# Elements of a World Class Management School

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# ELEMENTS OF A WORLD CLASS MANAGEMENT SCHOOL

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## Abstract

This paper delineates the best practices that are commonly followed by world class management schools in their governance and pursuit of scholarly activities.  It tries to highlight the processes required to become a world class institution and draws implications for schools in India that aspire to become world class. The paper is based on visits to a number of such schools around the world and discussion with faculty and administrators at these schools. It also discusses issues like autonomy, research, governance, compensation and financial independence which    are critical for academic development of institutions in India.

# Contents

# 1. Introduction

The purpose of this document is to compile a list of best practices that are commonly followed by top international schools in their governance and pursuit of scholarly activities. It also tries to highlight the processes required to become a world class institution. In the year 2001, I had the opportunity to visit several top business schools around the world in order to develop a similar system of MBA delivery process for a business school. The observations and information in the subsequent pages are based on discussion with faculty and administrators at these schools and its implementation, in small part, at the sponsoring school. The schools that I visited were: The Wharton School, University of Pennsylvania, Philadelphia, U.S.A, Kellogg Graduate School of Management, Northwestern University, Chicago, U.S.A., Harvard Business School, Harvard University, Cambridge, U.S.A., London Business School, London, U.K., Hong Kong University of Science and Technology, Hong Kong, Chinese University of Hong Kong, Hong Kong, CEIBS, Shanghai, China, National University of Singapore, Singapore, Nanyang Technological University, Singapore.

I also draw upon my own research & teaching experience at McGill University, Montreal, Canada, University of Geneva, Geneva, Switzerland, Renmin University, Beijing, China and the Indian Institute of Management, Ahmedabad, India. It may be observed that all of the above institutions are considered to be amongst the best in their own country and many are amongst the best in world. The reader can make her judgment whether to accept my observations from the above sample as representative of the population. They, however, have been corroborated in an anecdotal manner by faculty from many of the other top management schools in the world.

# 2. Knowledge Generation & Dissemination

The mission of all world class schools (WCS) is to serve the society through better and relevant knowledge. There is practically no debate anywhere whether they should be a business school or a management school – all aim to serve the interest of the society which includes business & industry as well as non-business organizations. All believe in applying principles of business/management (and henceforth, management) in diverse domains ranging from forestry and land management to pricing of FMC goods. Most believe that

there is power in numbers, i.e., to get considered as a WCS, one must have a large educational programme. There is also a general belief that their contribution to the society comes through generating new knowledge, solving managerial problems using cutting-edge knowledge and bringing such knowledge into the classroom.

Most important, what distinguishes a WCS from others is their very strong research programme. It also allows them to develop vibrant, dynamic and rigorous educational programmes (most have multiple programmes that are based on external need and internal desire or supply). All the WCS claim that their sense of excellence comes from their faculty doing cutting edge research. Moreover, the school does not dictate the kind of research that faculty should be doing so long it is valued by peers and published by highly respectable journals/publishers (many a times, such kind of debate is seen as frittering away of institutional energy). Excellence in research has to be understood through the following three dimensions:

a. Validation: Validation of their research output comes from peer review that is mostly external to the institution. The most prestigious recognition comes in the form of publications in top tiered peer review journals, books published by prestigious publishers, receiving competitive grants (i.e., NSF, NSERC, HKRGC/UGC, etc.), awards for research by professional/national societies, membership to editorial boards of journals etc.

b. Audience: The audience is mostly global though there is a North American bias. Strong journals are now starting to emerge in Asia. Publishers that have a global reach are considered more desirable. Regional focus and dissemination is also encouraged especially in Asia and Europe.

c. Mechanism: Various mechanisms are used to develop and support this excellence in research – these include, bidding for the best talent globally, competitive salary to faculty (competes with the consulting profession), differential salary structures based on merit and discipline, providing term chairs to assistant professors (especially those that are fresh out of a doctoral programme) to support their research as well as mentorship with senior faculty in the area, reduced teaching load in the initial years (often, the more senior a person becomes, the higher is the relative teaching load that he/she carries), summer

research grants, encouragement to faculty to spend time with researchers at other institutions; contract & review system before tenure, stringent tenure system, strict promotion process; early promotion to meritorious faculty, internal research budgets, liberal conference budgets, visiting faculty programmes, providing endowed chairs and directorship of Centres to their best researchers; excellent research infrastructure that includes computing, library and office facilities (interestingly, some offer an option of having additional research support in lieu of secretarial support) and all have discretionary funds that could be used to support any academic activity; Wharton has gone to the extent of creating a pool of PhDs with expertise in high end computing/OR/Statistics to support the computational needs of its faculty in its research. HBS on the other hand has setup a center in Hong Kong with a staff that will assist faculty in their research on East Asia.

WCS promote their faculty by helping them disseminate their research. This is done by supporting publication of quality research in peer journals, supporting case writing efforts, setting up a University press, featuring faculty in school's exec ed programmes etc. It is almost a ritual to invite faculty to present findings from cutting edge research to alumni during reunion weekends. Their research is also featured in the school's alumni magazines. The Dean of the school (equivalent to our Director) also holds alumni events around the world where star researchers are invited to present their findings. These schools have an internal marketing functions (or hire external agencies) that manage the dissemination of information from the school and help promote research and writings of faculty in popular press or at international events like Davos. The rationale is quite simple – show case your best and get more recognized in that process!

It is very clearly recognized that without strong research output of its faculty, a school will not be able to earn the respect of the peer schools of being a WCS. In terms of contribution, a sustained research focus helps train better managers for the future, pushes the frontiers of knowledge, solves current decision problems, and helps organizations and economies find ways of managing the issues that will arise in the future. These schools also invests in

upgrading teaching skills of their faculty, provide teaching related support, organize case teaching workshops, and reward their best teachers.

## 3.    Resources

Faculty is seen as the most scarce resource and the underlying philosophy at WCS is to develop systems and supporting staff that will free faculty to do two things that others cannot do well – research and teaching. In doing that, each faculty is also expected to do some academic administration but care is taken that this does not take them away from the prime purpose of their existence at the school, i.e., research & teaching. All other resources are seen to support these activities of the faculty.

a.    Faculty: All schools have three types of faculty – regular faculty, visiting faculty, and adjunct faculty. Lately, a few schools have also developed a fourth group called clinical faculty.

   i.    **Regular faculty** is the permanent research and teaching faculty at the school. They form the majority of the academic staff and are expected to undertake research, teaching and some academic administration. All WCS have rigorous tenure process that the regular faculty has to go through before they can secure a permanent position. Generally, an Assistant Professor is offered a contract of three years which may be renewed for another three years. At the end of the six year period, the Assistant Professor comes up for a tenure evaluation. HBS, on the other hand, has a ten year tenure clock. At most places an Assistant Professor is promoted to Associate along with tenure. Associate professors at other schools are brought into the school with or without tenure. Those who come with tenure also go through the schools tenure process and if they are successful then only an offer is made to them. Full professors, almost always, are hired with tenure. Promotion from Associate to Full is an equally stringent process.

   A regular faculty is supposed to devote at least fifty per cent of her time on research. Almost all Assistant Professors come with a term chair that brings them research money, reduced teaching load and practically no exec ed teaching or administration (especially during the first contract period). Faculty resources

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include high end computing resources, teaching assistants for courses, and a fixed budget that can be used flexibly for purchase of research material, updating/augmenting computer resources, annual conferences, visits to work with co-authors, communication costs etc. They are supposed to be developing new courses and new teaching material. In fact, most fresh Assistant Professors are expected to offer doctoral courses based on their cutting edge doctoral work. WCS offer their faculty resources to attend at least one international conference and one or two national conferences a year. Faculty are expected to seek funding (almost a must in this peer culture) from external agencies and these grants are celebrated. They are also expected to use their own funding to attend other conferences. Being invited to give a talk elsewhere is seen as a recognition of the faculty's agenda and it enhances the status of the school. These schools strive to maintain a regular faculty to student ratio of 1:10 or so.

The underlying principle is to invest in the regular faculty so that, if and when they succeed, their success would bring glory to the school. Regular faculty at all WCS are a "pampered lot" when it comes to resources but are heavily under the microscope when it comes to output.  The role of regular faculty is very clearly defined in terms of doing research and teaching and the school administration does not encumber the faculty with such administration for which it can hire substitutes. However, it is recognized that in a faculty governed environment, sharing of academic administration becomes essential.

Another distinguishing characteristic of WCS (as well as good schools in Asia) is hiring of international faculty (and this is true for both state funded as well as private schools). All such schools have faculty coming from different parts of the world. Most schools will develop international programmes around their global faculty and use this strength to attract international students.

ii.   **Visiting faculty** is a group of academics from other schools who are visiting this school for a limited duration (say, a year). They may be on leave or on sabbatical from their parent school. Many a times, prospective faculty candidates, especially at

a senior level, use this opportunity to check out a school and vice-versa from a future employment perspective.

iii. **Adjunct faculty** is a group of faculty from local schools or from industry who may come to teach a course or more during a specified term. These usually have a term appointment (say, a semester or more) but could also be permanent adjunct faculty. These are recognized as bringing in special expertise from industry or excellent teaching skills. These help in meeting the teaching needs of the school. Their only role is to teach and develop teaching material. They are not expected to do research (though are welcome to do so) or administration. Sometimes, regular faculty who take themselves off the tenure track and take an administration position at the school (e.g., Director MBA programme) also become adjunct faculty. They also do not vote on recruitment, promotion, tenure, and may not hold a research grant.

iv. **Clinical faculty** is a group of faculty who have almost all the privileges of a regular faculty except that they have been selected on the basis of outstanding teaching skills. They are expected to develop new teaching methodologies and strengthen the teaching aspect of the school. This group is hired on a long term contract and may not have tenure. However, they have all the resources available to a regular faculty. They are, however, evaluated differently from a regular faculty. There is a fair bit of debate amongst WCSs on the value of a clinical faculty.

b. <u>Staff</u>: Most of the administrative functions are managed completely by well educated and trained staff in these schools. There is a separate career path for the non-academic staff. What was most interesting to observe is that administrative practices (including, for instance, the layout of offices from where academic support is delivered) at WCS were quite similar! Most administrative staff were well educated and well paid. At senior levels, hiring was also done from other schools or from industry.

