

WORLD EDUCATION NEWS & REVIEWS

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TRENDS

The Impact of the New Immigration Law on International Education

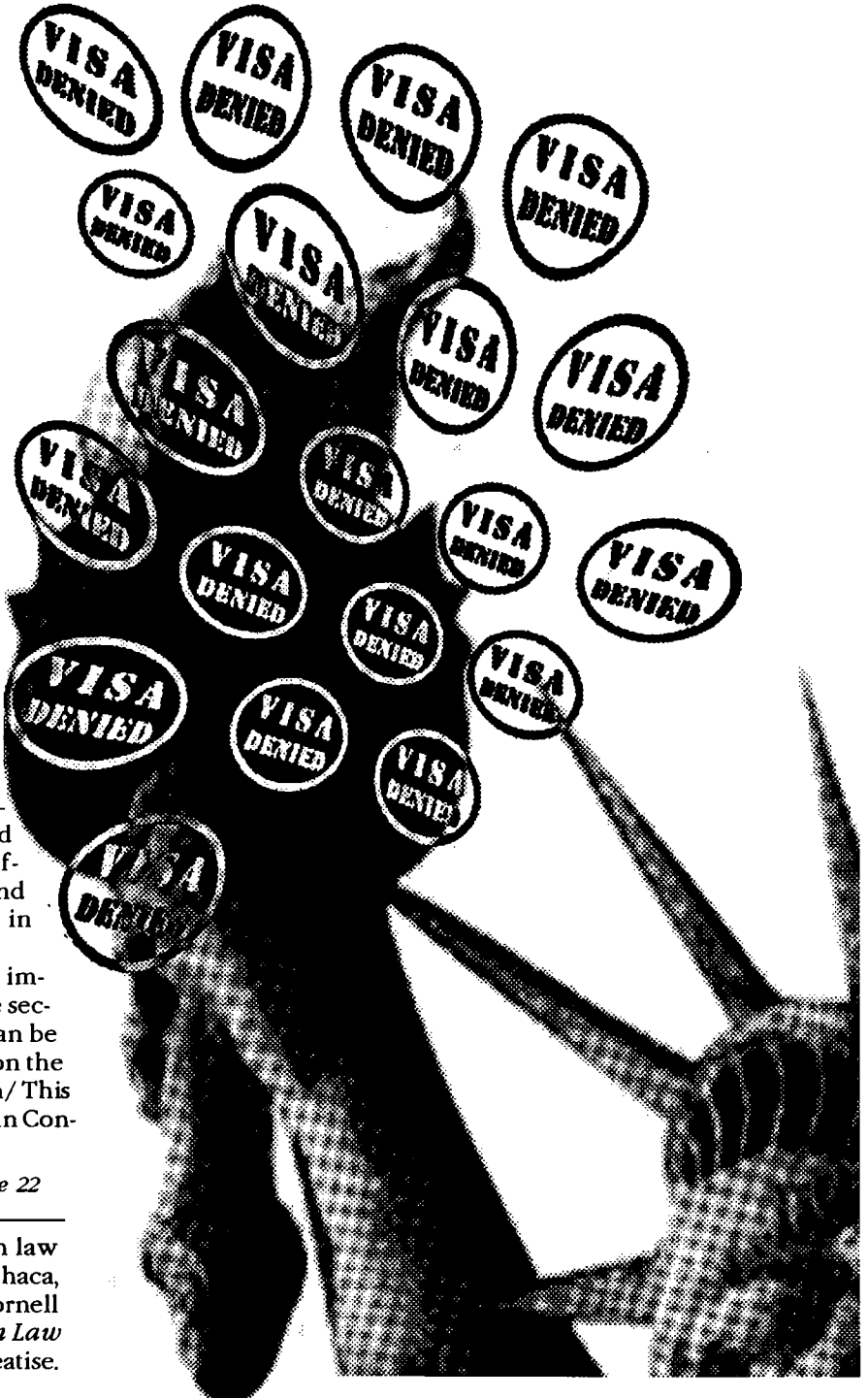
By Stephen Yale-Loehr

President Clinton recently signed into law one of the most comprehensive immigration laws in years. The new law, called the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, is targeted primarily at illegal immigrants, but also affects legal immigrants, foreign students and other nonimmigrants, refugees and others in surprisingly many ways.

