Overview

Although offering degree programs at international locations was a possibility in May 1996, soon thereafter the University of Minnesota-Twin Cities made a strategic decision that it wanted to be able to offer selected degree programs at international locations. Through a series of communications with the North Central Association of Colleges and Schools, an understanding was reached that the March 2000 Focused Visit would provide an opportunity for additional review of the institution’s international offerings. This chapter is an overview of the status of the programs now being offered at three international locations. International programs was not one of the issues specified in the 1996 Site Visit Team Report.

Prior International Offerings

At the time of the 1996 site visit, the University of Minnesota-Twin Cities had a presence at many international locations, but did not offer any of its degree programs at international locations. The report *A Land-Grant University for the 21st Century* summarized international offerings as follows:

*The Twin Cities campus also offers credit courses at selected international locations...At the time of the 1986 Accreditation Review, it offered credit courses only at the Jose Ortega y Gasset Foundation in Toledo, Spain, and now offers credit courses at the following 18 international locations:*

- Graz, Austria (classes held at Karl Franzens University)
- Freiburg, Germany (classes held at the Institute of European Studies, University of Freiburg)
- Tianjin, China (classes held at Nankai University)
- Hargzhou, China (classes held at the China National Academy of Fine Arts)
- Copenhagen, Denmark (classes held at facilities of the Denmark International Studies Program)
- Montpellier, France (classes held at Paul Valery University)
- Nantes, France (classes held at the Institute of European Studies in Nantes)
- St. Petersburg, Russia (classes held at the Herzen Pedagogical University)
- Cuernavaca, Mexico (classes held at the Cemenahuac Language Institute)
- Merida, Venezuela (classes held at the VENUSA Institute of Latin American Studies and Modern Languages facility at the Universidad de Las Andes)
- Toledo, Spain (classes held at the facilities of the International Program in Toledo, Spain which is owned by the Fundacion Ortega y Gasset in Madrid, Spain)
- Madrid, Spain (classes held at the Centro Fundacion Ortega y Gasset)
- Nottingham, England (classes held at Nottingham Trent University)
London, England (classes held in Central London at the Centres for Academic Programmes Abroad)
Ecuador (classes and internships held in various locations in Ecuador, arranged by a development agency in Quito, Ecuador)
India (classes and internships held in various locations in India, arranged by a development agency in Pune, India)
Kenya (classes and internships held in various locations in Kenya, arranged by a development agency in Nairobi, Kenya)
Senegal (classes and internships held in various locations in Senegal, arranged by a development agency in Dakar, Senegal)

Although the Site Visit Team Report made no mention of the University’s international programs, interest in international initiatives was increasing in 1996. The December 1996 report Evidence of Internationalization and Recommendations for Future Campus Strategies examined the curricular component of internationalization as it was evolving in three collegiate units at the University of Minnesota-Twin Cities. The Carlson School of Management was one of the five units included in that analysis. One feature noted for the Carlson School of Management was the high priority given to creating partnerships and networks of contact with institutions in international locations.

Collegiate Units Offering Degree Programs at International Locations

The degree programs offered at three international locations are housed in the Carlson School of Management and the Humphrey Institute of Public Affairs, two collegiate units that present natural opportunities for international programming. For both of the units, the offering of these degree programs is part of a broader international agenda that includes numerous other initiatives in the international arena. The most recent Compact Plans for those two units can be accessed at www.irr.umn.edu/compact/compact99. Pertinent summary information from each of those documents is summarized briefly below.

Carlson School of Management

During the past decade, several collegiate units have undergone significant changes in their mission, size, and quality. As a result of the institution’s strategic planning efforts, the Carlson School of Management (CSOM) was instructed in the mid-1980s to reduce its size and improve the quality of its enrolled students. As of fall quarter 1996, the Carlson School began to admit students as freshmen; new entering freshmen in the Carlson School had the highest average academic preparation levels of any of the seven freshman-admitting colleges on the Twin Cities campus.

