

One or More: Is one Specialization better than two?

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Introduction

The Problem: - The abilities of faculty do influences on the quality of education that is delivered and the activities offered. Faculty with more than one specialization are more efficient as they can bring separate disciplines around the common problem, theme or issue. This is because they can connect and integrate several professions, school of thought and technologies to pursue common tasks (Jones, 2010). However, the faculty selection criteria in Higher Education is yet rigid in term of selecting interdisciplinary faculty members. The members that specialized in two different fields are often neglected because of differences in their academic exposure. This can be due to the fact that faculty that approach interdisciplinary education are isolating themselves from their core field.

Background

Therefore, the academic system is highly structured, and it concentrates on the specific majors and discipline while selection of faculty by which the integration of interdisciplinary nature become unusual in the traditional field of education (Styron, 2013). Not only this but many faculty members having a dual degree are facing limitations in term of particular discipline or theme they can teach more effectively. This is because the interdisciplinary create barrier for the future integration as the higher education system revolve around the fact that multidisciplinary instructors may lack into expertise as well as interest in the specific area which can further limit their teaching capabilities (Klaassen, 2018). However, despite these drawbacks, the faculty with more specialization are further initiating an inquiry and team-based learning that resolves real-world issues and led towards active learning in every discipline (Appleby, 2019).

Causes of the Current Situation

The primary goal of higher education is to develop knowledge about specific discipline in the student that engender the student capacity to analyze

information and apply it in real life throughout their profession. Availability of interdisciplinary faculty and knowledge makes the individual to specialized in two filed by which the issues are understood through meaningful insight rather than single discipline contents (de Greef, Post, Vink and Wenting, 2017). In the current era of design and innovation, there are multiple examples of the modern entrepreneur within the design field that are pioneer in the new world of concepts by mastering into more areas. For instance, the individual specialized in engineering and medial have combined expertise to design the medial devices by knowing specific human organs and product development. The interdisciplinary faculty can allow students to become more proficient in the number of areas because they are not limiting their teaching in term of a specific area, but the use of thematic approaches from the instructors promote knowledge transfer and make learner generalist. For instance, a fashion designer that have studied architecture or the furniture design have merged into jewelry design by which they have produced something new. Another example is of Rex Tillerson who become CEO of ExxonMobil in 2017 and hold a dual degree in electrical engineering and did masters in the business administration (Duffy, 2010). Tim Cook further specialized in two filed including BS in industrial engineering and MBA from Duke University and today he is posted as CEO of Apple Inc (Duffy, 2010).

Effect of Current Situation

As the dual degree program assure credentialed in the two fields and it offers organizations with the full range of management and training skills with the breadth of filed-specific knowledge. The research conducted by Palací, Palací and Rodríguez (2018), shows that there is increased in interest towards dual degree program among students that are pursuing the dual degree. In business institutions, about 10% of enrolled students are pursuing a dual degree because they believe that it gives them an edge. However, many students found that pursuing a dual degree may

increase cost, attendance time and it may mainly result in financial burden.

However, followed by Barrack Obama, the ex-president of United States was interested in joint MBA as well as an MPP degree. This is because the combination of these two degrees provides an in-depth understanding of policy advocacy and public services particular. Besides this, the youngster believed that the trend of joint degree helps to equip oneself with skills to meet the challenges of the 21st century (Li, 2003). For this purpose, the leading universities across the Europe, North America, South America and Asia, offers a dual degree program which as MPH and MBA. However, the results from GMAT or GRE joint program reveals several client profiles that wish to the joint dual degree program (Duffy, 2010). For instance, one client pursue joint degree in MS and MBA with a specialty in bioengineering. The combination of dual degree made the candidate highly competitive and professional progression was in research and development division.

