

WORLD education NEWS & REVIEWS

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WAITING FOR DEARING

by Peter Leuner

The most comprehensive strategic review of British higher education since the Robbins Report (1963) was published in July. The 1,700-page Dearing Report, *Higher Education in the Learning Society*, is a reminder to anyone with fond memories of the British university system as it was in the third quartile of this century that things have changed beyond recognition.

The cozy consensual system that provided a highly selective, state-funded arrangement for a restricted group of students has been eroded by both politics and markets. Thatcherite policies to dramatically expand student numbers without increasing per capita funding produced profound changes in institutional culture, causing consternation and entrepreneurial zeal, though not in equal measures.

The Dearing Report addresses three key questions generated by the trebling of the proportion of the age group attending university:

- Who will go to university? Access issues have moved to the center of the debate on higher education (HE).
- Who will pay? Is the time-honored British principle of free HE about to end?
- What and how will they be studying? Introducing supply and demand mechanisms directly into the curriculum will accelerate the already changed course structures, pedagogy and modes of assessment.

The Dearing Commission was a bi-partisan attempt to clarify the issues and point the way to the future. Sir Ron Dearing, a businessman and former Deputy Secre-

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tary in the Department of Trade and Industry, had already played numerous public service roles in relation to elementary and secondary education and the development of the National Curriculum. Working for more than a year with colleagues from various education and corporate backgrounds appointed by the Conservative government of Prime Minister John Major, Dearing has produced over 140 recommendations. The new Labour government moved within hours to endorse some and to produce counter-proposals of its own, particularly regarding funding issues.

Publication of the report was scheduled for a month or two after the General Election in which we saw a Labour Government elected

with a landslide majority. The return of a Labour government after eighteen years of opposition may, however, have less impact on the restructuring of British Higher Education than might be supposed, even though linking markets with higher education would have been unthinkable when they were last in power. Despite Labour's election promise to stress "education, education and education," the focus appears to be mainly on the under-18 age group, reflecting the public's greatest concern. Although a growing number of people—students, their parents or their dependents—are affected by resource constraints on HE, New Labour's thinking is unlikely to run counter to more than a decade of identifying university students as consumers in a market relationship with the HE system.

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ARGENTINA

STRUGGLE TO ENSURE QUALITY: The proliferation of graduate degree programs in Argentina is causing problems of quality control for the country's higher education system.

The universities, faced with rapidly increasing numbers of graduate students and lacking national academic standards for graduate programs, are working with Argentina's Ministry of Education on a new system to accredit these programs.

The total of graduate degree programs offered by the approximately 80 universities now exceeds 1,000—more than double the number five years ago. Officials put the number of students now enrolled in these programs at 10,000 to 15,000, up from only 3,000 a decade ago.

Master's degree programs account for 40% of the total, as do doctoral programs. "Specialization" programs, mainly in engineering and medical sciences, account for the remaining 20%. The number of master's programs has grown to about 400 from fewer than 20. Programs in the social sciences showed the sharpest increase.

The National Commission for University Evaluation and Accreditation (CONEAU), is expected to begin accrediting graduate programs this year. Formed under the 1995

Higher Education Law, the commission is made up of representatives from private and public universities as well as officials of the education ministry, the National Academy of Education, and both houses of congress.

The law gives the commission two years—once basic criteria are approved—to evaluate and accredit all existing graduate programs.

The law also provides for the commission to accredit undergraduate programs in fields such as medicine and law, because in Argentina a university degree in those fields is an automatic license to practice.

All programs will be subject to a compulsory review.

In general, undergraduate studies here follow the Spanish and French traditions, and most degree programs take at least six years to complete. But until the 1990s, graduate programs consisted mainly of doctoral studies that followed the German pattern. The American model is used for master's programs. The problem will be melding all these different models, shortening undergraduate programs with a basic curriculum, and leaving specialization to the graduate level.

The Chronicle of Higher Education 8/15/97

AUSTRALIA

PARTNERSHIP AGREEMENTS: Canberra Institute of Technology (CIT) and the University of Western Sydney (UWS) Nepean have agreed to articulate arrangements in engineering, management, information technology and accounting courses.

This means, for example, that CIT engineering students can now study 18 months of an advanced diploma in electronics, civil or mechanical engineering before studying at Nepean for a further 18 months to complete their CIT qualification and a Bachelor of Technology program. If students opt to study for a further two years at UWS Nepean, they can complete a Bachelor of Engineering. Similar arrangements are possible for management and business studies.

A three-way merger is planned among Ballarat Univer-

sity, the School of Mines and Industries and the Wimmera Institute of TAFE. *Campus Review 6/11-17/97*

BALTIC NATIONS

THE ROAD TO REFORM: Since Estonia, Latvia and Lithuania gained their independence from the USSR in 1991, the three countries have been struggling to rebuild their economies in preparation to join their Baltic Sea neighbors in the European Union.

EuroFaculty was established in September 1993 to bring the Baltic universities up to European standards in the social sciences. The institutions involved are Tartu University in Estonia, Vilnius University in Lithuania, and the University of Latvia. The initial funding of EuroFaculty came through a Tempus joint European project via Phare, which has since remained a major contributor. Additional funding has been provided by the Danish, Finnish, German, Norwegian and Swedish governments on a voluntary basis.

After 51 years under the Soviet regime, drastic action was needed to raise academic standards. At Tartu University, for example, an international evaluation led by academics from Bentley College in the US revealed that work considered postgraduate would only be viewed as at the undergraduate level in the West, and the level of research and education was so far below standards that the Faculty of Economics should have been closed down. Progress in the fields of political science and public administration have been hampered by the political sensitivities attached to these subjects under the Soviet regime.

In addition, the low remuneration of academic staff has meant that many do not have time to devote to professional development. Some professors at Tartu University left after being offered ten times their salary in private industry.

One of EuroFaculty's main goals is to make the universities self-sufficient in academic staff. Professors from donor countries work alongside existing staff as a team, retraining local teachers, updating teaching materials in the Baltic languages, and transmitting professional knowledge and modern teaching methods.

Le Magazine European Commission #7/97

BULGARIA

NEW UNIVERSITY: Thracian University was founded by the government in January, 1995 in Stara Zagora, combining the Higher Institute of Zootechnics and Veterinary Medicine and the Higher Institute of Human Medicine. The rector is Prof. Dr. Ivan Georguiev Bozhkov, who can be reached at 359-42-2003 or by fax at 359-42-34102.

Correspondence of 7/97 from Thracian University

CENTRAL & EASTERN EUROPE

SEVERE SHORTAGE: A study by Korn Ferry International and the London Business School identifies a severe shortage of qualified executives in Central and Eastern European companies. "Eight years after the old socialist economies began to evolve into market economies, companies still depend almost exclusively on expatriates for top management, marketing and finance posts," says Axel Mollik, managing director of Central and Eastern Europe for Korn/Ferry International, an executive search firm based in New York City.

Local technical, operational and marketing skills are

improving, but top management, financial and change-management skills are elusive, the study finds. The typical career path for indigenous managers has become one of leapfrogging from company to company to take advantage of escalating compensation packages. Private firms nearly doubled salaries from 1993 to 1995, and even state-owned firms increased pay by 25%. The higher pay and benefits packages needed to attract talent have diminished resources that might have been invested in training programs to broaden the ranks of skilled junior executives. *Global Workforce 7/97*

CHINA

EXPANSION PLANS: Tongji University, well-known for its architecture and civil engineering programs, plans to develop more programs in science, economics, the liberal arts and law in order to produce engineers who are well-rounded.

Tongji requires each student to major in an engineering speciality and to choose several optional humanities courses. The Shanghai-based institution has 22,000 students, 6,000 teachers and administrative staff, and 30 departments.

Tongji was begun in 1907 as the Tongji German Medical School. In 1927 it became a State university with colleges of medicine, engineering, science, liberal arts and law. Today it offers 42 undergraduate programs, 68 master's programs and 22 doctoral programs. It has 38 research institutes, seven key State laboratories, and nine research centers. *China Daily 5/7/97*

ATTRACTION OF MAINLAND UNIVERSITIES: A record high 280 Hong Kong middle school students applied for mainland universities this year, an increase of 70 percent, according to the Hong Kong Examination Authority.

Statistics from the State Education Commission suggested that a total of 1,286 students from Hong Kong, Taiwan and Macao applied for mainland universities in 1997.

According to the Hong Kong education system, Secondary Form Five students must take the Hong Kong Certificate of Education Examination (HKCEE) to determine their eligibility for further education. Form Five students who achieve 14 points or above in their best six subjects in the annual examination may register for Form Six, which prepares them for entry into university. Those with poor results must go to professional schools or find jobs.

This year, about 130,000 Form Five students took the university entrance examination, but only 24,000 Form Six places were available for the new school year in Hong Kong. The attraction of the mainland universities is enhanced by this shortage, as well as by their lower fees and relevant course offerings. *China Daily 8/8/97*

TOP PAY SCALE: Academic pay in Hong Kong far outstrips earnings at universities in many other countries, according to a new survey of 31 Commonwealth universities.

Professors in Hong Kong earn at least twice as much as their counterparts in Australia, New Zealand and the UK. Benefits are also good in Hong Kong, with a non-contributory health care scheme, the largest amount of leave (42-46 days a year), ten weeks' paid maternity leave, university housing for senior staff and a cash allowance for junior academics. Pension schemes are comparable to the

UK, South Africa, Australia and New Zealand.