The meaning of service appeared to be very well understood by all in administration. There was a clear recognition that their role was to facilitate the activities at the school. Each service group is regularly evaluated by the users of their services. Several senior staff positions are held by former regular faculty who may have pulled themselves out

of the tenure process to become senior administrators while teaching courses as Adjunct Faculty. It is not uncommon to find PhDs getting into academic administration after a few years into tenure process or after they may have been denied tenure. Many a times, people from industry take up administration positions.

c.    Alumni & Board of Governors: The alumni and the board are seen as resources for long term development of the school. More on this later.

d.    Finances: WCS are very tightly run ships. None seemed to give the impression of opulence and waste but their campus and facilities were very modern, well kept and continuously upgraded. All saw investment in technology (e.g., laptops for students and faculty, smart cards for accessing buildings or checking out library resources or paying for services like photocopying, web café for student-faculty-course interaction etc.) in various aspects of governance of their school as necessary for enhancing the productivity of faculty, students and staff and for delivery of educational services effectively.

The key sources of finance were tuition, returns on investments by the school, annual giving by alumni, grants from government (especially to state schools), overhead revenue from research grants (interestingly, none of the schools took a share of faculty's consulting income), corporate and individual fundraising etc. Finances were used to attract better students, faculty and staff to these schools. Each school had an endowment (e.g., over US$700 million at Wharton or US$ 1.5 billion at HBS) which was strongly leveraged to provide a world class educational environment (more on this later).

All academic & non-academic units operate with a budget. Once the budget is approved, the head of the unit has the autonomy to operate the budget without having to seek permission from his/her superior for every expenditure.

## 4.      Governance System

WCS have a remarkable governance system that is active, accountable and effective. Moreover, all members in this setting feel proud to be associated with the institution. There are, primarily, two elements to this system: the different advisory boards and the school leadership itself.  Most WCS are part of a university system and there is a constant tension of school aspirations and the University regulations. Interestingly, there are a few state schools amongst the top business schools (i.e., Univ. of Michigan, UCLA, UC Berkeley, UT Austin etc.) who have to constantly compete with private schools for talent and have developed very innovative mechanisms for doing so.  Another feature of this governance mechanism is that rarely is any single interest group (or single individual) able to hijack the agenda of the school.

The key elements of the governance system are:

a.      Boards

    i.      Board of Governors: This represents a visible international group of professionals from business and other walks of life who have excelled in their own profession. They provide very broad policy guidelines, help raise funds for the school and provide the linkage with the external environment. Often they participate with the school's leadership/faculty in various forum and special committees. They are involved with the school in ways more than just attending board meetings, look after the long term interest of the school, and address accountability related issues. They also open doors for the school with senior government officials and corporate leaders.

    ii.      International Advisory Board: Sometimes schools that do not have international members on its board, form a separate advisory group of equally accomplished and illustrious members of the international community who advise the school on its activities, especially those related to international programmes, international research and global fundraising. Many a times, high profile international alumni are included in this board.

b. School's Governance Structure

    **i.** <u>School Leadership</u>: While different WCS have slightly differing internal governance structure, there is a general pattern that emerges. This is shown in **Figure 1**. The Dean (equivalent to the Director at IIMs) heads the institution and reports to the President of the University. Almost everywhere, only academics hold positions of Senior Associate Deans or Associate Deans. The position of Director (e.g., director of facilities) is held by non-academic staff. Academics hold administrative positions for a period of three to four years. There is always a compensation associated with the position of the deans – all of them get reduced teaching load and receive some monetary remuneration. It is felt that this would increase the accountability of the position and academics may then take these positions seriously and spend adequate amount of time as may be necessary in managing their respective unit. At most places, the internal governance of the school is undertaken by the Associate Deans while the Dean spends most of her/his time interacting with the external stakeholders. The Associate Dean (Academic Affairs) or the Vice Dean (equivalent to the Dean at the IIMs) is the point person for all academic decisions including recruitment, academic planning & implementation, resource allocation to faculty, etc.

    ii. <u>Support Personnel</u>: All support activities ranging from admissions to management of the facilities is done by professional managers. Some schools use highly qualified adjunct faculty in various administrative roles. A large number of activities like management of the estate, housekeeping, cafeteria, campus bookstore/photocopying center, campus merchandizing, security, etc. are outsourced to private & professional agencies.

## 5. Centres for Research/Excellence & Endowed Chairs

New areas of research are supported by the establishment of Centers for Research. The idea is to provide focus to certain research domains that individuals, school and the society would like to develop. All centers are endowed with a research and operating budget and is either funded by internal allocation from the school or by an external benefactor(s). Same is true

for centers that may be set up in an existing discipline with an objective of developing cutting edge research ideas. All centers have an advisory board. They hold an annual conference, publish research, house visiting researchers, organize industry seminars etc. Centres are developed around a leading researcher(s) from within the school or hired from outside. Centres have a secretariat and is headed by a chair professor. Centres that have large endowments from industry hire an executive director to manage the activities of the center. Centres normally do not participate in any teaching though they may be involved in developing new teaching material and methodologies.

Just like Centres, endowed Chairs are used to support research activities of leading researchers. Chairs exist at various levels. Term Chairs for Assistant Professors is used to attract bright young fresh PhDs to WCS. It also provides additional financial and research support in the initial years of the career of a young faculty. Similarly, Chairs at Full Professor's level is a recognition of the outstanding research merit of a faculty member and it further augments the compensation and research support to the faculty. Selection of Chair at Full Professor's level is done by a committee of peers. Chair appointments are prominently announced in all school communications. The Chair recipient is responsible for meeting the requirements of the Chair and its continuation is dependent on providing sustained intellectual leadership. Most places also have a Chair that goes with the position of the Dean. Many WCS use endowed Chairs to invite leading researchers to visit the school for a limited period of time. Endowed chairs are used to attract faculty from other institutions and to retain the top-end faculty.

The general rule of thumb is that a chair holder at a WCS is a leading authority in her/his field of research internationally and that such a person would also be capable of getting a chair at any of the other equally good schools.

## 6.     Students

Just like the faculty, WCS compete for talent at the student level as well. Almost all WCS require a student to have two years of work experience and value diversity in terms of backgrounds, nationality, work and life experiences, and gender. All WCS seek international

students. Some like Wharton have fifty percent of their students coming from outside US and boast of students coming from fifty to sixty countries. Many schools like INSEAD, and LBS have arrangements with banks like ABN AMRO to provide guaranteed loans to admitted foreign students. All are looking for bright young men and women who have unique stories to tell of their lives, who have made most out of opportunities that have come across them, and who have exhibited care and concern for the society in which they have lived. Many also seek candidates who have played or are likely to play an important role (politically, socially or economically) in their own societies in the future. Scholarships are used to attract "star" students. However, a majority of students pay for their own education (i.e, $100,000 or more at a school like Wharton or HBS).

A large majority of WCS believe that to be counted as a WCS the size of the entering class must be at least 500. This gives the scale that is necessary to offer a large variety of courses & services, provides a large enough faculty pool who will publish in numbers and hence the schools will start getting noticed, provides the large base of alumni for seeking support for various activities etc. Average age at most of these schools is around 27years and average work experience is around 5 years. Schools make extra efforts to create a diverse class.

Most WCS use past academic performance, GMAT scores, letters of references, and essays for making decisions on admissions. Some ask for a compulsory interview while other WCS schools make an interview optional. Often, alumni interview potential candidates. Telephonic interviews are also quite common. The entire decision making regarding admissions is made by professional staff from the Admissions office. In almost all cases, faculty are not directly involved with the admissions process. (The general joke that goes around is that, if faculty select students then they will select candidates like themselves who may do good research and may not be what the industry wants! However, the key reason cited is that it would take Faculty away from their research and teaching.)  The Faculty, however, are involved directly in the admission of doctoral students.

Students participate very actively in the governance of the school. They are members of various school committees like commencement, dean's search, faculty teaching awards

(which is solely managed by the students), honour code violation, curriculum revision etc. In addition the deans meet the student leadership (student union) very regularly.  In most schools, the deans hold a Deans Forum where they meet with the entire student body few times in a term – this is used to listen to student problems/suggestions, report to them the progress on actions promised or discuss/announce various policy measures. In addition, the students run a large number of activity/discipline/social clubs each of which has a budget allocated by the school from student fees.  These clubs organize workshops, conferences, invite alumni and other speakers, hold award luncheons/dinners, bring out newsletters, visit plants/organizations, hold breakfast meetings with CEOs that come to speak on the campus etc. Students are chiefly responsible for creating a "buzz" on the campus. Students are treated like adults and services are geared to make them comfortable and to facilitate their learning.

At most of these schools, students live off-campus yet most the group and individual work is done on-campus. The schools provide work area (e.g., group meeting rooms, individual reading rooms, computer labs, reading space in libraries etc.) and quit reading places on-campus.

## 7.    Technology

Technology, at WCS, is not considered a showpiece or luxury but a tool for enhancing productivity of members of the campus, an essential tool for conducting research, and a tool for improving the learning within and outside of the classroom. Schools invest very heavily in these technologies on a regular basis.  Several layers of technology exists on these campuses:

i.    Computing technology: all schools require that students have a laptop (they specify the model so that each machine is compatible with the courseware); cafeterias, campus housing , faculty & staff offices, student reading areas, student lounges, library etc. are wired; the latest technology on these campuses is to have a wireless computing network so that laptops can be used anywhere on campus and printers/networks can be accessed remotely;  a small computer lab with high end machines (often workstations) also exist for  extensive computing; most important, all these schools provide 24 hour IT help desk that supports hardware and software related queries/problems;

ii. <u>Classroom technology</u>: state-of-art classrooms have the following: a computer port at each student desk; a teacher's table from where a professor can control the computer, overhead projectors, lighting systems, microphones, video projector, screen movement (in some cases), etc.; telephone access to the audio-visual support department; most schools have many classrooms that are equipped with video-conferencing facilities; moveable teleconferencing facility etc.; the most recent screen technology is a glass plasma based screen in the classroom where the projection system is located behind the screen but operated from the professors desk; in addition one will find a laser pointer and a remote mouse in each classroom; audio-visual equipment is setup in a manner where the professor can operate it herself/himself thereby not requiring the presence of a technician;

iii. <u>Student support</u>: labs, student lounge areas and dorms are equipped with self operated laser/ink jet printers, photocopying machines, fax machines, report binders, punch presses etc - all services are on a charge basis and operated through a smart card or a numerical code; student clubs also have offices and meeting places.

