



The Future of International Exchanges in a Post-Pandemic World

Chapter 5

Perspectives from MBA Programs in the United States

THE FUTURE OF INTERNATIONAL EXCHANGES IN A POST-PANDEMIC WORLD

This chapter is part of a larger report by the American Council on Education (ACE) titled *The Future of International Exchanges in a Post-Pandemic World*. To access the full report, visit www.acenet.edu.

ABOUT THE KONRAD-ADENAUER-STIFTUNG

This report was commissioned by the Konrad-Adenauer-Stiftung (KAS). KAS is a German political foundation. At home as well as abroad, our civic education programs aim at promoting liberty, peace, and justice. We focus on consolidating democracy, the unification of Europe and the strengthening of transatlantic relations, as well as on development cooperation.

The views, conclusions, and recommendations expressed in this report are solely those of its author(s) and do not reflect the views of the Konrad-Adenauer-Stiftung or its employees.



ACE and the American Council on Education are registered marks of the American Council on Education and may not be used or reproduced without the express written permission of ACE.

American Council on Education
One Dupont Circle NW
Washington, DC 20036

© 2021. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Perspectives from MBA Programs in the United States

LISA B. MILLER, TUCK SCHOOL OF BUSINESS AT DARTMOUTH

Introduction

By the time the World Health Organization declared COVID-19 a pandemic in March 2020, education abroad programs had become integral to the MBA experience at many US institutions. The AACSB (2020), which has accredited more than 870 business schools worldwide, includes “Global Mindset” among its “Guiding Principles and Expectations for Accredited Schools” and states that “graduates should be prepared to pursue business careers in a diverse global context.” To gain accreditation, a school must demonstrate that its “curriculum imbues the understanding of other cultures and values, and learners are educated on the global nature of business and the importance of understanding global trends.” Schools must also ensure that “students [are] exposed to cultural practices different than their own” (16).

One of the best ways to develop a global mindset is to participate in an education abroad program, and a relatively large proportion of graduate business students do so. During the 2016–17 academic year, business was the top graduate field engaged in education abroad at US institutions, representing 34% of the graduate education abroad population as compared with only 17% of total national graduate enrollments (Sanger and Mason 2019, 4). Approximately 30% of the top 25 schools on *U.S. News & World Report’s* (2020) Best Business Schools list for 2021 have a global education requirement of some type.

In this context, the cancelation of travel in the wake of the pandemic hit MBA programs especially hard. Education abroad teams scrambled to convert existing travel programs to the virtual format or offer new virtual programs, feeling a commitment—that they hoped students would share—to pursuing education abroad learning goals even if travel were not possible. Unfortunately, many students who did not need to enroll in virtual education abroad programs to earn credits toward graduation or meet a graduation requirement stayed away. A common refrain from students was that virtual programs could not replace travel experiences, and travel was the only way to truly learn about other countries and cultures. This led to some soul-searching on the part of education abroad teams. Did students only care about the travel and not the learning goals? Did they understand the importance of these goals to their careers? Was it possible to design education abroad programs that would be more “resilient” in the face of travel cancelations? Had schools put too many eggs in the “education abroad” basket when thinking about how to help our students develop a global mindset?

The goal of this chapter is to help planners of education abroad programs and those who wish to partner with them to envision a post-pandemic future. The information in this chapter is based on survey responses from and interviews with members of education abroad and project-based learning teams at 17 MBA programs in the United States and in-depth interviews with a subset of them. (All the schools are in the top 50 in the *U.S. News & World Report* 2021 Best Business Schools ranking). It also contains information from a discussion with personnel at a German business school that partners with many MBA programs in the United States. It begins with a discussion of the pre-pandemic situation to provide context. It then examines ways in which the pandemic might lead these schools to change how they approach education abroad. It closes with recommendations for schools and potential partners.

