Redefining transnational education: trends, experiences and expectations

Case study in TNE: Maastricht School of Management
by Katalin Kovacs

Learning Objectives

- Major trends on TNE
- Major problems in developing partnerships
- Requirements of international accreditors when involved in TNE
- Diversification and expansion of partnerships
- How to establish new partnerships
- How to maintain existing partnerships
- How to ensure quality delivery across all locations meeting international standards

#aiec2016

Introduction to Maastricht School of Management (MSM)

- MSM has been an established global player in management education for more than 60 years, old in years, young in spirit

- MSM is an innovative globally networked business school with worldwide presence

- Located in the heart of Europe, characterized by an unique multicultural, multidisciplinary setting

- MSM is a modern business school with a particularly strong focus on applied research-based management education

Introduction to Maastricht School of Management (MSM)

Mission:

Maastricht School of Management provides education and advocacy for ethical management, inspiring leadership, innovative entrepreneurship and effective public policy, building on our unique history in working together with institutions in emerging economies for better global management.

#aiec2016

Introduction to Maastricht School of Management (MSM)

Accreditations and Memberships:

Introduction to Maastricht School of Management (MSM)

Rankings:

- #1 Eduniversal 4 Palmes of Excellence - TOP business school with significant international influence

- #2 Eduniversal Best Masters Ranking in the Netherlands - MBA full time

- DBAStudies.com ranked the Maastricht School of Management's DBA program #2 in the world

#aiec2016

Introduction to Maastricht School of Management (MSM)

Programs offered by MSM:

- MBA in Maastricht (full-time, executive)

- MBA programs abroad

- Executive MBA (EMBA) various specializations, Sports Management

- Master in Management (MM) – Specializations: International Business; (Higher) Education Management; Healthcare management; etc.

- Doctor of Business Administration (DBA)

- Executive Education

- MSc in Management and Engineering programs (MME) (joint program with RWTH Aachen)

MSM worldwide presence

016

Types of Strategic Partnerships/Major trends

Global overview:

- Close to 16,000 institutions offering business degree programs worldwide

- Most involved in study abroad and exchange then faculty activity

- Future trend is degree level and executive education

- (International) Branch campuses

- Trend going from North to South (developed to developing countries) to North to North and South to South, continuous increase and South to North is still minimal
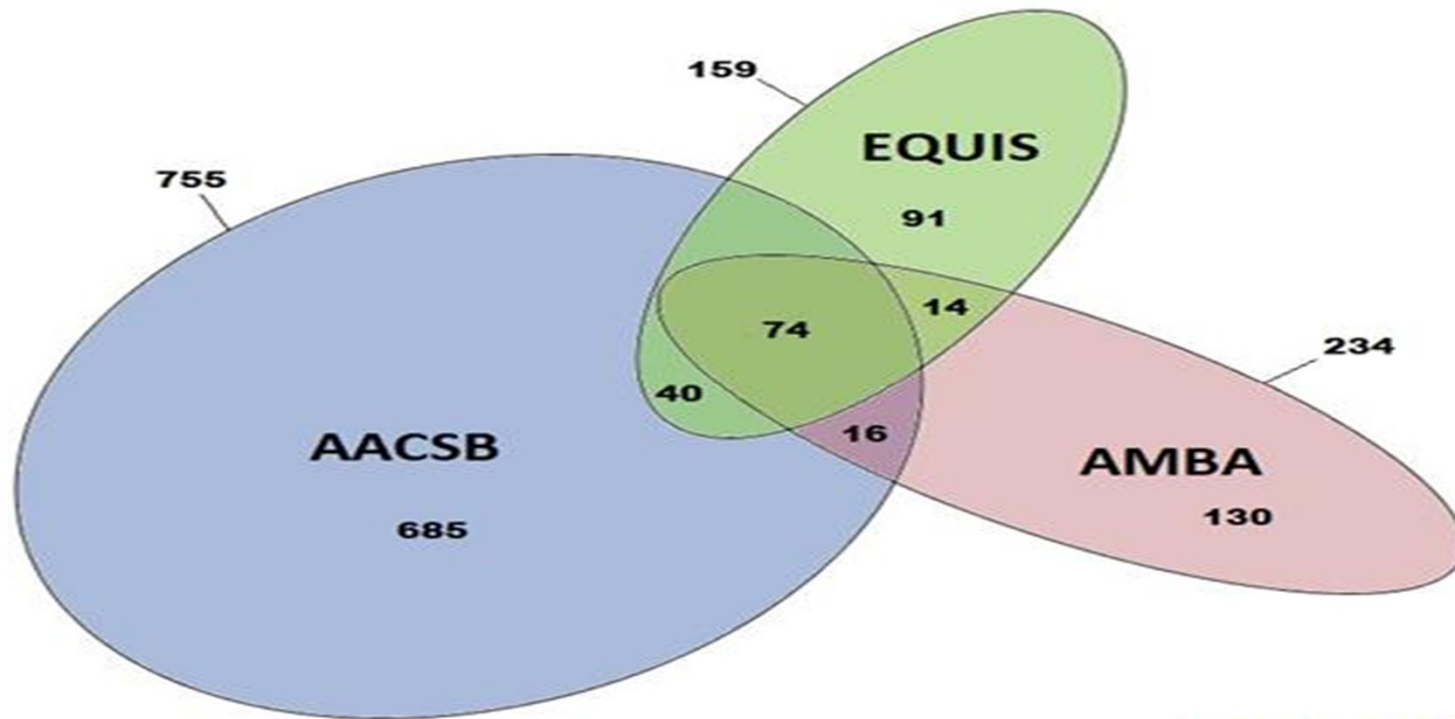
🐦 📷 #aiec2016