The lowest paid Hong Kong academic earns \$46,000, compared with \$25,110 in the UK, \$24,000 in Australia, Canada and New Zealand, and \$9,161 in South Africa. A senior lecturer at the bottom of the pay scale in the UK would earn \$46,000. An equivalent in Hong Kong earns \$102,345, compared to Singapore (\$85,380), Australia (\$50,861), New Zealand (\$50,640), Canada (\$43,252) and South Africa (\$21,600).

Survey of Academic Staff Salaries, 1996/97. Commonwealth Higher Education Management Services.

ACTUARIALS NEEDED: The local insurance industry in Shanghai needs professionals who can calculate insurance risks and premiums. The city has only about 40 actuaries, including university professors and financial and insurance professionals.

Actuarial science was almost non-existent in China in the early 1990s. Four Shanghai universities now offer systematic actuarial education: Fudan University, Shanghai University of Finance and Economics, Tongji University and East China Normal University.

MetLife and New York Life have established actuarial scholarships and teaching fellowships at Shanghai University of Finance and Economics. *China Daily 7/14/97*

FRANCE

US ACCREDITATION RECEIVED: The Ecole Supérieure des Sciences Economiques et Commerciales (ESSEC) has been accredited by the American Assembly of Collegiate Schools of Business (AACSB). This is the first time an organization outside of North America has received this designation. *La Lettre de la Conférence des Grandes Ecoles 7/97*

GERMANY

MIRACLES HAPPEN: After years of sparring, the German federal government and the *Länder* (states) have suddenly agreed on reform in higher education. The program will require an investment of an additional 3,600 million marks up to the end of the year 2000.

For the center-right government in Bonn and the mainly Social Democratic-led *Länder* to reach accord on anything is surprising. But the universities cannot go on as they are. Chronic maladies include ultra-long periods of study (some students re-enroll for more than a decade), overflowing lecture theaters, inadequate contact between teachers and the taught as well as between researchers and industry, and a lack of compatibility between German and international qualifications.

The central points of the new program are:

- The post-graduate colleges, which have proven to be extremely successful, will be expanded. These colleges are for students who have already achieved a university diploma.
- Course guidance services and tutorials are to be improved in order to reduce the length of study and reduce attrition rates.
- The use of multimedia is to be intensified, particularly with improvement in library services, distance education and multimedia studies.
- *Fachhochschulen* (polytechnics) are to be further expanded, with the objective of having 35% of students studying at such institutions by the year 2000.
- European and international cooperation is to be further intensified with more educational exchanges.

The politicians have decreed fewer fussy rules, more flexibility and greater competition. Students will need to get through most courses in about four years; they will face an interim exam to prove they are up to scratch, and slouches "as a rule" will be ousted. Bachelor's and master's degrees will be introduced as well as "credit points" on the American pattern, making it easier for students to switch institutions.

Universities will have more freedom to choose students on merit, and the amount of state cash they get will depend on the results they achieve in teaching and research. Students will be among those judging the results.

The issue of student fees has been shunted aside. Some universities have already introduced them, others are pondering. The Social Democrats, urging equal chances for rich and poor alike, oppose fees but are keeping quiet for now.

*Le Magazine European Commission #7/97
and The Economist 8/23/97*

GREECE

ATHENS SCHOOL OF FINE ART offers five-year programs in painting, sculpture, printmaking and theoretical studies. The institution has no graduate school. Admission examinations take place over five days in September, and consist of drawing in black and white, and color. Foreign students are required to pay 90,000 drachmas per year, except for students from those EU countries which have exchange agreements with Greece. *Correspondence from the Ministry of Education, Dept. of Studies and Student Welfare, Section B, Mitropoleos 15,101 85 Athens, Greece*

INDIA

BIOMEDICAL PROGRAM: Delhi University's three-year-old Dr. B. R. Ambedkar Center for Biomedical Research (ACBR) is planning to offer a four-year combined master's and doctoral program in biomedical sciences. The only other institution offering such an intensive program is the Indian Institute of Science, Bangalore.

ACBR has no departments and few faculty members, preferring to use the facilities and staff of other university laboratories. For clinical work, students will go to G. B. Pant Hospital, Maulana Azad Medical College and the V. P. Chest Institute. There are also tie-ins with private laboratories. *University News 7/14/97*

AGRICULTURE JOURNALISM: The Chaudhary Charan Singh Haryana Agricultural University (CCSHAU) in Hisar offers a one-year postgraduate diploma in Agriculture Journalism. Specialists in this field are especially needed in India, where three-fourths of the working population is engaged in agriculture. *University News 7/7/97*

ISRAEL

EXPANDING HIGHER EDUCATION: The new undergraduate colleges that are part of a planned expansion of higher education in Israel are destined to become second-class institutions that will draw students mainly from disadvantaged segments of the country's Jewish population, according to a forthcoming report.

The report, called "Higher Education in Israel," is primarily concerned with Sephardic Jews—those whose parents came to Israel mainly from North Africa or the Middle East—and who now account for a majority of the country's Jewish population.

In response to a growing demand for higher education,

the Council of Higher Education three years ago embarked on a plan to significantly increase the number of institutions awarding bachelor's degrees. Academic planners estimated that Israel needed to make room for at least 40,000 more students in higher education by the end of the decade.

Enrollment in degree programs has climbed steadily in the 1990s from 67,750 in 1989-90 to 101,700 students in 1995-96.

While the government planned to establish a few new institutions, it expected to rely mainly on the upgrading of several regional extension colleges. Located in outlying areas, these colleges offered courses in association with a sponsoring university, but not degrees. They had served primarily as conduits for adult education and extension programs. The plan was to "academize" the colleges and turn them into independent institutions that would grant undergraduate degrees in a variety of fields. Three regional colleges have already been upgraded.

The report contends that the existence of the new colleges allows the universities to continue to be highly selective, accepting only the best students—especially those who have graduated from college preparatory programs in high school. Furthermore, not enough money is being invested in the infrastructure of the colleges to make them attractive to highly qualified academics.

The Chronicle of Higher Education 7/25/97

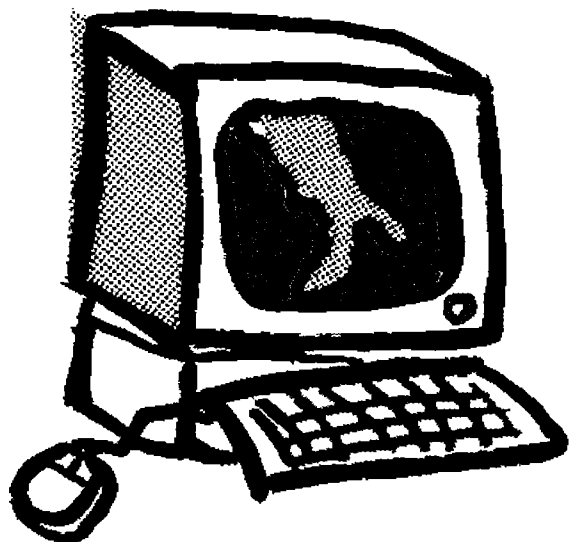
ITALY

TRILINGUAL NET DEGREE: What began as a television company's project to promote Italian culture worldwide over the Internet has developed into an online university degree course.

The Italice project, launched by the Italian state television service RAI International, has been given the legal status of an Open University degree course under the auspices of the Italian higher education ministry (MURST) and the University of Pisa.

Italice has been operating experimentally since last year on a private "intranet," and opens to the public in October. It will probably be at least another year before degree students, who must be non-Italian residents, can enroll officially.

The project is trilingual in Italian, English and Spanish.



The degree course will include interactive learning at the computer screen, e-mail correspondence between students and tutors, and exams online. A consortium of 14 Italian universities, funded by MURST, will help design courses and produce materials. Costs to students are expected to be minimal. *The Times Higher* 7/11/97

PROPOSED REFORM: The Education Ministry has presented a proposal for reform of the education system, starting with an extension of compulsory education from eight to ten years.

The proposal also would erase traditional divisions of the education system (primary, lower and upper secondary education) to create one basic school consisting of a primary cycle lasting seven years and a six-year secondary cycle.

The last year of nursery school will become compulsory and prepare pupils for the primary cycle. Secondary school will be geared towards meeting the needs of students in terms of educational and vocational development. It will be divided into two three-year stages, the first of which, known as the "orientation" stage, takes pupils to the end of compulsory schooling. The second three-year-period combines educational and vocational elements as an introduction to the world of employment.

le Magazine, European Commission #7/97

JAPAN

REFORMS: Respect for a student's individuality, relaxing of the age requirement for university enrollment from 18 to 17, and the introduction of a six-year secondary school system are key elements in reforms proposed by the Central Council for Education. Also proposed is Western-style autumn registration at universities in addition to the current April start, and revamping of admissions offices to enable selection of applicants through diversified means, such as interviews and letters of reference.

A six-year secondary school system would omit high school entrance exams. At present, third year students at junior high schools must pass these entrance exams to enter high school, a grueling ordeal known as "examination hell." Most junior high and high schools are run separately by local governments, except for certain six-year schools which are under the control of national universities and private institutions.

About 97 percent of all junior high school students move on to high school, but there is fierce competition for entrance to the most prestigious schools. The Council suggests that admission should be carried out through lotteries, interviews, or based on recommendations in place of written exams.

Bowing to the predominantly conservative forces in education, the Council recommended retaining the current system while introducing the six-year system so that students could have both options. Educational reform is one of the six top priorities of Prime Minister Ryutaro Hashimoto's government.

The Japan Times Intl Edition 6/9-15/97

WASEDA UNIVERSITY, one of Japan's oldest and most prestigious private institutions, has applied to the ministry of education for permission to open a new graduate school on their west Tokyo campus.