Management in the 21st century will occur in an environment of rapid change and increasing complexity. In this setting, the mission of the Carlson School at the University of Minnesota is to be a recognized leader in the development and dissemination of knowledge geared towards the improvement of management practice in a global economy that is subject to increasing technological and social change. The School believes these changes stem from: (a) the rapidly changing information technology; (b) the globalization of production, consumer, and labor
markets; (c) the economically driven demand for attention to quality and continuous improvement; and (d) the resulting rapid social, political, and organizational change. Although these forces are salient in the United States, they also are evident in Eastern Europe as well.

The vision is founded on a set of unusually favorable local circumstances. First, the Carlson School is part of one of the world's leading research universities. Second, the School is part of a remarkable business and government community that works and works well. Third, the School is part of a region with a unique spirit of entrepreneurship and innovation that has promoted both commercial success and quality of life. And finally, the School is part of a university community that is extraordinarily vibrant, both socially and intellectually. The School has an environment that supports the development of managers prepared to deal with all aspects of societal issues. The vision for the School is to form a professional learning community that embraces students, faculty, staff, and the business community. This vision forms the foundation for the development of strategies that encourage the participation and interaction of practitioners and academics in the School's teaching, research, and outreach activities.

The Executive Vice President and Provost and the School agree that CSOM’s international programs should continue to grow. At the same time, they need to be managed carefully to ensure that they do not pose a financial drain on other CSOM programs. In general, these programs should be self-sufficient after an appropriate start-up period.

**Humphrey Institute of Public Affairs**

The vision of the Hubert H. Humphrey Institute of Public Affairs is to be the premier land-grant school of its kind in the nation, inspired by and engaged in studying alternative conceptions of the public good, producing ideas and graduates that systematically reform the institutions and practice of public affairs, and drawing large numbers of citizens into productive engagement in public life.

The Institute’s mission is to prepare individuals for effective participation in public affairs, and to design and evaluate governance institutions that serve the public good. In all our activities, we strive to promote the legacy of its namesake, the late U. S. senator and vice president—Hubert H. Humphrey. He optimistically devoted his life to public service, to advancing the public good.

In the Institute’s case statement for Campaign Minnesota faculty identified four long-term strategic directions for the Institute; namely: (1) construing public policy making as the design of institutions that orient individuals to act so as to accomplish public purposes; (2) doing more research, teaching, and outreach concomitantly in student-faculty workshops; (3) significantly expanding enrollments in Institute courses and programs by attracting both undergraduate and graduate students from elsewhere in the University, students in other countries, non-degree-seeking citizens, and public officials; and (4) modestly contracting the range of subject matter considered, so that our efforts coalesce into a limited number of broad areas.

In the early 21st century, the Institute intends to distinguish itself in five broad areas:

- Regional planning and economic development;
• Social policy;
• Public and nonprofit leadership and management;
• Citizenship; and
• Science, technology, and environmental policy.

It is important to note that international economics and politics is a crosscutting theme in all of the above-mentioned areas.

Institute faculty and staff are becoming increasingly active in the areas of distance education and technology-enhanced learning (TEL). The Institute is converting several Institute courses into WebCT format (six courses are or will be available online in FY1999-2000), another course was taught via video downlink this past summer, and TEL enhancements are being made to at least four additional courses. Within the next five years, the Institute plans to make all ten required EMPA courses available via distance education. These new courses could then be made available in regional locations. They would also help solidify our program with our partner institution in Olsztyn, Poland, making simulcast courses available on two continents. Through Campaign Minnesota, the Institute intends to raise private funds to invest in the classroom technology and expertise necessary to strengthen the preparation of future public leaders. At the same time, however, we must continue to expand our technology agenda in order to remain competitive and will be exploring other possible sources of funding as well.

