues into their teaching and the amount of time that they had spent abroad after earning an undergraduate degree. In fact, faculty members who spent 1 or 2 years abroad as adults were twice as likely to incorporate international issues into their courses as faculty members with little experience abroad.

Obstacles to internationalization of faculty
Figure 2 indicates that, overall, deans do not see substantial obstacles to internationalizing the faculty; the overall average is 2.9 on a scale of 1 = not important to 5 = very important. Insufficient funds (3.7) are the most significant obstacle, with significance at the 1% level. This might bode well for easily overcoming the obstacles because obtaining more money is less difficult than changing mindsets or major organizational structures. Funding is always subject to competing priorities for, but faculty internationalization is deemed a priority, it is something that a dean can address in a relatively short time. Negative promotional and tenure considerations are ranked as the smallest obstacle (2.4). The key regional differences are in the perceived difficulty of publishing international experience.
research (3.4 in Asia vs. 2.5 in the US and Canada, differences that are significant at the 1% level.\textsuperscript{27} and negative promotional and tenure considerations (2.8 in Asia vs. 2.0 in Europe), differences that are significant only at the 11% level.\textsuperscript{28} In other words, publishing international research and the achievement of tenure by faculty with an international focus is seen as somewhat more difficult by the respondent in Asia than by those in the US and Canada.

**JIBS**

Ghemawat (2011) note that only a small percentage of articles published in top 20 management journals appear to have specifically cross-border content. The proportion drops to a very low level if the *Journal of International Business Studies* (JIBS), home to many of these articles, is excluded. If business school administrators do not consider JIBS a top journal, it will reduce the incentive of faculty members to publish in it. This will indirectly affect the output of IB research and the faculty's international knowledge and focus. We asked business school deans in which category they placed JIBS when considering publications for promotion and tenure decisions. A large majority worldwide see JIBS as a top journal (Table 15). A slightly lower percentage consider JIBS a top journal at US and Canadian schools (62%) than in the full sample on average (69%). The difference is not large, though of course we would like to see a higher percentage of recognition worldwide.

**Satisfaction with faculty internationalization**

Table 9 shows that most responding schools in the 2020 survey are very satisfied with the internationalization of their faculty. The mean satisfaction is 3.8 on a scale from 1 = not at all satisfied and 5 = very satisfied. Satisfaction is slightly higher (4.0) at US and Canadian schools than in the full world sample on average (3.8). Satisfaction with faculty internationalization increased from 1992 (2.8) to 2000 (4.1), but it dropped to 3.8 in 2020. The increase is considerably higher at US and Canadian schools: 1992 (2.8), 2000 (3.4), and 2020 (4.0).

**Deans’ Satisfaction with Overall Internationalization**

Finally, we asked business school deans about their satisfaction with overall progress in their

---

**Table 15** Perceived status of JIBS as an academic journal (2020 survey)

| JIBS as academic journal | US&Ca | Europe | Asia | Others | Total | Sig. |
|--------------------------|-------|--------|------|--------|-------|-----|
| 1 Third to top category or lower | 2%    | 0%     | 8%   | 4%     | 3%    | 0.45|
| 2 Second to top category  | 36%   | 32%    | 25%  | 12%    | 28%   |     |
| 3 Top category            | 62%   | 68%    | 67%  | 84%    | 69%   |     |
| Mean scores               | 2.6   | 2.7    | 2.6  | 2.8    | 2.7   | 1.00|
| No. of respondents         | 45    | 31     | 24   | 25     | 125   |     |

*Note* Since the three levels of categories are related and in rising order of prestige, only one chi-squared statistic is reported regarding the level of significance that the percentages across the three regions (US&Canada, Europe, and Asia) are different from one another. Mean scores at the bottom of the table are the weighted averages for the regions using the weights 1–3 listed at the far left above. The statistic reported at the bottom of the table is that of the ANOVA tests of the difference of means.
internationalization efforts over the prior 5 years. Table 9 shows that, in the 2020 survey, most responding schools are satisfied with their overall internationalization progress. We average the satisfaction scores across curriculum internationalization, faculty internationalization, international linkages, and overall progress over 5 years; the mean scores are reported at the bottom of Table 9. The overall sample mean is 3.8 on a scale of 1 = not at all satisfied to 5 = very satisfied. Across the three surveys, the mean scores for US and Canadian schools increase steadily, from 3.2 (1992), to 3.5 (2000), and to 3.8 (2020). Across the regions in the three surveys, the mean is slightly higher for Europe (3.8) than the full sample (3.6).

