





“Babson is a fascinating school that has never stopped developing; it exhibits a dynamic quality. We have not yet achieved all that we can.

The important point is Babson’s future, not its past.”

—Walter H. Carpenter

Vice President of Academic Affairs

Looking Ahead

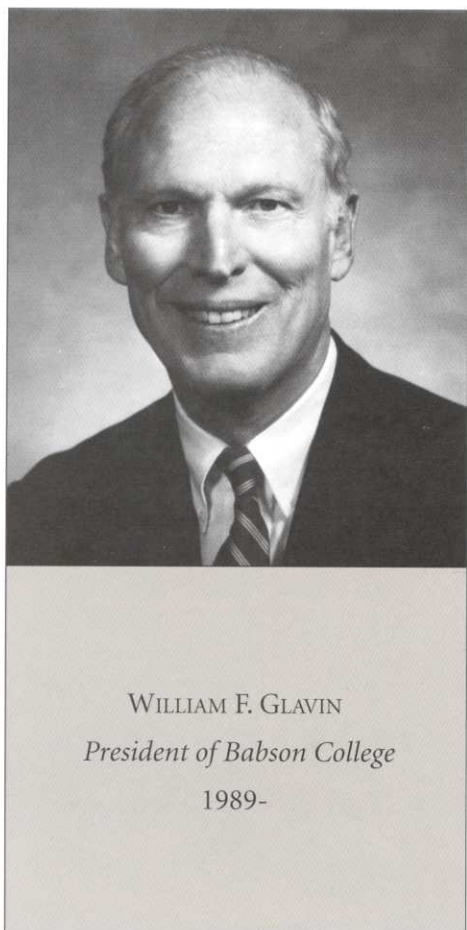
President Dill's announcement of his intention to step down at the end of the 1988-1989 academic year set in motion Babson's third presidential search committee, an eleven-member body headed by trustee Elizabeth P. Powell M'76. What Babson College needed, the *Babson Free Press* editorialized, was a strong leader with a clear vision for the college and the ability to increase its visibility, to foster a sense of community, and to raise revenues—a leader, moreover, who was “charismatic, articulate, a tinkerer, a planner and an implementer, someone with integrity, honesty, and warmth, and . . . who knows when to listen and when to lead.”

In May 1988, the committee members set to work, meeting more than thirty times over the following nine months. They combed through some 200 applications and interviewed thirteen finalists before announcing their unanimous choice—William F. Glavin.

Left: Students in an MBA class. Thirty-eight percent of Babson's graduate students are women.

A graduate of the College of the Holy Cross and of the Wharton School of the University of Pennsylvania, where he had received an M.B.A. in industrial management, Glavin had a long and distinguished career in business, having risen to senior management at IBM before joining Xerox in 1970. At Xerox, he held several top management posts, including a six-year stint as managing director of Rank Xerox. Headquartered in London and with branches in thirty countries around the world, Rank Xerox proved an invaluable training ground. It was at Rank Xerox that he saw the future—the rapidly expanding global economy—and came to appreciate how it worked.

In 1985, Glavin was named vice chairman of Xerox, a post he still held when the Babson search committee first contacted him. The timing was propitious. For a number of years, Glavin had been actively involved as a member of the president's council at Holy Cross and of five boards at Wharton, including the board of overseers. He enjoyed the experience, and it piqued his interest enough to get him thinking about a second career in management education.



Several colleges had approached Glavin with offers, but it was not until the Babson search committee contacted him that he saw a challenge sufficiently enticing for him to apply for early retirement at Xerox and embark on a new career. “The thing that really interested me about Babson was the faculty and student body. They were easy to interact with because they were business-oriented,” Glavin said, in explaining his decision. “I felt almost immediately I could do many things to help move this school forward.”

William Francis Glavin came highly recommended. His commitment to the work ethic drew this comment from his friend, Donald J. Barr, publisher of *Sports Illustrated*: “He demands the best of himself and those on his team. That is why he has been so successful in each endeavor he has undertaken.” Said David T. Kearns, chairman and chief executive officer of the Xerox Corporation: “I have known Bill Glavin as a friend and associate for more than a quarter of a century. I can tell you firsthand that Babson College is fortunate to have Bill as its president. He is an excellent leader, a compassionate human being, an exemplary family man, and a

visionary—the type of person that will lead Babson to even greater success in the 1990s.”