**Growing Importance of International Activities**

In the short period since 1996, many factors have caused an increased interest in the international markets for the courses and degree programs offered by the University of Minnesota-Twin Cities. Among those factors are the following: Rapid changes in distance education technology for the delivery of instruction; continued and increasing international value of American higher education; and changing markets and economies across the world and especially in Eastern Europe, the Middle East and the Far East.

The significance of the institution’s international activities is reflected in the inclusion of a new institutional level measure in the set of 14 institutional performance measures approved by the Board of Regents on March 12, 1999. At the time of the preparation of this report, work had begun to specify the particular measures for use in tracking the institution’s activities and performance in the international education arena.

The university community and its supporters, both public and private, recognize that society must be prepared to work with people and ideas from across the globe, as technology, markets, and economic opportunity makes this a smaller world. Through study abroad and international networks, students and faculty are expected to better understand the history, customs, and cultures of other lands as we increasingly interact across national boundaries. President Yudof presented the University of Minnesota Planning Framework to the Board of Regents on April 9, 1999. The document included the following statement relative to the importance of international initiatives of the University of Minnesota:
“That we understand, promote, and effectively engage in an increasingly international society and economy; that we are globally networked in support of the missions of the University; that we help develop the international competitiveness of the state’s economy; that our students and staff are actively engaged in international exchange, research, international development, and study; and that we provide a welcoming and supportive environment for international visitors and students, fostering their development and ability to provide leadership to both their nation and internationally.”

Internal Guidelines

Soon after the University of Minnesota-Twin Cities began to offer degree programs in the international arena, it realized the need for a set of internal guidelines for the development and operation of degree programs at international locations. In March 1999, Christine Maziar, Vice President of Research and Dean of the Graduate School, appointed a seven-member ad hoc committee to develop a set of guidelines. The internal guidelines were developed to be consistent with North Central’s Principles of Good Practice in International Education and made specific reference to those principles in the dissemination of the guidelines proposed by the ad hoc committee.

The committee’s appointment and charge evolved from the Graduate School’s consideration in the fall of 1998 of a proposal to offer an existing graduate degree at an international site and subsequent discussions with University deans and administrators. Prominent in that discussion was the need for institutional guidelines to both assist faculty in preparing sound proposals and to facilitate the subsequent review of such proposals.

The document, "Preliminary Guidelines for the Delivery of Graduate School International Degree Programs," was developed by an ad hoc Graduate School committee in spring 1999 and shared with its governance committees in May 1999. The guidelines are draft guidelines only; they do not represent policy, and they will be revisited and revised based on programs’ experience in offering degree programs in other countries. The guidelines are intended to facilitate and support program delivery at international sites, and they encourage innovation in developing proposals that are appropriate to a particular degree program and site at which offering is planned. Feedback on these preliminary guidelines has been invited. Other helpful information or useful documents related to this topic may be found on the Web as follows:

- Office of International Programs (www.international.umn.edu)
- Developing New Academic Programs and Formal Tracks under the Aegis of the Graduate School (www.grad.umn.edu/private/New_Progs.html)
- Report of the Graduate School Ad Hoc Committee on Distance Learning (www.grad.umn.edu/private/distance.html)


• North Central Association for the Accreditation of Colleges and Schools, Commission on Institutions of Higher Education (www.ncacihe.org)

The document *Preliminary Guidelines for the Delivery of Graduate School International Degree Programs*. The guidelines may be accessed electronically at www.grad.umn.edu/new/prelimGuide.html with links to other sites and resources. The document was reviewed by the six Policy and Review Councils of the Graduate School and by the Graduate School Executive Committee, all of which responded favorably to the document. The 1999-2000 year is considered as the period during which the guidelines would inform practice such that additional changes might be made after a reasonable period of use by units at the University of Minnesota-Twin Cities.