The Pre-Pandemic Context

Survey respondents were asked which education abroad programs they offered before the pandemic. Sixteen of 17 respondents offered international travel courses taught by the school's faculty, 15 offered term exchange, 11 offered consulting courses with international travel, and 10 offered short courses hosted by schools abroad. Respondents were also asked about internships outside the US, research opportunities with international travel, and non-credit international treks. These programs were less common, receiving four, five, and five mentions, respectively.

This chapter will focus on three of the four most common program types—international travel courses taught by the school's faculty, consulting courses with international travel, and short courses hosted by schools abroad. It will not cover term exchange, as this program tends to have lowest enrollment among education abroad courses at many MBA programs. In general, graduate students prefer short-term rather than term-length programs, with 51% participating in overseas experiences of less than two weeks' duration in 2016–17 as opposed to 24% of the overall study abroad population (Sanger and Mason 2019, 6). The travel periods for the three other common program types typically last from one to three weeks and, as a bonus, occur during break periods when students would normally be away from campus.

International Travel Courses Taught by the School's Faculty

The purpose of most international travel courses taught by the school's faculty is for students to build their global mindset by learning about a country's business environment and culture. Some courses focus on specific business-related topics and others are more general “doing business in” courses. Students typically attend from one classroom session to a full term of sessions before embarking on one to two weeks of international travel in one or two countries. Classroom preparatory sessions generally cover information to help students make sense of the in-country experience, such as the country's history or culture or background information about the topic of the course. In-country activities typically consist of visits with corporations, nonprofits, government entities, and individuals. Many courses also include activities such as excursions to tourist sites, walking tours, and performances to expose students to the country's culture.

International travel courses usually enjoy high levels of support from the school because they are taught by its own faculty. They are also scalable, with courses typically accommodating 25 or more students. However, finding faculty who have the relevant expertise and in-country contacts, enthusiasm for education abroad, and the time and energy to spend many hours traveling with students can be challenging. Many times, schools have faculty with some of the desired characteristics—great rapport with students and an enthusiasm for education abroad, for example—but lack others. In addition, one must recruit organizations and individuals in-country who are willing to design and host compelling site visits (for example, custom plant tours or candid discussions with senior executives) that align with the learning goals of the course. Few faculty have enough contacts to source every visit, and although alumni can be very helpful, they may not be present in every destination. Thus, strong partnerships in the destination country with universities, businesses, non-profits, and other organizations invested in international exchange are crucial. For example, for the Global Insight Expedition (GIX) course at the Tuck School of Business at Dartmouth, in Hanover, New Hampshire, partner schools including the American University of Armenia, Tsinghua University in China, IDC Herzliya in Israel, Ashesi University in Ghana, and Mohammed VI Polytechnic University in Morocco have all organized course activities in which their own students participated as well.

Consulting Courses with International Travel

The goals of consulting courses with international travel include learning about client project management, teamwork, and leadership in an international context. Students usually work on projects in small groups and have support from faculty advisors as well as other faculty experts at the school. Some programs also include coursework designed to familiarize students with the country. Following the preparatory work, students travel overseas for one to three weeks to meet with the client and conduct primary research.

The key challenge that organizers of such courses face is sourcing projects that meet the learning goals of the course and add value for the client. Students must complete the projects within the course timeframe, often while juggling other coursework as well. Sourcing projects that fit these criteria can be challenging, especially if the school expects the client to pay for some or all the cost of travel (40% of respondents to a 2019 survey by Leaders of Experiential and Project-Based Education (LEPE) reported that they received client funding for projects). At many schools, alumni and faculty have proven to be good sources of projects. Nonetheless, many organizers of consulting courses struggle to source enough projects to meet student demand. In this situation, clients who can provide appropriate projects on a multi-year basis, funding travel if required, are extremely valuable. Ideally, partners would also assist with cultural preparation so that students can work effectively with clients.

