

The biggest vote in British History

BREXIT

17,410,742

Voted to Leave EU

- X Our Money** - Give the NHS millions more every week
- X Our Economy** - Create new jobs with new trade deals
- X Our Borders** - Introduce points-based immigration system
- X Our Security** - Stop dangerous foreign criminals
- X Our Tax** - Cancel energy bills

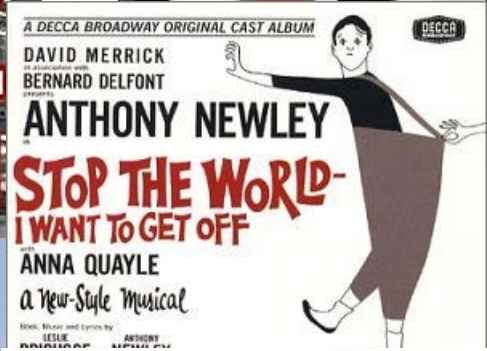
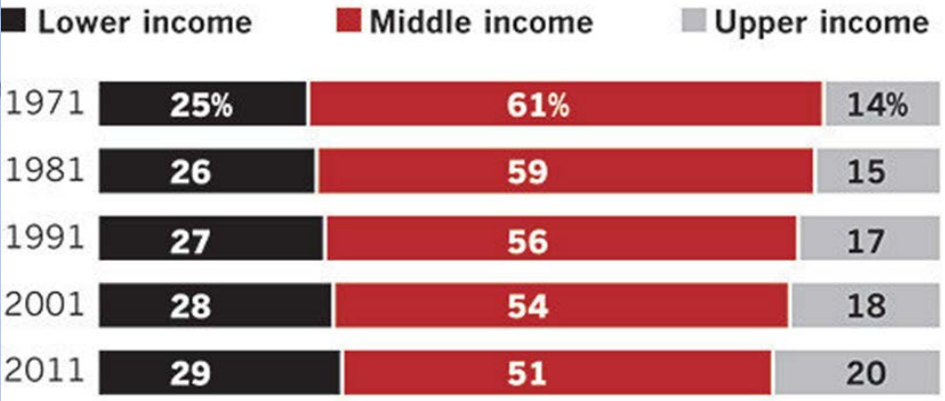
Vote Leave

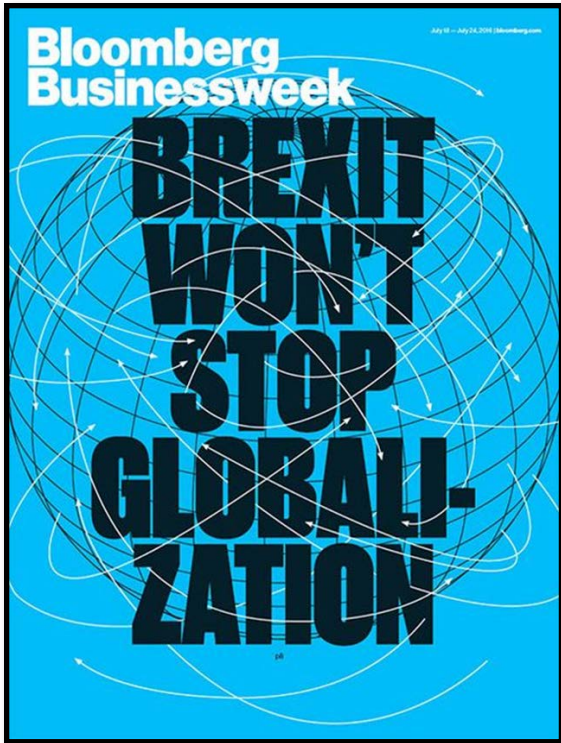


TRUMP ON AMERICAN JOBS

“As President, I will restore the American free market and ensure that companies are incentivized to bring factories and jobs back to American soil. I will never stop speaking out on behalf of all Americans.”