**Additional Opportunities, Issues and Concerns**

As the University of Minnesota-Twin Cities continues to address international issues as part of the Compact Planning Process, it is probable that new opportunities will emerge to deliver degree programs at international locations. Discussions are currently underway about possible partnerships with institutions in several other countries. As those new opportunities develop, the lessons learned from the three programs currently in place should inform discussions about expansion to other sites and/or to the delivery of other degree programs. In the case of all three of the existing programs, the collegiate unit had a long history of involvement with an institution within the country, and the offering of a degree program had been one of the later initiatives in the partnership with the institution.

The University’s Office of International Programs plays an increasingly crucial role in the coordination of the University’s educational offerings in the international arena. At the same time, the increasing use of distance education technology and the lack of an institutional framework for tracking such activities and their associated costs and revenues, will make it increasingly difficult to evaluate the effects of the University’s instructional offerings in the international arena. The use of distance education delivery mechanisms to offer degree programs in the international arena is part of the broader set of questions concerning the use of technology in distance education.

**Degree Programs Currently Offered at International Sites**

The University of Minnesota-Twin Cities currently offers degree programs at three international sites:

• Executive M.B.A at the Warsaw School of Economics (NCA approved, August 6-8, 1999)
• M.PA. at Olstyn University (NCA approved, April 26, 1999)
• Executive M.B.A. at Vienna University (NCA approved, September 29, 1999)

Detailed information contained in each of the three Institutional Change Requests to the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, is available for review. Excerpted here are brief overviews of each of the three initiatives.
The Carlson School of Management is continuing to explore the development of a fourth international degree program to establish an Executive MBA degree program in Guangzhou, China with Lingnan (University) College. Program approval by the Chinese Minister of Education occurred in December 1999. Instruction could commence as early as the 2000-01 academic year. The Carlson School is providing its own seed money for this project with the $50,000 in non-recurring FY 1998-99 supplemental funds provided by the President’s East-Asian Initiative Funding being used for necessary travel to China and conference exploration.

Warsaw School of Economics

The Warsaw Executive MBA Program (WEMBA) is offered in partnership with the Warsaw School of Economics (WSE) and the University of Minnesota’s Carlson School of Management. The program is offered in Warsaw, Poland on the WSE campus. The current program evolved from a “training the trainer” program established through USAID and Mellon Foundation funding in which Carlson School faculty assisted with the training of WSE faculty in up-to-date management education based on free-market economies. A primary objective of the WEMBA program is to help build a managerial class in Poland to increase the capabilities of running dynamic and competitive businesses in Central and Eastern Europe. The program was created to support the development and growth of private business and to strengthen the market economy. WEMBA is also an important part of the Carlson School’s ongoing efforts to develop a global and multicultural perspective in all research and teaching programs. Students at the Twin Cities campus benefit from professors who have had direct exposure to the challenges faced in a transition economy.

Currently, WSE is Poland’s top ranked business school, as well as the largest university-level school of economics and business with 12,000 students and an 850-member teaching staff. In the May 1999 edition of Businessman Magazine, a Polish trade publication, WEMBA was ranked as the top MBA program in Poland. WEMBA is targeted at fully employed middle managers in the early-to-middle stages of their careers and at self-employed individuals (e.g., consultants). The curriculum is delivered in a Saturday-Sunday format three weekends each month from September to June. Faculty members from both the Carlson School and WSE jointly teach the large majority of courses. WSE assumes major responsibility for student recruitment and administration of the program. Admission decisions are made jointly by the two schools.