Accredited Business Schools as of March 2016

http://www.mba.today/guide/triple-accreditation-business-schools

Types of Strategic Partnerships
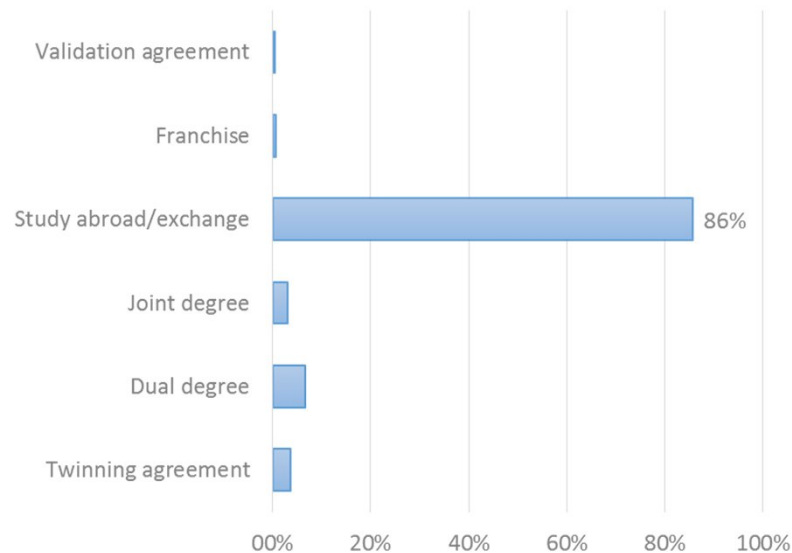
Types of Partnerships between institutions:

- Dual degrees (degree alliances) or full degree awarding partnerships
- Distance learning networks
- New ways to award degree and non-degree credentials
- International student mobility (exchange partnerships)
- Multi-institutional research partnerships
- Certificate awarding partnerships
- Executive short programs (non-credit)

#aiec2016

Types of Strategic Partnerships

Type of partnerships in 2014

Validation agreement	
Franchise	
Study abroad/exchange	86%
Joint degree	
Dual degree	
Twinning agreement	

00%   20%   40%   60%   80%   100%

Global alliances in the business school landscape consists largely of students going on study abroad and staff exchanges to enable mobility across locations

#aiec2016

Major trends

Australia: National Strategy for International Education 2025:

"Pillar 2: Making transformative partnerships

Goal 5: Strengthening partnerships abroad

    Action 5.2: strengthening collaboration through institution to institution partnership."

