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Forces Affecting The University of the 21st Century

by Barbara B. Burn

Almost 25 years ago, I wrote "Higher Education in Nine Countries" for the Carnegie Commission on Higher Education, analyzing trends in higher education in France, Great Britain, Canada, Australia, the Federal Republic of Germany, Sweden, Japan, the Soviet Union, and India. At the time, many of these countries were moving toward fundamental university reform, strengthening nonuniversity institutions of higher education in ways which took the pressure off universities, but also threatened their traditional role.

Debate then focused on the role of the university, the question of access to higher education in the face of increasing "massification," and concern over how ever-mounting costs could be borne by governments without their increasing intervention in university affairs.

Now, on the threshold of the 21st Century, we can look back at those trends noted in the late 1960s and find that many remain familiar, with some major problems still unresolved and perhaps unresolvable, and we can see that as an international community, we are traveling along a common path to the future. New concerns and more changes have been added to the mix.

What is the university apt to look like in the early years of the 21st century? Will its characteristics and involvements be much the same as what we see today, or, if different, in what ways? Should we today be trying to hasten the emergence of the future university

International Trends

or bracing ourselves for its arrival?

The Role of the University in Society

We have moved beyond the debate of whether the university should be an ivory tower of pure research, divorced from reality, or an institution of teaching.

Higher education is not peripheral to society's concerns, but essential to national development. Although the university is unable by itself to induce economic growth, it is looked to increasingly to contribute to it by advancing knowledge, stimulating inter-sectoral collaboration within the economy and between it and higher education, and expanding professional qualifications and opportunities for the people.

As market forces and societal demand increasingly drive educational policy, not least the rapid obsolescence of knowledge and skills, especially but

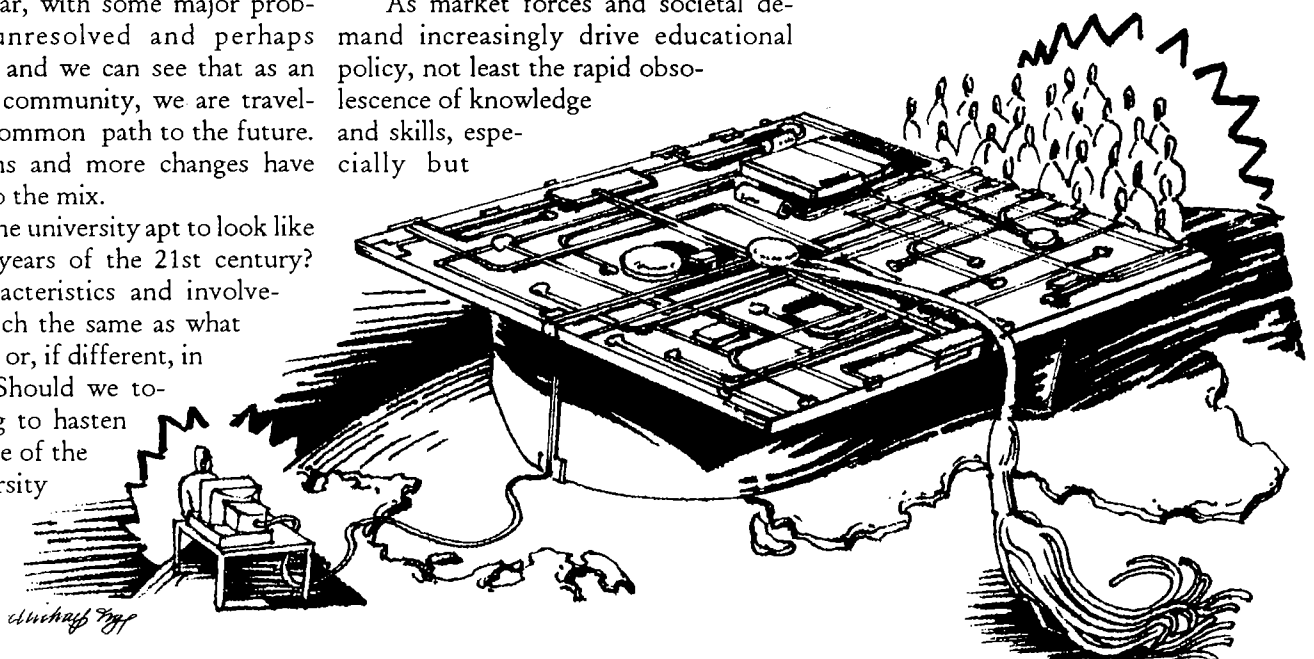
not only in the science and technology fields, the university response is increasing integration into the surrounding society.