iv. <u>Faculty support</u>: each faculty office is equipped with a desktop with an internet connection, printer, a UPS system, and a conference call enabled telephone; each faculty is provided funds to purchase a laptop of choice; in addition each department/floor of the building has a smart card operated high end photocopying machine (that can also do collating & stapling) and a fax machine; each school has a video/film viewing room and a small video editing facility with trained professionals supporting this activity;

v. <u>Web Based Course Administration</u>: this is the courseware sharing technology on the net that manages the interaction between the student, teacher and the administrators. Web café is an intranet programme through which students in a course interact with the instructor of the course and vice-versa – faculty posts lecture notes, solutions of exams, notices, reading material, leads to other sites, grades etc. on the web for access by the students; the students access the faculty through this process (in addition to regular office hours etc.), post assignments, queries, notices etc. Administrators post registration material and class lists and pick up grade for their records. Various formats of web café have become an essential part of course administration in every school.

vi. <u>Campus security</u>: this is an important area where deployment of technology has helped improve the quality of life on campuses – these include security cameras at strategic locations, public access safety phones all over the campus and in buildings (these only dial into the security system that is manned 24 hours), security lighting systems, smart card operated access to buildings/library/student & faculty lounge areas etc.

vii. <u>Case Technology Centre</u>: this facility provides electronic management of teaching material, multi-media learning facilities, video center, video editing facilities etc. It provides active support for usage of technology in the classroom.

viii. <u>Career Centre</u>: each WCS has a Career Centre that provides counseling, career mapping & advising and placement support to current students and alumni; this Centre stocks human resources and career related magazines and databases, video films and display systems, telephone bays for contacting potential employers, interviewing rooms, office equipment, tele-conferencing & video-conferencing facilities etc.

ix. <u>Campus store, reprographics, etc</u>.: campus store sells books, stationery, general and campus merchandize (e.g., campus bags, t-shirts, jackets, pads, pens, mugs, etc. with schools logo), operates a small café/operates vending machines, etc. The reprographics center is the copy center of the school with state-of-art copying, scanning & binding equipment ; this center also prepares course packages, orders cases & reading material, handles royalty payments for materials photocopies, scans course/reading material and places it on the Web Based Course Administration; it also manages the printing etc. needs for any campus event/conference. Almost always, these facilities are run by third party service providers.

## 8.    Library

The libraries of WCS are increasing the digital content in their collection. They are also performing value added service by interacting closely with researchers & teachers and providing them a variety of information services. Following observations can be made about these contemporary libraries:

- They subscribe & maintain about 50+ international databases
- Most major international newspapers/magazines are part of the subscription

- Almost all books and journals are purchased upon approval of the faculty/and or a faculty committee;

- Checkout is automated and linked to campus intranet via smart card technology

- Technology is used to secure the library, e.g. turnstiles & video cameras are very common

- They have self operated photocopying facilities in the library – all libraries sell cash cards for photocopying by users

- Old material is scanned and put on CDs and catalogued appropriately

- Libraries are open 24 hours for reference

- Library records are automated and borrowers are reminded of various due dates & services

- Library continuously organizes workshops on the usage of its resources including databases

- Library staff are intelligent and have more than cursory knowledge of contemporary management issues; they bring to the attention of the community new sources of information. Library also provides part-time employment for the student and local community.

- They help researchers perform meaningful searches and continuously provide information on select issues/areas

- Layout of the library is congenial and comfortable including reading lounges with sofas etc.

9. **Programme Structure & Delivery**

  a. Post Graduate Pogramme: The new developments in the PGP/MBA delivery process are described through a detailed design given in **Appendix I**. I drew up this design based on a detailed study of the programmes & processes at the schools mentioned earlier. This design has elements of a contemporary programme process.

  b. Doctoral Programme: A strong doctoral programme is an essential part of a WCS – it helps attract the best of faculty and stimulates the research

environment of the school. Doctoral students are a privileged lot at these schools – they have almost all the academic privilege of a faculty – office space, research development budget, conference support etc. It is quite rare to find a WCS without a very focused, strong and analytical doctoral programme. Doctoral programmes are invariably administered by respective departments who specify their own entry and programme requirements.

Entry requirements normally include a masters degree (though all take bright students with a bachelors degree), GRE (advanced GRE)/GMAT, strong academic credentials, letters of reference and evidence of research potential. There is an ongoing debate on the validity of common exams especially GMAT and it, perhaps, exercises the least influence. Work experience is rarely a requirement. All schools have strong qualifying examinations. Students are unable to pass the qualifiers and are asked to leave the programme. Many programmes have a school requirement as well as department requirements. The structure of the programme is as follows: students start taking their departmental courses directly upon entry; the first year is spent taking the departmental requirements (i.e., doctoral level courses in the department) and perhaps a course or two from the school requirement. The school requirement may come in the form of two statistics courses, an economics course, a course on organizations or may be specified as a qualifying examination in Statistics etc. At the end of the first year, all doctoral students write a departmental qualifying examination based on the material covered in the first year's doctoral courses (at some places this is done on the basis of course grades in the first year and a research paper written during the summer). Those that qualify, go on to take advanced doctoral level courses (as well as their remaining school requirements) in their areas that they may want to specialize. Most schools also have a requirement of a short research paper that is done under the supervision of a faculty during the summer following the first year qualifying examination. The purpose is to initiate the student to research and writing a technical paper. At the end of the second year, the student chooses a three member doctoral

qualifying committee (these are potential members of the student's thesis committee). By this time the student also starts "apprenticing" with some faculty member by helping her/him on some research project. This second qualifying examination ensures that the student has become proficient in her/his purported areas of research. The student prepares a broad reading list that is approved by the committee. The student is then give an exam by this committee (mostly a take home examination) and her/his grasp over the subject area is tested. Those who pass this examination start working on their thesis. Others are given another opportunity to pass this examination. Upon failure a second time, the student is asked to withdraw from the programme. Most schools give a terminal SM/AM/MPhil degree to such candidates who are not able to pass the examination but have passed all the departmental courses and met the schools requirement (of courses or common exam). Most students, even after they pass the qualifier, continue taking some courses of their interest even after this stage. The next stage is to formalize a thesis committee (generally comprising three members from the department and two outside of the department; at some places this committee may have only three members from the department), prepare a proposal for the thesis and make a presentation to the thesis committee. Candidates that have their thesis proposal approved enter the candidacy for doctoral degree (and are popularly called ABD – all but done/all but dissertation). The final defense examination is also untaken by the thesis committee. At some places, an external member of the University comes as the chair of the examination committee comprising the thesis committee. All through the research phase, the student mainly works with her/his thesis supervisor. Normally, it takes anywhere from 4 to 5 years to complete the requirements of the doctoral programme.

Doctoral students are chiefly trained to take up academic positions though some enter the industry. Many also get an opportunity to teach undergraduate or select MBA courses. Most schools also make the doctoral students go through a teachers training workshop to help them prepare for the academic career.

Doctoral research is seen as integral to agenda based long term research. It is also seen as very specialized and focused. Some schools like HBS that used to offer a DBA are also moving towards a rigorous research programme.

c. <u>Executive Education</u>: We will highlight the processes for exec ed at WCS through the following observations:

- Executive education is offered at market prices; it is invariably global (multi-location as well as for global managers); and it may involve faculty from other schools and industry;

- A significant portion of each programme is based on research of the participating faculty;

- Most short term programmes are taught by two or three faculty;

- Exec ed programmes can be divided into Open enrollment as well as Customized programmes;

- The Associate Dean of Exec Ed Programmes is responsible for contracting faculty and programmes and for running the Exec Ed Centre;

- At most schools, faculty is compensated separately for doing exec-ed. At only few places, exec ed teaching is part of the faculty's course load. Not every faculty member teaches in exec ed programmes.

- Delivery of programmes can be divided as follows:
  o Programme Design & Delivery: done by programme faculty
  o Programme Marketing and Coordination: marketing is done by the Associate Dean and her/his team of Directors of Marketing (large programmes have separate directors for Open & Customized programmes); these people design the marketing strategy of the Centre, visit companies, and make presentations on their programmes; each programme has a Programme Coordinator who coordinates all the activities of the programme including introduction, preparation of programme schedule, meeting needs of the participants during their stay etc.
  o Programme Infrastructure: managed by a team headed by the facilities manager who looks after the physical facilities, (like classrooms,

living areas, study rooms, common lounges), technology (like classroom and computing technologies), dinning facilities, copy center, café, transportation facilities, tourism etc. The facilities manager reports to the Associate Dean of Exec Ed at most places.

- Marketing of the programme is seen as a very important activity as these programmes have to compete with many others around the world; advertising as well as direct marketing are the most commonly used communication strategies;

- Exec ed programmes have also seen lots of alliances between various schools; programmes are offered at different campuses around the world thereby pooling strengths at different places;

- Several schools jointly offer short & long term programmes.


## 10.    External Relations

The Dean of the school directly supervises all external relations. These may include regular interaction with the Government, Business Community, Non-Business Leaders of the Society or forming Alliances with other Institutions. These are done through participation in various activities outside the campus, bringing these external leadership on campus, seeking support of these leaders to forge new partnerships/start new activities/increase the opportunities for involvement of faculty & students in external activities, use these well-wishers to raise funds etc. The dean of Wharton remarked in a conversation that he remains on the road for more than half the year meeting alumni and working the external relations (the Associate Deans, at these places, virtually govern the institution internally)! The Dean, in this effort, is supported by a team of support personnel including an Associate Dean for International Affairs.


## 11.    **Renewal Processes**

The renewal processes are quite elaborate and play a critical role in ensuring that the school continuously strives for excellence. Various elements of this process are:

a.    Programme & State of the School Reviews: Each programme is continuously updated. Though, once every five to ten years, a peer committee (comprising members from outside the school) reviews the programmes very critically. The duration of a major

internal review also varies with the school. This review is mandated by the Dean and is done by a review committee. Major changes in the curriculum are contentious but almost all WCS dramatically changed their curriculum in early 90s. It is expected that in the next couple of years another major change in the programme structure & curriculum will happen. The deans develop a consensus around recommendations of the committee by discussing it with various interest groups within the faculty and then negotiating changes that may have resource implications.