History. The University of Minnesota’s Carlson School of Management proposed and received approval to grant an existing degree under the joint MBA program with the Warsaw School of Economics (WSE). Over a four-year period, CSOM had worked closely with WSE to establish programs in management education that have been modeled on the CSOM’s Day and Executive MBA programs. WSE requested that CSOM become a formal partner by offering the University’s accredited MBA degree. The Board of Regents of the University of Minnesota approved this requested change on May 9, 1997. CSOM also has full support for this change from the American Association of Colleges and Schools of Business (AACSB).
The cooperation between the University of Minnesota and the Warsaw School of Economics (WSE) dates back to 1988. This collaboration intensified in 1991 when the United States Agency for International Development (USAID) funded a program developed by University of Minnesota’s Humphrey Institute of Public Affairs, the Carlson School of Management, the Department of Applied Economics, and private partners (e.g., Land O’ Lakes, Spark Companies, and the American Trust for Agriculture in Poland) to provide assistance to WSE and the Olsztyn University of Agriculture and Technology (UAT) through “non-degree programs” in management and economics education. This was the beginning of the CSOM’s partnership with public and private sectors in the international arena and in Eastern Europe in particular. Building on this established partnership, CSOM applied and received funds from the Andrew W. Mellon Foundation in 1993 to develop a Day MBA program at WSE. The Mellon Foundation funding of training WSE faculty for the Day MBA program enabled the University of Minnesota to receive another grant from USAID to help WSE to start its Executive MBA program in 1996.

The likely effects of the proposed change were postulated as follows:

- This joint venture will contribute substantially to the globalization of the programs, curricula, and faculty at CSOM as well as at the University of Minnesota, reflecting the market place that is now global.
- A record of success in Poland will help open doors for similar programs, for example, in the Pacific Rim and Latin America.
- The partnership will stimulate the development of distance education capabilities within CSOM and the University.

Enrollment and Program Completions. The WEMBA program began its fifth cohort of 47 students in Fall 1999. The number of prospective students for the program continues to increase. This class had 85 applicants to the program, an increase of 35 percent from 1998. Since 1997, over 100 WEMBA students have graduated, in addition to 60 students who completed the initial Day MBA program from 1994-97. Students’ careers have been enhanced and they have excellent networking possibilities through their fellow students and alumni. Students work for multinational companies such as Hewlett-Packard Polska, Johnson & Johnson, Shell Gas Polska, and Dupont Conoco, Poland.

As well, American students in other programs at the Carlson School have been directly influenced. For example, for the past four years, Twin Cities students in the Carlson School’s Executive MBA program have traveled to Warsaw to fulfill part of the international residency requirement.

Curricular Issues. WEMBA’s curriculum was developed during the pilot WEMBA and Day MBA programs through the collaboration of the Carlson School and WSE. It is not a replication of any of the Carlson School’s programs but has been adapted to the needs and conditions of the Polish private sector. WEMBA was designed to provide the basic knowledge and skills needed for a free market economy. Through the “lock-step” nature of the first three semesters, the program enables students to prepare themselves as generalists. “Generalist” business education would allow managers to work outside of their functional specialties as is required by the transitional nature of the Polish economy and the early stages of private business development.
Flexibility and student choice enter the program in the final semester as elective concentration courses and the required field project are undertaken. Concentration courses allow the students some degree of specialization in their courses of study, while the field project enables a focus on the business sector most relevant to their current employment situation.

Curriculum revision by the WEMBA Council is currently underway. The curriculum will continue to evolve in response to the changing Polish economy and society. More concentration courses from various fields are being considered for the fourth semester.

**Role of Technology.** The ClassNet system is currently being implemented in Warsaw. ClassNet is an intranet environment which will assist all areas of WEMBA. Documents that are critical to the student such as course syllabi, lecture notes, lessons, etc., will be available to the students online. All class schedules will be posted. Professors will be able to enter grades online and students will have access to them electronically. Administrative staff in both Poland and the U.S. will be able to obtain this information online as well. ClassNet will aid the efficiency and accuracy of WEMBA program data. Currently, students often submit their assignments via email, since it is the easiest way for students in Warsaw and professors in the U.S. to communicate.

**Faculty Involvement.** Carlson School faculty members jointly teach the WEMBA courses with WSE faculty. The faculty members responsible for a particular course cooperate on the course’s design and jointly determine course revisions from one year to the next. Carlson School faculty are in Warsaw for one to two weeks, but communicate regularly via email with their WSE colleagues. Since 1995, over 25 percent of Carlson School faculty have taught with WEMBA. WEMBA is fully integrated into the Carlson School’s academic programs. The courses are in-loaded and are part of the regular teaching load of the professors who teach in the program.