Access to Higher Education

The trend toward providing a university education for the masses, where every secondary school graduate is admitted as a constitutional right, began in the 1950s. By the late 1960s, higher education enrollments had at least tripled in eight of the industrialized countries I studied, and the inability of universities to handle this growing demand had led to the launching or expansion of alternative kinds of institutions such as polytechnics, *fachhochschulen* and specialized institutes.

Enrollment growth continued in the 1980s: up 52 percent in Germany; 67 percent in Spain, and 60 percent in France.

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PUBLISHER'S LETTER

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International trade and international educational exchange have much in common. The broad parameters of trade are set by politicians and economists, while the execution is left mostly to private business.

In international educational exchange, faculty and administrators set the broad policy outlines to be carried out by other administrators and on- and off-campus agents.

Educational exchange rests on the mutual recognition of educational outcomes. That makes credential evaluation central to the process, for without the assessment and recognition of education completed abroad, there would be no exchanges.

Yet, foreign credential evaluation often is seen as a hurdle to be overcome in executing such exchanges.

As a result of inquiries from universities seeking assistance with foreign credential evaluation, World Education Services has recently launched a program called "Partners in International Admissions." This program is proving extremely beneficial in guiding directors of admission when they have cases requiring a foreign credential evaluation service.

WES is dedicated to the appropriate recognition of educational credentials. A non-profit organization, we have the clear mission of helping academic institutions and employers, as well as the individuals holding foreign credentials, to understand their value and level in the United States. This work is carried out in various media, including individual credential evaluations, this very publication, and through our Workshop Series, now entering its 10th year.

The wide variety in institutional types and their priorities in international education require different approaches to credential evaluation. The severe budget cutbacks that have beset higher education also call for new and creative ways of providing high quality evaluations. For those institutions with an evaluation staff, WES offers training and up-to-date information. For others, WES provides direct evaluation service. The goal is the same: promoting the appropriate recognition of foreign credentials to help the cause of international educational exchange.



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■ *Gazianurja*

Country Updates

➤ *Albania*

The United Nations has classified Albania as a "least-developed nation," the only one ever in Europe.

Alireza Mahallati of Unicef said that 970 out of 8,000 schools had been destroyed as Albanians turned on many buildings they associated with Communism or their collectivized society.

"Children go to schools without windows, texts and hardly any heating," he said. Parents lack money to clothe or equip their children, so absenteeism is high.

This Baltic country of 3.2 million people has no economy to speak of, an unemployment rate of about 40% of the work force which remains after about one-tenth of the population had fled abroad to find work, few public services and pervasive poverty of a degree not seen in Europe since World War II.

The railroad no longer functions. There never was an airline. Hospitals lack virtually everything, and schools have no textbooks since 27 million of the heavily ideological books of the past were scrapped.

Albania is heavily dependent on west Europe. According to European Community statistics, the prosperous nations of the G24 groups have given \$1.2 billion in aid since mid-1991, and continue to supply 30,000 to 40,000 tons of wheat a month for bread, the staple food. Government revenues only cover 20% of the national budget of \$300 million. About 50 to 60% is financed by foreign aid and the rest through the printing press. Of \$40 million granted by the International Monetary Fund to finance vital imports since July 1992, no more than \$12 million has been spent due to the shortage of competent officials able to make spending decisions. (*The New York Times* 8/3/93)

➤ *Cameroon*

The Catholic University of Central Africa, also known as the Catholic Institute of Yaoundé, serves the countries of Cameroon, Central African Republic, Congo, Gabon, Equatorial Guinea and Chad. Inaugurated in October 1991, it now offers five programs: a master's degree in social sciences, a master's degree in private management, a certificate of higher training in management, a *baccalauréat* in theology, and a diploma in nursing.

The institution has 300 students and a main objective of training the middle managers needed in Africa. Programs are limited to 50 students a year. (*Nouvelles Brèves* June-July 1993)

➤ *Canada*

Ontario colleges and universities had too many applicants for too few places this fall, a worsening trend fed by the recession and government spending restraint.

As of June, 59,175 high school students had applied to Ontario's 20 universities, up 2% from the year before. In addition, 130,000 students had applied to the province's 23 community colleges, which had space for only 75,000. College officials said the demand was spurred by the effects of the recession.

What makes the university figures remarkable is that demographic trends show no increase in the number of students graduating from high school. While demand for a university education is growing, the number of spaces has declined at some institutions. According to the Council of Ontario Universities, there were 51,464 places set aside for high school applicants this fall, down 3% from a year ago.

The current crunch is most evident in Toronto, where university applications jumped by 7%, while the number of first-year places dropped by an equal amount.