Each Dean presents the State-of-the-School within the first few months in office outlining his vision for the school (incidentally, this vision statement is required of all final round candidates who are short listed for the position of the Dean). Such a review is also done at the time of formulating a strategy for raising funds for the school.

Schools also organize annual retreats where the Dean leads the faculty to look at various processes, reviews the performance of the school, and initiates plans for the future. In larger schools this activity is done at the department level.

b. Compensation: WCS have compensation structure based on demand/supply situation and merit. Even public schools (e.g., California system or Texas-Austin or University of Michigan or NUS/CUHK etc.) have recognized that compensation to faculty has to be market driven and have found unique ways of paying competitive salaries & support. They have realized that given the constrained supply of faculty, they may not be able to compete for the best of talent if compensation is not competitive. US schools pay their faculty for nine months. They use the remaining three months to provide higher compensation through a variety of mechanisms – chair, summer support, payment from research centres etc. Moreover, no school takes a share from a faculty's consulting income. Each consulting project, however, builds an institutional overhead (often around 15 per cent) into the project cost which goes to the institution (and no expense can be charged against this amount).

Salaries at the Assistant Professor's level at the top fifty schools worldwide would be upward of US$ 100,000. In order to attract international faculty, WCS outside of US also tend to pay similar amounts (after adjusting for PPP and with an objective of equalization of savings across locations). International schools generally compare their salary structures with the best of consulting firms around the world. In addition, faculty support includes guaranteed summer support (for Assistant Professors), a flexible development fund (that can be used for purchasing academic material, computer upgradation, software purchase, office expenses, additional conference & research visits or anything else that is academic), annual national & international conference support, etc. Some schools also provide a flexibility to substitute secretarial support with research assistants or an increased faculty development fund. Schools also allow flexibility to convert all or part of any consulting income into additional faculty development fund. Faculty can accumulate funds in the faculty development fund over years and it is operationalized by a single code.

Few WCS provide housing to faculty on campus – HBS and schools in Hong Kong provide housing for a limited duration (e.g., ten years at Harvard). Stanford sells housing (at concessional mortgage rates) to its faculty on its campus with a proviso that the children of the faculty, if any, will have to sell the property back to the school. Schools in Singapore allow faculty who are not citizens of Singapore to live on the campus for a limited duration but has arrangement with the State to facilitate purchase of house for the faculty. Wharton/Kellogg/MIT/McGill, for example, do not provide any housing to faculty. LBS has a housing complex where a new faculty can stay for a limited duration. The idea is that since the compensation is at market rates, it helps build capital for owning a house hence providing housing on campus may not be required. However, all WCS arrange for housing loans at relatively low rates.

Competitive market compensation is not only seen as an important mechanism to draw best of talent but also a means to encourage bright young people to consider academia at business schools as a well paying profession in addition to being intellectually

stimulating. No longer is there an argument that favours substitution of good compensation with intellectual stimulation and freedom of work as it happens in India!

**Appendix II** shows an advertisement for faculty recruitment at the Guanghua School of Management at Beijing University, one of the top business schools in China. The compensation structure reflects a strong recognition of the need to provide competitive package for talent, even in China. More important, it is also a recognition that strong researchers are needed for an institution to become world class.

c.    <u>Rewards & Punishment</u>: Rewards are simple, straightforward and well understood. All WCS have a very stringent tenure process and few make it at these schools. Others who do not make tenure move on to other schools with or without tenure. Similarly, promotion from Associate to Full professorship also comes with a display of world class knowledge generation capabilities as recognized by the peer and above average teaching abilities.

On an annual basis, each faculty is evaluated on their performance on three dimensions - research, teaching and administration. The compensation of each faculty increases annually by two components – inflation based increase (which is same, percentage wise, for all faculty) and a variable merit increase (which is evaluated by the Dean and a committee of peers). In addition, faculty are free to negotiate their salary with the Dean. Schools in Asia, however, have a broad compensation range.

Most schools define the maximum number of days that a faculty can spend on consulting. However, the schools allow their faculty to visit other schools (during the school year) for research collaboration or for limited teaching assignments (however, some like HBS do not encourage their faculty to teach elsewhere). The faculty does not have to seek any permission to be away from campus – they are expected to self govern their lives. Misuse of these privileges is considered a serious offence and faculty is penalized.   All WCS ensure that faculty teaches the defined course load. In fact, faculty is often encouraged not to teach more than the defined load. At some schools,

faculty who do not do research regularly are made to carry an increased teaching load. Faculty that do not meet the above requirements or refuse to meet them may be asked to leave the school or become an adjunct even after getting tenure.

d.   <u>Teaching Workshops, Research Seminars & Conferences</u>: Most WCS do not have a Communications area – instead they have a Centre for Teaching Support as well as Centre for Career Development – these Centres are chiefly responsible for providing teaching feedback, organize case/teaching workshops, hold various improvement workshops for the faculty (in addition to holding various workshops for the students). Many schools set a target of a desired feedback distribution (e.g., one of the schools had listed in their internal documents that they would like 80 per cent of their faculty to get more than 4.00 on overall faculty feedback on a scale of 5.00). Faculty who consistently under perform on teaching are provided individual assistance from the Centre.

Each area in these schools has a research seminar series (smaller schools have a school wide research seminar series along with more focused ones by some areas) where academics from other schools are invited to present their research in addition to school's faculty presenting their own work. Presentation at conferences and organizing focused conferences are seen as academic development. European schools collaborate amongst themselves in organizing conferences or doctoral consortia (here doctoral students from various European school come together for a workshop where leading researchers are invited to present their work). Schools in Asia regularly invite top researchers world wide to spend time at their schools and give research seminars. These researchers are compensated for their time.

e.   <u>Faculty Initiation Process</u>: At most WCS, the faculty recruitment season begins in Fall (September-October) and winds up in Spring (February-March) – new faculty cohort join in late summer. All schools have a brief orientation for new faculty which includes information session on academic expectations, governance structure of the school, how to apply and win research grants, teaching methodology, resources at the school,

housing support etc. Most starting Assistant Professors get reduced teaching load in their first contract period (or at least in the first year). Some schools would not impose any teaching requirements for the first year on fresh assistant professors - the faculty is expected to submit her/his papers from the thesis, prepare for the course that he/she will teach eventually, get started on research at the new place, sit in on classes of senior professors etc. Junior faculty invariably do not participate in any school wide administration or exec ed teaching or consulting. Most teach multiple sections of the same course to reduce additional preps. They also teach doctoral courses. They are protected by the senior colleagues from the department in that respect.  At HBS, this initiation process is more refined with new faculty undergoing a case writing & case teaching workshop. They are also initiated into case writing projects with senior faculty who also expose them to case research.

There also exist very interesting bonding processes within departments at these schools – faculty eat lunch together or participate in brown bag seminars during lunch hours. In addition they go for conferences together and there is fair bit of mentoring that happens through these activities.

f.  Up-gradation of Infrastructure: Almost all WCS are housed in relatively new or upgraded buildings with state-of-art support infrastructure and effective staff. There is a strong recognition at these places that physical infrastructure also needs to be renovated along with changes in the academic requirements & perspectives. As a result all of these schools continuously re-furbish their old buildings and interiors and add new sites to their schools while demolishing old ones. This allows the schools to provide for contemporary infrastructure and spaces for modern teaching and research activities. For example, UCLA recently built itself a new classroom & office complex (after demolishing the old one) so as to facilitate video-conferencing in classrooms, computer connectivity at each classroom desk, better lounge facility for the students, a multi-cuisine cafe etc. Schools raise funds from corporations, development foundations and alumni for this purpose.

## 12.    Alumni

Alumni form a very strong element of the school community. They are the interest group that supports school's new initiatives and has a life long involvement with the school and its progress. Most alumni desire participation in order to contribute to the growth of the school and see it as a way of showing their gratitude. In addition, the schools growth is a matter of individual pride.  They also have an interest in seeing their school does well as it enhances their individual reputation. Above all there is an emotional attachment that goes beyond education but has to do with linkages formed at the school. On the whole, alumni view their association with their old school very positively.

Alumni can play a variety of roles in the development of the school – from well wishers to critics, from providing industry's view on programmes & perspectives to participants in their design, from providing individual support on various activities of the school to providing a collective voice before the government or industry, from seeking services from the school to participating in life-long learning through exec ed and workshops, from providing a window to the world of business & industry to providing avenues of employment to future generations of students, from presenting the opinion of industry & society at the school to presenting the schools perspective to the outside world; from celebrating their past to celebrating the future etc.

Several mechanism are used by WCS to remain engaged with the alumni. These can be categorized at three levels :

- Services for Alumni: this would include providing workshops and programmes exclusively for the alumni, life long email/contact through the school, support to alumni chapters, annual reunions (socials and value adding activities), affinity services (e.g., Penn/Wharton has a club house in New York City which has a restaurant, meeting spaces, reading rooms, and accommodation for stay – this place has become the hub of activity of Penn/Wharton alumni who are in the city or are passing by; Wharton students hold an annual musical for the alumni called Wharton Follies (a spoof) in NYC); an excellent alumni magazine; quality merchandizing and its retail (this adds to the school pride issue mentioned earlier); a group insurance;

group travel during summer etc. At most WCS the school's alumni come back for various exec ed programmes offered by the school (sometimes these are specially designed for the alumni). Schools organize a regional conference for its alumni in one region of the world each year. Several schools have also developed job & recruitment support for the alumni.

These schools have a very active alumni services group – a separate secretariat that is headed by a very active Director of Alumni Services who helps create events that maintain the link between the school and the alumni. Moreover, this secretariat helps bring the alumni back on campus frequently and takes the school (through its activities & representatives) to various alumni chapters. The alumni services group is directly administered by the Dean of these schools.

- Advisory Support to the School: Several schools have regional alumni advisory councils (e.g., one for Asia, another for Europe etc.) that provide another layer of support/thinking for plans of growth and advancement of the school. This group meets once a year, chalks out individual and group objectives and provides the necessary interface with special interest groups around the world, helps forge linkages with the government, advances the cause of the school in the external world and supports/leads the fund raising activities of the school. This group comprises the most illustrious leadership from the alumni.