The school would offer courses in international business or politics and introduce what university officials say will be "innovative teaching concepts"—faculty re-

cruited directly from government and industry. Courses would be taught in both Japanese and English; half of the faculty will be non-Japanese. Students would work as interns with Japanese companies or government offices.

The new school is expected to attract students from South Korea, Taiwan and other Asian countries as well as from Europe and North America. The school will be funded from tuition fees and income obtained from the sale of consultancy and research services.

The Times Higher 8/8/97

JOB HUNTING: For the 625,000 university and two-year junior college students entering the job market next spring, finding employment has been further complicated by the removal of a decades-old "gentlemen's agreement" that has ensured orderly placement for graduating students.

Until last year, most companies maintained a similar hiring schedule—recruiting seminars in June, written exams and interviews in July, and tentative job offers in the fall.

Under the agreement, companies were not supposed to recruit students before July 1, in part to prevent job-seeking activities from cutting into studies. The Japan Federation of Employers Association states that companies must not offer students written unofficial promises of employment before October 1.

Now the job-hunting season is starting earlier. One senior at Keio University reported visiting 40 to 50 companies since April. Cosmetics maker Shiseido Co. held seminars and written exams in late March and early April, making unofficial job offers to 60 graduating seniors out of 8,000 candidates by late April. Other companies demanded written acceptances from their final candidates by April.

According to a job-placement industry estimate, 46.2 percent of job seekers received unofficial offers of employment at the end of June. Neither the employers nor the prospective employees are reported happy with the new arrangement. Companies are losing many of their first-choice students who turn down early offers, and students are acting on their own, without benefit of the traditional job-seeking advice from university alumni networks.

The Japan Times Intl Edition 8/4-10-97

KENYA

PRIVATE UNIVERSITIES: Kenya's government is to grant charters to nine private universities on condition that they help meet the country's need for degree courses in science and technology. The private universities will be able to offer degrees and diplomas independently of their parent institutions abroad.

At the moment, Kenya has three chartered, private universities: the Catholic University of Eastern Africa, the University of Eastern Africa, and Baraton and Daystar University, all sponsored by Christian missions. The three have a total of 3,400 students. There are also five public universities, for which enrollments are dropping.

Apart from the United States International University in Africa, the rest of those lined up for state accreditation are church-oriented. They include Africa Nazarene University, St. Paul's Theological College, Pan African Christian College, East Africa School of Theology, Nairobi International School of Theology, Scott Theological College, and Kenya Highlands Bible College.

Most of these universities now offer theology, business and finance, computer science and some social science

degree courses, which have little value in the Kenyan job market. One of the conditions of the charter is expansion of curricula. Most private institutions rely heavily on part-time lecturers from public universities, and have neither the capacity nor the resources to expand.

Out of 150,000 students who recently sat for the Kenya Certificate of Secondary Education, only about 10,000 will be admitted to study at public universities.

The Times Higher 7/11/97

MALAYSIA

RECORD INTAKE: This year's intake of students to Malaysian universities reached 47,733, the highest level ever and an increase of 40% over last year, according to education minister Datuk Seri Jajih Tun Razak. Of these students, 29,878 have enrolled in degree level programs and 18,158 in matriculation, basic science, preparatory and diploma courses.

The University Putra Malaysia (UPM) recorded the highest intake with 9,585 new students. University Kebangsaan Malaysia (UKM) had 7,832, and the University Teknologi Malaysia (UTM) recorded 7,211 students.

The figures do not include enrollments at the new privately-run institutions: University Telekom, University Tenaga, University Petronas, Institute Tinggi Tun Hussein On and University Perguruan Sultan Idris. The figures also do not include distance-learning programs.

Many arts students with good results did not get places. More places were granted to science students, and co-curricula activities were given more consideration than in the past.

The Times Higher 7/27/97

MOROCCO

AL AKHAWAYN UNIVERSITY (AU) was established in Ifrane by Royal Decree on September 1993. Organized on the American model, it awards bachelor's, master's and doctoral degrees. While the primary language of instruction is English, French and Spanish also are used.

AUI operates under a 16-week semester system and has one eight-week summer term. The semester hour is the unit of credit. Each semester hour represents one hour per week of class time or two-four hours per week of laboratory time. A student's grade point average includes these equivalencies:

Grade	Rating	Quality Points
A	Excellent	4
B	Good	3
C	Fair	2
D	Pass	1
F	Failure	0
WF	Withdrew failing	0

Correspondence from Al Akhawayn University, Hassan II Ave, P.O. Box 104, Ifrane 53000, Morocco. Fax (212-5) 56-71-50

A NEW "VIRTUAL UNIVERSITY"—the University of Tourism and Culture for Peace (l'Université du Tourisme et de la Culture pour la Paix, or UTCP)—was inaugurated in February 1997. It was formed through a cooperative network among five Mediterranean institutions: Bethlehem University (West Bank), the University of Ben Gurion (Israel), the Higher School of Commerce, Marseilles (France), the Higher School of Commerce, Nice (France),

and the Institute of Advanced Management Studies (Morocco). In addition to representatives from the five member institutions, the administrative council includes the director-general of UNESCO and the secretary-general of the World Tourism Organization.

In Morocco, students enrolled in the Institute of Advanced Management Studies (Institut des Hautes Etudes de Management, or HEM) and the UTCP will pursue a full-time course of studies for three years, culminating in a double diploma: an MBA in tourism from HEM, and the UTCP diploma itself. The latter is recognized by UNESCO and the World Tourism Organization. The MBA program in tourism will begin in October 1997 and is the first such degree awarded in Morocco; admission requires the baccalaureate and two years of postsecondary education.

Relevant courses offered at each of the five participating institutions will be available to all UTCP campuses via satellite. Professors will rotate among the sites in order to have direct contact with their students. HEM's courses are offered only in French, but for UTCP overall, approximately 75% of the courses will rely on English as the language of instruction. In addition to their coursework, UTCP students will be required to complete a three- to four-month internship during each of their three years of study.

AMIDEAST Member News 9/5/97

ROMANIA

VALUELESS CREDENTIALS: The Higher Education Department in the Ministry of Education cautions that neither the Columna European University nor any of its fields of study have been accredited or approved to function. Therefore, any diploma awarded by this institution is legally "valueless."

Correspondence of 7/97 from the Romanian Ministry of Education

SAUDI ARABIA

THE COLLEGE OF TECHNOLOGY IN RIYADH has, since 1989, offered a four-year program leading to the bachelor of science degree in technology engineering. The Saudi universities will accept graduates of this program into master's degree programs, but they are usually required to take additional undergraduate courses to address deficiencies. According to officials at the Saudi cultural mission in Washington, DC, the government accords holders of a bachelor's degree from the College of Technology/Riyadh the same "ranking" as holders of the five-year engineering bachelor's degrees, but they are hired as "assistant engineers" rather than "engineers."

The College of Technology in Riyadh is the only one of Saudi Arabia's six Colleges of Technology to award a bachelor's degree. The other five—located in Jeddah, Dammam, Buraidah, Abha, and al-Hasa—offer two-year (90-credit) postsecondary diplomas. All six are often referred to as "Intermediate" or "Junior" Colleges of Technology.

AMIDEAST Member News 7/24/97

TAIWAN

RECOGNITION WITHDRAWN: Following Hong Kong's return to China, the Taiwan Ministry of Education has announced that it will no longer recognize qualifications credits earned at the following private colleges in Hong Kong: Tak Ming College, Chu Hai College, New Asia College, Nang Ying College, and New Asia Research Center.

The following higher institutions are being "re-recognized":

University of Hong Kong, Chinese University of Hong Kong, Hong Kong Polytechnic University, City University of Hong Kong, Hong Kong Baptist University, Lingnan College, Hong Kong University of Science and Technology, Hong Kong Institute of Education, Hong Kong Academy for Performing Arts, and Open Learning Institute of Hong Kong.
Hong Kong Express Daily 8/31/07

TURKEY

ISIK UNIVERSITY, a new private university, opened in November 1996 on an interim campus in Istanbul with an initial intake of 200 students. The university's main areas of study are business administration, electrical engineering and computer science. Classes are conducted in English. Students are ensured of one year of undergraduate study at either Cornell University or Virginia



Polytechnic Institute in the US, or South Bank University in the UK - institutions which have exchange programs with Isik and had input into its planning. A state of the art campus, which will eventually support 10,000 students, will be built soon overlooking the Black Sea.

The Turkish government has launched a program to expand educational opportunities by opening more than 20 universities in the next few years, most of them to be public institutions supported by the state. Several private universities, including Isik, also were proposed. Planning for this expansion began in the last few years when more than one million Turkish students were vying for only 150,000 university places.

Virginia Tech Global Network Spring 1997

UNITED KINGDOM

ENGLAND

A FIRST! Loughborough University is offering what it says is the world's first undergraduate degree for car dealers. The BS in retail automotive management was designed by Loughborough's business school in partnership with Ford Motor Company in Britain.

The three-year part-time program aims to raise professional standards and to upgrade the skills of managers of auto dealerships. The first intake of 22 students began classes in June. A master's degree is also being developed.

Loughborough also does research for corporate clients and offers a degree program in retail management spon-

sored by a supermarket chain.

Chronicle of Higher Education 6/13/97

IRELAND

NCEA-APPROVED PRIVATE COLLEGE COURSES:

When the Advanced Technology College in Dublin collapsed last February, leaving 500 students in the lurch, the need for more regulation of and financial bonding for private colleges became clear. Although most private colleges are long-standing and reputable, there is always a possibility of their getting into financial trouble.