The WEMBA Council is the oversight body of the program. It consists of three WEMBA faculty members from each school. The Council Co-Chairs, one from each school, determine the agenda for the Council. The Council approves the annual budget, determines tuition charges, reviews curriculum, approves the appointment of the WEMBA Director, etc. The WEMBA Director is a WEMBA faculty member from WSE.

**Financial Overview.** As of October 1, 1999, WEMBA is a self-supporting program relying on tuition revenue to sustain the program. For the 1999-2000 school year, WEMBA has a total budget of $586,560. Tuition currently is $13,500 for the two-year program. At the recent Council meeting in October, 1999, tuition for the 2000-2002 cohort was raised to $15,750. Throughout WEMBA’s history, tuition has increased each year in order to prepare it to become a self-sustaining program once grant funds ended.

**University of Warmia Mazuria, Olsztyn, Poland**

The Olsztyn Executive Masters in Public Affairs Program (EMPA) is offered in partnership with the University of Minnesota’s Hubert H. Humphrey Institute of Public Affairs (HHHI) and the College of Management at the University of Warmia Mazuria (UWM) in Olsztyn, Poland. The program is offered in Olsztyn, Poland on the UWM campus. The current program evolved from
an existing EMPA program in HHHI when UWM leaders invited the Humphrey Institute to consider offering a dual degree program at their university focusing on private and public management through their recently established College of Management. The decision was made by HHHI faculty to adapt the EMPA curriculum to the needs and interests of Polish students at the University of Warmia Mazuria. The Board of Regents of the University of Minnesota approved the program offering at UWM at its December 1998 meeting. This action was taken after the proposal was reviewed and approved by the HHHI faculty and fellows and the University of Minnesota Graduate School.

A primary objective of the Olsztyn EMPA program is to capitalize on a seven-year relationship with the University of Warmia Mazuria to provide Polish universities with a program in management and economics education training to address contemporary and urgent public policy issues in Poland. The HHHI viewed this as a unique opportunity to gain experience at implementing programs in an international setting and offered faculty a chance to expand their expertise by testing and researching the application of public policy in a country undergoing substantial political, economic and social transition. As a result of the project, HHHI faculty provided training to, and participated in delivering, several educational non-degree programs with the UWM faculty.

The probable outcomes of this international partnership for the University of Minnesota include the following:

- This joint venture will contribute substantially to the globalization of the programs, curricula, and faculty at HHHI as well as at the University of Minnesota, reflecting the marketplace that is now global.

- A record of success in Poland will help open doors for similar academic programs, for example, in Central and Eastern Europe and in the Newly Independent States.

- The partnership will stimulate the development of distance education capabilities within HHHI and the University of Minnesota.

History. The cooperation between the University of Minnesota and the University of Warmia Mazuria dates back to 1990. This collaboration began when the United States Agency for International Development (USAID) funded a program developed by University of Minnesota's Humphrey Institute of Public Affairs and in cooperation with the Carlson School of Management, the Department of Applied Economics, and private sector partners such as Land O'Lakes, Sparks Companies, and the American Trust for Agriculture in Poland. The purpose of the collaboration was to provide assistance to what was then called the Agricultural and Technical Academy (ATA) of Olsztyn through "non-degree programs" in management and economics education. This was the beginning of the University's partnership with public and private sectors in the international location in Olsztyn.