Over the years, the University of Michigan Ross School of Business in Ann Arbor, Michigan has formed partnerships with several multinational companies (including Mercedes, Whirlpool, Fiat/Alfa Romeo, American Express, and British Telecom) to provide sponsored projects for their Multidisciplinary Action Projects throughout the world every year. They usually had an internal champion who was convinced of the value of having a consistent stream of projects performed by US MBA students with access to faculty experts. Even though these types of arrangements often end after a few years when the internal champion leaves the organization, they are still highly coveted among organizers of such courses.

Short Courses Hosted by Schools Abroad

Some schools offer their students the opportunity to enroll in short courses hosted by schools abroad. These courses, which are usually taught in English, may be open to students from multiple schools or developed expressly for a single partner school. They usually last from one to two weeks and feature classroom-based and experiential learning activities. The challenges of offering such courses include identifying content that fits the needs of one or more schools and lining up expert faculty and speakers from the senior ranks of the business world who can address the group in English. In return, however, host schools may receive payment or the opportunity to send their students to the partner schools, either for short courses on a one-for-one basis, or for term exchange on a one-for-several basis. As an example of such a relationship, the WHU – Otto Beisheim School of Management in Düsseldorf, Germany offers a course during the summer in which MBA students from several of its partner schools can enroll. Their partners benefit by increasing their international course offerings and providing opportunities for their students to interact with students from around the world. They offered this course virtually during the summer of 2020, and partners including the Mays Business School at Texas A&M University in College Station, Texas allowed their students to enroll in it and earn credits towards graduation.

Some schools have partnered to develop custom courses for each other's students. For example, faculty with expertise in health care from the Tuck School of Business and the TIAS School for Business and Society in

Tilburg, the Netherlands partnered to create courses for each other's students focused on unique aspects of the health care systems in each country, as well as opportunities to learn about the host country's society and culture. Each school's faculty had many contacts in the health care sector in their respective countries and leveraged them to arrange site visits and expert lectures for each other's students that would have been very difficult for the schools to arrange on their own. In addition, they were attentive to each other's needs for country and cultural education and drew upon contacts in other parts of their universities to deliver enriching activities. The key challenge in organizing these types of courses is identifying faculty at both schools with similar expertise and the motivation and time to engage in such a project.

Preferred Destinations

A compelling and relevant destination is a key success factor for all education abroad program types. Many of the MBA programs surveyed or interviewed for this chapter encounter little to no demand for education abroad programs in the Western European countries that are traditionally popular with US undergraduates. According to one administrator, "If I offered programs in Europe, I don't think anyone would take me up on it ... the "sweet spot" is a country that is interesting from a business standpoint and a place where students would not feel confident traveling on their own." Data from the Institute of International Education (IIE)'s Graduate Learning Overseas report appears to back this up. During the 2016–17 academic year, China was the top education abroad destination for students of all nationalities enrolled at US graduate programs. Mexico, India, South Africa, and Peru were also among the top 10 (Sanger and Mason 2019, 13). At the MBA programs interviewed for this chapter, the preferences of American students are very influential, as they constitute at least 70% of the student body. At some programs, American students have extensive travel experience in Europe (many through undergraduate education abroad programs). These students, like most others, prefer to visit countries that are new to them and that they are less likely to visit on their own. Furthermore, some MBA students prefer to visit developing countries with fast-growing economies, especially if these countries have attracted the attention of the business world or business press.

If I offered programs in Europe, I don't think anyone would take me up on it ... the "sweet spot" is a country that is interesting from a business standpoint and a place where students would not feel confident traveling on their own.

Nevertheless, country selection for international travel courses taught by the school's faculty is often driven by the faculty. If a popular faculty member offers a compelling course in Western Europe, it may well enroll many students. Furthermore, developed countries with large multinationals that understand the value of consulting—including countries in Europe—are often fertile ground for consulting courses. For short courses hosted by schools abroad, a course in Western Europe that featured a timely and relevant topic, and many interesting activities could prove quite attractive to students. Finally, courses that connect students with the type of brand-name companies where they hope to work can be very successful, regardless of destination.