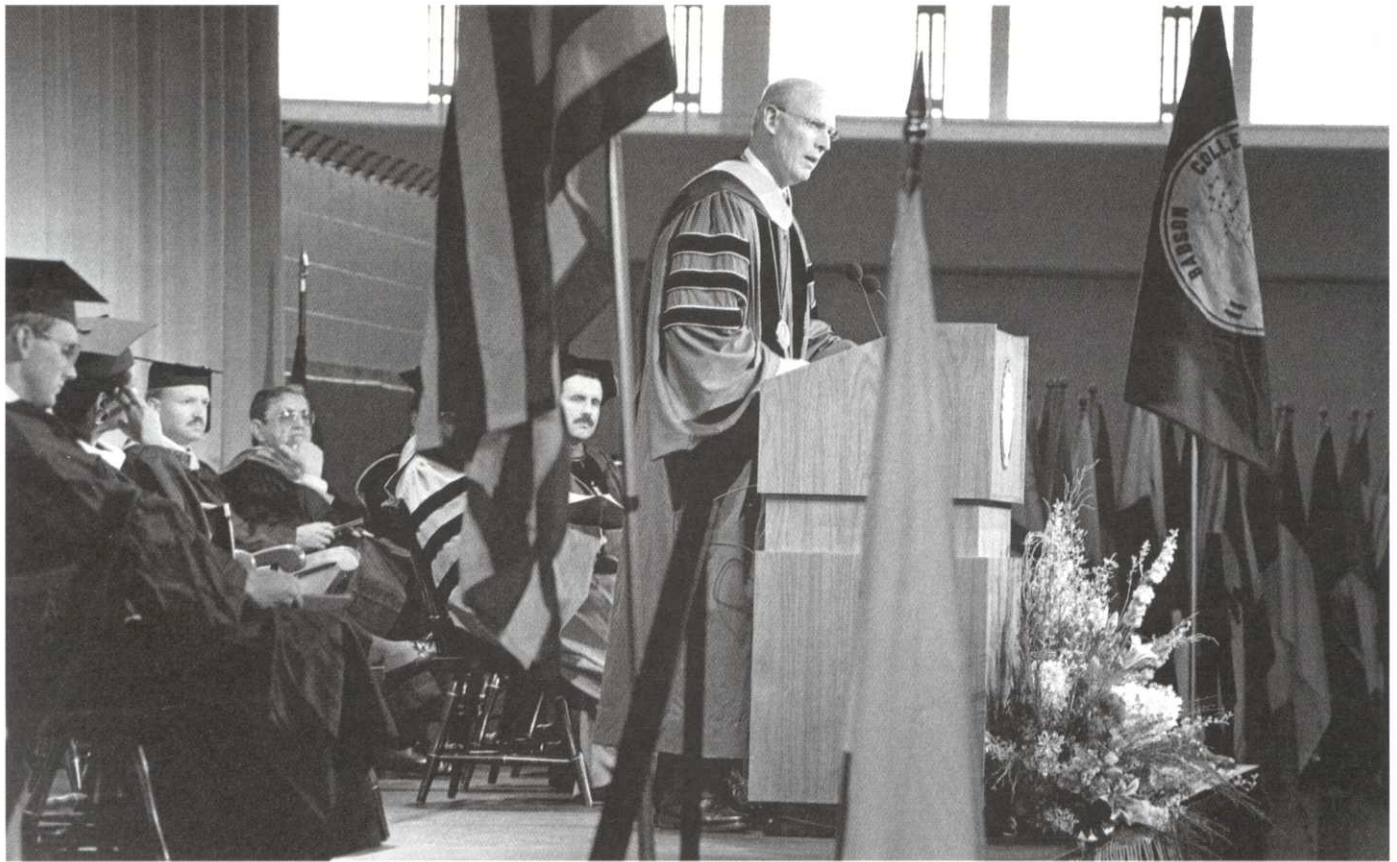
Elizabeth Powell saw Glavin as the right fit for the times. “Bill Glavin has a truly global perspective,” she noted. “He understands, from his broad experience in both business and education, what is required to prepare businessmen and women to succeed in an international community.” The search committee had been especially interested in his potential as a fund-raiser. “We were looking for someone who could raise money for the college,” remarked one member. “And Bill Glavin looked awfully good.”

The president-elect was equally enthusiastic about his new career. “Working for the two schools I graduated from has been very satisfying,” he said, “and as Babson’s president, I look forward to becoming more directly involved in the education of young people for business careers.”

Babson’s ninth president was the first since Roger Babson to come to the office directly from the ranks of business and without experience in the classroom or college administration. Unlike Babson, however, Glavin’s educational background and work experience sharpened his appreciation of the importance of the liberal arts to the education of business leaders. “When I majored in accounting [at Holy Cross],” he recalled, “I was also a liberal arts major. The liberal arts content of my education was larger than the accounting and economics content. Fortunately for me, the liberal arts courses taught me to think, how to learn, and to have a thirst for continuous learning.”

The paucity of academic experience notwithstanding, Glavin brought a clear vision of the direction that he wanted Babson to take as it forged ahead toward the next millennium, and of the kind of curriculum needed. “Today’s managers must know about both liberal arts and business,” he asserted. “To work in a global marketplace, they must have knowledge of languages, history, the arts and sciences, and have an appreciation of other cultures.”

Clearly, heading Rank Xerox helped shape that vision. Business and the world it functions in were



President William Glavin speaks at the 1991 all-college Convocation.

in the throes of radical change, and Glavin was more aware than most that corporate America had to adapt if it were to flourish in the growing global marketplace.