In the context of this partnership in Poland, the Humphrey Institute and ATA developed their highly successful post-diploma certificate programs in management and marketing and an executive Master in Rural Industries Management degree program. In 1992, ATA established a
Polish-American Center for Agricultural Marketing and Management to facilitate the delivery of these programs and created a College of Management in 1994 to support graduate and undergraduate degree programs. In the fall of 1998, the Polish Ministry of Education granted full university status to ATA, which became the University of Warmia Mazuria in Olsztyn, Poland, effective 1999. The University of Minnesota has been instrumental in these developments at Olsztyn. The executive MPA program is designed to become self-supporting. UWM is in the unique position of providing the Polish public sector with the region’s only MPA degree graduates.

Faculty Involvement. During the period 1991-97, nearly 25 OU faculty members spent 4-6 weeks to work with their counterparts at the University of Minnesota on the development and design of management and economics courses for their students. More than one-third of HHMI faculty and staff have taught in the EMPA program at Olsztyn and on the average also speak positively about the students they had in their classes.

Financial Overview. This program is jointly supported by both institutions. Olsztyn University provides the facilities, administrative support, marketing and recruitment of students and local faculty costs of delivering this program. The only costs to the Humphrey Institute are those associated with its own faculty traveling to Poland to teach courses.

**Vienna University of Economics and Business**

The University of Minnesota's Carlson School of Management (CSOM) proposed in 1999 to develop a joint degree program in cooperation with the Vienna University of Economics and Business, also known as Wirtschaftsuniversitaet Wien (WU). Over the past several years, CSOM has worked closely with WU to establish programs in management. WU requested that CSOM become a formal partner by offering the University's accredited MBA degree at WU. The initial offering of the Vienna Executive MBA (VEMBA) program is scheduled to begin March 26, 2000.

The primary objective of VEMBA is to provide an innovative executive MBA program with one of the top business schools in Europe, and the top business school in Austria. The development of the program is a direct response to the growing market need for innovative high quality programs in Europe. Given the Carlson School’s experience in developing such programs, e.g., the WEMBA program at the Warsaw School of Economics, the Carlson School teamed with the WU to develop and launch this new and innovative program as part of its overall strategy to increase the opportunities to provide its faculty with exposure to diverse global business settings.

CSOM also has the full support for this offering from the American Association of Colleges and Schools of Business (AACSB). As far as accreditation is affected by the proposed change, AACSB again indicated that a University of Minnesota MBA degree awarded in this partnership program would be subject to review during the next University accreditation review by AACSB.

The probable outcomes of this international partnership for the University of Minnesota include the following:
• This joint venture will contribute substantially to the globalization of the programs, curricula, and faculty at CSOM as well as at the University of Minnesota, reflecting the marketplace that is now global.
• A record of success of CSOM's program in Poland has helped to open doors for this program with WU in Vienna and may yield additional opportunities elsewhere in Eastern Europe. The partnership will stimulate the development of distance education capabilities within CSOM and the University.

History. The cooperation between CSOM and the WU dates back to 1992 when the two institutions established a joint study abroad program. Since that date, almost 100 CSOM students have benefited from the joint programs with WU. The joint executive MBA program is designed to be a self-supporting program. WU is in the unique position of providing the European business community with one of the region's only AACSB accredited MBA degree program. Other international programs offered by CSOM include 13 semester abroad exchange opportunities for CSOM students, 3 summer study abroad programs, faculty teaching and research opportunities abroad, a joint executive MBA program with the Warsaw School of Economics, and international scholarships for study and research abroad through the International Program's Office at CSOM.

The following chronology indicates the systematic and gradual steps that form the foundation for this phase.
• Study Abroad program began in fall 1992. Students go abroad to WU or visit CSOM for one quarter.
• In 1995, talks began to deepen the relationship with WU by establishing two more programs; a seminar-oriented program and a more traditional summer exchange program.
• In 1995, the two schools begin discussing the possibility of a joint MBA program.
• Seminar "Doing Business in Central & Eastern Europe" began in spring 1996. During Spring quarter, students at both CSOM and WU examine the issues faced by corporations working in Central and Eastern Europe. At the end of the quarter, CSOM students travel to Vienna where they work with their WU counterparts on a live case study. Sixty CSOM graduate students have attended this successful seminar program to date.
• Summer study abroad program began in summer 1997. The program is designed to give students an understanding of the cultural, political, and social aspects that influence business in Central and Eastern Europe. Over 40 CSOM students have participated in this program to date.

