



Laurea / B.A. in Global Governance

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- 1. The Bachelor of Arts in Global Governance – as you can see from our Courses described in the booklet - offers interdisciplinary teaching, which aims to prepare professionals to face global challenges that require specific legal and socio-economic competencies, as well as a wide range of technical and scientific knowledge and soft skills to manage cultural integration, mediation and team dynamics. Do you have similar Bachelor programs at your University? What is your personal opinion about such type of (Liberal Arts and Sciences) programs?**

In academia there's more and more emphasis placed upon multidisciplinary programs and at university level it becomes obvious that the way we have been organizing university education was missing the point that in higher education you are supposed to create competence that tackle real-world problems. The latter can only be tackled by multidisciplinary courses. So my answer is yes, this is the right logic.

In my University, there is no course such as Global Governance that tackles social sciences and multidisciplinary subjects. However, if you look at the London School of Economics, you can find a wonderful example of a university that has a variety of multidisciplinary courses. The same applies to colleges in the United States. That's the trend and that's what we should all work on.

- 2. One of the main goals of the 3-year B.A. in Global Governance is to support the academic education of our students with a series of professional training so as to better identify their potential work opportunities after they graduate. For this reason, Global Governance encourages training programs and internships within institutions, firms and organizations, both in Italy and abroad, selected on the basis of their prestige and quality of the experience. Do you think that these activities are important for the placement of our students in a University/Master program like yours or is it too early to do them during a Bachelor?**

No, it's certainly not too early to do internships. It should be done at a bachelor level. For instance, in the graduate program that we have, we place particular high relevance on the cross-disciplinary, diverse, knowledge base of our candidates. Thus, this is the right approach, not only for the development of relevant knowledge bases for students but also for ensuring their placement in graduate programs like mine.

- 3. Global Governance is implementing the so-called "Mentors Project". The main purpose of the project is to provide advice to students regarding choices on future studies and/or careers by putting them in touch (throughout the duration of the course) with a professional for advice and counsel. Does your University/program use Mentors or something similar to enrich your students' knowledge of the world? If so, are they effective?**

The mentorship is typical of British higher education and it's placed at its center. The mentor meets weekly with the students and he/she is supposed to help develop the learning skills. The mentor becomes a tutor but also a counselor. I must say that it's quite unique to the UK. You don't really see that in other places around the world. There is some tradition of mentorship in Germany but only for practical sectors, not for academics. Thus, the fact that you have it is fantastic and unique. I don't know of other universities in Italy that have a mentorship program. It's an innovation for the Italian system.

- 4. In order to help our students select an appropriate academic pathway to follow after they have completed the B.A. in Global Governance, the course offers three majors to choose from: Economics and Philosophy; Political Science, Law and History; Science and Technology. Do you think it is advisable to offer majors, or in other words, subject areas that students specialize in, in a Bachelor Degree? Would you give a greater attention to a candidate from one of those three paths or would you look only at other dimensions of their Bachelor studies? In case yes, which one of the 3 majors?**

Clearly, some level of specialization is expected at the undergraduate level and the idea of providing these very broad and relevant avenues for specialization is quite innovative and relevant. I did not expect the Science and Technology specialization to be included in the list. It's actually very interesting because it gives more quality to the profile of students that come out of the program. Again, it's a very innovative and interesting feature of the program and I think it will generate very attractive profiles for both graduate programs and labour markets.

- 5. Do you think that the Global Governance graduates that the course intends to train will be in demand by the labour market and/or University graduate programs over the next ten years? If not or only partly, what do you think is missing?**

Understanding the global context is absolutely paramount no matter where you are. If you want to grow and develop you need to have people that have a global perspective and can identify the solution from different disciplinary backgrounds. Absolutely, the type of profile generated by a program like this is extremely attractive. Obviously, it all depends on the educational experience but the design seems extremely strong.

6. What are the competencies, skills and abilities that in general your University (or, if applicable, your Master) cherishes in an applicant?

Depending on the program you are talking about, we look for different minds, backgrounds and mindsets. If you are looking for a program on entrepreneurship, you need to have something different than those looking for engineering programs for example. But, generally speaking, having an understanding of global problems and being able to tackle them from different standpoints is always appreciated. However, what I think it's missing is a major in Business. This could be useful if students wanted to continue their studies in Business Schools.

The key point we are looking for in a student is the capacity to understand global issues thanks to different disciplinary backgrounds and thanks to some level of specialization. Of course, you need to keep a balance between the former and the latter.

7. Do you think that the Global Governance graduates that the course intends to train may perform well in graduate programs at your University? Please specify the names of the programs.

All the programs we offer at the Business School could be very interesting. We have programs that range from classic masters in Business Administration, where a global perspective on issues would be an asset, to more specialized programs in Finance or Information Technology. Furthermore, we have specialized programs on issues like climate change that would probably welcome students that graduate from Global Governance. We have fourteen different programs in the Business School. Also, the Center in Environmental Policy, located in the School of Natural Sciences, would really welcome students interested in climate issues seen through a global lens.

8. What kind of extra training would you offer to our Bachelor students so that their skills and competences can better respond to the requirements of the graduate programs at your University?

Some experience in the real world such as internships in companies, institutions, organizations, labs, depending on the specialization that one is looking for. If I look at the three specializations, it strikes me that the private sector (business) is not quite well represented. Perhaps, one way you can balance that gap is to allow students to gather some experience in the private sector.

9. Would you suggest any specific/special activity/project carried out in undergraduate programs at your University that could be included in the Global Governance BA?

We don't have that many undergraduate programs so I don't know enough about it. However, what I would be able to suggest is to experiment more with the features of the mentor/ tutor. I know the program is expanding but it is something really distinctive potentially. Invest more and more on that. There are several examples in the British Educational System.

10. Would your University be interested in an Erasmus/Overseas program with the Global Governance BA? If yes, are there any specific prerequisites or competences that our students should have in order to participate?

We don't have undergraduate degrees. Other schools in Imperial College could possibly do it. There is the Department of Civil and Environmental Engineering that designs for society and communities and they could possibly be interested in an exchange program.

11. Please report here any other comment or suggestion regarding the structure and contents of the Global Governance BA

Well, I don't know enough about the program to make a conclusive judgement. However, everything I've heard is fascinating. Whoever has designed this program has thought through a lot of issues and found innovative solutions. My encouragement is to do exactly what you are doing now: engage with people from around the world and get feedback and suggestions from external individuals. I would be very happy to continue this conversation with the director of this program and provide more details that might need to be tackled in order to be more productive and efficient. I would love to understand more on what goes on within Global Governance.