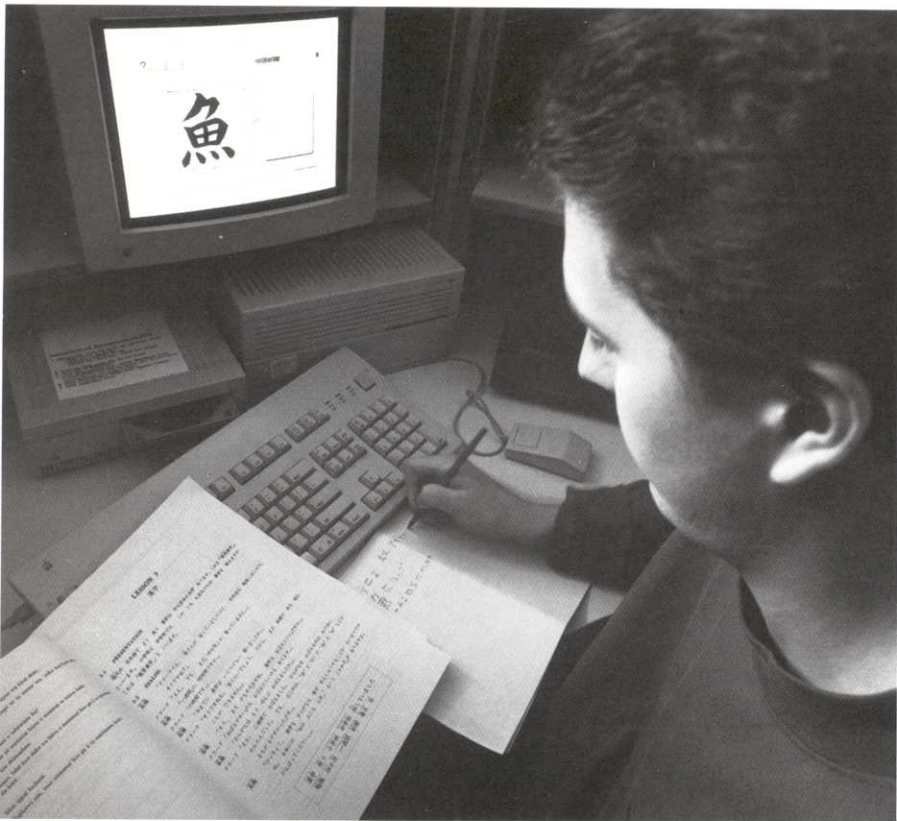
Glavin had ideas about the message he wanted to convey to Babson students. Prior to his inauguration, the president-elect told *Babson Bulletin* editor Diane Coryell of his plans to visit classes and discuss with students the ideals that he felt were important to them as members of the business community. “Helping students to think about their values is even more important than textbook learning,” he said, a comment that would have drawn an “amen” from Roger Babson.

In early April 1989, Glavin sat for an interview with Coryell and the editor of the *Babson Free Press*. Asked what led him to choose Babson, he replied: “I have a great interest in education. . . . I want to participate. I want to contribute.

“The whole scene is changing drastically. The [future] is not going to be one of managers, but business people. Business people need to be able to operate in all environments: family, quality of life, business, et cetera.”

Speaking at an all-college Convocation a few days later, Glavin elaborated on what he considered Babson’s role. “We are living in a global economy,” he told the audience assembled in Knight Auditorium, “that affects our lives, not just in the business sense but in education and culture as well.” That reality created a new imperative for business schools—to educate a new kind of manager. Rapid change was the hallmark of the global economy, he explained, and tomorrow’s managers had to be prepared to function in an environment that was constantly changing. Hence, it would no longer suffice for Babson simply to train managers in specialized fields. It had to broaden its mission and educate for business “in all its forms [because] the business leaders of tomorrow that we are educating here today must be different from the ones already in the world.”

In his inaugural address delivered on October 20, 1989, Glavin chose as his major theme the United States’ decline in the emerging global economy and ways that business in the United States could regain its competitive edge. While businesses in other countries were becoming more efficient and effec-



Preparing to go to Japan as an intern, Pamela Gill, M '93, used a software program to study the language. She worked at the New Otani hotel in Osaka, part of the Matsushita conglomerate.



Students relax at Humphries Plaza between classes.

tive, he said, U.S. companies were no longer listening to customers, and until and unless they did, they would continue to lose ground. “Fulfilling customer requirements is the cornerstone of business,” he asserted. “If you don’t do it, your chances for failure are greater today than ever.”

Schools of management in the United States shared some of the blame for the decline of American business, he continued. They, too, were ignoring the needs of customers—the students. “If we are not educating our students for what employers and society need—not for today but for the future—then we are not supplying the kind of product that is needed to become competitive in today’s world.”

Just as Roger Babson had foreseen the need for a new kind of business education in the wake of World War I, and President Carl Smith had obtained authorization to confer the B.S.B.A. and M.B.A. degrees in anticipation of the changing demands of business in the post-World War II era, President Glavin focused on the need to transform the way business was being taught on the eve of the 21st century. “It is critical that we . . . meet the changing requirements of the universe of which we are a very important part,” he said. Business education in the United States was complacent, sluggish, and “most frightening of all . . . not keeping up with the times in which we live.” Radical change demanded radical reform. That was the challenge facing business schools in general and Babson College in particular.

Babson, he noted, was fortunate to have a solid foundation on which to build the curriculum of the future. Thanks to the accomplishments of the Kriebel, Sorenson, and Dill administrations, the college had earned a national reputation as an outstanding school of management. Now it had to achieve international recognition as a world-class college of management education. That was Babson’s new goal, and to reach it, Glavin said

we must emphasize comprehensive learning, by blending studies in management, sciences, and humanities, with practical applications. We must encourage the development of an entrepreneurial

Expanding diversity on campus was linked to Babson's quest for international recognition as a premier school of management.

spirit and a global perspective. We must develop the skills associated with motivating people to work together toward common goals as well as the skills required to fully understand the new technology. And we must do this while teaching the highest educational standards.