The Impact of the Pandemic on Education Abroad Programs

During the first couple of months of 2020, many of the schools surveyed or interviewed for this chapter canceled travel programs to China or countries that bordered it but remained hopeful that they could run programs in other parts of the world. By March, it had become apparent that the coronavirus was a threat throughout the world, and schools canceled most or all programs for the remainder of the academic year. Over the ensuing months, as hopes that the pandemic would end quickly, enabling travel during the 2020–21 academic year, gave way to a realization that resumption of travel was far in the future, schools began to shift their focus to converting travel courses to the virtual format or developing new types of virtual offerings.

All but two of the 17 survey respondents offered or planned to offer virtual versions of their education abroad or other international education programs. Nine planned to offer virtual international courses taught by their faculty; eight planned to offer virtual term exchange; six planned to offer virtual consulting courses; and six planned to offer virtual courses hosted by schools abroad (few of the schools that normally offered research projects, internships, or student-led treks planned to offer them virtually). The Center for Global Business at the Robert H. Smith School of Business at the University of Maryland continued its Distinguished Speakers in International Business Series virtually. Faculty could tie these talks into their classes if desired. They also created the “#KeepGlobalSmith Grant” to “encourage innovations in global teaching and programming that give students opportunities to engage with peers, companies, content, and cultures around the world in new and exciting ways,” despite limitations on travel (University of Maryland, n.d.). Some schools also offered new virtual co-curricular programs with an international theme, such as a program on navigating cultural differences at the Stanford Graduate School of Business in Stanford, California and the “Traveling While...” series hosted by The Jerome A. Chazen Institute for Global Business (2020) at Columbia Business School in New York City, which provides “... space for marginalized or underrepresented groups to openly share their experiences with race, gender, sexual orientation, immigration status, disability, and more and discuss how it intersects with travel, cultural learning, and global business practices.” The Mays Business School at Texas A&M organized international speakers or projects for classroom courses.

At the time of writing, several of the courses and programs had not yet begun and several were in progress, so information about enrollment and student feedback was incomplete. However, early indications are that results have been mixed. International travel courses taught by the school’s faculty seemed to have fared comparatively poorly in the virtual environment. A quote from one of the survey respondents illustrates this

Students were unwilling to spend additional time on Zoom unless they absolutely had to for academic or job search purposes.

phenomenon: “We offered a single virtual section of the traditional faculty-led short-term abroad courses ... [we] sourced content from five different countries abroad (business visits and tours, workshops with peers at partner institutions, cultural discussions), which gave students more access than they would have had in a traditional course that traveled ... [we] anticipated

that enrollment would mirror what we see across the entire portfolio (~120 students total). Instead, enrollment has been the equivalent of one single section (~30).” The Tuck School contemplated offering virtual study tours that would also have enabled students to learn about and compare among multiple countries but decided not to after a survey of students indicated that demand would be low. A student leader from the class of 2021 explained that students were spending so much time in Zoom classes that they were unwilling to spend additional time on Zoom unless they absolutely had to for academic or job search purposes. Another survey respondent provided a possible explanation for this outcome: “Students struggle to see the value in ‘learning virtually’ because they so often equate global experience with travel.”

Programs that proved more compelling to students in the virtual context include consulting courses such as the OnSite Global Consulting elective at the Tuck School of Business. During this course in the fall term of 2020, students completed projects for clients in Haiti, Hong Kong, India, Japan, and Colombia with excellent results. One team worked on a project for a nonprofit organization in which they recommended a sustainable model for oxygen distribution in a developing country—a critical and complex challenge, especially in the time of COVID-19. Their client commented “I . . . wanted to express further my appreciation and admiration for the work the “student” team put together. This is as good a report as we have seen on issues and problems like this in LRC’s (low resource countries).” Students, although understandably disappointed about the cancelation of travel, learned a great deal and were gratified to know that they had made a positive impact on their clients’ organizations.