- Detailed Involvement with the School: The alumni office regularly tracks the careers of alumni, keeps track of significant work done by them, keeps information on significant media appearances etc. This information is conveyed through alumni journal to others and is passed on regularly to faculty as well. The latter would then invite alumni who may have done significant work in related area as guest speakers. Similarly, alumni participate in major curriculum re-designs, community & related projects, planning & implementation of fundraising activities, be ambassadors of the school in other countries, provide guidance to students, participate with faculty in research etc.

- Help the School in Augmenting Resources: This is one of the most significant contributions of the alumni to the school at all WCS – their contribution includes

regular individual contribution, corporate support for various activities at the school, participate in organized fundraising and bequeathing property to the school in their will etc. Once again, the Dean of the school along with the Director of Development and Director of Alumni develop plans in consultation with the faculty.

## 13. Fundraising

The key role of the Deans at all WCS is to raise funds for the school and Deans are evaluated on this attribute. Each school has a strong fund raising team that is headed by a Director of Development who reports to the Dean of the school. In addition, schools hire expert fundraisers or firms that help in this effort. These funds are in addition to those saved by the school from its own investments, tuition & exec ed, overheads on research grants & institutional consultancies. There are three broad constituencies from whom funds are raised: the alumni, development & family foundations, and corporations. In some countries, government plays an important role as well in providing funds to schools.

The fund raising process is multi-pronged – one of the roles of the director of development and external agencies is to gather market intelligence on which individual or organization may be likely to give endowment and when. Funds from alumni are sought on an annual basis especially during reunions. Large fund raising campaigns happen once in several years (and run over few years with a target amount to be collected). The process followed for these campaigns is as follows: each faculty/department is asked to give a wish list of projects with proposals for which funding may be desired; the schools through its strategic planning also comes up with a detailed proposal for of activities, programmes, projects, facilities, centers of excellence, endowed chairs contribution to endowments (including those for raising salary levels at the school), improvement projects in campus facilities, etc. that it would like to develop. From these inputs, a development plan is created. Special committees comprising school leadership, senior faculty, alumni, and friends of the school from the society are formed (almost all must be distinguished and have capabilities to influence others and gather funds for the school). A strategy is developed in terms of who or which group of people will contact which potential givers and for what purpose (some research is done in terms of possible areas where a person may be more inclined to give). Committees & individuals meet

potential donors, make presentations, and distribute fundraising dossier. The donor is patiently and systematically engaged with the school and its activities. Once the campaign is over, the donors are formally acknowledged both privately and in public. Once the project for which the donation is sought kicks off or is completed, the key donor is invited over a reception and her/his support publicly acknowledged. Most WCS name buildings/chairs/centres after the donors, place plaques outside facilities like classrooms/dining facilities/recreational facilities etc. and display names of donors who contribute significantly at a prominent place on the campus.

As it may be obvious, fundraising is done by a dedicated team of people at the school with lots of help from people outside the school both in its planning and implementation. Interestingly, most WCS appoint members on the board with a potential to contribute directly or help raise funds for the school. Fundraising by these schools is done globally.

## 14.    Recreational Facilities

WCS provide very good recreational facilities to its community (including alumni when they visit the school town). These often include the following: student centre (includes shopping mall, cafeteria, bookstore, etc.), jogging track, gym & weightlifting with trainers, swimming pool, sauna & exercise rooms, squash, tennis & badminton courts, football fields, exhibition hall, etc. In addition, these campuses have music clubs, film clubs, and various hobby clubs that help enhance the total experience at the school. At schools that are part of a University, some of these facilities are shared by all at the University.

## 15.    School Identity and Image Building

All WCS actively develop strategies to increase the global awareness of the school in order to create a positive image in the society. This helps attract students, faculty, recruiters, donors, well wishers etc. to participate in fulfilling the mission of the school. Various elements of school identity are: the vision & mission of the school, the logo and the colours of the school (e.g., all schools have a brand book that defines how the school logo is to be used at various places including school documents etc.), rules governing the usage of the name of the school, design of contracts, website, design of consistent communication from

the school etc. The image or the school brand is built on the values of the school (i.e., those of the students, faculty, staff etc.), the quality of the programme, the research done by the school and the school's engagement with the business community and the society at large. This is communicated in a planned manner by the Communications division of the school through presentations on the state-of-the school, its achievements, its resources at various fora, getting the media to cover various school events and research done at the school to the society at large, writing awareness articles on the school etc. Several school hire PR agencies to promote their school. It is also done by inviting well known personalities to the school for various activities.

## 16.    Implications for Management Schools in India

The following are a broad set of issues that Indian management schools need to address in order to become world class:

i**. Autonomy:** Indian management schools need autonomy to make their own decisions about how to set standards in their governance, compensation, rewards & punishments, manage aspirations of its faculty and generate and use resources etc. This is as much true for government supported business schools as it is for private schools. While the former suffer from broad policy announcements that treat bad and good institutions alike and consequently destroy efforts to seek excellence, the latter suffer from very tight control by promoters (who often have little academic experience and understanding) that suffocate academic openness & thinking (a prerequisite for knowledge generation) and encourage decision making at the top and implementation by others (a model that is prevalent in business organizations but a sure recipe to create mediocre academic organizations). The government, must facilitate and not stand in the way of developing a world class school system (e.g., the role of governments in Singapore in promoting NUS & NTU as well as Hong Kong in Supporting HKUST should be particularly instructive for the Ministry of HRD and its affiliated agencies). The school leadership (with strong help from their Boards and Alumni) has to negotiate a fair bit of autonomy from government agencies or private promoters, as may be the case, in order to join the ranks of world class schools.

Boards of some of the better schools in the country will have to start a serious dialogue with the Government to seek autonomy for their institutions. It is rather unfortunate that the best of academic institutions in the field of management do not offer a degree (i.e., MBA or a PhD) but have to resort to offering an equivalent diploma (e.g. PGDM, Fellow etc.) in order to retain some amount of academic and operational autonomy.  It would be worthwhile for the government to look at helping create a few global winners amongst academic institutions. Those that can stand on their own should be allowed to walk independently with little or no support from the government while the resources that get freed up could then be used to further support some other institutions become world class. In all fairness, the government has helped develop some fine institutions in the country that all are proud of. It is perhaps time to let them go so that they can soar to new heights!

ii.  **Research:** Most Indian management schools believe that  (a) research is not an important activity for their organization and that it can be done by others and (b) that good teaching can be done without research. They also believe that management education is a generalist education and you do not need specialists to teach general management. There is also a belief that management is about practical stuff and has little place for theory.   This is leading to crippling of academic standards and intellectual stimulation at these institutions where the most obvious gets taught while anything that is complex gets left out of the curriculum.

One thing is very clear that faculty who do not undertake serious research will, over a period of time, be unable to read serious research. This will prevent such faculty from imparting cutting edge knowledge to their students as they would only be teaching from derived sources. Indian business schools that aspire to become world class need to invest heavily in research where both quality and quantity is demanded of the faculty. Explicit rewards and punishments must be specified for achieving or not achieving targets. Hiring, confirmation and promotion must look at the research potential and research record of the candidate very carefully. Schools must encourage international publications, participation in international conferences, organizing international conferences & workshops at the school, investment in research databases, subscription to journals and related databases etc. A strong research oriented doctoral programme is a must for improving the research culture of a school.

Installation of a tenure process is a must for Indian academic system to improve its quality. Resources must be set aside to bring in highly reputed global researchers to spend some time at the school. Collaborative research between faculty of the school and those elsewhere (especially amongst the better schools in India and those abroad) must be actively encouraged and supported.

Good quality research requires both an "ambience" as well as " research infrastructure". Indian schools will have to do far better on both the counts. And focus must be on peer-reviewed publications with an ability to impact the future of organizations.

iii. **Faculty**: Faculty is the most critical resource and its availability is highly constrained. Yet, this resource is pulled in all directions: excessive (and often ill-focused) teaching, administration, resource generation, MDPs, in-company training programmes etc. All of this takes valuable time away from research.  This is done because the resource pool of good teachers in the country is not large hence teachers are assigned excessive teaching of all kinds at many schools, because quality of administrative support is poor (even amongst good Indian schools), because the faculty has to generate additional compensation for itself as salary structure are not commensurate, because schools need to generate resources through faculty MDPs etc. Such a willful destruction of faculty resource must be stopped. Schools must not sacrifice research for teaching, must change the structure of its faculty (i.e., recognize good teachers and bring them as adjunct or clinical faculty), must insist that all regular faculty do research and teach, bring professional managers in administration and raise their capabilities so that administrative load on the faculty can be reduced (and they will have confidence that the administrative task will get done equally well if not better).

Doctoral programme must be expanded significantly to produce high quality researchers & teachers for the future. Schools must also realize that to get counted anywhere in the world they will need to have strong doctoral programme which is linked to faculty size and the research environment of the School. Moreover, a strong doctoral programme helps in attracting top end academics to any school as it enhances opportunities to undertake agenda based research.

Schools will have to develop a plan for nurturing and retaining talent as in this knowledge intensive sector the only way to compete is by creating an environment where the talent can be most productive. Lessons from many world class schools will be quite instructive in this regards.

iv. **Academic Programmes:** For academic programmes to remain current, they need to be upgraded continuously. Many Indian management schools have locked themselves into an old curriculum pattern either because they think they have the "good enough" design or because it is too cumbersome to change. Many diversify into subsidiary programmes that draw upon the same resource. As a result, there is not much of attention gets paid to the academic development of all the programmes. These issues need to be studied carefully and addressed.

There is perhaps a case for developing a focus especially since faculty resource is scarce. Focusing on a few areas may allow development of critical mass in faculty resources which would enhance research potential and contribute to the development of the field. For example, there is hardly a serious programme in the country that focuses on transportation management and contributes to the development of new knowledge that is cutting edge, multi-disciplinary, and useful to the development of the transportation related practices and the industry in the country. If one looks at North America or towards East Asia, one will be able to identify schools that have this strength. Larger schools, however, can continue to focus on general management programmes and develop new foci.

v. **Governance & Administration:** Administration of Indian business schools, fundamentally, looks very similar to the bureaucratic setup of Indian Universities (irrespective of whether the school is a part of a university or not). Schools that seem to be running somewhat well are those where faculty is completely in charge of academic and other administration. However, these are also places where the most critical resource, the faculty, is terribly wasted because they end up doing jobs much below their own skill levels.