Besides these examples, Australian prime minister was graduated from the University of Sydney with the Bachelors of Arts and with Bachelors of Law before earning the degree of Bachelor of Civil Law at the Brasenose College. Another example is of Mauricio Macri who become an analyst at the SIDECO Americana and received Bachelor degree in the civil engineer form the Pontifical Catholic University of Argentina and also attended Business School in Columbia (Duffy, 2010). The Universidad Del CEMA in Buenos Aires and Wharton School of the University of Pennsylvania. The French President attended University of Paris-Ouest Nanterre La Defense to study philosophy and also obtained a master degree from Paris Institute of Political Studies in public affairs. Another example of a dual degree program is of Justin Trudeau, a Canadian prime minister. Trudeau attended McGill University to obtain Bachelor of Arts in Literature and enrolled in the University of British Columbia for Bachelor of Education degree (Li, 20

Policy Perspective – The Resources Presenting Perspective about Dual Degree Programs

According to Palermo, Bisignano and Mercado (2018), globalization has increased the concern of educational institutions to expand their international

activities to deepen their engagement across multiple partners. The dual degree is the emerging strategy through which the institutions can move beyond their faculty and the course-level collaboration to further establish the multidimensional and ongoing partnership. The hiring of dual degree faculty results in student mobility and it makes curriculum internationalized. However, as pointed by OEDC, there are imbalances in the demand of students and the partner institutions in term of faculty concerns, language barriers, quality assurance and the procedures (Lawrence and King, 2019). Therefore, to meet these problematic issues, the International Joint and the dual degree program in publication by the German Academic Exchange and Institute of International education DAAD echo every concern and further raised the concept of strategic planning, regulatory compliance, financing and the other challenges.

Policy Brief – Dual Degree Program

The dual degree program is designed, and the two or more partner delivers it in different countries and it allows the student to receive qualifications from each partner institutions. The educational institutions offering dual degree are further hiring faculties that are specialized in the dual degree to increase mobility, global citizenship and economic development (Dvorakova and Matthews, 2017). The faculty members skilled in two fields are highly specialized and they prepare future leader, by combining their general management as well as leadership skills with a deep understanding of two separate disciplines. This helps students with proactivity to acquire border skills and revolve issues which are complex and face in a dynamic environment.

Policy Evidence – Gppn Dual Degree Programmer

As the policy, GPPN partner developed the dual degree where the students can spend their two years in different schools across the globe. The program permits students to study public policy within two different contexts that is professional perspective and culture. The hiring of interdisciplinary faculty to offer such a plan can help to provide students with better with dual expertise and multicultural experiences (GPPN, 2020). The adoption of dual degree program further assists in using a

multidisciplinary approach while teaching which one of the critical skills is required to develop leaders in the 21st century. This also eases the specific need of dual program for instance, the faculty can guide or make amendments concerning the designing of plans. The modules that contributes to multiple applications can be integrated into one program rather than two which will decrease the duration, time and cost.

Policy Results – Policy Intervention Results

The faculty collaboration is one of the primary concerns of educational institutions and the faculty holding the dual-degree programs are indispensable for the success of institutes. The increasing demand and nature of dual degree programs further increase the demand for hiring interdisciplinary faculty members (Holley, 2017). The reason behind this is because having two-degree, then one makes the individual more assertive and dynamic. It expands creativity and helps to provide learners with social as well as academic senses. The inclusion of international students within the dual degree program increases the attention towards the varied need and expectations. The approaches and nature of knowledge shared by dual degree stakeholders make students adapt and learn because of pro-active nature of tutoring quickly.

Needs Students With Interdisciplinary

Technology and the need for new skills are shifting the workforce — requiring workers to be more creative and demanding culturally competent and innovative thinkers who are prepared to solve new global problems.

Syracuse, DePauw, Olin students learn about biochemistry by creating sculptures. Harvard Medical School students are learning about art through art observation. These educational approaches reflect a growing sentiment that standard curricula have become too segregated, authors say. Authors: Students are having difficulty understanding connections between diverse forms of knowledge and inquiry. They say college graduates today are leaving higher education having taken an array of seemingly disconnected courses. A holistic education that integrates the arts, humanities, sciences, and engineering will make students more attractive candidates for employers. The challenge

for higher education will be to teach students in a way that helps them understand the connections

Survey: Employers see talent as more than deep technical expertise or familiarity with a particular technology. Employers look for well-rounded individuals with holistic education who can solve complex problems. The skills they rated most important include teamwork, ethical decision making, and critical thinking. According to employers, this combination of cross-cutting skills is more important to an individual's success at a company than the major she or he pursued while in college. The results suggest that higher education should equip all students with the baseline skills needed for success. US Census Bureau data shows students who major in liberal arts often end up in professions not directly aligned with their major. These data raise questions about how well a college curriculum focused on a specific, disciplinary major will serve students. Younger workers stay in a single job for an average of 4.2 years, according to a 2016 Bureau of Labor Statistics report.