Small Network Online Courses (SNOCs) at the Yale School of Management at Yale University in New Haven, Connecticut were also successful. Launched in 2014, SNOCs are virtual courses offered by schools in the Global Network for Advanced Management (GNAM), of which Yale is a founding member, and open to all members’ students. In SNOCs, students work in virtual teams with students from other GNAM schools. One of the learning goals of the SNOCs is to build virtual teaming skills, which will be important in students’ professional careers (in fact, some Yale students had commented that one of the traditional ways that Yale and other MBA programs help students build teamwork skills—working in study groups—was less challenging than the virtual teaming they had done in their pre-MBA careers). When the pandemic hit, the GNAM schools already had the experience and infrastructure to scale up virtual courses quickly. Many more faculty than normal offered SNOCs, which not only increased the elective count at member schools, but also raised the profile of this type of course on campus.

The WHU – Otto Beisheim School also experienced success with a virtual course for partner-school students from around the world during the summer of 2020. Kathryn Camp, from partner school the Mays Business School at Texas A&M, was disappointed about the inability to travel to Germany but appreciated the opportunity to complete assignments in small groups with students from Eastern Europe, Oceania, and Asia. She also appreciated the topic of the course, which covered not only unique aspects of German business (for example, family businesses and sustainability) but also the EU. She was impressed with the expertise of the faculty, and their willingness to teach in the middle of the night to accommodate students’ time zones.

The Post-Pandemic Future

It is always difficult to predict the future, and never more so than amid a 100-year pandemic. Nonetheless, there are some things that education abroad professionals expect to remain unchanged by the pandemic. The emphasis on building a global mindset at MBA programs will continue. In fact, leaders at MBA programs and in the business world may view a global mindset as even more important in the post-pandemic world. Education abroad professionals expect that MBA students’ enthusiasm for international travel will persist, although some students may be more reluctant to start traveling again than others, especially in the near term. MBA students’ preference for short-term education abroad options is also likely to continue, given the length of the MBA program.

On the other hand, many things will change, although it is not clear at this point exactly how they will change. Many respondents have been asked by their schools’ leadership to figure out how to offer more education abroad spots next academic year so that students who could not travel this academic year can do so. Many must accomplish this with the same or fewer staff resources than they had before the pandemic, so they

will emphasize the most scalable programs. One likely outcome is an increase in the number of international travel courses taught by their own faculty, perhaps with more students per course. Schools may need to recruit new, inexperienced faculty to teach these courses, and these faculty are likely to need help from partners in the destination country. Consulting courses will continue to be popular, but with stretched budgets, demand for client funding will remain the same or increase. Partners who can help source paying clients will be more valuable than ever. Schools may seek to increase the number of courses hosted by partner schools that they offer to boost available education abroad spots.

Most interviewees did not foresee major changes in destination countries due to the pandemic, emphasizing that faculty preference and expertise, the presence of alums and partners, and student interests strongly influence destination selection. However, some cited new factors that would influence destination selection in the future, including the willingness of the country to admit travelers from the United States given its severe COVID-19 outbreak; the strength of the country's health care system; the proportion of the country's population vaccinated against COVID-19; the absence of restrictions on the activities they would normally have pursued in the country; and strong partners in the country who could help mitigate COVID-19 risks and handle emergencies if necessary.

Whereas six of the 17 respondents did not incorporate any virtual activities in their education abroad courses before the pandemic, none was prepared to rule this out even when travel is possible again. Respondents were considering continuing virtual consulting projects, maintaining a virtual section of a travel course that had been converted to virtual during the pandemic and virtual term exchange to accommodate students who are unable to travel; organizing programs about countries where they could not send students in person due to safety, cost, or travel prohibitions; and organizing virtual courses in which students "visit" multiple countries for purposes of comparison. Several respondents also planned to infuse more virtual content into travel courses. Before the pandemic, it was common for program planners to consider only two options: offering programs in person or not offering them at all. For example, for years, the Tuck School of Business at Dartmouth has wanted to enable students who traveled on different programs to share what they learned with one another. However, it proved too difficult to find a time and place when students could get together during the school day, so this idea never became a reality. In the wake of the pandemic, conducting the session virtually seems perfectly appropriate. Indeed, among respondents there was particular interest in virtual sharing of learning among students, as well as implementing virtual interactions with students at international business schools or universities and virtual cultural activities (cooking classes, tours of cultural sites, concerts, etc.).