Work on implementing this agenda began with the formation of a strategic planning group, consisting of 129 people recruited from Babson's constituencies—faculty, administrators, students, trustees, and alumni—and organized into eight committees called excel teams. The yearlong collective effort produced “Strategic Plan 1990-1995,” a carefully crafted plan that framed the issues and outlined strategies for each functional area of the college. Its overall aim was to position Babson to meet the needs of business in the 21st century, when U.S. corporations would face much more rigorous competition in the global marketplace.

According to 1990 demographic forecasts, most U.S. businesses will be global by the year 2000, and women and minorities will constitute a majority of those entering the work force. These projections sent a clear message to the excel teams: Babson

needed to create an on-campus environment that exposed students to people from different backgrounds and cultures so they might learn to understand and appreciate diversity and multiculturalism in the workplace.

“Our ultimate goal is a campus where everyone feels a sense of belonging and where the things that make us different from one another become our strongest assets,” President Glavin told a student reporter in a 1990 interview. The college was committed to creating an environment on campus conducive to diversity and internationalism, Glavin said, noting that women constituted 40 percent of the 1990 freshman class and that the percentages of minorities and international students were also up. “The whole aspect of diversity is paying off because people are working on it,” he said.

The emphasis on pluralism on campus led the administration to set its near-term enrollment goals for the undergraduate school: 50 percent women, 15 percent international students, and 15 percent African-American, Hispanic, Asian, and Native American (AHANA) students. Figures for the Class of 1997 showed the school running well ahead of schedule in most areas. Eighty-four of the 375 freshmen (22.4 percent) were from countries other than the United States and represented a total of thirty-two nations. Another 17.5 percent were AHANA students, up from ten percent in 1992.

The college had the luxury of choosing from an applicant pool of more than 2,000, thus enabling it to be very selective. Most members of the Class[®] of '97 had distinguished themselves in a variety of ways in high school. Most had served as representatives in senior class governments or in student councils; as writers or editors for school newspapers and yearbooks; or as participants in volunteer organizations or in school orchestras, bands, and theater groups. Nearly three-quarters had played varsity sports, and close to half had captained their teams. They carried impressive academic credentials as well. Thirty-six percent of them were members of the National Honor Society.

Expanding diversity on campus was linked to Babson's quest for international recognition as a



A driving force behind GIVE, Babson's volunteer organization, was Juan Fernandez '92. He later became director of the program.

premier school of management. So, too, were the recommendations of the excel teams for tighter, more competitive admission standards, recruitment of outstanding faculty, and restructuring the curriculum of all three schools—undergraduate, graduate, and executive education. And to make sure that word of Babson's progress got out, a college marketing division was created to promote Babson locally, nationally, and internationally.

As Babson was positioning itself to forge ahead into the front ranks of international schools of management, it continued to remind students of the importance of service to others. In 1990, a new volunteer organization—Get Into the Volunteer Experience (GIVE)—expanded the opportunity for students to perform community service. The brainchild of Peter Hunt '89, who predicted that Babson students would volunteer if they knew where they were needed, GIVE is a clearinghouse for students who want to volunteer on and off campus. GIVE's first director, Jodi Raybuck, credited Juan Fernandez '92 with being the driving force behind GIVE during its formative stage. "His enthusiasm, willingness to work long hours, and his sensitivity to the needs

of people of color, the elderly, and the homeless have contributed significantly to the program," Raybuck said of the student intern.

Another vital cog in the operation was Tim DeMello '81 and his wife, Mary, whose generous donation made the purchase of essential materials for volunteer projects possible.

In 1991—the first full year of GIVE—450 volunteers gave 1,100 hours of work and raised \$3,000 to help fund charitable projects. It was an impressive record but one that Juan Fernandez (who had become director of the program), was determined to better. He spent the summer of 1991 working in the GIVE center in Hollister, organizing resources for more than 200 community service opportunities. Thanks to his commitment and that of others, Babson students had faster access to organizations that needed volunteer support, such as Rosie's Place and the Pine Street Inn in Boston, the Toys for Tots drive cosponsored by Babson's Department of Public Safety, and the Newton-Wellesley Committee for the Retarded.

Commitment to others comes from within. Perhaps without knowing it, these Babson volunteers were living Roger Babson's version of the Golden Rule—by helping others, you enrich your own life.

President Glavin, speaking at the all-college Convocation on September 11, 1991, pronounced volunteerism in the larger community the theme for the upcoming academic year. Liberal arts Professor Fritz Fleischmann applauded the president's choice in an editorial carried in the *Babson Bulletin*, calling it an example of the "refreshing spirit" of philanthropy, volunteerism, and service to the community-at-large at Babson College. "If Babson students, who expect to succeed in life, are being drawn to helping others, they follow an American tradition," Fleischmann wrote. "In the history of American ideas, the notion of individual success is never far from the notion of individual and voluntary responsibility."

Helping others has been a governing principle at Babson since its inception. In fact, the commitment of the Babson community to volunteerism and

philanthropy in the 1990s represents a recommitment to Roger Babson's original purpose for founding the college—to make better businessmen and better men and women by inspiring the future business leaders of America to dedicate their lives to the ideal of service to others.