Source: *https://nsie.education.gov.au/*

#aiec2016

Enablers to achieve Goal 5

- The Quality Assurance bodies: TEQSA (Tertiary Education Quality and Standards Agency) and the respective local accrediting bodies (if any)

- The Ministries: Mutual recognition of qualifications across borders

Responsibility as HE provider

- An Erasmus mundus project entitled Quality Assurance of Cross-border Higher Education (concluded in March 2016): We know very little about the quality across border or how the quality assurance of the programs delivered outside their countries.*

- Is it enough to wait for agencies to liaise? Why wait for them to take action?

- Those of us carrying international accreditations are responsible in setting the tone and step in to spread our knowledge and help other institutions through partnerships

*Source: http://www.enqa.eu/indirme/QACHE%20final%20report.pdf

#aiec2016

Delivering Transcontinental Programs

- MSM's MBA, Executive MBA and MM programs (Collaborative Global Programs) are trans continentally offered throughout the world, mostly in cooperation with local partners

- The Collaborative Global Programs are developed based on the existing MSM program curricula

- MSM has full academic control over the programs to ensure its high quality education

Acquiring / Developing new partnerships

The conformist approach:

- Being in similar category or if not, developmental focus
- Similar accreditations (or on path)
- Common vocabulary
- Sharing the same challenges

The risk taking approach:

- Entering new markets: considering the developments of the next decades:
- New modes of delivery
- New modes of alliances
- Possible developmental track

Acquiring / Developing new partnerships

Items to Consider:

- Regulatory issues, evaluate the country, what happens in case of stricter governmental regulations?

- Recognition of degrees both in host and partner country (if needed)

- Leadership (values, directions, performance expectations, social responsibility)

- Strategic planning (process for strategic direction, objectives, timetables, deployment)

- Student/Stakeholder Focus (information for process improvements and education directions, identification of groups, satisfaction)

#aiec2016

Acquiring / Developing new partnerships

Items to Consider:

- Measurements of student learning (outcomes assessment program, trends, assessment results, comparative data, results analysis)
- Faculty and Staff Focus (HR planning, qualifications, workload, coverage, deployment, evaluation, policies, activities)
- Edu and Business Process Management (Design, delivery, evaluation and process, enrollment management)

Acquiring / Developing new partnerships

- Evaluate the overall the developmental stage of the partner meeting the standards

- Use your own accreditation criteria to evaluate the maturity

  Are processes in place

  Are those deployed

  Is there evaluation process

  Are the results integrated back to the organization's needs?

- Where it lacks, concentrate on those areas to help, capacity building and strengthening and set goals to achieve.

Acquiring / Developing new partnerships

The Stages in Developing a New Partnership:

- High upfront investment, commitment to long term

- Get to know each other (market research, etc.)

- Build on relationship established between people of each institution

- New generation for whom, collaboration is natural

- Compatible objectives

- Funding issues

- Clear expectations

Acquiring / Developing new partnerships

- Share information with faculty and staff

- Realistic project (start slow)

- Methods to reach the objectives

- Define responsibilities (steering group, etc.)

- Keep in mind the key trends for the years ahead

- Globalization, emerging markets, changing global economy, change in partnership structures, MOOCs

Acquiring / Developing new partnerships

Items to Consider (operational):

- Financial considerations (profit to be brought out of the country, unrealistic expectation)
- Eligibility of scholarships
- Cultural matters: segregation, etc.

Wrap-up: Items to Consider

- Lack of trust

- Mismatch with partner's strategy

- Cultural issues

- Operational problems

- Unable to deliver expected competencies

- Resources in home campus vs branch campus

- ICT structure and (unlimited) access to all internet services

#aiec2016

Wrap-up: Items to Consider

Examples from the Field:

- Intercultural communication issues in classes (content issues, gender issues, coming late issues, losing face situations, etc.).

- Attitudes towards plagiarism differ tremendously internationally.

- In some countries bribing instructors is a "normal" practice.

- In some countries "buying" thesis ghost writers is considered acceptable.

- Problems with internet connectivity in partner country and therefore difficult access to online resource services.

- (Restricted) availability of text books in partner country.

- Use of the electronic learning environment by all partners (Moodle).

Wrap-up: Items to Consider

- Partnerships must be sustainable

- It must benefit faculty, the students, and stakeholders

- Institution needs to have realistic
  plans and expectations

- Prepare and be open for new delivery options

- For pushing our boundaries

#aiec2016

Questions?

Thank you!