Roles of Directors & Deans need to be redefined. The director (i.e., head of the institution) must primarily deal with the external stakeholders (i.e., alumni, industry, government, donors etc.), raise funds, work to raise the profile of the institution and attract new faculty, plan for the future of the institution and direct the broad policy parameters etc. The Dean of the school should be essentially running the academic programmes and related governance system along with a team of Associate Deans. The Dean must be able to take independent decisions and manage funds related to academic activities. Directors should be asked to layout their vision of the future of the school and be made accountable. It is this lack of accountability that is perhaps the biggest hurdle for the development of world class institution in India. There is no reason why after a mid-term review a Director cannot be asked to step down. Similarly, an excellent Director could be rewarded with another term. This may be an incentive for a capable Director to administer institutions well. Academics must continue to head academic programmes but they must be supported by very able and forward looking administrators (if we are to get most out of this already scarce resource).

The skills of non-faculty administrators is uniformly weak, their exposure to (and sometimes the desire to know) what is happening around the world in the area of management of educational institution is low, and their own career paths unclear. The position of General Manager Administration (as in some private schools) or the Chief Administrative Officer (CAO) is dysfunctional and has led to creation of a parallel power center at these institutions. Such a position needs to be abolished and replaced with several skill based positions to assist the Director in the management of an Institute (e.g., Senior Manager Development, Senior Manager HR, Senior Manager Legal, Senior Manager Government Relations, Senior Manager IT, etc.). Such positions should also remain contractual for several years before the school may decide to make it permanent. Periodically, the school must be able to hire a senior manager laterally to meet requirement of newer challenges. The biggest advantage of enhancing the capabilities of the support staff will be to free up precious faculty resource to undertake more of academic activity.

vi. **Compensation:** Compensation must be made market driven if schools have to attract bring young people to make take up academics as a career. Academic institutions need to

discriminate on the basis of talent and performance. Consequently, compensation must be adjusted accordingly. There is also a need to start calculating compensation in terms of "cost of company" with accompanying flexibility to allocate compensation to various heads.

Indian business schools seek rents from their faculty. While seeking overheads out of research and consulting projects is worthwhile, sharing of remuneration to faculty is sub-optimal. This forces faculty to loose more days from academic pursuit to achieve a given level of additional remuneration. This also acts as a disincentive for Directors to work hard to raise money from external stakeholders. Sharing of faculty fee is "easy money" for all directors. Similarly, several institutions follow the terrible practice of putting a cap on the amount that a faculty member can charge for consulting. Removal of such a cap would not only bring more revenue for the Institute but also lead to extra time available for faculty to do research and other activities. Last and the most important mechanism that schools must adopt to reward excellence is to install a performance based "merit increase" in salary.

It goes without saying that if business schools have to improve their own management systems then they will have to pay for skills amongst its administrative staff. In fact, hiring better skilled as well as motivated managers with superior compensation packages will have two salient effects: (a) release faculty time from several non-academic tasks and (b) ensure that the quality of administrative work is of the highest quality.

vii. **Financial Resources:** Schools must raise resources from various sources including current students (via fees), alumni etc. and develop a corpus for future use. It is worthwhile to consider market driven fees with large number of scholarships to students who are meritorious and unable to fund their education. Building of corpus is essential to develop state-of-art educational facilities, acquiring academic resources do develop new programmes and to enhance existing ones, and for providing competitive compensation (without being a burden to the government) so that they can attract best of faculty.

Organized philanthropy is not very common in our country and whatever exists is being seriously tested by improper policies of the government. New mechanism may be designed
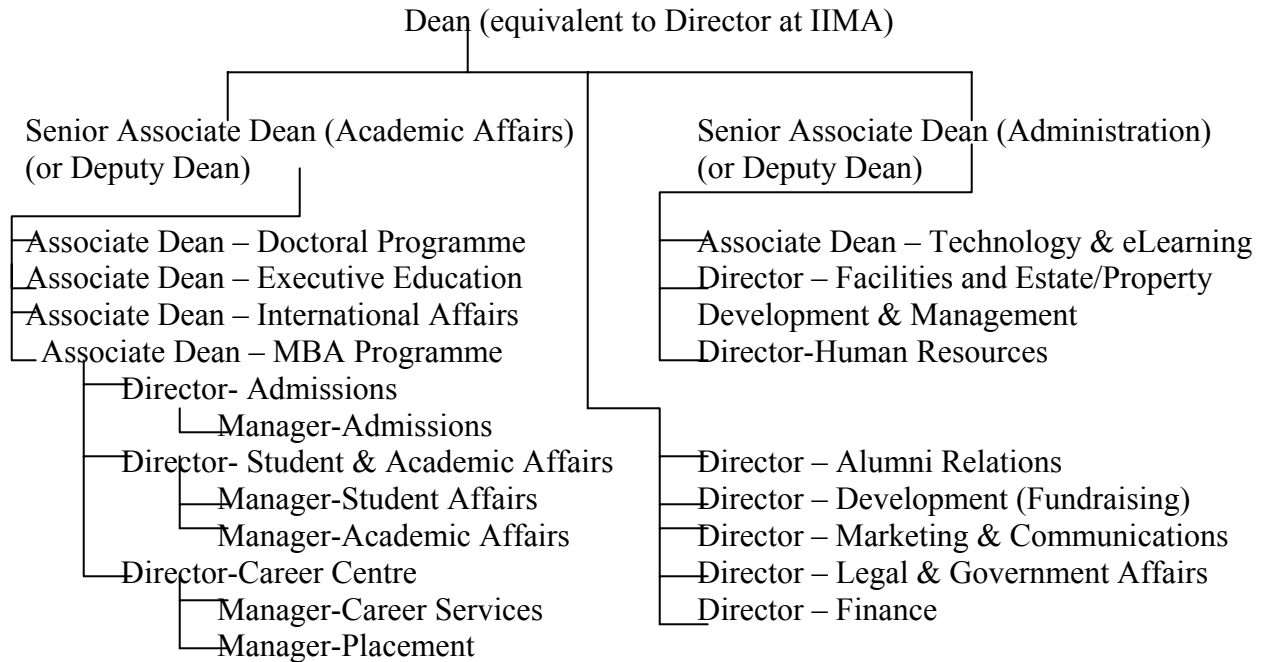
for generating and retaining funds, e.g., trusts that could professionally manage the funds of the school. Alumni support could be sought to bring in key managers in administration (either through direct support or by sending managers on "loan") – of course, the need is to develop such resource internally. Schools that have been in existence for a while need to raise funds in an organized manner from their alumni and other holders in the society. Such schools also need to learn about nurturing relationships so that well wishers can bequeath resources to the school. School leadership may develop events where such well wishers could be engaged with the school. Towards this goal, school may have to hire a Senior Manager (Development) who would help raise funds. It would be easier to raise targeted funds especially those that support faculty and student development and accompanying facilities.

New programmes may be implemented cautiously though focused programmes may hold key to generating additional resources. Another possibility could be resources generated through sale of intellectual property developed at the school or equity that the school or its agency can take while supporting start-ups on its campus (e.g., through the incubator, if they have one). Schools that invest in research will be able to develop these and other new opportunities for raising resources for various activities.

viii. **Planning for the Future:** Schools need to periodically project their requirement into the future – not only in terms of size of faculty and students but also the kind of programmes that schools need to develop in the future and the resources required for the same. For instance, schools especially the larger ones must seriously look at their need for land for future expansion and activities. With such a plan in hand, schools can judiciously acquire land over a period of time in a more strategic manner. A few may grow themselves into universities over a period of time.
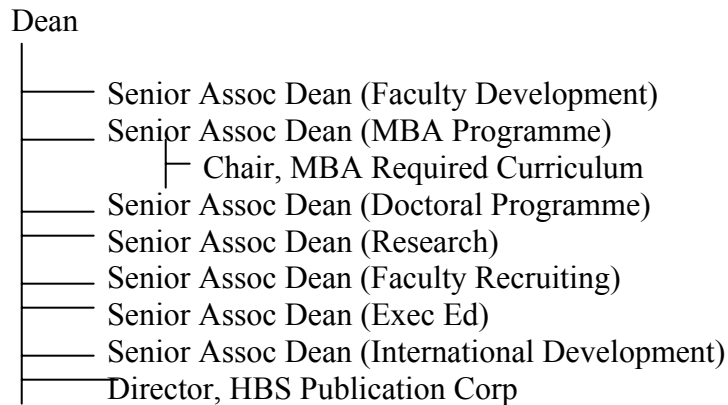
**Figure I: Models of School Leadership**

Model A: Most Common Model

Dean (equivalent to Director at IIMA)

Senior Associate Dean (Academic Affairs)  (or Deputy Dean)

Senior Associate Dean (Administration)  (or Deputy Dean)

Associate Dean – Doctoral Programme
Associate Dean – Executive Education
Associate Dean – International Affairs
Associate Dean – MBA Programme
   Director- Admissions
      Manager-Admissions
   Director- Student & Academic Affairs
      Manager-Student Affairs
      Manager-Academic Affairs
   Director-Career Centre
      Manager-Career Services
      Manager-Placement

Associate Dean – Technology & eLearning
Director – Facilities and Estate/Property
Development & Management
Director-Human Resources

Director – Alumni Relations
Director – Development (Fundraising)
Director – Marketing & Communications
Director – Legal & Government Affairs
Director – Finance

Senior Assoc Dean (Academic Affairs) also manages faculty development, faculty recruitment & research. A structure similar to PGP also exists for Exec ed.

Model B: HBS Model
Dean

   Senior Assoc Dean (Faculty Development)
   Senior Assoc Dean (MBA Programme)
      Chair, MBA Required Curriculum
   Senior Assoc Dean (Doctoral Programme)
   Senior Assoc Dean (Research)
   Senior Assoc Dean (Faculty Recruiting)
   Senior Assoc Dean (Exec Ed)
   Senior Assoc Dean (International Development)
   Director, HBS Publication Corp

All administration function similar to those in Model A. Many administrative functions are delivered through the University.

**Appendix I:  MBA Processes & Activities**

In this appendix we describe the MBA process that I had designed and implemented at a business school. This design was based on similar designs at WCS mentioned earlier.

# MBA Processes & Activities

**I.    Preamble**

The objective of the MBA Programme administration will be to ensure that value education is delivered to students of highest capabilities and potential and that they have a meaningful, challenging and ethical experience during their stay at the school.  It would be the endeavour of the programme to constantly search for excellence both in academics and the delivery of the educational experience.