This article summarizes the new law's impact on international education. A complete section-by-section summary of the new law can be found at the True, Walsh & Miller Web site on the Internet, which is <http://www.twmlaw.com/> This article also surveys possible developments in Congress on immigration issues next year.

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Stephen W. Yale-Loehr practices immigration law at the law firm of True, Walsh & Miller in Ithaca, NY. He also teaches immigration law at Cornell Law School, and is co-author of *Immigration Law & Procedure*, a 12-volume immigration law treatise.



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Headquarters

World Education News & Reviews
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
Tel: 212.966.6311
Fax: 212.966.6395
E-Mail: wenr@wes.org
Internet: <http://www.wes.org>

Midwest

P.O. Box 11623
Chicago, IL 60611-0623
Tel: 312.222.0882
Fax: 312.222.1217

Southeast

P.O. Box 01-5060
Miami, FL 33101
Tel: 305.358.6688
Fax: 305.358.4411

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A U S T R A L I A

**Sunshine Coast University College
Opens Doors**

Sunshine Coast University College, Australia's newest university, opened in February 1996 in Queensland. The college expects an enrollment of 1,200 students in 1997 and plans to grow to 20,000 within three decades.

The Sunshine Coast is a popular holiday destination, and courses offered will address interests of particular significance to the region. Specializations will include sports and recreation, environmental studies, tourism, information technology, health and lifestyles, urban planning, international and small business, communication and the arts.

The 250-acre campus is within a short driving distance from beaches, forests, and Queensland's capital, Brisbane. Although several administrative and teaching structures have been built, there is no on-campus housing as yet.

Australian Education Office Newsletter

C A N A D A

**Provinces Overhauling
Post-secondary Education**

A reorganization of post-secondary education and an examination of program relevance and accessibility are being undertaken by a number of provinces.

- In **Ottawa**, the focus will be on quality of education, greater accessibility of students to institutions in regions of the country other than their own, student aid, research funding, and international opportunities for Canadian universities and colleges. Hearings began this fall and a report will be presented in the spring.

- In **Manitoba**, the government has introduced legislation which will bring a formal coordinated system of planning and budgeting to its seven higher education institutions through a new council.

- The **Ontario** government has created the Advisory Panel on Post-secondary Education. Questions to be studied are 1: What is the most appropriate way to share costs among students, the private sector and government? 2: In what ways can colleges, universities and the secondary school system cooperate and reduce duplication? and 3: How can we best meet the

expected levels of demand for post-secondary education? The key issue is whether Ontario should allow private universities or colleges.

- **Alberta** has targeted over \$45 million over the next two years to reward performance by colleges and universities which meet key goals. A "report card" will be implemented in April 1997 to assess institutions' response to "the needs of learners and to Alberta's social, economic and cultural needs." The minimum reward to each institution will be 1.5% of its general operations grants.

- **Newfoundland** merged its five regional colleges into a single provincial college on April 29, 1996, a merger expected to save \$3.5 million. Under the new system, there will be 19 campuses throughout Newfoundland and Labrador, with particular campuses taking on a provincial coordinating role for specialized areas of programming.

- **British Columbia's** government is committed to increasing the number of available post-secondary spaces by 7,000 this year and to maintain affordability through a tuition freeze. The government has established a new \$5.5 million partnership envelope to provide matching funds for innovative partnerships between business, labor, communities and post-secondary institutions to provide workplace-based training. *Canadian Education Association Newsletter 9/96*

CHINA Teachers' Universities Prove A Magnet for Applicants

Teachers' colleges and universities, often ignored in the past, have become a hot draw for applicants. China now has 1,133 teachers' schools with an enrollment of 1.4 million.

Last year, 62 percent of applicants across the country made teachers' colleges or universities their first choice.

Students of teachers' colleges are exempted from tuition fees and can also receive monthly subsidies from the government, a big attraction for students from poor families.

The government is determined that primary and middle school teachers should have college or university degrees, but there is still a long way to go. More teachers will be needed if the government is to be successful in implementing a plan for nine years of compulsory education by the end of the decade.