Employers want to hire people who can apply knowledge and skills in real-world settings. Fewer than 30% of employers think that students are well prepared in these areas, says David Perry. Perry: More than 80% feel that colleges and universities need to do a better job helping graduates gain cross-cutting skills and knowledge. He says most members of the Association of American Colleges and Universities have adopted a common set of learning outcomes for all their undergraduate students. The movement toward a more integrative approach in higher education couldn't be timelier, Perry says. This trend has in turn reinforced the view of higher education as largely a path for workforce preparation.

Writers: The notion that disciplinary specialization and technical depth are the only important prerequisites for employment turns out to be false. To realize a vision of higher education that emphasizes the importance of a holistic, integrative education, institutions must ensure that effective teaching practices are a priority for faculty and administrators, they say. More research is needed to understand the impact of individual courses and programs on students' lives, they write. Writers: The good news is that we see higher education moving in this direction. Based upon the results of self-

evaluation or external evaluation, schools can voluntarily apply for accreditation from ETEC. It is currently unclear whether there will be other consequences for schools that become accredited, beyond the public stamp of excellence it confers. In many OECD countries, schools that show strong capacity for self-directed improvement and internal quality assurance are given more autonomy in how they organize teaching and learning (Bear, 2019).

Conclusion:

Predicting the advancement of the dual degree program and the shift in educational needs increases the demand for hiring dual degree holders as faculty members. This is because the faculty that are specialized in two or more fields can assist educational institutions in development and management of dual degree programs and it can further help to revise curricula to assist the distinctive need of students from a diverse background. Therefore, the current and further trends also support the need for hiring faculty that have specialized in more than one field which will help to meet the growing demand in the educational sector.

The selection of faculty members in the academic institutions is a complex process because it creates long-lasting effects on the institutional ability. The evolving nature of education shifted the rigid administrative system to flexible practices, and today the demand for interdisciplinary teaching has risen. It has further increased the demand for faculty that have specialized in two or more subjects in many countries. This is because interdisciplinary education allows engaging students and assisting them in developing insight, knowledge, self-confidence, problem-solving skills, passion and self-efficacy. These are common goals which interdisciplinary faculty can bring in the lecture room (SERC, 2010). The multidisciplinary faculty are advanced in cognitive abilities and they acquire blended knowledge which helps to understand things that are beyond the reach of traditional disciplinary boundaries.

The core aim of this policy paper is to communicate about the benefits of specializing in two fields then one to shed light on the growing need for interdisciplinary faculty member within universities. Currently, despite knowing the significance of multidisciplinary faculty, higher education is limited

in terms of hiring faculty who are specialized and subject matter experts. This paper communicates the changing nature of educational need by which the higher education institutions can change their hiring criteria from selecting faculty member that has one to more specialization.

Recommendations

Today the educational experiences are highly authentic, and the curricula reflect upon real life that is multi-faceted rather than compartmentalized. Therefore, the complex nature of problems presented today further hinders the use of single discipline to adequately describe issues revolving around the problem (Irani, 2018). Hence, interdisciplinary broadens the problem-solving and faculty specialized in more subjects are integrating pedagogy and making learner master in high-order thinking.

- Interdisciplinary instructions help to accomplish the goal of teaching students to identify insight details from the range of subjects which further contributes towards understanding the issues that are under consideration in the 21st century
- The interdisciplinary faculty helps students to develop abilities by which they integrate concepts and the ideas from the various disciplines that broaden the conceptual knowledge which is essential for future development
- Prompt actions must be taken concerning changes in the higher education system to actively hire faculty specialised in two or more disciplines to meet the growing demand for multi-discipline and expand student capacity
- Technology and the necessity for modern capabilities transform the workforce — forcing staff to become more imaginative and challenging, inventive and culturally knowledgeable minds able to tackle new global issues.

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