The pandemic also served as a stark reminder that although travel is an excellent tool for helping students build a global mindset, it is not always possible. Therefore, schools cannot rely on this tool alone. Instead, opportunities to build a global mindset must be woven into the fabric of the entire MBA experience, including classroom courses. As mentioned above, some schools gained experience organizing international speakers and projects into classroom-based courses, and hopefully they will be able to put this experience to good use in the future.

Increasing International Exchanges with US MBA Programs: Recommendations

There are several ways in which organizations that seek to increase exchanges with US MBA programs can position themselves as valuable partners.

Promote Your Country as an Attractive MBA Destination

Given the prominence of international travel courses taught by the school's faculty and the influence of these faculty on destination selection, potential partners should cultivate relationships with faculty at US MBA programs. They could reach out to faculty directly but should also consider contacting members of education abroad teams, as they typically know which faculty are interested in and likely to excel at teaching education abroad programs. They could also get involved with organizations focused on MBA programs and international exchange, such as the Global Business School Network. Both faculty and members of education abroad teams attend their conferences.

Potential partners could offer faculty assistance in organizing a course, including recruiting local faculty to deliver guest lectures and arranging immersive site visits, senior speakers, and interactions with local MBA students or young businesspeople. They could also consider hosting familiarization trips for faculty to get to know their home countries, ideally connecting them with local faculty who share their research or teaching interests.

For potential partners in developed Western countries, which tend to be less popular destinations for MBA education abroad programs, the topic of the program is especially important. Potential partners should try to identify topics with which they have expertise that are of interest to MBA students but not addressed on their home campuses. They should also try to incorporate visits to the types of companies where students hope to work, such as name-brand multinationals. They could also consider arranging a course that took place in their country and a nearby country with which students might be less familiar, such as a country in Eastern or Central Europe (one of the Tuck School of Business's most successful international travel courses taught by faculty takes place in Armenia, and its course in the nearby country Georgia was very popular as well).

In the wake of the pandemic, US MBA programs may place more emphasis than ever before on a destination country's health care system and emergency response capabilities. It will be important to understand how travel safety in a potential partner's country, especially with regards to health care, is characterized by organizations such as the US Department of State, including its Overseas Safety Advisory Council, the CDC, and popular travel risk management organizations such as ISOS. Potential partners whose countries are strong in these areas may have an advantage, while others may need to provide extra reassurance.

Finally, potential partners should look at the organization itrek (n.d.), which "introduces tomorrow's leaders in business, law, policy and STEM to Israel." They have proactively approached faculty, education abroad teams, and students at MBA programs and offered to help them organize for-credit and not-for-credit travel programs in Israel that have featured meetings with senior government officials, conferences, and opportunities to mingle with other students. They have also provided some funding for program organizers.

Partner on Programs Aligned with US MBA Students' Needs

Potential partners can also consider hosting short open-enrollment courses on their campuses, such as the program at the WHU – Otto Beisheim School that the Mays Business School offered to its students. Some schools have worked out arrangements with US counterparts in which they can send one term-exchange student to the US in return for hosting several students in a short-term course. Identifying a business-related area in which the school has expert knowledge but does not get much coverage at the US schools could make the course attractive to a broader range of students. The WHU – Otto Beisheim School course *The Changing Environment for International Business in Europe* is an example of this approach. Enrolling students from many different parts of the world and enabling students to work with them in small groups can also be a success factor, especially for students whose home institutions do not have many international students. Scheduling these courses to accommodate students from multiple schools can be challenging, but the investment of time and energy can pay off handsomely. The WHU – Otto Beisheim School education abroad professionals interviewed for this chapter demonstrated flexibility and a commitment to understanding partners' needs that have undoubtedly served them well in pursuing partnerships in the US and other countries.

