

sured up to similar programs offered at the particular foreign university. No doubt the expansion of private higher education has increased access, but has this occurred at the expense of quality and equity and do less-privileged students pay more for an inferior education provided by the private sector?

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In an effort to exercise some quality control over private higher education, the Malaysian government requires all private colleges to register with the Ministry of Education and to obtain ministry approval for any new programs. The ministry can impose fines or even close down colleges for not complying with regulations—such as, employing a noncertified lecturer or conducting classes in buildings that do not meet safety codes. However, lack of resources prevents the ministry from fully monitoring and enforcing the rules and regulations pertaining to private education. The Malaysian government faces a dilemma of having to liberalize and privatize education while, at the same time, regulating and controlling the system to ensure quality and equity.

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#### *Cultural Issues*

There is a growing trend toward the globalization of higher education. Advanced countries are keen to export their educational programs, and developing countries are prepared to franchise these programs. These programs not only equip local people with the knowledge and skills to participate in the global economy but also transmit global cultural values and attitudes—such as, competitiveness, self-

efficiency, high achievement motivation, and an acceptance of the importance of the English language. The curriculum has become a matter of great concern in countries like Malaysia, which view the transmission of the global culture as part of the dominance of Western culture. In response, the Malaysian government has introduced educational policies intended to give higher education a Malaysian identity. All private colleges must conduct their courses in the national language, and if they want to conduct any course in English, they must teach Malaysian studies (including Islamic and Asian civilizations), Islamic studies (for Muslim students), and moral education (for non-Muslim students).

Many developing countries tend to neglect their cultural heritage in their hurry to modernize and develop economically, while others see globalization as harmful to the moral and cultural well-being of the nation. The challenge is how to achieve a balance between the inevitability of accepting the global culture and the need to safeguard cultural identity. Educators must choose what is necessary in the way of knowledge and skills for meeting the challenges of changing world order, while preserving as much of the country's cultural heritage as possible.

## Student Magna Carta Results in Philippine Private Higher Education Protest

**Andrew Gonzalez, FSC**

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Private colleges and universities in the Philippines were closed late last year for a day of silent protest. Following the October 12, 1997 congressional ratification of a “Magna Carta” for students (House Bill Number 9935), the country’s Coordinating Council of Private Educational Associations (CCPEA)—a national federation of sectarian and proprietary colleges and universities—called for the action to make public their concerns about several provisions in the new Bill. Administrators of the country’s almost 1,000 private colleges and universities fear that the student Magna Carta could jeopardize their ability to manage and to keep schools viable.

The Bill’s provisions found to be especially objectionable to the administrators included the ex officio membership on Boards of Regents/Trustees for student government heads; student membership on the School Fee Board—a committee able to overrule an institution’s Board of Trustees; the right of students to overturn unpopular administrative policies by referendum; and,

most objectionable of all, student participation on faculty hiring and promotions boards.

The country's current population of 68 million is expected to reach 70 million by the year 2000, and to surpass 100 million by 2020. Education is a burden that the public sector is not able to carry satisfactorily. Nearly 1.8 million students now participate in various tertiary-level institutions (two-year colleges, four-year, and comprehensive and technical universities) at 350 public and 950 private colleges and universities. Private higher education institutions already enroll approximately 79 percent of the student population, with state schools taking care of only 21 percent.

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Apart from the University of the Philippines—the country's premier state institution—the quality of most other public colleges and universities is limited by insufficient resources. Most of the best schools are private ones. Thus, the private sector is expected to play a pivotal role in the development and improvement of Philippine higher education.

The House Bill has become a political issue as the proponents, looking toward national elections in 1998, are seeking favor with students, who constitute a sizable voting block of young adults. The Philippine constitution considers 18-year-olds as eligible to vote; hence, in a country where two-thirds of the population is 25 years or younger, the youth vote determines the winners.

President Fidel V. Ramos and speaker of the House, Jose de Venecia—himself a candidate for the presidency—recently called for a series of meetings with legislators, students, and college administrators in an effort to iron out differences and reach a compromise on the more objectionable features of the Magna Carta.

The situation is symbolic of what ails Philippine higher education: the politicization of even the internal management of academic life, the blurring of distinctions between learners and teachers, and public ambivalence toward private colleges and universities, which are needed but also resented due to their profit-making orientation as teaching institutions that do little or no research.

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## Tenure in the United States: 20th Century Relic or Essential Structure for the 21st Century?

**William G. Tierney**

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Arguably at no time in this century has tenure in the United States come under attack as vociferously and consistently as it has over the last few years. Tenure came about in U.S. colleges and universities in large part to protect infringements on academic freedom that occurred at the end of the 19th and the start of the 20th century. Throughout this century critics and protectors of tenure have argued about tenure's effectiveness and import.

I have been involved in two studies over the last four years that deal with faculty productivity and tenure's effectiveness.<sup>1</sup> The arguments pertaining to tenure revolve around six key issues.

### *Tenure's Flaws: The Critic's Concerns*

Tenure rigidifies positions, argue some. At a time when an institution needs to reorganize it cannot. Some have said that tenure imposes an inflexible financial burden upon institutions. Academe needs to be nimble, suggest critics, and tenure prohibits that.

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***Tenure does not preclude, argue the protectors, an institution's ability to act when it faces fiscal problems. It only clarifies relationships and responsibilities.***

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It is said that tenure protects unproductive individuals. The assumption is that in business and industry such individuals would be fired. Howard Bowen and Jack Schuster write that "the procedures for ridding the profession of misfits are so arduous and so embarrassing that few administrators are willing to take the time of themselves and the faculty to prosecute the cases. The procedures take on the flavor of a trial for murder."<sup>2</sup> I have not been to any institution where someone has pointed to more than two tenure dismissals over the last decade. The critics allege that such a number is too small