DONALD J. TRUMP

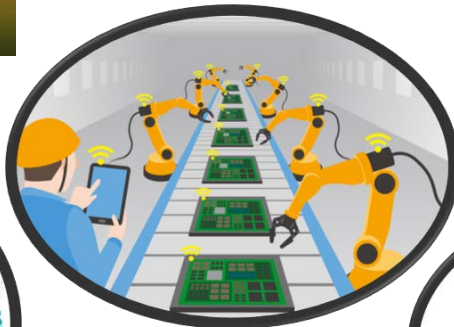
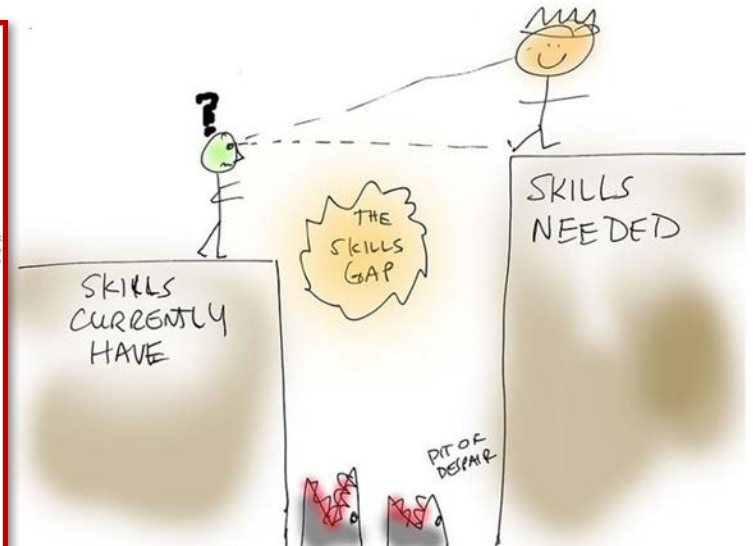
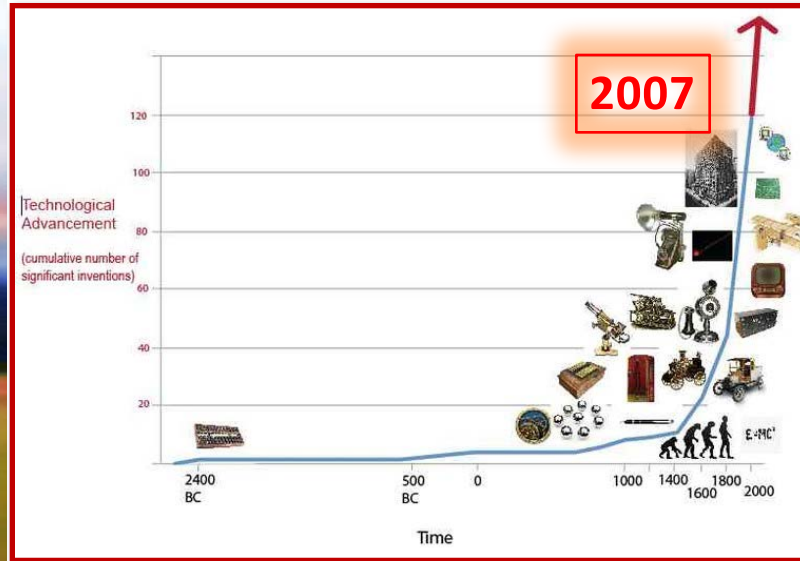