About 3,000 new students will enter private third-level college courses this year. One body which ensures standards is the National Council for Education Awards (NCEA). A private college which has an NCEA designation does not, however, necessarily have NCEA approval of its courses. The college is only eligible to submit its courses for approval. A total of about 50 undergraduate courses have NCEA approval this year:

The American College, Dublin: National Certificate in humanities; bachelor of arts degrees (5) in international business, international tourism, liberal arts, behavioral science (applied social studies) and behavioral science (psychology).

Burren College of Art: National certificate, visual arts.

Dublin Business School (formerly Accountancy and Business College), Dublin: National certificates (3) in business studies, business studies in accounting, and business studies in marketing; a bachelor of arts degree in accounting and finance.

Griffith College, Dublin: A one-year certificate in supervisory management; National certificates (2) in business studies, and computing; National diplomas (2) in legal studies, and humanities in journalism; bachelor of arts degrees (4) in business studies, accounting and finance, business and financial studies, journalism and media communications; and a bachelor of science degree in computing science.

HIS College, Limerick: One-year certificates (2) in humanities in journalism, and travel and tourism; National certificates (2) in business, and humanities in radio and print journalism; and a National diploma in business studies in marketing.

LSB College, Dublin: National certificates (3) in business studies, business studies in office information systems, and business studies in information technology; and bachelor of arts degrees (5) in business, psychoanalytic studies, tourism, arts, and anthropology.

Mid West Business Institute, Limerick: National certificate in business studies.

Portobello College, Dublin: National certificates (2) in business studies in accounting and economics, and in computing; a National diploma in business studies in accounting and economics; bachelor of arts degrees (5) in accounting and finance, business information management, marketing, human resource management, and business studies; and a bachelor of science in computer science.

Shannon College of Hotel Management: National diploma in business studies in international hotel management.

Skerry's College, Cork: National certificates (2) in business studies, and business studies in office information systems.

St Nicholas Montessori College, Dun Laoghaire: National diploma in humanities in Montessori education; and a bachelor of arts in humanities in Montessori education. *The Irish Times 8/19/97*

SCOTLAND

MERGER FEVER: A shake-up of Scottish colleges is underway, with three institutions negotiating mergers or forming closer links with universities.

St. Andrews College of Education is forming a strategic alliance and planning a possible future merger with Glasgow University; the Scottish College of Textiles in Galashiels is to merge with Heriot-Watt University; and Moray House Institute of Education recently confirmed a merger with Edinburgh University.

The reorganization reflects the increasing financial difficulty smaller institutions face under the Scottish Higher Education Funding Council's policy. St. Andrews College was hardest hit with a 4.6 percent cut in its SHEFC allocation, SCoT had a 4.4 percent drop, and Moray House a 2.6 percent cut in funding for the academic year.

The Times Higher 7/11/97

UNITED STATES

MEDICAL LOANS ENDED: American students at 82 foreign medical schools will no longer get federally guaranteed loans because the countries do not follow accreditation standards comparable to those used to evaluate medical schools in the US. Students already receiving such loans will be able to keep them for two years, but no new loans will be issued.

The Education Department acted in response to a study by the National Committee on Foreign Medical Education Accreditation. The panel was created in 1992 to review how foreign countries evaluate their medical schools, in order to determine whether American students attending the schools should continue to qualify for funds through the Federal Family Education Loan Program.

The findings against the 82 schools "in no way relates to the quality of education provided by the medical schools," Education Secretary Richard Riley said in a letter to a government official of one of the countries, who was not identified.

The medical schools, which are in Austria, Ecuador, Egypt, France, Italy, Spain and 23 other countries, had until mid-August to appeal the decision. Only one, in Poland, filed an appeal. *The Chronicle of Higher Education 8/8/97*

TWO-YEAR PRIVATE COLLEGE RANKS SHRINKING:

With the closing of Saint Mary's College in North Carolina next year, the number of private two-year colleges will continue to decline. Some thrive in the shrinking niche. But many others face financial difficulties which are leading them to become four-year institutions, merge with other colleges, or close their doors altogether.

According to the American Association of Community Colleges, there were 141 "independent community colleges" in 1996, down from 183 in 1990—and 323 in 1945. From 1995 to 1996, the number dropped by six.

With an increasing demand for more advanced degrees, and a wide array of four-year colleges, many students question the value of a two-year education. What's more, those who do choose a two-year college often go to a less-expensive public community college.

Private institutions which decide to become four-year institutions cite cost effectiveness. Amy K. Lezberg, asso-

ciate director of the Commission on Institution of Higher Education at the New England Association of Schools and Colleges, says, "It costs the same amount to recruit someone for four years at it does for two years."

The additional two years' tuition, she adds, helps colleges to increase library and technology resources, bring in more experienced faculty, and add courses and programs as a way of attracting new students.

The Chronicle of Higher Education 8/1/97

POSTSECONDARY STATISTICS: Thirty-five percent of all students who began their postsecondary education in the 1989-90 academic year had transferred to another institution by 1994, according to a report from the National Center for Education Statistics. Transfer was most common by students enrolled at private, nonprofit two-year institutions.

Of the 1989-90 first-year students who transferred within five years, 18% transferred to a four-year institution, 13% to a two-year institution, and 4% to a less-than-two-year institution.

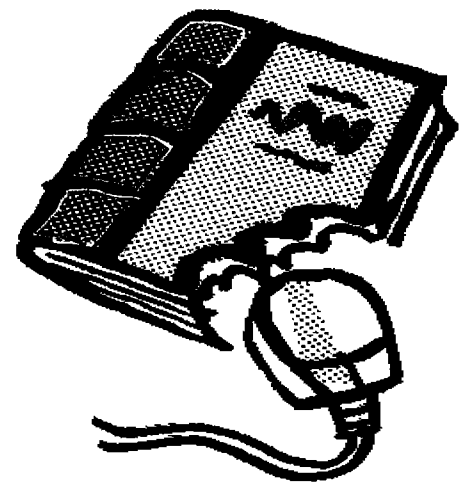
Community college students who transferred to four-year institutions on average spent 20 months at their first school and then took 21 months off before enrolling in the four-year institution.

Dissatisfaction with intellectual growth was the reason cited most often for transferring.

Higher Education & National Affairs, ACE 7/28/97

FREE ACCESS TO RESEARCH: In a first for American universities, Virginia Polytechnic Institute is requiring that its graduate students post their master's thesis and doctoral dissertation on the Internet, where scholars and the public around the world can study them for free.

Officials say the requirement is an effort to make the latest graduate research more accessible. The officials also see the policy as a way to oppose what they perceive as



a cartel of publishers who have raised prices for scholarly journals. A year's subscription to a single publication can cost thousands of dollars.

But critics say that the requirement, which took effect last spring, could throw a wrench into the time-honored imperative: publish or perish. Many publishers will not accept work which has already been distributed elec-

tronically. This drawback, opponents say, will affect everything from the awarding of tenure to the quality of research that reaches a mass audience.

The New York Times 7/28/97



ORIENTAL MEDICINE: A new accredited degree-granting program for acupuncture and Oriental medicine is the result of a collaboration between Mercy College of Dobbs Ferry, NY and the Sound Shore Medical Center of New Rochelle, NY. This is a three-year, full-time program leading to a master's degree. Students will have completed academic courses in the basic sciences and medicine—including pharmacology, pathology, anatomy and physiology as well as needling techniques and Oriental massage. They will then begin their clinical rotations through various departments of the medical center under the supervision of Mercy College faculty members and Sound Shore medical staff.

The New York Times 7/20/97

SAT SCORES: The College board has announced the results of this year's Scholastic Assessment Tests (SAT).

The 1.1 million students who took the widely used college entrance examinations scored an average of 511 on the mathematics section of the College Board's reasoning test—three points higher than last year's average and the highest in 26 years. Their average score on the verbal section was 505, the same as last year. As it did last year, the board attributed the overall increase in the math scores to more students taking harder courses.

A record 32,000 students qualified to enter college this fall as sophomores or juniors on the basis of the credit they received through the Advance Placement examinations.

Minority students made up 32% of the test takers, up from 22% a decade ago. Except for Mexican-Americans, minority students continued to maintain the same scores or show improvement.

More women are taking college entrance tests, gaining two points to the men's three points in math. Women still score an average 40 points lower than men on the math test. Both men and women maintained the same average scores in the verbal test. Women make up 59% of students who take advanced placement tests.

The New York Times 8/27/97

IEP PROGRAMS CHALLENGED: Intensive English Programs have mushroomed across the US, but this growth in the number of programs may now be slowing down, not only as an indirect result of changes in government policy towards immigration, but also because of increased competition from other English-speaking countries, particularly Canada, Australia and New Zealand.

The number of foreign students enrolled in IEPs in the US increased from 19,222 in 1994/95 to 22,231 in 1995/96. Over the period, the total of foreign students undertaking IEPs rose from 4.2% to 4.9%.

These relatively healthy figures have to be set against a slowdown in the total foreign enrollment across the broad academic spectrum. The geographical origin of foreign students studying in the US is changing. The regions providing the biggest growth of new students are non English-speaking, such as Eastern Europe (up 13.4% in one year), and South America. Many of these students require instruction in specialist areas such as Business English, English for Engineering and English for Computer Sciences, before they can satisfactorily undertake study.

Although Asian students constitute 57.3% of total enrollments, this figure declined 1% over the last year and

indicates the increased competition that the US faces from other providers of high quality courses. The steepest falls within this region were posted by Taiwan (down 10.2%) and Hong Kong (down 7.1%). It is also clear that many Asian students are pursuing intensive English in countries other than the US.