**DISCUSSION, IMPLICATIONS, AND CONCLUSIONS**

The following topics emerge from our study and the results of the survey.

1. **Steady progress on multiple fronts**
   Apart from some minor exceptions, business schools have advanced steadily on multiple fronts regarding IB. Relative to the previous two surveys, deans aim at a higher level of IB knowledge for their business majors. More infused and specialized IB courses are offered. In addition, a higher percentage of schools have matrix structures or separate IB departments, which are organizational arrangements that prioritize IB. Furthermore, business schools are offering more overseas experiential learning opportunities (study abroad and international internships). School administrators are generally satisfied with the increase in IB knowledge by their graduates and faculty members as well as the overall progress in internationalization. Our regression model shows that offering more IB courses leads to better internationalization performance. Thus, we encourage business school administrators to continue to raise the bar in terms of their internationalization goals, given the increasingly international nature of business today.

2. **The organization of business schools and isolation of IB colleagues**
   Although the 2020 survey indicates higher percentages of matrix structures and separate IB departments, the majority of IB faculty are still scattered across functional departments without IB recognition. At schools in Asia, 64% locate IB specialists in functional departments without recognition, compared with 52% in the US and Canada. This organizational structure leads to isolation of IB colleagues and reduces their ability to work together on research, sharing international experience, discussions about the important IB issues in the future, and examples of new teaching techniques.

   IB is interdisciplinary by nature. Having a separate IB department or a matrix structure encourages cross-disciplinary scholars to explore IB issues together and to learn from one another. This enables better integration of IB courses to fit the overall strategic goals of a business school. The best solution is the formation of IB departments. If this is not possible, the next best option is the establishment of a cross-disciplinary IB institute or center that encourages collaboration and emphasis on the field. Having IB content infused into functional courses is not the most effective way of teaching IB.

3. **Schools are consistently more international in Europe than in the rest of the world**
   The survey results show that, with respect to internationalization, the business schools with the best performance among all the regions studied are in Europe. A higher percentage of European schools have matrix structures and separate IB departments. They offer more study abroad and overseas internship opportunities. More European students go overseas for internships. Further, graduates of European schools have a higher level of IB knowledge upon graduation. Among the reasons, one could list the fact that, compared with the US and Canada, European countries are smaller, and many students speak multiple languages. Since each country has many neighboring countries nearby, they have more cross-border business opportunities and thus greater need for IB knowledge and skills. However, countries in Asia and emerging markets are also increasingly outward looking, and they are catching up rapidly. US and Canadian schools should not be complacent about the level of internationalization that they have achieved. More needs to be done in the US and Canada for them to prepare for the future of IB and avoid falling behind. They should actively benchmark the European schools that are leading in internationalization on multiple fronts.

4. **Experiential learning an effective way to teach international business**
   Deans of business schools consider experiential learning very effective for equipping students with IB knowledge. However, arranging experiential learning takes more teacher/administrator time
than traditional lectures. About 84% of the responding schools indicate that they have a “coordinator” in charge of international linkages, which can help provide experiential IB learning, and at schools in Europe, it is as high as 90%. The percentages are at least twice as high as those of coordinators for curriculum or research internationalization. One reason for a larger emphasis on having a linkage coordinator is that managing international activities, such as study abroad, international internships, and coordination with overseas strategic partners requires substantial administrative effort. Our regression results show that interactive experiential learning is effective for increasing students’ IB knowledge. When international immersive activities increase, an increasing number of schools are hiring multiple administrators to support this area. Furthermore, more business schools worldwide aspire to attain accreditation. One of the AACSB accreditation criteria is internationalization. Such international activities are clearly observable and easy to arrange.

In addition, business school deans think that spending time physically overseas appears to be quite effective for internationalizing the faculty. For example, on a scale from 1 = not important to 5 = very important, teaching abroad has a score of 4.2, research abroad 4.3, other educational training such as conferences 4.2 and living abroad 4.0. In addition, business school deans consider faculty experiential learning more important than formal education such as degree programs (3.8) and international courses at the doctoral level (3.6). When faculty have international experience, they are likely to incorporate international topics into their courses and to be up-to-date.