Thank You for Being Late

AN OPTIMIST'S GUIDE TO THRIVING
IN THE AGE OF ACCELERATIONS

THOMAS L. FRIEDMAN

AUTHOR OF *THE WORLD IS FLAT*



Business Processes in which RPA can be used



Take over repetitive tasks that employees carry out 50-60 times a day



Periodic reporting, data entry and data analysis



Mass email generation, archiving, extracting



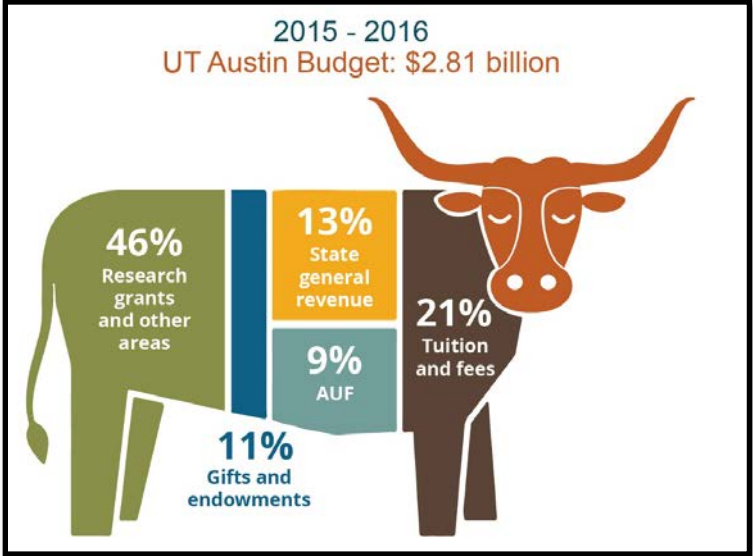
Conversion of data formats and graphics



ERP transactions



Process lists and file storage



FIXED
COSTS



The Recent Past

	1980	1990	2000	2007 <i>Or closest date as indicated</i>
Percentage of 18-24 year olds enrolled in degree-granting institutions	25.7%	32.0%	35.5%	38.8%
Number of international students pursuing higher education in U.S.	311,880	407,272	547,873	2005-06: 564,766
FTE Fall enrollment in nonprofit higher education institutions <ul style="list-style-type: none"> • public 4-year degree-granting • private 4-year degree granting • public 2-year degree granting • private 2-year degree granting 	8.64 million 4.16 million 2.00 million 2.48 million NA	9.81 million 4.74 million 2.18 million 2.82 million 0.07 million	10.87 million 5.03 million 2.55 million 3.24 million 0.05 million	12.76 million 5.99 million 2.99 million 3.75 million 0.03 million

Total Revenue Per FTE Student

In constant 2014-15 dollars

	The recession years		
	<u>2006-7</u>	<u>2007-8</u>	<u>2008-9</u>
Public 4-year schools	43,912	41,697	38,875
Private nonprofit 4-year schools	71,402	51,282	24,702*
Public 2-year schools	14,625	14,788	14,322

*including an average loss of \$22,964 per FTE student from investments

MOOCs

Competency-based degrees

Microcertificates



"We are largely assuming that yesterday's university should be tomorrow's model. This is a time for experimentation, and instead we're relying on the tried and true, but with much less revenue."

- William G. Tierney, Pullias Center for Higher Education, USC; *Los Angeles Times*, 11/14/16

Innovative change in the management education accreditation industry

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Keywords
management
education
accreditation
innovation
score cards

Management education accreditation is an industry in need of restructuring. Highly concentrated accreditation organizations in the United States and Europe are preserving decades old criteria. Those decades old criteria reflect the state of the industry in different times. Things have changed and with them the very nature of management education and, in no less measure, the monitoring and accreditation norms. . The industry suffers from conceptual and operational flaws. The need for restructuring is evident.

The article provides a review of the structure of the industry today. This is followed by an analysis of the conceptual and operational weakness of the existing frameworks. A possible substitute based on systems and metrics analysis is then explored. Multiple metric-rooted performance parameters provide an overall assessment and lead to an Accreditation Score Card.

Accreditation Score Cards could have tangible impact on the practice of management program, and institution, accreditation process and the assessment of scope, content, approach and effectiveness of management education efforts.

The problem

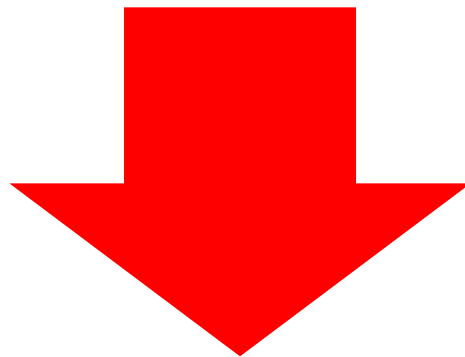
Management education accreditation industry is an industry in trouble. Highly concentrated accreditation organizations in the United States and Europe are preserving decades old criteria. Those decades old criteria reflect the state of the industry in different times. Times when capital markets were stable, globalization was mild, technology was slow, WTO was a novelty, China was emerging and Japan was pursuing industrial policies. Things have changed and with them the very nature of management education and, in no less measure, the monitoring and accreditation norms. A development that has not escaped the attention of politics in the United States (WSJ, July 8, 2015) the industry suffers from conceptual and operational flaws and is in need of restructuring.



What Are the Odds of Successful Transformation of Accounting Education?



Need for education and lifelong learning growing
Agreement on curriculum changes needed
Agreement on research changes needed
Academic-Practitioner relationship



Deliberative decision model(s)
Little/no resources for investment
New competitors
Excessive focus on short-term needs





“What if we don’t change at all ...
and something magical just happens?”