While the number of Japanese students studying abroad increased by 11% in 1994, they went to Canada (up 33%), Australia (up 26%), and New Zealand (up 45%) as compared to the 6.3% increase in Japanese coming to the US.

The reasons the US is losing students to other countries are the current difficulties in obtaining visas, the lack of initiative of the US government in carrying out campaigns to win foreign students, concern for personal safety on campuses, and the failure of some IEP programs to meet the expectations of students.

American Language Review 5/97

ISLAMIC SAUDI ACADEMY was begun in 1984 in Alexandria, Virginia, to serve children from the Arabic and Muslim diplomatic communities and Muslim families living in the greater Washington, DC area. It is funded by King Fahd Ibn Abdul Aziz. Last year there were 1,250 students enrolled in kindergarten through high school. The curriculum, offered in both English and Arabic, is taught by teachers from Saudi Arabia and other Arab countries as well as from the US.

Saudi Arabia Newsletter 8/97

GRADE INFLATION? At the City University of New York (CUNY), about half the course grades given are A's and B's.

The vice-chairman of the board of trustees, Herman Badillo, thinks that is too many. In calling for higher standards, Mr. Badillo has repeatedly said that professors are cheapening the university by grading too leniently and granting too many honors.

But some CUNY faculty members disagree, saying that CUNY has always graded much tougher than other public universities and certainly than private universities and colleges in the US.

Both sides disagree on the data. At all but one of the university's four-year colleges, between 40 and 60% of the course grades given in the fall semester of 1995 were A's or B's, and at City, Hunter, Lehman and Queens, the rate was between 50 and 60%. The highest rate was at Lehman, 59%. The rate at Medgar Evers, 39%, was the lowest.

The rate at the university's six community colleges was somewhat lower; the proportion of A's or B's in course grades in the fall of 1995 ranged from 40% at Queensborough to 51% at LaGuardia.

Mr. Badillo said he believed standards had been lowered because so many of the university's students are members of minorities—about 55% are either African-American or Hispanic.

But City University professors say Mr. Badillo is focusing only on students with the greatest problems, not the top students. A philosophy professor at Brooklyn College, Ed Kent, said, "My classes are superb. The new waves of immigrants have stronger early educations than the typical American high school student. They just need to catch up with expanding their vocabularies in English."

Some faculty members said there had been little change in their grading systems since World War II, with average grade point averages remaining a fairly constant 2.7 since 1980 after a brief surge in the late 1960s.

The New York Times 7/28/97

The American MBA: Educational Traditions, Quality Issues and New Directions

by Richard Edelstein

Markets and Hierarchies

The MBA is recognized around the world as an inherently American phenomenon. It has been praised and admired as a primary cause of American economic prowess. It has been ridiculed and attacked as the source of US economic and social decline. Reality is found, of course, at neither of these extremes. The Master in Business Administration degree, given to over 80,000 students annually in the US and to increasing numbers abroad, has received much more attention as an influential element in American economic performance than is reasonable or appropriate. Economic and managerial success or failure is too complex and variable to be tied to educational factors alone.

Still, demand for the MBA in the US continues to attract a significant share of advanced level students. Approximately 20% of all advanced degrees in the US are masters' degrees in business. Press coverage of management education and MBA courses, while not always laudatory, is still quite common, indicating a persistent interest on the part of the public. It almost seems as if the MBA has become a sort of commodity trading on world markets and not at all an educational qualification. To fully understand this phenomenon, it is useful to consider the MBA qualification in light of its origins in the American university system and the development of the American economy in the post-World War II period.

US higher education is remarkably different in a number of respects from that found in Europe. This is true in spite of strong influences exerted by the English and German university at different points in history. A most noteworthy difference is the tremendous diversity and variation in types of universities and in the quality of the education provided. Largely a reflection of an historically strong and preeminent private sector, state control over universities is much less strong than is typically

the case in most European countries. The result has been a more market-driven system where public and private, small and large, prestigious and unknown schools compete with each other for pieces of the education market. Variations in quality of education can be great, but options for students are many. Employers tend to recruit graduates from a relatively wide range of universities seeking certain characteristics among graduates of one institution and another set of qualities among graduates from another. Thus a major company may recruit some Harvard MBAs while at the same time employing graduates of lesser-known universities as well. The market for MBA graduates is marked by a certain complexity and dynamism that implies significant differences in prestige and quality among institutions and graduates. Information about the specific characteristics of a particular university and MBA program becomes important and companies who recruit graduates tend to do their homework. It is an information intensive system that looks to many different sources of evidence.

Institutional hierarchies are an important characteristic of the American system. One can hear references in the press to the "top ten," "top twenty," those challenging "soon to be" in the top twenty, and the "top fifty." The annual business school ratings of *Business Week* and the *US News & World Report* are among their best-selling issues. Though the scientific validity of these rankings is questionable, interest in them reflects the high public profile of the MBA. Whether or not an MBA program makes the *Business Week* "top twenty" may have an effect on the number of applications for admission received by a school. This is part of the risk of a market-oriented education system where students and employers are often seen as "customers." The reality is that at any one time there are probably at least forty MBA programs that could well be ranked in the "top twenty," depending upon the news magazine doing the rankings. The difference in quality between the school ranked #15 and the school ranked #30 is probably less significant than one might think. Even the differences between #1 and #15 may not be dramatic. In a country as large as the US and with as many universities, it should not be surprising that as many

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as fifty MBA programs offer a high quality professional preparation.

This is not to suggest that an elite set of schools does not play a special role in MBA education. It is clear that many of the best students and faculty are concentrated in the top 15 schools. The recruiting and employment practices of major companies reflect this reality by offering higher salaries to graduates of these schools and by providing crucial financial contributions to support new buildings, faculty research, access to student internships and critical social and political networks. It is not surprising that many of the most well-known MBA programs are located in prestigious universities and are among the oldest programs. The MBA degree originated in elite private research universities such as Harvard University and Dartmouth College before 1910 and later at the University of Chicago and the University of Pennsylvania (Wharton School). Much of the allure of the MBA is derived from these noble origins in which a certain legitimacy was conferred by its association with leading universities. It is worth noting that when colleges of commerce were created at elite universities in the late 19th and early 20th century, there was vocal opposition and resistance within the academy. Seen as intellectually inferior and of dubious moral character, the vocation of business was not welcomed with open arms into the university. Today, these eminent institutions still are leaders in MBA education, but they have been joined by legions of lesser known colleges and universities across the country that have adopted business education as a major field of endeavor.

While employers may not offer the same high salaries to graduates of the less prestigious institutions, they still employ them in large numbers, which must reflect some fundamental belief that management and business studies help prepare individuals to enter the labor market. MBA programs at Indiana University, the University of Washington, Emory University, Case Western University and Babson College are examples of institutions that never

make the "top ten" and are not well known outside the US, but offer high quality, even innovative, programs. They are examples of over 100 schools across the country that aspire to be in the "top twenty" or "top fifty" and provide the largest numbers of MBA degrees that continue to have strong credibility in the labor market.

If there is the elite sector and the top of the hierarchy, there is also the bottom of the hierarchy. The "lower end" of the hierarchy developed in the 1970s and 1980s as demand for MBA graduates was on the increase and schools saw the creation of MBA programs as a revenue source to help support the rest of the institution. At best, many of these new entrants into the market helped provide some students with an entry into the lower end of the management labor market or as a form of professional self development. At worst, they damaged the credibility of the MBA degree and deceived graduates who found that their MBA was not at all a "golden passport" to a high paying job. The point is that the US MBA market has tremendous variation in purposes and in quality. The "top" schools are genuine sources of high potential business leaders and high quality advanced teaching and learning. The "bottom" schools are simply responding to opportunities to increase revenues or respond to student demand and care little about quality. The majority of American MBA programs fall somewhere in the middle of the hierarchy and offer legitimate professional education programs that are responsive to particular segments of the management labor market and student need.

Elements of the American MBA

Although it is simply an educational qualification, the MBA over time has taken on meaning beyond its educational origins. It is frequently associated with young, high potential corporate managers, entrepreneurs or "Wall Street Wizards" who have used financial and marketing talents to help catapult their companies to growth and profits or to enrich themselves. It has also been thought

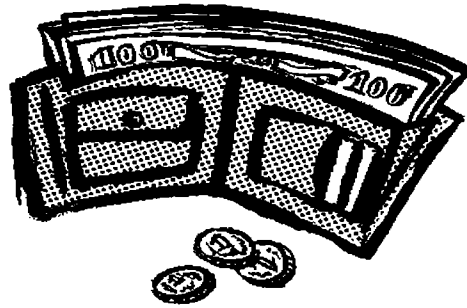


of as the most common qualification of many successful corporate CEOs who received their MBA from Harvard or another elite business school in the 1950s or 1960s. There is a certain mystique surrounding the MBA because it is associated with individuals of power and influence who have tended to rise to the top of many American companies. In short, it is identified with American capitalism and the kinds of skills and education required to be a successful leader of an economic enterprise. There are many technology-intensive companies that have tended to place less value on the MBA and have relied primarily on individuals with engineering training as a source of company leadership. Even in these companies, however, there are typically some engineers who acquire the MBA as a means to move into general management positions within the company. This image may be at least partially accurate for graduates of the elite schools. It is a largely deceptive image when it comes to the mainstream of graduates coming out of MBA programs.

Now that the MBA has been exported to countries outside the US and adapted to different cultural and economic contexts, it is sometimes difficult to define it except in a national context. Perhaps it would be useful to identify some of the main elements of the American MBA model, even while recognizing that there is significant variation between schools in educational philosophy, student profile and market for graduates.