Teachers suffered humiliation during the ten years of the Cultural Revolution (1966-76) when their status fell to its lowest. Because of their treatment, teachers' schools could not fill their enrollment quotas during the 1980s. Preferential policies regarding teachers' salaries and housing also were not applied evenly by the government. *China Daily 11/04/96*

China Toughens Language Proficiency Requirements

New regulations issued by the State Education Commission stipulate that, beginning this year, foreigners who want to study in Chinese colleges and universities can register only after achieving a minimum score of C or C- on the Chinese Proficiency Test *Hanu Shuiping Kaoshi/HSK*.

The test, first launched in 1984, demands knowledge of at least 3,000 commonly-used Chinese words for non-native speakers. Previously, the test was not a requirement for entrance.

According to the new regulations, foreigners who apply to study Chinese literature, history, philosophy, and traditional Chinese medicine must score at least a C. Applicants for other subjects, including Chinese language, must earn at least a C-. The certificates issued will be valid for two years.

China has set up Chinese Proficiency Test offices in 15 countries and regions, including Singapore, Japan, Australia, the United States, France, Hong Kong and Russia.

Statistics show that more than 57,000 people in 114 countries and regions have taken the test, and that one-third of the 1,000 colleges and universities in China now enroll foreign students.

China also is sending more teachers abroad to teach Chinese, one of the world's oldest and most complex languages. Modernization of the Chinese language has included introduction of *pinyin*, a phonetic alphabet, and simplified Chinese characters. *China Daily 8/19/96*



FINLAND Major Reforms Will Introduce More AMK Institutions

The most significant reform in the Finnish education structure in the 1990s is the founding of the AMK institutions. These institutions of vocational higher education can be seen as a Finnish version of the German *fachhochschulen* or the Dutch HBO Institutes.

The aim is to have around 30 such institutions by 2000. The AMK institutions offer high quality education oriented towards the technical and commercial fields, as well as most fields

of the service sector and primary production. The AMK degree will be a three- or four-year higher education degree in accordance with the European higher education standard (bac+3).

The AMK institutions will not all be new. Approximately 150 of the present vocational institutions or parts of them will be formed into new, high quality units by raising the level of education. *Le Magazine Issue 5/96*

ITALY War Being Waged Against Mega Campuses

The coming year should see radical changes for Italy's state university system. Luigi Berlinguer, minister for schools, universities and scientific research since April, has warned that the system is in a state of "emergency" and is pushing a series of reforms which should shake it to its foundations.

"We are dealing with a university system in which only a third of the students ever get a degree," said Professor Berlinguer. "Consequently, it is enormously wasteful of resources, not to mention the terrible cost in human failure for thousands of young people who crowd the universities and then fail to graduate."

He said, "We are working on three main fronts: a reform of the mechanism for assigning academic posts, an increase in the academic and economic autonomy of each university, and a breaking up of a few university behemoths, like Rome, into smaller and more efficient units."

Professor Berlinguer's recipe will have to overcome the natural resistance to change of a heavily centralized university ministry and of a caste of academics, the *professori*, who until now have enjoyed unparalleled freedom, good pay, cast-iron job security, and the opportunity to teach and carry out research as little or as much as they liked.

Berlinguer said, "The law does not allow us to sack a professor who lectures twice a year and spends the rest of his time taking care of his own business."

Legislation now working its way through parliament and the senate establishes that each university will choose its academics, rather than having them assigned by the ministry. Each university will be responsible for its own productivity, academic standards and curricula, and will compete for students and funds.

Professor Berlinguer's war on the mega-universities is part of his battle against the staggering 70 percent drop-out rate. Rome's La Sapienza has about 200,000 students, and Milan and Naples are not far behind, even though an existing law forbids universities of more than 40,000 students. *The Times Higher 10/11/96*

Postgraduate School of Economic and International Relations Created in Milan

Alta Scuola di Economia e Relazioni Internazionali/ASERI, (the Postgraduate School of Economics and International Relations), was launched in Milan in January, 1996. Its purpose is to produce elite professionals who will be experts on issues related to the globalization of markets and political systems, and capable of operating at senior levels within corporations and international institutions.

The institution is a joint venture of the Catholic University of Milan and the Milan Chamber of Commerce. The yearly student intake is limited to 25. English and Italian are the languages of instruction.

Admission requires passing both a written examination and an interview. A bachelor's degree is required in a field relevant to the school's curriculum, and foreign students are subject to a quota system.

ASERI offers a one-year program leading to a master's degree in globalization, and a two-year program leading to a Diploma of Specialization in Economics and International Relations. At the end of the first academic year, students undertake a two-month external project, generally a research activity within an international corporation or institution.