Our regression model in Table 10 also indicates the importance of experiential learning. International internships and IB consulting projects are both shown to be key drivers in imparting IB knowledge. These findings imply that business schools, especially in the US and Canada, should provide more overseas experiential learning opportunities. Although it is expensive to hire a coordinator to manage overseas programs, this step makes the process more professional and decreases expensive faculty time needed to set up programs.

5. Business schools spend relatively little time using innovative experiential teaching methods despite their effectiveness

There is much talk about using interactive teaching methods to teach IB. For example, for the past decade, the vast majority of teaching-oriented professional development workshops run by the International Management Division at the Academy of Management Conference have dealt with different aspects of experiential methods for teaching IB. Further, our regression model in Table 10 shows that the percentage of time during which students are taught with interactive teaching methods is a key driver of how much IB knowledge they gain. However, Online Appendix Table A2 shows that students at our responding schools on average spent the majority of their time learning via fairly traditional methods, spending 40% of their time using lectures and a further 20% via discussions. Written cases are used by students at the responding schools for about 18% of their learning time. Thus only 22% of the time is spent using all the other useful experiential teaching methods, such as live cases, computer simulations, other types of simulations, and consulting projects. Given the benefits of experiential learning highlighted in our regression model, IB educators are urged to increase the percentage of time in which IB is taught via experiential methods.

6. It is more effective to teach IB via stand-alone courses than through infused courses

There has long been a debate at business schools about whether it is better to teach IB via infused courses or specialized IB courses. This debate is natural, as IB is a multidisciplinary field. Some have suggested that separate IB courses are no longer needed as more functional courses become international. However, we argue that the increasing internationalization of firms is an important reason that IB courses are needed. Our regression results in Table 10 show that the number of specialized IB courses offered is positively associated with students’ IB knowledge at graduation, whereas teaching IB via infusing content into functional area courses has little effect.

The finding is understandable because faculty who teach infused courses might not have the skills needed or the passion to teach the IB content optimally. When they face time constraints, they tend to delete or rush through international topics at the end of their courses. The infusion argument has often been used by some business school administrators to justify their claim that IB faculty are not needed. Our results show the opposite: that IB is best taught in stand-alone courses.

7. Wide recognition of JIBS as a premier academic journal

The Journal of International Business Studies is considered a top academic journal worldwide by
the majority of schools (69%). JIBS has a strong reputation in all regions of the world according to 62% of the respondents in the US and Canada and 84% in the “other” regions. When business school administrators consider JIBS a top journal, faculty members have a greater incentive to publish in it, indirectly increasing the output of IB research. According to the Journal Citation Report (JCR), the impact factor of JIBS has significantly increased in recent years. The 2020 impact factor of JIBS is higher than that of all top three journals in finance (Journal of Finance, Journal of Financial Economics, and Review of Financial Studies), the top journals in marketing (Journal of Marketing Research, Journal of Consumer Research, Journal of Marketing, and Journal of the Academy of Marketing Sciences), and even the prestigious Strategic Management Journal. Many colleagues in finance and marketing are still unaware of this recent development. JIBS needs to publicize this message in outlets familiar to those colleagues to help attract more top scholars in those disciplines to publish in JIBS. Efforts should also be made to influence senior faculty members in those departments to be more likely to consider articles in JIBS as top journal publications when they evaluate tenure and promotion for their junior colleagues. Over time, the premier status of JIBS will be further burnished for our colleagues and the status of IB will be elevated. Consequently, the quality of IB research and education will also be enhanced (Table 16).

In the three most recent surveys, “insufficient institutional funds” is consistently seen as the most significant obstacle to faculty internationalization. When funding is limited, it is difficult for faculty to conduct field research overseas, purchase international data sets, and attend international conferences, all of which can hamper conducting international research that is up-to-date with the current topics, research methodologies, and theoretical arguments. The implication is that business school deans should devote more resources to international research (in particular for traveling to obtain information and knowledge about business abroad). It might be the easiest way to attain greater internationalization of the faculty’s IB knowledge.