There are some common structural or organizational aspects of the American MBA that reflect the US higher education system. Almost all MBA programs are found in university-based business schools. Most MBA programs are two academic years in duration or the equivalent. An academic year is typically nine months in length with a summer break of three months. A full time student takes approximately 21 months to complete the degree. Part-time programs take longer, and there are an increasing number of intensive programs that cover the same material with no summer break in about 12-14 months. Although there are some exceptions, MBA education is postgraduate and post-experience in nature. Students typically are required to have worked for several years before entering the program. The average age of full-time MBA students in 1996 was 26, and many who enter part-time executive programs are in their 30s. The academic program usually includes study of economics, finance, accounting, marketing, organization behavior and design, and business strategy. In the second year, there is often some specialization required in one of the management disciplines. Courses in manufacturing, technology management and information systems are also included in some schools, but these are less common. As might be expected, these types of specialties are of increasing popularity and are often found in business schools at universities with strong engineering or technology schools, with whom they collaborate.

In addition to the cognitive knowledge represented by the study of basic management subjects, MBA programs attempt to address the affective or behavioral dimension of management practice. Specific pedagogical approaches vary significantly, but the range of topics or concerns most



*There is a certain
mystique surrounding
the MBA...*

often addressed include leadership and supervision skills, interpersonal communication and public speaking skills, team building skills, and conflict resolution skills. Recently, some schools have also addressed career management issues related to job choices, job transition and balancing family and professional life. As one response to the globalization of business, some schools are including activities and classes that provide for cross-cultural experiences, travel and study abroad and foreign language study. A recent trend is to internationalize the MBA program by increasing the number of students from outside the US. Some of the leading MBA programs now have

between 20% and 30% international students in a conscious effort to bring cross-cultural issues into the classroom. Finally, encouraging the development of social and professional networks among students and between students and alumni and with potential employers is a major preoccupation of most schools. From informal social events to sophisticated job placement services for students, much of the "hidden curriculum" involves building personal relationships that will enhance professional opportunities.

Pedagogy varies considerably from school to school. Almost all MBA programs include some combination of seminars, lectures, independent study, team projects and field experience.

Outside the US, the Harvard "case study method" is frequently thought of as the core pedagogical approach used by American management schools. Actually, it is not used as often or as broadly as is often assumed. The trend is away from a case study approach and toward pedagogical strategies that involve direct involvement in current business problems through work inside companies.

Some schools are moving toward a more "modular" curriculum that allows for more flexibility in teaching approaches and greater opportunities to integrate instruction by practitioners as well as university professors. Individual teaching is also more common. "Learning contracts" between the school and the individual student is an approach used at one MBA program. Field experiences outside the university are increasing in number.

Whether in the form of independent consulting or internship projects for companies or group activities under the guidance of a faculty member, more MBA students are having learning experiences off the university campus. International field experiences, while still not the norm, are increasingly common, especially at some of the elite schools. This can take the form of a one-month consulting trip to another country organized by a faculty member in conjunction with a multinational firm or a summer internship experience outside the US. Many MBA programs also allow their students to study for six months at a foreign business school. Only rarely does this include a double degree option where the student obtains degrees from both countries.

One of the areas of greatest difference between MBA programs is in the philosophy of education they adopt. From educational philosophy comes the particular characteristics of the curricula pedagogical approach and student and faculty profiles. These philosophical differences can be defined in two dimensional terms. One dimen-

sion is the extent to which the program is more theoretical or practical in orientation. Some schools are known for advanced research and teaching that is oriented toward the development of theory and the use of theory as a critical element in the educational process. Other schools favor more practically-oriented learning strategies that may include closer relations with practitioners and companies, less emphasis on research and greater focus on consulting and field experience. One knowledgeable analyst has suggested that the struggle between theory and practice has resulted in two basic models of management education: an "academic model" more oriented toward theory and a "professional model" that places greater emphasis on practice. (Earl F. Cheit addresses this in his article "Business Schools and Their Critics," *California Management Review*, Spring 1985.) American MBA programs vary significantly in the degree to which they follow one or the other of these models. The second dimension of philosophical difference is in the extent to which an emphasis is placed on general management skills as opposed to specific technical knowledge as an objective of the MBA. Some schools are known for producing graduates with particular types of specialized knowledge and skill in one area such as finance, marketing or labor relations. Other schools stress the integration of different knowledge areas to enhance general management potential for graduates. Both of these approaches have their advocates and adherents and no one approach seems to dominate in the US MBA market. Some of the larger business schools have some combination of specialist options along with general management tracks.

There are some significant exceptions to the general profile described here. In particular, part-time executive education and distance learning formats tend by necessity to use different pedagogical approaches and have student and faculty characteristics that are exceptional if not unique.

A Brief History of American Education for Business

American MBA education is almost exclusively a university-based phenomenon. This is in contrast to many MBA type programs in Europe that are independent of university control. Although American graduate business schools tend to have some financial and administrative autonomy, their faculty and academic programs must meet certain university standards. More importantly, the value system and norms of behavior of academic culture in the larger university tend to predominate, for better or for worse, inside business schools.

(For an analysis of differences in graduate level education in Germany, Britain, France, United States and Japan, see *The Research Foundations of Graduate Education*, Burton R. Clark, Editor, University of California Press, Berkeley, 1993.)

The American university was strongly influenced by the German model of the Humboldtian University in the late 19th and early 20th century. In particular, the German ideal of the unity of teaching and research and the special place of scientific research was influential in the creation of the American "Graduate School." First developed at the University of Chicago, graduate educa-

tion was distinguished from undergraduate education in both organization and purpose. Whereas undergraduate education was more general and focused on breadth and education of the whole person, graduate level studies were specialized and more focused on academic research in the European tradition. The primary element of graduate education was the Ph.D. degree that emphasized a knowledge of theory and the capacity to do original research. Students admitted to Graduate School were generally expected to pursue an academic career. The exception was certain professional studies such as law, medicine, theology and, eventually, business. Professional studies in business and management developed at about the same time the Graduate School model was emerging at American universities. Unlike law and medicine, however, there was initially strong resistance from within the university to including business studies as a professional degree program. (See for example, the writings of Thorstein Veblen, *The Higher Learning in America*, Hill and Wang Publishers, 1957 [orig. 1918], New York, NY.) Eventually, when Pennsylvania, Chicago and Harvard accepted business education as a legitimate university course of study, it set a precedent that opened the way for other universities. Driven by the need to gain academic legitimacy, these pioneering schools were frequently called upon to demonstrate their intellectual and academic credentials. Being part of the university, they had to adapt to the academic values of the larger institution that valued research and advanced scholarship.

Between 1970 and 1990...MBA enrollments skyrocketed

It wasn't until after World War II that MBA programs began to grow significantly. With a booming post-war economy and a government-subsidized program to fund university studies for military veterans, graduate schools across the country admitted larger numbers of students and business schools were major beneficiaries. In addition, major industrial companies were growing and changing the way they were structured. Led by industrial giants like General Motors, companies were increasingly reorganized into major divisional units that required larger numbers of managers. The MBA qualification became a sort of "calling card" for up and coming young leaders of industry who came out of the prestigious schools like Harvard, Dartmouth, Stanford, Columbia and Michigan. The economic growth of the '50s and '60s saw a parallel growth in the numbers of students pursuing business studies and the MBA. The most dramatic growth took place, however, between 1970 and 1990 when MBA enrollments skyrocketed. This was related to a general trend toward the vocationalization of higher education and increasing enrollments in all professional studies.

Thus the labor market for MBAs, while growing in size, also was more vertically differentiated by prestige and quality. There were also variations in the cost of tuition with private universities generally charging significantly more than public universities. Newcomers to the MBA market were often able to compete on price.

The Quality Issue: American Approaches to Regulating the MBA Market

From the preceding description of a dynamic market for MBAs in which many institutions are free to create new programs, it would be easy to conclude that there is no effort to regulate quality. In fact, there is a system of

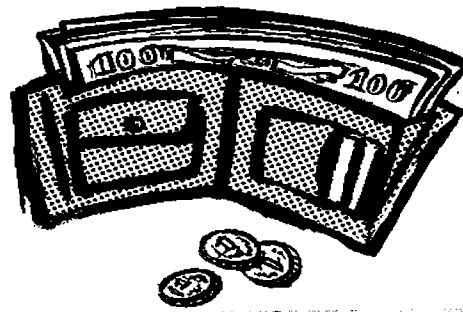
accreditation of business schools that has its origins in 1916. The American Assembly of Collegiate Schools of Business (AACSB) was created by the 14 leading schools of business and management at that time. Led by the deans of Harvard, Chicago and Northwestern universities, this organization was created to help advance the quality of education at university business schools and to provide a vehicle for regular meetings of deans. From the very beginning, criteria were established for membership that were based upon a minimum standard of quality as defined by the qualifications of faculty, adequacy of facilities and relationship to a university. This approach was entirely consistent with American practices of university regulation at the time. Voluntary self-regulation by academic peers with a minimum of government involvement was the norm. American political culture and constitutional law delegated responsibility for educational matters to the states which, in turn, chose to limit government involvement in higher education. That over 50% of colleges and universities were private and not funded by government sources was a contributing factor to the relative independence of universities from governmental influence.