The decision to accept fewer students is driven by an arcane government funding formula that pays universities for a certain number of students, with the institution only receiving tuition fees for the rest. In the case of York University, the institution receives only tuition for 10% of its students. To accommodate student demand for programs, York has changed its academic schedule to begin at 8:30 a.m., with classes going to 10 p.m. Computer and other labs run until midnight.

Unlike some universities, the colleges have not cut enrollment. Durham College's president said "We're trying to squeeze people into every square foot, even while government financing has declined to \$3,000 per community college student, down from \$4,700 about five years ago." (*The Globe and Mail* 6/18/93)

➤ *China*

A Sino-U.S. college for international affairs has been launched in Chongqing in southwest China's Sichuan Province. Called The Stilwell School of International Studies, it is sponsored by the Joseph Stilwell Center, the Sichuan Institute of Foreign Languages,

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and Suffolk University in Boston.

The Stilwell School will offer a two-year program where students may earn 62 credit hours. They may then enter Suffolk University for study to obtain a bachelor's degree in the arts and sciences.

Unlike most State-funded universities in China, the Stilwell School charges tuition and does not assign students state jobs. (*China Daily* 7/2/93)

➤ Colombia

The Rector General of the Universidad de San Buenaventura has announced the establishment of a branch campus in Cartagena de Indias, on the north coast of Colombia, for the training of chemical and farm-produce engineers. This is the first Catholic university center in the region. (*Nouvelles Brèves* June-July 1993)

➤ Germany

Inexpensive student housing is in such short supply in Germany that it will soon become impossible to study in some of the bigger cities, the Student Welfare Service has warned. (See WENR, Trends, Fall 1991)

There are more than 1.6 million students in west Germany, but only about 164,000 live in publicly-funded halls of residence, while roughly 23% of students live with parents and around two-thirds rely on the private housing market.

Dieter Schaferbar, deputy general secretary of the service, says the situation is "tense to catastrophic. If the education summit (planned for autumn) fails to reach a decision on this issue, it will soon become impossible to study in some of the larger cities."

The average rent for student accommodation is 345 marks a month, with private rental accommodations at 443 marks. In big cities, however, rents may be anything up to 600 marks, more than the entire monthly government grant of 560 marks a month.

The Student Welfare Service has made an urgent appeal to both the government and the European Community for funds to accommodate foreign exchange students in an "international guest house" scheme. (*The Times Higher* 7/30/93)

➤ Japan

The Education Ministry (*Monbusho*) and affiliated non-profit organizations are stepping up initiatives to support the increasing number of foreign students coming to Japan. Universities, local governments and community volunteers also are pitching in to help students solve such common problems as a lack of adequate funds, the inability to find housing, and the

demands of the guarantor system.

The Education Ministry has increased the number of national scholarships by 500 percent over the last 15 years. This year there are 5,699 *Monbusho* recipients, compared to 1,075 in 1978. According to the ministry, of the 48,561 foreign students who came to Japan last year, 11.7 percent did so on *Monbusho* scholarships, which provide a monthly stipend of less than \$1,000.

To combat a shortage of housing, the government has been building 1,000 new dormitory units a year and private Japanese companies began renting rooms in their employee dormitories to foreign students in 1988. About two-thirds of foreign students study in the already-congested Tokyo area.

Volunteers are helping students to comply with the guarantor (*hoshonin*) requirement, which says that foreign students, in order to get a visa or in some cases even to get housing, must be sponsored by someone who will assume total responsibility for them during their stay in Japan.

Yet another barrier is the mastery of the Japanese language. Some universities offer graduate programs in English, but most will not accept applications at the undergraduate level directly from overseas. The Japan Foundation started administering Japanese language examinations outside of Japan in 1984. The Association of International Education, Japan/AIEJ is putting together a standardized examination for foreign students, covering a variety of subjects, and hopes that universities will use results from the examination in the selection process for acceptance of students from abroad.

A number of Japan's private universities also are offering short programs in Japanese language and other fundamentals in preparation for eventual entrance into Japanese universities. Participants include Keio University and Asia University in Tokyo, Nanzan University in Nagoya, and the Kyoto University of Foreign Studies. In general, the basic requirement for entrance to these programs is completion of 12 years of education. Most schools require academic transcripts, certificates of graduation, health reports, etc. and charge a non-returnable application fee. Students who are accepted must be sponsored by a guarantor.