### 8. Online teaching offers opportunities to expose more students to international experience

The percentage of IB courses offered online pre-COVID-19 was very low: 79% of the schools offered less than 20% of their IB courses online. The pandemic forced faculty to learn how to deliver IB courses effectively online, and students have become familiar with online learning. As a result, even after the pandemic is over, we expect to see increasing use of online delivery in IB education, not confined to online courses across different campuses geographically. Online teaching creates learning opportunities for students regardless of their location. So, the key question for many IB programs or courses is not whether they should be taught online or in person but which parts should be online and which should be in person. Innovation in this area provides opportunities for creativity and differentiation between schools.

Online delivery also creates opportunities for international online collaboration. International collaboration is likely not as effective online as in person for teaching IB, but we have learned during the pandemic that it is much more effective than most thought possible. International online collaborative projects fit into students’ busy schedules more easily and cost less than in-person international collaborative projects or other types of in-person international experience. Thus, they appeal to a broader group of students. The ease, smaller time commitment for students, and decreased cost to arrange students’ international online collaborative projects are big advantages. We believe that business schools have great opportunities for creatively developing virtual international experience, such as having groups of students at business schools in different countries work together virtually on projects. This kind of virtual international experience is especially important for business schools with little national diversity in their student body.

### Table 16 Impact factor of JIBS and major journals in finance and marketing

| Journals                                    | 2020 Impact factor |
|---------------------------------------------|--------------------|
| Journal of International Business Studies  | 11.38              |
| Journal of Finance                         | 7.54               |
| Journal of Financial Economics             | 6.99               |
| Review of Financial Studies                | 5.81               |
| Journal of Marketing                       | 9.46               |
| Journal of Marketing Research              | 5.0                |
| Journal of Consumer Research               | 7.0                |
| Journal of the Academy of Marketing Science| 9.42               |
| Strategic Management Journal               | 8.64               |

*Note: The impact factors are based on Journal Citation Report published by the Web of Science. The 2020 impact factor of JIBS is higher than all of the other journals listed above.*
We believe that international online collaborations will increase post-COVID. One of the deans mentioned experience in setting up programs for undergraduate students for whom traveling overseas may be too costly. The dean set up joint projects between students at a foreign school and students at the home university. By working together as a team, through Zoom and e-mail, the students experienced cross-cultural interaction. Projects like this expose students to language obstacles, cultural differences, and different institutional backgrounds. This experience gives students a deeper sense of IB and enables them to learn more about global business issues; they can also acquire better understanding of themselves. Thus, we encourage schools to develop more online, hybrid, and blended IB courses.

Further, we encourage faculty to think innovatively about ways in which the available virtual technology can be used in activities such as virtual group projects with people in different countries. Faculty can invite guests from around the world, for example, to provide both headquarters and subsidiary perspectives when discussing various issues related to multinational corporations. This use of technology in business education offers excellent opportunities for further internationalization of business schools, because enabling international students, faculty, and managers to attend a class is manageable through Zoom or other platforms. Likewise, a business school can “send” its students abroad through foreign-based videoconferences, attending classes at an overseas partner, or engaging in foreign company projects. Since business schools have been forced to use distance learning during the COVID-19 pandemic, it will be fairly easy for them to build in overseas experience.

Like all papers, our study has some weaknesses, such as the difficulty in comparing responses over time because to some degree the respondents are different from one survey to another. Keeping the school names anonymous also prevented comparisons across the surveys. We would have liked to ask some additional questions, but our survey questionnaire was already extremely long, and we received complaints from several respondents about the time-consuming nature of the survey.

Future research could explore the effect of the goals of accreditation agencies (e.g., AACSB) on business school activity. Online teaching of IB is expected to be more common in the post-COVID era. Because this project was designed before the COVID pandemic, future surveys should examine in detail how technology such as Zoom, which enables attendance at distant events, shapes future IB education. It would be worthwhile to pose a question about whether business schools are keeping up with globalization in the “real world.” We could not pose questions concerning what the deans thought about future school endeavors planned for improving IB exposure. Future research could also explore the views of managers who are hiring business school graduates and ask what IB competencies they would most like to see in them.

In conclusion, this paper assesses the current state of IB education at business schools globally. This is badly needed because such a review has not been done for 20 years. IB appears to be developing relatively well at business schools worldwide, but there is still more work to do. By highlighting areas in which business schools are doing better and areas in which internationalization is lagging, we hope our work will help business schools reach new heights in this process.