Those who wish to partner with MBA programs on consulting courses need to bring clients to the table, possibly ones who are willing to pay for at least some of the travel expenses associated with the project. Although schools prefer to staff projects with their own students only, many will agree to staff projects with their own students and another school's students if the other school recruits a client. Potential clients might value a US perspective because they have US business interests, for example.

Provide Excellent In-Country Support

Many schools anticipate that education abroad travel will resume before COVID-19 has been brought completely under control. If this were the case, they would have to implement COVID-19-mitigation measures for their programs. Ideas under discussion include testing at regular intervals during travel; providing single rooms for students and extra rooms for isolation or quarantine; renting large, well-ventilated venues for meetings; renting air purifiers; providing masks and hand sanitizer, etc. Schools will place high value on partners who they can rely on to implement these measures effectively and handle an outbreak if needed.

Offer Flexible Financial Terms

In addition, many schools who had planned to send students abroad after March of 2020 incurred unexpected costs related to reimbursing students for travel expenses for canceled programs. In addition, schools who had partnered with program providers to deliver their courses forfeited most or all the money they had already paid. As a result, many schools are asking education abroad administrators to come up with ways to avoid such financial losses in the future. Later dates for making financial commitments is a topic of regular conversation these days.

Partner on Virtual Courses and Course Content

When discussing possible collaboration with faculty or education abroad teams, it will be important to ask about any new program types that are under consideration, including virtual ones. The ability to partner on virtual programs in which students work with diverse teams would be especially valuable. Faculty with similar interests at partner schools could even develop and teach joint courses in which both schools' students can enroll that are fully virtual or include a travel component.

Conclusion

Education abroad teams at US MBA programs faced difficult times during 2020. First, travel was canceled; then, in some cases, students showed less enthusiasm for virtual education abroad courses than originally hoped. Nonetheless, education abroad at US MBA programs will emerge from the pandemic stronger than it was before. Teams now recognize the pitfalls of designing programs such that travel is the whole point and will offer more courses that enable students to gain professional skills or collaborate with diverse people. This will make these programs not only more resilient, but also of higher quality. Education abroad teams will also seek new partnerships and deeper collaboration with the partners that they already have. They will use skills learned during the pandemic to offer new virtual programs and cover countries and topics that they did not cover before. They will infuse virtual content into travel- and classroom-based courses. This is an excellent time to pursue partnerships with MBA programs, and those that do so with a willingness to understand schools' needs and the flexibility to meet them will benefit greatly in the years to come.

References

- The Association to Advance Collegiate Schools of Business (AACSB). 2020. *2020 Guiding Principles and Standards for Business Accreditation*. <https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2020%20business%20accreditation%20standards.ashx?la=en&hash=E4B7D8348A6860B3AA9804567F02C68960281DA2>.
- itrek. n.d. "About itrek." Accessed January 1, 2021. <https://itrek.org/about-itrek/>.
- The Jerome A. Chazen Institute for Global Business. 2020. "Traveling While Black" (Event). The Columbia Business School. https://groups.gsb.columbia.edu/CHAZ/rsvp_boot?id=5604.
- Sanger, Jodi, and Leah Mason. 2019. *Who's Counting? Understanding the Landscape of Graduate Learning Overseas*. New York: Institute of International Education.
- The University of Maryland. n.d. "#KeepGlobalSmith." Center for Global Business at the Robert H. Smith School of Business. Accessed January 1, 2021. <https://www.rhsmith.umd.edu/centers/global-business/programs-initiatives/keepglobalthsmith>.
- U.S. News & World Report*. 2020. "2021 Best Business Schools." <https://www.usnews.com/best-graduate-schools/top-business-schools/mba-rankings>.

ACE® American
Council on
Education®

 **KONRAD
ADENAUER
STIFTUNG**