**II.    Organization**

The MBA programme office would comprise the following divisions:

- Admissions & Financial Aid
- Academic & Student Affairs
- Career Services & Alumni Affairs

Each division will be responsible for managing their respective processes & activities and will be guided by a division head.

**III.    Processes & Activities**

In this section we detail the processes and activities that the school will have to put in place in each of the three divisions that comprise the MBA programme.

**IIIa    *Admissions & Financial Aid***

Objectives

The broad objective of Admissions & Financial aid is to identify and attract students from different parts of the world who have exhibited excellence in education, work, extra-curricular and community involvement. The school's admission philosophy will be guided by the following:

- admission will be independent of financial aid
- create loan possibilities for all who are admitted
- create a diverse classroom
- admit students who have a high GPA, possess strong analytical skills, have a breadth of experience, have learnt from their experiences, exhibit leadership potential, are self starters, who are "givers", are high on integrity & ethics etc.

Outreach

The marketing of the programme to potential students will require the following effort:

- advertisements, participation in World MBA Tour, School Visits by prospective students (keep a record of visit for future use), MBA Forum (presentations by Deans & Exec Committee members), brochures (new photos, write-ups, faculty/staff, facilities etc.), presentation in companies (including promotion for sponsored candidates), events around Faculty Lectures, website, meet the current students (online), posters, A Day at the School (web based), etc.
- organize a reception/presentation after the World MBA Tour in the same city; can interview people during the road show for future use (voluntary)
- strengthen online contact with prospective students
- how to use word of mouth for selling the school – keep doing things with those who matter (e.g., meeting with fresh graduates as future constituents)
- get faculty to talk about the school
- follow up with people who attend receptions/show interest (key issue-how to increase the number of applications)
- "once a week" tour of campus for anyone – School badges etc.
- build constituencies in Asia (China, Singapore, Malaysia, Indonesia, etc.), East Europe, parts of Africa or those who want international education and an Indian experience
- put profile of current students on the web
- create a list of good schools all over the world
- develop a policy for top ranked fresh graduates.

Admission Process & Evaluation

- Establish requirements for admission
- Admission deadlines: Single or multiple admission deadlines
- Review current application package
- Receipt of application & acknowledgement
- Scan the application – put it on a CD and enter relevant information in a database
- Setup an Admissions Committee
- Admissions will be a two stage process – application shortlist based on application rating; final selection will be based on both application rating and interviews
- Train current students to evaluate applications
- Reading of applications & Shortlist for Interview
  - First read of the applications done by trained students – develop an application rating
  - Second read of the application done by MBA admissions staff – develop an application rating
  - Based on the above two reads develop a short list of applications for interview (admissions committee develops policy guidelines for creating the shortlist of candidates); at this stage some applications get rejected
- Interview Process & Selection: two options are available here -

- Option I: MBA admission staff, School Alumni interview candidates; the Admission Committee makes admission decisions based on application ratings & interview evaluation;
- Option II: MBA admission staff, Faculty, School alumni interview the candidates; Admission Committee makes admission decisions based on application ratings & interview evaluation;

- Develop statistics/profile (part of the admissions database) of admitted students; generate list of students recommended for the "Preparatory Programme" or the Pre-Term.
- Prepare Admission Package & develop deadlines for acceptance of offers
- Send a letter of admission and the admission package to admitted students.

Matriculation

The issue here is to increase the fraction of those admitted to ultimately join the school. Activities that can help in this effort are:

- Weekend Programme – a one/two day programme on the campus that gives a flavour of life at the school
- encourage school visits
- telephone calls by Deans to exceptional students
- periodic contacts from the admissions office including mailing of school material etc.
- acceptance deposit
- reception for accepted students in various cities
- involving the admitted students in pre-term activities
- use of financial aid to draw exceptional students

Financial Aid & Loans

- Philosophy behind financial aid
  - Targeted aid: women, minority, etc.
  - Merit vs. Need Based
  - Full financial aid vs. Partial financial aid
  - Set a target for fraction of students on scholarships
  - Performance based scholarship – for top students after the first four terms
- Design of financial aid form for the application package
- Create criteria for financial aid – set policy and admissions office decides
- Loans – work with banks for guaranteed approval of loans (e.g., LBS has developed such an arrangement with HSBC; INSEAD has a similar arrangement with ABM-AMRO); this will help in providing need based support to admitted candidates;
- Get accredited for loans by US banks – students from US would require this in order to get their government loan approved.

IT Support Required

- Online promotion, schedules of events, visits, etc.

- Update school's website
- Online application (try embark.com)
- Develop admissions database including applicants, visitors, potential applicants, admits, those who join etc.
- Online tracking of the progress in application (i.e., a student can find out the stage where her/his application is at any time in the admissions process)
- Develop a calendar for the admissions office
-  Online status of admission & financial aid decisions
- IT support for evaluation of applications
- Create, online, a page that carries all records of each student who joins the school

Staff Required
The admissions & financial aid division could comprise a director of admissions & financial aid, two admissions officers (or managers) and two-three secretarial staff. In addition, support from Marketing will be required.


**IIIb**     *Academic & Student Affairs*
Objectives
The objectives of this division are to coordinate the academic programme, provide support to faculty involved, help develop a learning ambience, establish & monitor programme standards, maintain records and facilitate student-life activities on campus.
Academic Affairs
Academic affairs will be concerned with:
- Academic Policies
  - Number of courses that a student can take per term – balance workload
  - Class duration and class timings
  - Grading policy
  - Promotion policy
  - Academic appeal
  - Grades confidentiality and release
  -  Policy on returning examination booklets
  - Make-up examination policy
  - Honour Code
  - Examination rules
  - Policy regarding Scholastic & Cooperation awards
  - Residency requirements
  - Policy on waivers

- Preparatory Programme or Pre-Term
  - Design of the programme: basic mathematics, statistics, economics, perhaps some sessions on reading a balance sheet and computer skills  (note: Wharton has a self-assessment module based on which a student decides whether he/she should come for the pre-term programme and which module to attend.

Kellogg provides some of the skills courses on a CD; however, all students attend a two day camp on math and computer skills following the orientation.)

- Visiting Faculty for the programme
- Duration – one week vs. two weeks (programme finishes a few days before Orientation)
- Policy on who pays for the programme (voluntary vs. recommended)
- Registration for the programme/accommodation & food arrangements during the programme
- Can we develop the Preparatory Programme as a product and offer it to other business school in India/abroad?
- Location of the programme – on the campus or a travelling programme in few cities (depends what effort is required to put it together and availability of dorm space)

- Programme Design & Review
  - Programme requirements – number of credits required etc.
  - Term-wise structure of the programme
  - Course descriptions
  - Need to articulate programme & course expectations
  - Annual review of the curriculum by faculty

- Registration & Records
  - Check past records upon entry/maintain records & background data on each student who joins
  - Course registration process
  - Drop/Add process for Electives
  - Establish bidding process for electives
  - Maintain registration database
  - Ensure grades are received, recorded and released on time
  - Ensure credit requirements are met prior to graduation
  - Preparation of transcripts (note: need to design the transcript)
  - Maintain online records that students can view
  - Administer, process and record Course Evaluation
  - Keep a record of teaching by faculty
  - Develop course related statistics
  - Ensure safekeeping of records

- Courses, Schedules & Examinations
  - Assign students to sections (diversity & balance being the goal)
  - Create seating plan for core courses with photographs of students (can change the seating plan each term)
  - Interact with faculty to develop course plan for core & electives
  - Create faculty, student & staff photo book

- Facilities allocation – rooms for different courses
- Coordinate classroom support for each class with facilities, library & IT
- Scheduling of electives
- Scheduling block week, weekend or vacation courses, if any
- Scheduling & organizing examinations – coordinate with faculty & facilities (note: need to design answer booklets)
- Coordinate preparation of course package
- Coordinate permission for use of academic material from publishers (note: perhaps the reprographics centre can handle this and the course packages)
- Collect & process grades from faculty
- Coordinate make-up examinations
- Scheduling of tutorials
- Schedule course approval meeting
- Inform faculty of the grade distribution guidelines
- Plan multiple offerings of the same course
- Remind faculty & students of various deadlines
- Provide logistics support for speakers in various courses
- Make bidding & teaching evaluation information on each course available to students during registration
- Design/update teaching evaluation form
- Teaching Assistants – hire on annual contract

- Review & Feedback
  - MBA committee vs. task force for policy discussion/changes
  - Term Instructor's Meeting/Lunch before the term begins – set/disseminate expectations, discussions on work load in different courses, understanding specific requirements of faculty;
  - Mid Year Instructors-Students Meeting – a meeting between all students & instructors to discuss general academic performance/administration issues (perhaps, after the fourth term)
  - MBA Office-Student Officers Meetings:
    - Meeting with Students Association: once per term
    - Meeting with Students Class Representatives: twice per term (first one within one-two weeks of classes)
  - Informal MBA Office-Students Reps Meetings/Dean's Meetings with President of the association
  - Disseminate Course Evaluation feedback
  - Term Review of Grades Meeting – for students who need assistance and academic support in class
  - Annual curriculum review
  - Academic Advisors Programme – can we assign one faculty (and perhaps, one CEO) as a mentor to each student ?

- Student Exchange Programme
  - Setting up the exchange programme with various schools
  - Policies for exchange – one way vs. two way
  - Criteria for selection
  - Develop the exchange programme things-to-do sheet
  - Preparation & de-briefing on exchange experience
  - Equivalence of courses taken during exchange
  - Nominate a staff as the foreign students advisor

- Graduation & Convocation
  - Faculty meeting to approve names of students who will graduate
  - Setup Convocation Committee – speaker, student valedictorian, convocation process, activities, arrangements, honorary diplomas, etc.
  - Finalize diplomas, certificates, medals etc. (note: need to design these items)
  - Informal events (perhaps before the convocation): alumni visits, student co-curricular awards etc.