ACKNOWLEDGEMENTS
We want to thank Zhengwei Fu, a research assistant at the University of South Carolina, for providing research assistance in processing the survey data.

NOTES
1 The matrix structure generally involves having the professor located in a functional area department, such as management or marketing, and then having a center or institute that groups faculty members from different departments into an IB research center or general institute for IB collaboration.

2 Throughout the period of the curriculum surveys, business leaders have been asked on various occasions to identify what they would like to see in business graduates to enable them to manage successfully in a global context. Webb et al. (1999) reported on a survey of multinational enterprise executives based on questionnaires from 99 firms in the US, including 57 foreign firms. They asked them what background they looked at in hiring business graduates. The companies responded that, to serve their needs, schools must provide interdisciplinary IB curricula and use internationally experienced faculty in their programs. They considered overseas working experience the
most valuable, followed by courses in international marketing, foreign languages, and international management. Datar, Garvin, & Cullen (2010: 34) list “a global perspective” as one of ten “unmet needs and opportunities,” which were revealed in interviews with executives and deans worldwide. Finally, the AACSB (2011: 206) found that “Though little specificity is expressed in what business leaders say they expect, they mostly agree that not enough preparation for international management has occurred in business degree programs.”

Raj Aggarwal (1989) noted that business schools had been paying attention to internationalization of their curricula, faculty, etc., because the AACSB accreditation standard in 1974 required that business school curricula reflect worldwide as well as domestic aspects of business (see AACSB, 1978-79). Although the standard was not specific in terms of how business schools should accomplish this goal, it has remained over the years. The AACSB has encouraged schools to use IB courses, overseas experiences such as internships and study abroad, and alliances with foreign business schools as mechanisms to achieve it.

We also asked AMBA, the UK-based MBA program accrediting organization, to include a paragraph in its newsletter to encourage members to participate in the survey. This is also consistent with response rates to CEO surveys. For example, the Young Presidents’ Organization conducts an annual survey of its members, with a 10% response rate in 2020 (Barrett, 2020). Poterba and Summers (1995) obtained a 16% response rate from CEOs of the Fortune 1000 companies.

Although we are not sure that our sample is representative of the population, it has a reasonably large number of respondents. Furthermore, the 108 schools in our sample reported an average of 2849 students whereas the 1546 AACSB schools had an average of 3062 students. The difference in the mean t test between these two groups was 0.70, with a p value of 0.49. Thus, our sample is not very different from the enrollment at AACSB schools, at least in terms of school size.

We break down the results into the following four geographic areas: US & Canada, Europe, Asia, and Others. “Others” includes South America, Mexico, the Middle East, and Africa.

This is consistent with the observation that European schools use more lectures in their presentation of course content whereas US & Canadian schools use more discussion and cases (Question 23 in the 2020 survey).

REFERENCES

AACSB 1978–79. Policies, procedures and standards. St. Louis, MO: AACSB.

AACSB 1981. Accreditation council policies, procedures and standards, 1981–82. St. Louis, MO: AACSB.

AACSB 2011. Globalization of management education. Tampa, FL: AACSB.

Aggarwal, R. 1989. Strategies for internationalizing the business school: Educating for the global economy. Journal of Marketing Education, 11(3): 59–64.

Barrett, S. 2020. 11% of global CEOs fear their business won’t survive coronavirus: YPO survey. CNBC. April 22. https://www.cnbc.com/2020/04/22/11percent-of-ceos-fear-their-business-wont-survive-coronavirus-ypo-survey.html.

Chen, R., Finkelstein, M. J., & Walker, E. 2009. The internationalization of the American faculty: Where are we? What drives or deters us? South Orange, NJ: College of Education and Human Services, Seton Hall University.
Daniels, J. 2003. Specialization to infusion: IB studies in the 1990s. In A. Rugman (Ed.), Leadership in international business education and researchOxford: Elsevier.

Daniels, J., & Radebaugh, L. 1974. The evolvement of international business education. Journal of International Business Studies, 6(1): 79–85.

Datar, S. M., Garvin, D. A., & Cullen, P. G. 2010. Rethinking the MBA: Business education at a crossroads. Boston: Harvard Business School Press.