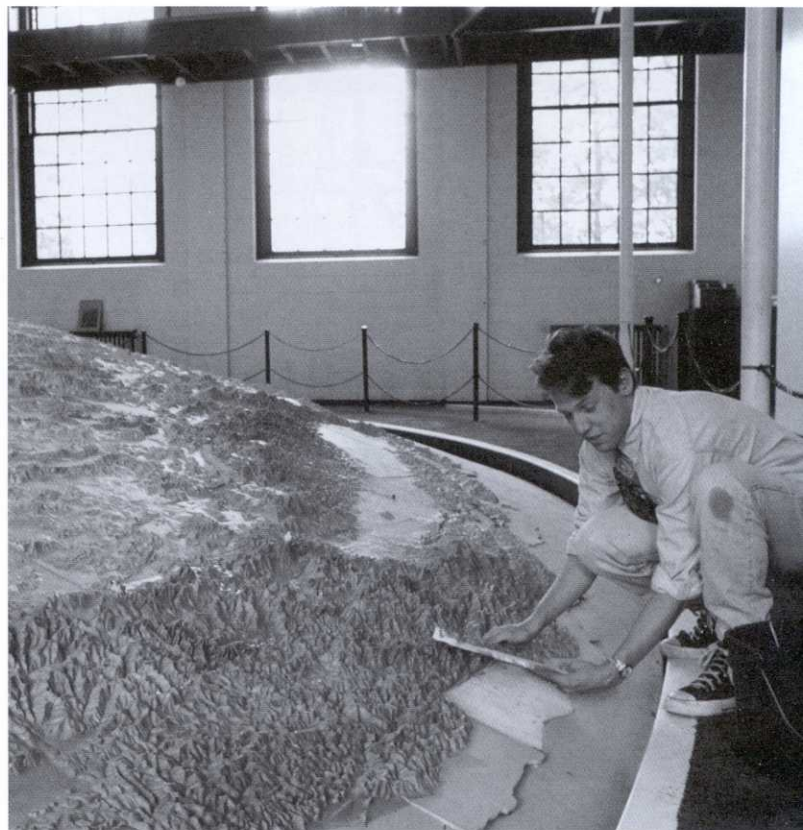
None better exemplified the spirit of volunteerism at Babson than the students and other members of the community who played leading roles in the restoration of the college's most renowned landmarks—the Great Relief Map and the Babson Globe.

As an undergraduate, Tim Domini '78 had worked as a Babson tour guide, shepherding crowds around Coleman to view the map and globe. Because the school had stretched its budget to the limit to help defray the enormous costs of new construction during the 1970s, both structures were starved for funds for their upkeep and badly in need of repair. The situation grew worse following the death of map and globe museum curator Teresa Gubellini in 1977.

Shortly after his graduation, Domini returned to Babson as the new curator. He was a man on a mission—to save the Great Relief Map. The map was in a sorry state, with more than one-third of its 1,216 plaster of paris tiles broken. Domini spent the summer of 1979 on his hands and knees removing nearly forty years of dirt and grime from the tiles (no mean feat, considering that they spanned a surface of 65 feet by 45 feet). But Domini's greatest contribution was alerting the Babson community to the map's deplorable condition and the need for restoration.

The school took note. In June 1980, Jaime Quintero, a cartographer and geographic artist, began work on recasting and repositioning hundreds of tiles and repainting the entire map. Student volunteers pitched in to help Quintero, and the team completed the renovation in 1981.

In the summer of 1992, the map underwent a second face-lift. Each tile was again scrubbed clean, this time with a toothbrush wielded by Colin Roskey, the son of Babson's Associate Director of Human Resources, Susan Roskey.



The Great Relief Map was in disrepair until major renovation was undertaken in 1979.

Meanwhile, the condition of the Babson Globe had gone from bad to worse. Some of the 574 enameled tiles that formed the outer surface of the globe had fallen off, prompting a decision by the administration in 1983 to remove the rest of the tiles and place them in storage.

Five more years of neglect followed, during which time the machinery and electrical system that turned the globe broke down. All that was left of what had once been the world's largest revolving globe was a two-story-high rusting eyesore. In 1988, a cash-strapped administration, faced with a choice between a \$250,000 restoration bill or an \$18,000 expenditure to dismantle it, reached a bottom-line decision—to consign the Babson Globe to the scrap heap.

That decision triggered a backlash. Sophomore C. Christopher Lingamfelter '91 took the lead, forming the





In 1988, the administration decided reluctantly to scrap the rusting Globe, but it was saved by a hardworking committee of students, faculty, alumni, and others. Now the Globe is once again a major landmark on the campus, attracting thousands of visitors.

Save the Globe committee. Joining him was Professor Larry Meile, and together they rallied other members of the Babson community to the cause.

Students in particular were anxious to make their feelings known. They drafted and signed petitions, wrote letters to the editor of the student newspaper, and festooned their coats, backpacks, and bookbags with “Save the Globe” buttons. The *Babson Free Press* and its editor-in-chief, Lon Ross, turned the issue into a cause célèbre with a stream of front-page stories and editorials.

Alumni too urged the administration to reconsider. F. Craig Klocker '58 wrote an impassioned letter to the *Babson Bulletin*, calling the globe “a historical landmark and an important part of Babson’s heritage.” Klocker recalled when, at the 1958 Commencement, Roger Babson appeared on stage carrying a large brown paper bag.

Those of us who were privileged to know Roger Babson, either personally or by reputation, knew him to be eccentric and unpredictable. We couldn’t wait to see what he had in the bag.

When he was called upon to speak, he . . . announced that his globe had just had babies. He reached into the bag, took out several miniature globes and pitched them into the audience. . . . To this day, I regret that one wasn’t thrown in my direction.