Correspondence from ASERI of 7/02/96

JAPAN Korea University, Celebrating 40th Anniversary, Keeps Ties with North Korea Alive

Korea University, the only North Korean-affiliated higher education institution in Japan, has educated about 10,000 Koreans since its founding in April 1956 by the General Association of Korean Residents in Japan (Chongryun).

Chongryun established the university to train prospective teachers for Korean schools in Japan. Chongryun is the umbrella organization for Korean residents who identify themselves as North Koreans, believed to number about 200,000 of the nearly 600,000 Koreans in Japan with permanent resident status.

The university, now located in the Tokyo suburb of Kodaira, offers four-year programs in literature, history and geography, political science, economics and business management. It also offers two- and three-year teacher training programs, a postgraduate course, and is affiliated with four research institutes. Its 1,500 students live in dormitories. Classes are conducted in Korean.

Japan's Education Ministry does not recognize Korea University as a college or university. Although many Koreans praise the institution

for helping to preserve their ethnic identity, critics say that it should be de-emphasizing North Korea as the "mother country" and training students to coexist in Japanese society.

Japan Times Weekly 8/5-11-96

Paradise Lost for Aging Professors

With many professors teaching well into their golden years, it was once common to call universities a "paradise for the aged." Not anymore. Many institutions of higher learning are now trying to force wage cuts and/or retirements on older faculty members.

At Tenri University in Nara Prefecture, for example, the university's board announced the dismissal of all professors over age 65 in April. Although the mandatory retirement age at the university was 60, the unofficial policy was to allow professors to keep working until they were 70, with the understanding that anyone over age 60 would not receive a wage increase.

Among Japan's private universities, Waseda has a reputation for treating its faculty well. By age 64, professors can expect an annual income of \$139,000, a sum that remains unchanged until retirement at age 70. But with 34 percent of its full-time faculty in their 60s, Waseda's coffers are feeling the strain.

Last December, Waseda's board of trustees proposed a 30 percent cut in pay for professors over 65, a proposition that set off endless and fruitless negotiations between the university and the teachers' union.

While it is difficult enough to push through changes in personnel and wage policies in the corporate world, universities, with their autonomous faculty councils, are even more resistant to change.

Japan Times Weekly 11/4-10/96

KUWAIT

No Transfer Credit for Coursework At Training Centers

The Kuwaiti Ministry of Education has recently confirmed its decision to deny transfer credit for work done at the country's postsecondary training centers. This decision applies to Kuwait University as well as to foreign institutions. The ministry will not certify degrees from US institutions if transfer credit for work at a Kuwaiti training center appears on the US transcript, even if the US institution itself is among those approved by the Kuwaiti government for Kuwaiti student enrollment. Degree certification is a prerequisite for employment in the public sector and throughout much of the private sector as well. Kuwaiti students whose applications are being handled

by the Cultural Division of the Kuwaiti embassy will be informed of this policy, but students applying independently may not be aware of it.

US colleges and universities are advised to consider transfer credit for work done at only Kuwait University, the College of Basic Education, the College of Business Studies, the College of Health Sciences, and the College of Technological Studies. If you award transfer credit to Kuwaiti students for coursework at any of the country's training centers—including the Telecommunications and Air Navigation Center—the student will be denied certification of his or her US degree and may be unable to work in Kuwait.

AMIDEAST Membership 11/08/96

MEXICO UNAM Launches Shoebox-size Satellite to Boost Student Interest in Research

A satellite built by professors and students at the National Autonomous University of Mexico/UNAM was launched successfully from a site in Russia in October. Last year, the university's first attempt to send a satellite into space ended when the launch rocket exploded.

The satellite, called UNAMSAT-B, was launched from the Cosmodrome at Plesetsk, Russia. About the size of a shoebox and weighing only 25 pounds, it will link the university to its research outposts, studying earthquakes, volcanoes, and other phenomena.

UNAM is said to be one of only three universities in the world to have its own satellite, which is expected to give a boost to research at the institution, which has already opened a new technology center where information collected by the satellite will be received and analyzed.

University officials hope the satellite and the technology center will encourage more students to study science. Only about two percent of the university's students now major in a scientific discipline.

The Chronicle of Higher Education 10/18/96