Flesher, D. 2007. The history of AACSB international. Tampa, FL: AACSB.

Fuller, C. M., Simmering, M. J., Atinc, G., Atinc, Y., & Babin, B. J. 2016. Common methods variance detection in business research. Journal of Business Research, 69(8): 3192–3198.

Gonzalez-Perez, M., Lynden, K., & Taras, V. (Eds.). 2019. The Palgrave handbook of learning and teaching international business and management. Cham: Palgrave Macmillan.

Grosse, R., & Perritt, J. 1980. International business curricula: A global survey. Waco, TX: Academy of International Business.

Knight, J. 2008. The internationalization of higher education: Are we on the right track? Academic Matters: the Journal of Higher Education, 52(October–November): 5–9.

Kwok, C., & Arpan, J. 2002. Internationalizing the business school: A global survey in 2000. Journal of International Business Studies, 33(3): 571–581.

Kwok, C., Arpan, J., & Folks, W. R. 1994. A global survey of international business education in the 1990s. Journal of International Business Studies, 25(3): 605–623.

Manuel, T., Shooshhtari, N., Fleming, M., & Wallwork, S. 2001. Internationalization of the business curriculum at U.S. colleges and universities. Journal of Teaching in International Business., 12(3): 43–70.

Ninomiya, A., Knight, J., & Watanabe, A. 2009. The past, present, and future of internationalization in Japan. Journal of Studies in International Education, 13(2): 117–124.

Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. 2003. Common method biases in behavioral research: A critical review of the literature and recommended remedies. Journal of Applied Psychology, 88(5): 879–903.

Porter, L., & McKibbin, L. 1988. Management education and development: Drift or thrust into the 21st century? New York: McGraw Hill.

Poterba, J., & Summers, L. 1995. A CEO survey of US companies’ time horizons and hurdle rates. Sloan Management Review, 37(1): 43–53.

Shooshhtari, N., & Manuel, T. 2014. Curriculum internationalization at AACSB schools: Immersive experiences, student placement, and assessment. Journal of Teaching International Business, 25(2): 134–156.

Terpstra, V. 1970. University education for international business. Journal of International Business Studies, 1(1): 89–96.

Thanopoulos, J., & Leonard, J. 1986. International business curricula: A global survey. Cleveland, Ohio: Academy of International Business.

Webb, M. S., Mayer, K. R., Pioche, V., & Allen, L. C. 1999. Internationalization of American business education. Management International Review, 39(4): 379–397.

ABOUT THE AUTHORS

Chuck C. Y. Kwok is Research Professor of International Business at the University of South Carolina. He is an AIB fellow and was the President of the Academy of International Business from 2018 to 2020. His current research focuses on culture and finance. A research note published in JIBS ranks Professor Kwok as #4 worldwide among the most published authors in the Journal of International Business Studies during the period of 1970–2016. His articles appear in journals such as the Journal of International Business Studies (JIBS), Academy of Management Journal, Review of Finance, Journal of Corporate Finance, Journal of Banking and Finance, Journal of Business Ethics, and others.

Robert Grosse is Professor of International Business and Director for Latin America at the Thunderbird School of Global Management at Arizona State University in Phoenix, Arizona. He was the President of the Academy of International Business from 2012 to 2014. He writes about global strategy, international finance, government–business relations, and emerging markets, especially in Latin America and Africa.

Carl F. Fey was a Professor of International Business at Aalto University School of Business from 2016 to August, 2022, and Dean of Nottingham University Business School China from 2011 to 2015. From September 2022, Professor Fey is Provost of Research and Societal Impact at BI Norwegian Business School. Professor Fey’s research explores how cultural and institutional differences between countries affect which management practices work best.

Marjorie A. Lyles is the IB Distinguished Research Fellow at FIU. She was a Chancellor’s Professor and professor of global strategy at Indiana University. She received the Ryan Award by the IU President for excellence in international development and research. Her research focuses on emerging economies, organizational learning, institutions, and knowledge transfer. She was President of the Strategic Management Society and served on the boards of SMS and the Academy of International Business. She is a fellow in AIB, SMS, and AoM.

Publisher’s Note Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Accepted by Tomas Hult, Consulting Editor, 28 May 2022. This editorial has been with the authors for two revisions.