The latest ministry survey shows that 91% of the foreign students are from Asia, especially China (42%), South Korea (24%) and Taiwan (13%). Most come to study business, economics, law and engineering. There was a 7.8% increase in the number of foreign students this year. (*The Japan Times Weekly Int'l. Edition* 7/12-18/93)

➤ Jordan

The Ministry of Education authorized the establishment of private universities in 1986 in response to insufficient space at the four national universities. Since that time, five such universities have opened: Amman Private University, Philadelphia University, Al-Isra University, the Jordan University College for Women, and the Applied Science University.

Philadelphia University (*jaami at phiilaadelfiya*) was ap-

proved by Jordan's Higher Education Council in 1989, opened in 1991 and received full recognition in 1992. The University has six faculties: Administrative Sciences and Economics, Engineering, Law, Letters and Fine Arts, Pharmacology, and Science. The university currently awards only bachelor's degrees in 11 fields of studies.

The Applied Science University was approved by Jordan's Higher Education Council in 1988 and opened for the 1991-1992 academic year. The university is composed of the faculties of Arts, Economics and Administrative Sciences, Engineering, Law, Paramedical Sciences, Pharmacology and Science. Four-year bachelor's degrees are awarded in most fields, and five-year bachelor's degrees are awarded in pharmacology and engineering. In addition, short-term training programs lasting five or six months provide training toward qualification as a certified public accountant, certified management accountant, and chartered financial analyst.

Admission to both universities requires the general secondary certificate—*tawjihi*—or its equivalent. Both also require a minimum *tawjihi* average of 60 percent for admission to all fields of study except for engineering and pharmacology, which require a minimum *tawjihi* average of 80 percent. (AMIDEAST Membernews, Spring 1993)

➤ Kenya

Doctors being trained at Moi University face recognition problems after completion of their degree programs, which are strongly directed toward community medicine.

According to the Kenya Medical Association, the medical education at the university does not meet acceptable training standards. Critics say that Moi University has failed to provide a proper grounding in basic sciences such as human anatomy, physiology, biochemistry and behavioral sciences for medical students at early stages in their programs.

Frank Njenga, a senior official of the Kenya Medical Association, also alleged that the university allowed its first-year students to diagnose and treat patients.

In rebuttal, Moi's chief academic officer said that the faculty of health sciences had been set up by experts from McMaster University in Canada with assistance from the World Health Organization. He said that the joint bachelor of medicine and bachelor of surgery degrees put strong emphasis on community medicine rather than hospital-based practice.

Two hundred students are registered in the faculty, which also comprises a University Teaching Hospital at Eldoret municipality. Moi University was established in 1984 as Kenya's second university. However, its faculty of health science was only set up in 1991.

The University of Nairobi, the only other university training doctors in Kenya, has not publicly defended its sister public university, a silence interpreted to mean that academics there are not happy with the new directions at Moi. (*The Times Higher* 6/25/93)

➤ Lebanon

The Computer and Engineering College in Lebanon is a private institution licensed by the Ministry of National Education and Fine Arts. It is authorized by the government to offer the Technical Baccalaureate (*Baccalauréat Technique*, or BT) and the Higher Technician (*Technicien Supérieur*, or TS) degrees.

Admission to the BT program requires passing the intermediate-level *brevet*, while admission to the TS program requires the *baccalauréat* or a BT. The TS requires two years of study (1,800 hours) for BT holders, or three years (2,700) for holders of a Lebanese baccalaureate from one of the academic tracks. The government administers national exams for both the BT and the TS which determine the actual awarding of degrees. (AMIDEAST Membernews, Spring 1993)

Belamand University, established by a decree dated June 4, 1988, is a private institution located close to Tripoli with an enrollment of 1,100 students. Like Lebanese University, Saint Joseph University and the University of the Holy Spirit at Kaslik, Balamand University is a French-styled institution.

The university grew out of the Orthodox Theological Institute of Saint John of Damascus, established in 1971 and recognized by the Lebanese government as an institution of higher education in 1974. Balamand University has four faculties: the Institute of Theology of Saint John of Damascus, the Lebanese Academy of Fine Arts (offering programs in painting, architecture, interior architecture, advertising and media); the Faculty of Letters and Humanities; and the Faculty of Science and Technology. Teaching is conducted in French and English. (*Universités: AUPELF-UREF* May-July 93)

➤ Nigeria

It is reported that a new law, Decree 9 of 1993, will enable groups or individuals to establish private universities and other institutions of higher education. Education Secretary Professor Ben Nwabueze confirmed earlier this year that the law would set out standards and regulatory provisions for the private institutions. (*ACU Bulletin of Current Documentation*. 6/93)

➤ Peru

National Altiplano University, located high in the Andes in Puno, is beginning a 10-year, \$10-million plan designed to push the institution into the 21st century and make it a model for all of Latin America.

New academic buildings will be constructed for 17

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