Student Affairs
Student affairs will be concerned with activities surrounding student life. These activities will include the following:

Orientation
- Provide a slow speed re-entry into the world of academia
- Focus on fun (several events), familiarization (with the school, programme, fellow students, faculty & staff) & future (peep into the world of management education, information on future careers, and expectation of the society)
- Develop a timeline for planning of orientation
- Form the Orientation Committee comprising MBA office, students and whoever else feels excited about it! This committee designs & implements the programme
- Develop a format for orientation –work with Dean's office to bring in Executive Board members during this event
- Provide a school diary to students – this is a calendar showing all deadlines and listing dates for school events
- Provide school merchandize (e.g., bags, T-shirts, mugs, laptops etc.) to students


Student Activities Council (SAC)
- Establish the composition of SAC & its responsibilities
- Brief incoming class of the structure of SAC, the processes & expectations
- Help Organize elections
- Establish a roster of activities with SAC for the entire year

Student Activities
- Thursday/Friday Evening Event – once a week vs. once a fortnight; school sponsored informal get together for students, staff and faculty

- SPIC-MACKAY programmes on campus
- Prospective Students Committee – to help admission office with student admission process
- Celebrations of festivals
- MBA Life & Society Speaker Series – get eminent people from various walks of life to speak on campus
- Programme on Indian Social & Political Environment (weekend series)/Government, Business & Society
- Art of Living/Yoga Workshops
- Inter-Section Socials/Competitions – events where PGP 2s (recent graduates) may be invited back on campus for a long weekend; one could hold elections also during this period – this activity could help develop linkages between the current & last batch of students
- Student Conferences
- Student run CEO's Forum

Student Support
- Spouses Programme - group for spouses living on campus – develop special activities, involve them in school activities and provide temporary employment on campus
- IT Support Group – will help manage the IT network for students
- Tutorials & Peer Support
- Quiet Hours during examinations
- Housing representatives & housing block bonding events
- Creche for children of students, staff and faculty

Student Clubs
- Discipline Clubs, e.g., Technology club, Investment banking club etc.
- Language instruction/hobbies club – tie in with existing resources in the city
- Volunteers Club – social work in the city; organize once-a-week tour of campus for citizens of the city (will help in developing strong linkages with the city community)

Business Plan Contest
- Establish a Student Coordinator & a Faculty In-charge for the contest (in the long run we may need a full time coordinator for this activity who will track all projects even after students have left the school)
- Establish contest rules
- Link up with VCs, industry partners and form panel of judges
- Help develop business plans
- Selection, incubation & support
- Advise on second level funding, IPOs etc.

IT Support Required
- Online registration

- Provide academic calendar on line
- Records database & online access
- Online grade sheet
- Provide bidding software support for electives
- Provide photo-guide/seating plan for each class
- Course scheduling system
- Online course management system – online interface between students & faculty of a particular course

Staff Required

The academic & student affairs division could comprise a director of academic & student affairs, two programme officers (one for academic affairs and one for student affairs) and one secretarial staff.

**IIIc** *Career Services & Alumni*

Objectives

The objectives of the Career Services and Alumni division are as follows:
- Help students realize their career priorities & goals
- Provide students with skills needed to manage their career throughout their lives
- Provide the students an opportunity to access employers while they are on campus
- Provide lifelong support, bonding with and learning at the school
- Create an environment where students & alumni can participate in the growth of the school

Self Assessment of Career

Help students assess their aspirations & capabilities at the time of entering the programme. This could be done
- by organizing a career management seminar during Orientation
- by administering a self assessment questionnaire during the Orientation (note: two tools exist for this purpose – Meyers Briggs and Career Leaders)

Develop a Career Services Calendar

This could list all workshops that the school plans to organize and various deadlines (include this in the school diary that is distributed to the students).

Career Counseling

Through this service the Career Services staff can help the student, on an individual basis, formulate her/his own career plan as well as determine the nature of assistance needed from the office. This service could be obtained by making an appointment with the staff.

Skills & Career Workshops

The division would offer various workshops for the students. These would include:
- Oral & Written Communications

- Resume/Letter Writing
- Interviewing Process
- Negotiations
- International versus Domestic jobs
- Profiling (e.g., Thomas profiling, MBTI etc.)
- Team Building & Participating in Teams
- Campus & off-campus recruiting, etc.

Workshops run throughout the year. Some like Oral & Written Communications would be made mandatory.

Employer Relationship
- Develop partnership with leading companies of the world through board members, school faculty and Visiting faculty and by organizing focused events with these companies. These companies could form the natural source for speakers in courses, financial support, data for research and possible employment avenues for students.
- Gather information material on potential employer companies
- Visit potential employers; understand their requirements & make presentations on the school, its programmes & activities as well as on the general profile of students
- Recruiter's Day – invite recruiter's for a presentation after placement to receive as well as provide feedback on the process; get a faculty to talk during such an event; essentially, its an opportunity to thank them for looking at our students.

Placement Activities
- Set up a Student Placement Committee – let this activity be run by the students
- Establish placement policies including those on **open/closed** interviews
- Prepare resume book
- Contact employers
- Set up pre-placement talks by employers
- Organize a workshop on Placement & Employers
- Coordinate the Placement Week's Activities
  - Choice of companies for placement
  - Day allocation for companies
  - Rules for interview & acceptance (including prevention of job losses)
  - Scheduling interviews
- Off campus placement support
- Counseling during the placement week

Alumni Affairs
- Build alumni values & expectations prior to convocation
- Provide services to alumni
  - Alumni magazine
  - Alumni Chapters
  - Class representatives
  - Permanent email facilities (or forwarding facilities)
  - Provide hotel facilities at Exec Centre for alumni visiting the city

- Alumni Reunions
- Alumni Giving
- Coordinate visits by  faculty to Chapters

IT and Other Support
- Support self assessment tools online
- Videotaping facilities and availability of career related videotapes & CDs
- Support bidding system for open interviews
- Database on companies – industry wise
- Annual reports on companies
- Resume book on a CD (though it seems the recruiters prefer a paper copy)
- Employer's lounge – recruiters use this when they visit the school
- Interview rooms-permanent physical facilities for interviews etc.
- Job interview scheduling system
- Jobs online – display jobs on/off campus
- Obtain feedback on workshops
- Videotapes of company presentations
- Record of counseling sessions with students


Staff Required
The career services & alumni affairs division could comprise a director of career services & alumni affairs, two programme officers or managers (one each for career services and alumni affairs) and a secretarial staff.

**IV      Additional Comments on IT**
- Choice of educational software for teaching purposes will be driven by individual instructors. The school should focus on developing in-house capabilities for providing support to the faculty.
- There exist two options as far as software for administration is concerned: to purchase an existing system for administration versus getting a system developed for the school locally. Kellogg uses a comprehensive package called Exeter System (includes module on admissions, registration, bidding, career management etc.; www.exeter.com); Wharton uses some modules of Exeter but has also developed some in-house packages (e.g., the course bidding system) and LBS has systems that have been specifically developed for the school. Exeter has most of the modules in place but needs front-end customization and is also expensive.  Developing a system in-house will take some time but will be customized for the requirement's of the school and will be less expensive. My recommendation is to go for customized development by subcontracting a software firm in the city to develop & maintain our proprietary package.
- Initially, start with Excel/Access and then later on convert them to online systems.
- Establish classroom support of IT & Audio-visual.
- Develop specialized support for faculty teaching with the aim of increasing the effectiveness of faculty.

- Explore the generic online application package through www.embark.com – will need to develop interfaces of embark format with our system.
- The MBA office and its processes should be electronically driven.
- Subcontract IT-Help Desk

**V    Some Notes for the Library**

- LBS uses the London Classification for Business instead of the Dewey system of classification. It seems that the London system is more effective for business libraries and related documentation. It is worth exploring, if not already done.
- Request faculty for each course to suggest a list of books/software/journals in their respective areas. Similarly, seek suggestions for databases used.
- We need some computer terminals for database searches in the library (as there maybe some databases that do not have network versions). Similarly, we need some arrangement in the library for hooking up laptops.
- Please see Kellogg's online reference resource page: www.library.nwu.edu/reference/kgsm/
- Please see library service of LBS on www.london.edu/library.
- Provide for library access from anywhere on campus
- Establish specialized search facilities for faculty's teaching & research needs
- Develop a system for posting new additions online
- One of the best sources for business related books/journals is the Baker Library Addition series from HBS.
- The following services will have to be developed:
  - Repository of cases
  - Content page service
  - Search facilities for specialized information
- Close the library between 2am and 7am on weekdays and from midnight to 10 am on weekends.
- Provide unlimited access & borrowing facilities to faculty and doctoral students.
- Library should have automated access, checkout and search facilities. Encourage use of smart card for library services.

# Appendix II: A Recent ad from the website of one of the best business schools in China (www.gsm.pku.cn)

**Guanghua School of Management**
**Peking University**
**Faculty position openings**

Guanghua School of Management at Peking University is a leading business school in China. The School offers undergraduate, MBA, M.S. and Ph.D. programs, with enrollment of 2,000 students of which 1,200 are in the MBA program. The School is partially endowed with US$10 million by the Guanghua Education Foundation (Hong Kong). The School is housed in a modern state-of-art building opened in1997. Each faculty member has a private office equipped with telephone, networked computer, and air conditioner.

Guanghua School of Management conducts a worldwide recruiting campaign to strengthen her academic faculty. Applicants are invited for assistant /associate professorships and full professorships in economics, finance, accounting, general management, strategic management, marketing, organizational behavior, human resource management, management science, and management information system. Applicants should have a Ph.D. degree in relevant field and an established academic record or strong research potential. Those with experiences and tenure in prestigious universities or research institutes in Europe and North America are especially welcome.

The starting salary is USD40,000 for assistant professor, USD50,000 for associate professor, and USD60,000 for full professor (all payable in Chinese currency). In addition to standard salary and fringe benefits, successful candidates for full-time faculty positions will also receive the following special benefits.

1. Housing benefits: the university provides a 2- or 3-bed room apartment; those who wish to buy their own apartment will receive a lump-sum subsidy of 200,000RMB.
2. Settle-down allowance: a lump-sum allowance of 150,000RMB is offered for the appointee to settle down in Beijing.
1. Research funds: a start-up research grant of 50,000RMB will be provided per year for the first two years.
2. Passage allowance: the School will reimburse one-way economic class airfares for the appointee and his/her immediate family to fly to Beijing for duty.
3. Flexible sabbatical leave: sabbatical leaves may be arranged for faculty with well-established record and with previous appointment in an overseas academic institution.
4. Publication reward: the current reward for each English publication varies from 40,000RMB to 10,000RMB (depending on journal ranks).

Applicants please send a CV, three reference letters and copies of two research works to each of following addresses:

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