I suggest that those who made the decision to dismantle the Globe take time to listen. Listen to the students, listen to the faculty, and . . . listen to the alumni. Just as important, listen to your hearts. The Globe symbolizes the memory of Roger Babson to . . . the Babson College community as a whole.

The “Save the Globe” campaign scored an important victory when Professor Meile won faculty approval of his motion to postpone the scheduled demolition of the globe. The postponement afforded Lingamfelter and Meile time to rally additional support and to reorganize. No longer content simply to stave off the wrecker’s ball, they transformed the Save the Globe committee into the Globe Restoration committee.

To restore the globe to its former glory, however, required lots of money, and the campaign that Lingamfelter and Meile had organized to raise funds was going slowly. Founder's Day 1989 brought a major breakthrough. Academy of Distinguished Entrepreneurs inductee Michael Smurfit chose the occasion to announce that he was donating \$75,000 to the restoration fund.

Lingamfelter was jubilant. "The gift was a real shot in the arm for us," he exulted. "It had fired our enthusiasm for continuing to find ways to raise the total amount. Now we are approximately one-third of the way to our goal . . . of restoring the globe. . . ."

One of the first students that Bill Glavin met upon his arrival on campus was Lingamfelter, who was eager to convert the president-elect to the cause. Glavin liked what he heard, observing that he would "like to study the possibility of restoring the globe . . . and drawing upon it as a major resource in terms of establishing an international image for Babson."

In the fall of 1989, President Glavin announced the formation of the Future of the Globe committee to examine these and related issues. Among those appointed to the committee were Lingamfelter and Meile. In making the announcement, the president expressed a willingness to commit the resources of the college to the restoration project, subject to the findings of the Future of the Globe committee.

Spearheaded by Lingamfelter and Meile, the committee issued its report on March 15, 1990. It contained a strong recommendation that the college furnish whatever additional funds were necessary for restoring the globe. President Glavin agreed, thus ensuring that Lingamfelter and Meile's dream of a restored globe would become a reality.

Meanwhile, contributions to the project continued to pour in, including a \$55,000 gift from William Yeager '49 and his family, which carried the fund raising campaign over the top.

Work on the project got under way in 1991, and took more than two years to complete. First came technical work on the steel base and repair of the mechanical equipment that turns the globe. Next came sandblasting, rustproofing, and repairing and

painting the surface of the gigantic 25-ton sphere. The final stage involved the installation of the outer shell, consisting of 506 vinyl panels, which, once in place, displayed the wondrous majesty of the blue planet Earth as it appeared in advanced satellite imagery.

Perhaps the proposition that money is the root of all evil is a debatable one. That it is essential for growth and progress at Babson, however, is incontrovertible. The presidential search committee was on the prowl for an outstanding fund-raiser to head the college. It hit the mark when it settled on William F. Glavin. One of the first steps Glavin took on assuming office was to establish the President's Society, for those who contributed \$1,000 or more each year to the college. In 1989, 146 donors qualified for membership. Three years later, there were 428 members—an almost 200 percent increase in just three years. This remarkable outpouring of support has caused the president to set a new challenge—to boost the Society's membership to 1,000 by 1995.

Another new gift program, five-year term chairs, was created to strengthen the faculty by earmarking funds to attract and retain exceptional professors. Donors contribute \$50,000 each in five consecutive annual installments of \$10,000. (As of early 1993, there were nineteen term chairs.)

In the fall of 1992, President Glavin reported that "we have just completed the most successful year in Babson's history in terms of fund-raising." Heading the list of contributors was Junichi Murata M'60, the owner and president of a billion-dollar global company headquartered in Kyoto, Japan. His \$7 million pledge to Babson to help pay for a graduate school building marked the largest single gift in the history of the college.

Success in fund raising helped launch several construction projects. Bryant Hall was first on the list. Despite protests from several alumni preservationists who wanted to retain Bryant's distinctive "Animal House" ambiance, the interior was totally gutted, leaving only the exterior walls of the 70-year-old building standing. When reopened in 1993, Bryant had a new identity, that of a glistening



The newest and largest residence hall, completed in 1993, is Van Winkle Hall, named in honor of Arthur Van Winkle '32 for his generous support of the college over the years.

new ultramodern residence hall. Malloy Hall, a second-floor addition to Knight Annex, was completed in the summer of 1993, thanks to the generosity of James B. Malloy '51. The new facility contains classrooms and faculty offices. Also completed in the summer of 1993 was Van Winkle Hall, a stunning residence hall, which President Glavin proclaimed the most beautiful in the United States. Located near Coleman, it was named after Arthur D. Van Winkle '32 for his generous support of the college. In 1993, Van Winkle Hall not only was Babson's newest and most beautiful housing facility, with 168 beds, it also was the largest. Its opening enabled the college to guarantee housing to every undergraduate student wanting to live on campus.

On Saturday morning, October 2, 1993, Babson College kicked off its yearlong 75th anniversary celebration. Among the highlights were the dedications of Malloy and Van Winkle Halls and the rededication of the Babson Globe. Arthur Van Winkle was on hand for the dedication of the residence hall. He spoke of the importance of giving back, "a lesson I learned at a church service many years ago, and it's a lesson I have tried never to forget."

Next came the unveiling and rededication of the globe. President Glavin singled out Chris Lingamfelter and former math/science faculty member Larry Meile for leading the fight to save the globe. The president recounted how the Save the Globe committee made an early and lasting impression on him. "I wasn't even officially on the job yet," he told the audience of nearly 300, "and already I was facing a situation that could turn out to be my Waterloo."