The Carlson School began discussions with WU in 1995 regarding the viability of a joint Executive MBA program. Both CSOM faculty and Vienna University faculty have been involved in this fully collaborative partnership over the past 4 years. CSOM faculty on July 7, 1998, voted to move forward with the development of a joint program (33 faculty voted to move forward; 4 faculty voted not to move forward; 2 abstentions). The WU Faculty Senate unanimously approved the joint program on November 11, 1998. CSOM faculty, on June 11, voted to approve the curriculum and formal program offering with WU (27 faculty approved; 3
faculty voted to not move forward with the program; 2 abstentions). The Board of Regents of the University of Minnesota approved this requested change June 28, 1999.

**Enrollment.** To date, VEMBA has received inquiries from over 500 persons. Over 110 prospective students attended one of three information sessions held in Vienna during 1998-99. With the program scheduled to begin March 2000 and a January application deadline for the first cohort, we expect an entering class size of 15-20 students, which is the program’s target enrollment size for its initial offering. The primary goal is to grow the size of the program to 30-40 students per cohort.

**Curricular Issues.** One of the anticipated strengths of this MBA program is an innovative curriculum revolving around three themes:

- **New Methods and Tools in Business:** a focus on knowledge and tools to allow effective interactions and decision making within a cross-functional environment;
- **Strategies for a Changing World:** a focus on awareness of the competitive forces shaping the local and business community and the potential of emerging technologies and innovation; and
- **International Management:** a focus on strategies for companies preparing for or competing in the global marketplace.

The program is offered in an innovative, modular format over 14 months. Each module is dedicated to one course with classroom instruction occurring over a 4-day period (Thursday-Sunday, monthly). Modules also include pre- and post-module work via the Internet. This format provides the flexibility needed for students to participate in this program with less disruption to their professional and personal responsibilities. Two international field studies will complement this intensive program, the first a 5-day site visit in Warsaw, Poland, followed by a 10-day visit to the United States (Minneapolis/St. Paul and New York).

Curriculum changes will require approval from the appropriate faculty groups at each institution.

**Role of Technology.** Distance learning education is a key component of this program. EMBAnet software will be used to support the pre- and post-module course work on-line so that continuous distance learning will take place both before and after the on-site monthly 4-day modules. This EMBAnet software supports both individual and group work via Internet. This on-line instructional system can include lectures in written, audio, and video forms, multi-media presentations, small group discussions, small group presentations, on-line audio conferencing, electronic blackboard, threaded discussion, two-way online video, online chat, peer critiques, and e-mail. These distance learning technologies are used to enhance the on-site monthly modules and facilitate regular interactions among the cohort. The course content, instructional methods, technologies and context are designed to complement each other.

**Faculty Involvement.** Half of the courses will be taught by CSOM faculty, the other half by WU faculty and other faculty from throughout Europe. Given the nature of this program, academic oversight is provided jointly by a faculty director at the Carlson School of Management, Professor Michael Houston, and a faculty director at the Vienna University, Professor Bodo Schlegelmilch. In addition, an Executive MBA Commission consisting of three CSOM faculty
and three WU faculty provide overall program governance. This commission will address general admission criteria, review and approve annual budgets, marketing plans and program reports, and review and approve curriculum and faculty. The Commission will serve as the major source of quality control for the program.

Financial Overview. Both institutions agree to share expenses of the joint program in a ratio of 50/50. The program is intended to become financially self-sustaining. The WU is responsible for the majority of the marketing effort and program administration. The Carlson School, therefore, must make a special effort to ensure that its corporate and alumni connections in or near the market are leveraged to further the success of the program in the long run.