In the period immediately following World War II, AACSB became a more formal instrument of quality assessment and review. In 1947, AACSB created a "Commission on Standards" and in 1949 published a list of schools that met these minimum standards. By 1953, 72 business schools had been admitted as members of AACSB. In 1958, separate membership standards for graduate level (MBA) degrees were established in response to the growth that occurred in this period. Although AACSB increasingly took on a role as the *de facto* accreditor of business schools and degrees, it was not formally recognized as an "accrediting agency" until 1961 when the National Commission on Accreditation, a quasi governmental agency, recognized AACSB as the national accrediting body for undergraduate degree programs. Accreditation of MBA programs was recognized in 1964.

Creation of a more formal accreditation system was, at least in part, a reaction to the more central place of higher education in the economy and labor market. Government funds were increasingly relied upon as an important source of support for student fees and research funds. Accountability to public authorities became more of a requirement and numerous voluntary "accreditation bodies" took on increasingly important roles as gate keepers of quality.

What emerged in the 1960s was a two-dimensional system of voluntary accreditation in which colleges and universities as a whole were accredited by geographically based "regional associations" and certain professional fields such as law, medicine and business were accredited by national "specialized accrediting bodies" such as AACSB. Normally a college or university must receive "institutional accreditation" by their regional association in order to be eligible for accreditation by one of the specialized accrediting associations in a professional field.

The standards of accreditation and the process of quality review became more regularized and detailed over time. Greater attention was focused on faculty qualifica-



*Accountability to
public authorities led
to accreditation*

tions and research, student admission standards, library and instructional resources. Reaccreditation became a formal process that was required every 5-10 years, depending upon the recommendation at the last review. The number of accredited MBA programs increased from 53 in 1963 to 83 by 1970 (a 56% increase). In the decade from 1970-1980 the number of accredited MBA programs increased to 153 (an 84% increase). From 1980 to 1997 accredited schools offering the MBA grew to 302 (a whopping 97% increase). This is significant growth, but was still less than the rate of growth of enrollments or graduates of MBA programs. By comparison, there were approxi-

mately 5,000 MBA degrees granted in the US in 1960, 15,000 MBA degrees in 1965, and over 70,000 MBA degrees in 1990. By 1997, growth in degrees granted slowed, but still increased by 10,000 to 80,000.

Prior to 1968, gaining membership in AACSB constituted accreditation. In 1968 a decision was taken to create two categories of membership in AACSB: accredited members and non-accredited members. The idea was to broaden the membership base by encouraging schools based in universities that had "regional accreditation" (and therefore eligible to seek AACSB accreditation) to become members. Given the rapid growth of new schools and programs, it was thought this could have an impact on the quality of education at a wider range of universities and also provide an opportunity to expand the range of services provided to member schools beyond accreditation.

In addition to accreditation, AACSB provides services such as professional development activities and seminars for administrators, data collection and publications on curricular trends, faculty development and public policy issues, corporate relations activities, international outreach efforts and represents management education to the government and legislature in Washington, DC.

Earlier this year, the AACSB changed its name to the International Association for Management Education (IAME), reflecting its expanding global scope. Its membership now includes about 110 educational institutions outside North America. (For the first time outside of North America, the organization recently accredited a business school in France, the Ecole Supérieure des Sciences Economiques et Commerciales.) Of the 836 US schools who were members, approximately 326 had accreditation for the bachelor's and/or master's degree.

What is involved in the process of accreditation?

- First, it relies on the voluntary efforts of deans to participate in accreditation review teams that assess the quality of each other's academic programs. Commonly referred to as "peer review," the system is based on a tradition of external assessments by expert professional colleagues who are competent to assess quality in a specific discipline, field of study or profession.
- Second, criteria for accreditation are contained in a written set of "standards" or norms that have evolved over time and define the minimum level of quality required to gain accreditation. The standards address questions such as curriculum design and content, faculty qualifications, teaching and research activity, adequacy of physical fa-

cilities and library/information resources, student admissions and job placement services and financial resources.

- Third, each school undergoing accreditation review produces a "self-evaluation report," a written self-assessment and program description that addresses the major areas defined in the standards. This written report is used by the accreditation review team to make an initial judgment about the quality of its programs.

- The final major element of the accreditation process is the campus visit. The accreditation review team spends several days at the school to interview faculty, students, administrators and other appropriate persons to obtain additional information on areas of concern or interest and to have direct contact with the school. The accreditation review team then takes a decision regarding initial accreditation or reaccreditation. The complete process takes approximately two years and represents a significant investment of time and money on the part of the school.

A New Philosophy on Quality and Revised Accreditation Standards

In 1991, the AACSB membership voted to revise the philosophy and standards for obtaining accreditation. This was motivated by a desire to encourage innovation and continuous improvement in the provision of management education and to recognize that different schools could have different missions and objectives. It was also a response to critics who argued that American management education was static and not responsive to the changing environment of business that included increased international competitiveness, rapid technological change and concern about social and ethical implications of business practice. The following quotation from the Preamble to the new standards is descriptive of the change:

"Accreditation focuses on the quality of educational activities. Standards set demanding but realistic thresholds, challenge schools to pursue continuous improvement, and provide guidance for improvement of educational programs. AACSB member schools reflect a diverse range of missions. That diversity is a positive characteristic to be fostered, not a disadvantage to be reduced or minimized. Therefore, one of accreditation's guiding principles is the tolerance, and even encouragement, of diverse paths to achieving high quality in management education."

The idea is that different models and approaches will be encouraged as long as a minimum level of quality is maintained. Some schools may choose to concentrate on teaching entry level managers and working closely with the surrounding business community to encourage the development of small businesses. Other schools may direct their resources toward advanced theoretical research and MBA programs targeted to financial market analysis and other specialized technical expertise. Still other schools might focus on preparing graduates for international assignments where foreign language and cultural knowledge is emphasized in addition to core management subjects. The accreditation process itself remains much the same. Accreditation review teams are appointed, self-evaluation reports are written and visits are undertaken. What has changed is the philosophy.

At worst, accreditation insures a certain degree of pro-

tection against major failures of the market to provide adequate information about the value and quality of educational programs. At best, it assists schools in improving their educational programs and contributes to improved quality in management education. Realistically, accreditation is only one of many indicators of legitimacy that help inform decisions of prospective students and their future employers. Along with more market and consumer-driven indicators like magazine rankings, employment practices of companies and salary levels offered graduates, the public has a wealth of information with which to make intelligent choices about whether or not and at what school to pursue an MBA degree.

Current Trends and Future Directions

MBA education is not static and unchanging. There have been some major curricular reforms in recent years at a number of schools. A frequent criticism of MBA programs is that they have a fragmented curriculum and lack a good integrative learning method that allows students to gain a cross-functional perspective in the practice of management. Many of the reformed curricula include efforts to develop teaching methods that are interdisciplinary in character and integrate material from several functional areas. Often this includes a restructuring of courses to

allow for team teaching by faculty from different disciplines. Field experiences and small group projects are sometimes part of the reformed program. The greater emphasis on interdisciplinary strategies is in response to issues like the globalization of markets, business ethics, and the manage-

ment of technology that are not easily addressed in standard courses taught by specialists. Some schools are creating what have been called "technoMBAs" in the popular press. In collaboration with an engineering school, new programs are being developed to combine technical training in engineering and computer science with management studies.

International alliances and partnerships are also increasingly common. Some MBA programs are exchanging students and faculty with schools in Europe and elsewhere. Joint venture projects to provide executive education or undertake research with institutions abroad are increasing in number. Special programs to combine an MBA with advanced foreign language study and an internship outside the US are available at an increasing number of schools. The US government has provided funding for over 20 Centers for International Business that are mandated to introduce new teaching materials, teaching strategies and research activity that focus on international trade and economic competitiveness. A number of MBA programs have created international consulting modules that require students to spend one month or two abroad working in a consulting capacity, sometimes in collaboration with a faculty member. All these activities are designed to address an historical tendency for Americans to be insular and focused on domestic markets.

"We're really seeing a very substantive change in content in the curriculum," says Milton Blood, accreditation director for IAME. "In the past, a school might have had courses in various subjects, like marketing and finance, and an international course as an elective add-on. Now, basic courses have to include international perspectives." (*The Chronicle of Higher Education* 9/12/97)

**Over 80,000
MBA degrees awarded
in 1997**

Some US schools are going abroad to offer MBA education. There are a significant number of MBA programs in Europe and Asia that are at least partially sponsored or entirely run by an American university. Unfortunately, some of these programs have been poorly designed and administered and lack the quality and rigor of the school back home in the US. Primarily motivated in some cases by the desire to make a profit by charging high tuition, the reputation of American MBA education has suffered at the hands of some of these would-be entrepreneurs. Fortunately, not all examples are negative and there are some serious and high quality efforts to offer an MBA degree outside the US. The University of Chicago, for example, has an executive MBA program in Barcelona that is taught by its own faculty and involves some degree of integration with the American-based executive MBA. Schools that are not offering an MBA outside the US are becoming more aggressive in recruiting students from abroad to study for the MBA in the US. A contrary trend is an increase among American students to choose to pursue the MBA abroad, especially at a leading European school like INSEAD in France, London Business School, IESE in Spain or Bocconi in Milan.

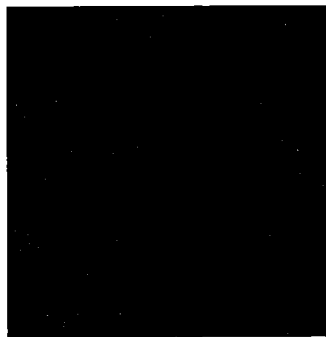
Executive MBA programs for working managers are growing in popularity. Distance learning programs that involve only short time periods at the school, but larger amounts of independent study through computer and telecommunications links, is an example of how schools are responding to demand for new formats and approaches. This is partly in response to the increasing threat presented by "in company" management education programs. Some large corporations have made major investments in creating their own education programs. Some have even considered offering their own MBA. Frequently contracting with faculty from university business schools

as well as outside consultants, these programs can be large scale, multi-million dollar investments. One of the most well known is Motorola University, which offers a wide range of educational opportunities to employees and designs them to meet specific company needs. Arthur Anderson, one of the major accounting firms, also has an extensive educational program that is international in scope and involves most of their employees. These industry efforts are at least partly the result of dissatisfaction with existing management education programs in universities.