Glavin also thanked Michael Smurfit and William Yeager '49 for their generous donations to the globe fund and Director of Planning David Carson for his work on the restoration project. With that, Richard Snyder '60, chairman of the Babson Corporation and chair of the 75th Anniversary committee, called on Mrs. Glavin to "move the world." She threw the switch and the spectacular new Babson Globe began to revolve to the delight and cheers of the crowd.

It takes dedicated people and funds to build a great institution. Without volunteerism and the spirit of giving back, there would have been no magnificent additions to the Babson campus for the

crowd of Babson loyalists to celebrate on that October morning.

As of December 1994, *U.S. News & World Report* has ranked Babson the number one business specialty school in the United States every year since it added that category to its annual survey of “America’s Best Colleges” in 1989. Babson’s transformation over the course of three-quarters of a century from a one-room schoolhouse to one of the nation’s finest business schools was made possible by its adherence to a philosophy of continuity and change—sticking to what it does best on the one hand and initiating path-breaking innovation on the other. Applications to the undergraduate school have soared on the wings of national recognition, bringing record-breaking numbers of students to Babson at a time of dwindling enrollments nationwide.

Babson, however, is by no means content to rest on its laurels. It looks for greater emphasis on what President Glavin called “a dynamic presence for

David Carson, director of planning, speaking at the rededication of the Globe in October 1993.

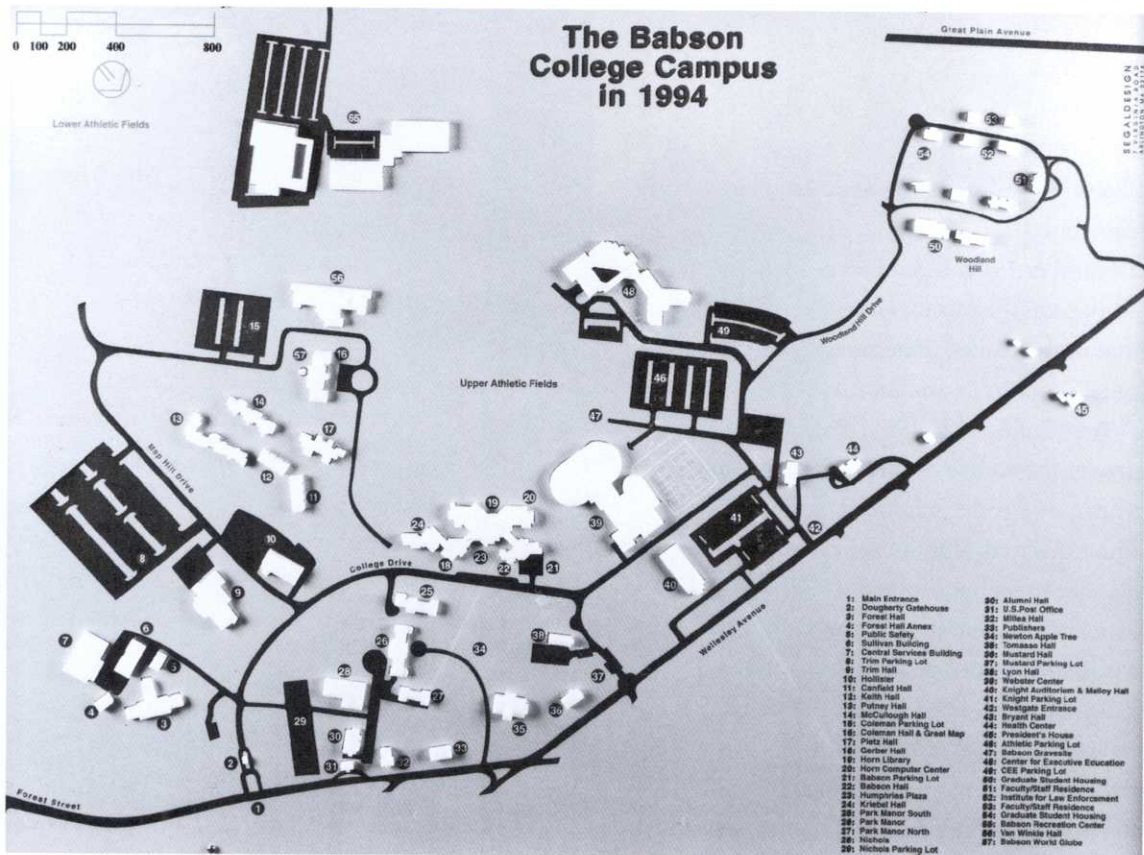


Knight Annex has become Malloy Hall, a two-story building containing classroom and faculty offices. It was named for James B. Malloy '51, whose generosity made the building possible.

international learning at Babson,” an example of which is the International Business Studies major.

In August 1993, the administration announced that, “Over the next five years, the program will establish itself as the preeminent undergraduate college of management of its type in the nation.” Vice President of Academic Affairs Allan Cohen commented that, for Babson to reach that target, “it needs to create . . . a program that will integrate course work in a unique way, instead of a program that looks like everyone else’s and does not take advantage of Babson’s potential.”