What is the future of the MBA in the US? As international competition pushes companies to become more efficient and productive, one result has been the "downsizing" of many firms. Practically speaking this has most often meant the elimination of middle management positions and even some senior level positions in large companies. The short term result has been some decreased demand for MBA graduates. The longer term impact of this trend is not yet clear.

To the extent that MBA education is based on a body of knowledge and a set of technical skills that are crucial for economic success, individuals will continue to pursue management education as a means to gain employment and develop a career in business. Perhaps less apparent, but equally important, is whether or not the social definition of leadership selection continues to assume that the elite MBA programs are a primary source of talented individuals who can provide the creative and visionary insights necessary to lead businesses into the 21st century. As economic enterprises become more global and transnational in character, the issue of leadership selection and the definition of management skill is likely to evolve. Whether or not the MBA or some other educational qualification becomes the standard is not yet apparent.

internet



BUSINESS EDUCATION SITES

<http://www.gmat.org/>

The Graduate Management Admissions Council maintains a database which includes a wide variety of graduate management programs, both in the US and other countries. This includes the MBA and other equivalent master's programs in business. Detailed descriptions of hundreds of institutions are available, with links to individual school sites for additional information.

<http://www.mbaplaza.com/>

VNU Plaza is a Dutch-American joint venture of VNU Business Publications and E-Span. This site purports to offer more than a database of programs at leading institutions. There is a finance section providing detailed information on ways to finance an MBA, and editorial pages offering news, interviews with MBA students, successful MBA alumni and job recruiters. The MBA agenda lists all events concerning MBA information fairs and school promotions.

MEXICO: TECHNOLOGICAL UNIVERSITIES*

An ambitious plan is underway to create a new system of "technological universities," institutions of higher education offering short intermediate programs leading to the degree *Técnico Superior Universitario* (University Higher Technician) in applied disciplines such as business administration, computer science or environmental technology, etc.

This *Sistema de Universidades Tecnológicas-SUT* (Technological University System) is under the authority of the state ministries of education and is supervised by the *Coordinación General de Universidades Tecnológicas* (General Coordinating Council of Technological Universities), a body set up by the National Ministry of Education. The institutions are designed to meet the growing technological needs of Mexico's economy.

Until now, technological studies were primarily offered either at upper-secondary level (*bachillerato*) or in full-length university programs of four or more years. Almost no intermediate university programs were offered.

Admission to the *Técnico Superior Universitario* programs follows completion of the upper secondary *bachillerato*. Programs are organized into six 15-week semesters of study (3,000 hours) to be completed in two years. The curricula consist of about 30% theory and 70% practical instruction and supervised team projects. The last semester is spent in an internship.

After spending a minimum of one year in the workplace, holders of the *Técnico Superior Universitario* may return to a Technological University to enroll in an *especialidad tecnológica* (technological specialization) program. This program will consist of three semesters of study in one year (1,500 hours) and will allow *Técnico* holders to earn a licentiate-level degree. Mexican authorities have not yet settled on a name for this degree.

Degree holders from other institutions of higher education may also enroll in the program to earn a *Diploma de Especialidad en Tecnología* (Diploma of Technological Specialist) in a particular field.

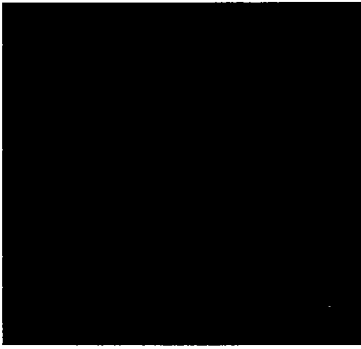
The first of the new universities opened in 1991. As of 1997, 24 technological universities were in operation. Plans call for 17 more to open in 1998.

*Please note:

There are six "traditional" technological universities which do not belong to the newly-formed Technological University System. They offer only the full-length university degrees (*Título Profesional* and *Licenciado*). They are Universidad Tecnológica Americana, Universidad Tecnológica de la Mixteca, Universidad Tecnológica de México, Universidad Tecnológica de Sinaloa, Universidad Tecnológica de Veracruz, and Universidad Tecnológica José Vasconcelos.

TECHNOLOGICAL UNIVERSITY	PROGRAMS OFFERED	PROGRAMS
Aguascalientes	2, 4, 5, 10, 16	1. Accounting
Atasta	10, 11, 13	2. Administration
Cancún	1, 2, 12	3. Agro-Industrial Processes
Coahuila	4, 10, 16	4. Business
Costa Grande	2, 4, 12	5. Computer Science
Del Sur	3, 5, 15	6. Electronics
Fidel Velázquez	2, 5, 10, 8	7. Electronic Automation
Huasteca Hidalguense	5, 11	8. Environmental Technology
Izucar de Matamoros	3, 9	9. Food Production
León	4, 8, 12, 16	10. Industrial Electronics
Nezahualcoyotl	2, 4, 5, 8, 16	11. Industrial Maintenance
Norte de Guanajuato	2, 4, 13, 15, 16	12. Installation Maintenance
Puebla	2, 7, 10, 16	13. Mechanics
Querétaro	2, 4, 7, 10, 16	14. Office Systems
San Luis Potosí	10, 11, 13	15. Organization of Production & Commercial Projects
La Selva	3, 15	16. Organizational Planning
Tabasco	5, 13, 16	17. Planning
Tecamac	5, 16	18. Production
Tecamachalco	16	19. Production Processes
Tlaxcala	10, 16	
Tulancingo	4, 5, 16	
Tula-Tepeji	1, 7, 8, 10, 15	
Valle Del Mezquital	3, 5, 11, 13, 15	
Zacualtipan	1, 13, 19	

Source: Mexico Ministry of Education, 1997



Making the World Accessible: Study Abroad and the ADA

by John M. Roberts, Ph.D.

As international education becomes a growing reality for universities across the US, the need to ensure the accessibility of these programs to all qualified students has become increasingly important for university administrators and faculty. Study abroad programs are more in demand than ever, acknowledged as a way for students to add value to their undergraduate experiences. Accessibility to study abroad programs for qualified persons with disabilities has also been mandated by the Americans with Disabilities Act (ADA).

Universities fall under the purview of the ADA as public programs and are required to eliminate obstacles to the use of their institutions by persons with disabilities. This includes the removal of physical obstacles to buildings and facilities. All newly constructed facilities must take the ADA into account in their design, as must renovations of older buildings.

Can US Law Be Enforced Overseas?

This particular requirement creates potential difficulties for a university when it comes to study abroad. It is unclear whether the ADA applies to physical structures occupied by US institutions overseas. To what extent can any US law be enforced overseas? Some study abroad programs occupy buildings owned by local landlords, so renovating such a facility to increase its accessibility involves questions about lease-holding in a foreign country. Are universities compelled under the ADA to ask their landlords to renovate in accordance with the ADA? Or are universities required to quit their leases at the earliest possible date and find a facility that is accessible? For the most part, the ADA remains silent about the specifics of this situation and case law has set no precedent from which to draw conclusions. But generally, campus officials have acted on the belief that the ADA does not intend to unduly burden institutions in their attempts to accommodate students. The ADA *does* encourage good faith efforts on the part of institutions to make changes whenever they do not create unreasonable difficulties for the institution.

In the case of university ownership of property overseas, the ADA's application is more clear but still problematic. On the one hand, as university property, the building is expected to conform with accessibility standards. But in some cases, universities own property that is reg-

istered as an historic landmark which cannot be renovated without significant regulatory process. The ADA argues that, where possible, university property overseas should be renovated without delay in order to conform with the law. And whenever the university budgets for renovations to a specific facility it owns abroad, those renovations should take the ADA into account.

At Syracuse University we include our facilities overseas in the regular scheduling of building renovations; thus renovations to improve accessibility will occur on a regular basis.

Renovation has been made easier because of the availability of temporary structures, such as temporary ramps, which provide accessibility without making permanent changes to the edifice of a building registered as an historic landmark. Such temporary measures also make it possible to conform to the ADA at a much lower cost.

Who is Liable for Admission Rejection?

Another complication for study abroad programs regarding ADA compliance is in the area of reciprocal agreements between universities. Not all study abroad programs are so-called "island" programs. Some are total immersion or direct enrollment programs in which students essentially become full-time students enrolled at the host institution. Often the institution with the final decision-making authority regarding enrollment is not the US institution, but the host institution. So the applicability of US law to a foreign institution comes into question. In this situation, study abroad programs are vulnerable to litigation from a student who was "accepted" to a program by the US institution, but ultimately rejected by the host institution because of its concern over risk management. Once again, case law provides no precedent to assist in making decisions about appropriate policy. It is increasingly clear, however, that the crafting of future agreements between US and foreign institutions must include some dialogue on the issue of accommodation by host institutions of students with disabilities.

Perhaps more importantly for universities in general and study abroad in particular, the ADA requires the removal of procedures that create unreasonable barriers to persons with disabilities. At universities, this has meant the adoption of policies that are sensitive to the physical and other disabilities that students face and the provision of services that allow otherwise qualified students to participate in the intellectual and social life of the university.

So the provision of hearing aids for those with hearing