Babson’s School of Executive Education (SEE) has also enjoyed great success. Profits from the executive education program, Bill Glavin remarked, enable the college to divert a greater portion of its limited resources for improvements to its other academic programs. But there is more to SEE than a positive cash flow. President Glavin described the school as “a vital link in the Babson academic experience and . . . an important outreach to the corporate community.” He was referring to the exchange of fresh and relevant ideas between professors and executive participants that stimulates insights and



The 1994 Babson College Plan.

encourages new ways of looking at things in the classroom and boardroom.

SEE's arrival as a major-league player in executive education dates from the opening of the Center for Executive Education in March 1987, and it has continued to grow in stature ever since. *Business Week*, in its October 1992 "Special Report on Executive Education," ranked Babson's SEE among the top 20 executive education programs worldwide. Other schools in the top twenty included the University of Michigan, Northwestern, Duke, Stanford, and Harvard. *Business Week* based its findings on a survey of executives who participated in the programs.

Much of the credit for Babson's outstanding record in executive education belongs to SEE's first dean, Morton Galper (1987-1993), and to the faculty who developed the curriculum and taught it.

SEE intends to retain its standing as an international leader in a highly competitive field by following the guidelines established by the Strategic Plan: enriching its open-enrollment programs with a continuous flow of new courses and creating customized programs tailored to the needs of individual corporate clients.

The steady progress and growing reputations of the undergraduate and executive education programs produced favorable publicity for the college. Applications to both programs continued to mount, despite the downward trend nationwide. However, the administration realized that for Babson to gain recognition as an international leader in management education it had to develop an outstanding M.B.A. program.

The Strategic Plan addressed that need. The quality of an M.B.A. program, it noted, was "a key factor in determining the reputation of a management college." It followed that the sooner Babson developed an outstanding graduate program, the sooner it would achieve its goal of becoming an internationally recognized leader in management education.

Babson's commitment to establishing an up-and-coming graduate program produced quick results. In 1992, *U.S. News & World Report* placed Babson's M.B.A. program in the second tier of the fifty-one best in the United States. The findings were based on surveys of chief executive officers and deans and directors of graduate schools of business regarding

All three Babson schools were ranked among the nation's leaders, an impressive accomplishment but one that President Glavin described as "the beginning, not the culmination, of our endeavors."

student selectivity, placement success, graduation rate, and reputation of academic quality. Adding luster to the honor was the fact that Babson's graduate school was the only one on the list unaffiliated with a major research university. In the same report, *U.S. News & World Report* ranked Babson's graduate entrepreneurship program third-best in the United States, behind Wharton and Harvard. In 1993, Babson again ranked in the second tier of the United States' fifty best graduate schools of management, according to *U.S. News*, and it edged out Harvard in the entrepreneurship category to move into second place behind Wharton.

For the first time, all three Babson schools were ranked among the nation's leaders, an impressive accomplishment but one that President Glavin described as "the beginning, not the culmination, of our endeavors." Glavin had something more dramatic in mind to promote Babson's academic standing, especially with regard to the graduate school.

Having spent most of his professional life in the highest reaches of the corporate world, the president understood the global economy and how it was revolutionizing the way companies were doing

business. "This period," he said in the fall of 1991, "marked by continuous technological innovation, organizational restructuring, globalization of markets, and an increasingly competitive environment, will extend well into the next century." Glavin came to Babson with a clear vision of how the school should respond to the rapidly expanding universe of the global economy. For the college to become the international leader in management education, he said, it had to create a curriculum geared to producing a new kind of manager—a resourceful, innovative leader capable of "initiating, managing, and implementing change."

Crafting such a curriculum was a formidable assignment, and the assignment went to the graduate school. The Strategic Plan established the general guidelines. The graduate school, it stipulated, should focus on two themes—innovation and globalism.

Like the corporations that they served, U.S. graduate schools of management were facing a crisis

MBA graduate Gloria Raven and her proud family at the 1990 Commencement. She was one of the students whom the U.S. Army sends to Babson to earn an MBA.





Trustee Elizabeth Powell, MBA '76 (left), at the dedication of the women's staff locker room, her gift to the college. She chaired the presidential search committee that selected William Glavin in 1989.

caused by the pace and scope of change in the burgeoning global economy. For more than thirty years, they had been churning out M.B.A. graduates steeped in the unidimensional skills of functional disciplines such as marketing, finance, accounting, and management. But the rapidly changing global business environment was rendering this kind of training increasingly irrelevant. More and more corporations were voicing a concern that graduate schools were producing specialists whose knowledge was “too theoretical and narrow, defined by traditional disciplines that in isolation are not much use in solving real-world problems.”

Several graduate schools of management responded to this concern with redesigned M.B.A. programs, but none went as far as Babson College. Contacts with the business world helped focus the deliberations of Babson's curriculum planners. The word from the corporate community, accounting professor William Lawler reported, was “there's no such thing as strictly a marketing or financial person. Every decision today is multidimensional.” Managers must be proficient in many areas in order to help a corporation meet global objectives.

In the summer of 1992, the graduate school unveiled the results of its labors—a revolutionary new Two-Year M.B.A. curriculum. Gone were the standard first-year functional courses. In their place were four integrated modules taught in sequence and connected by the theme “entrepreneurial management in a changing global economy.” Students would acquire the functional skills and tools formerly taught in conventional courses by “just-in-time learning” delivered in the modules—faculty members would step in just in time to teach students the skills and techniques they needed to cope with particular business problems and situations as they arose.

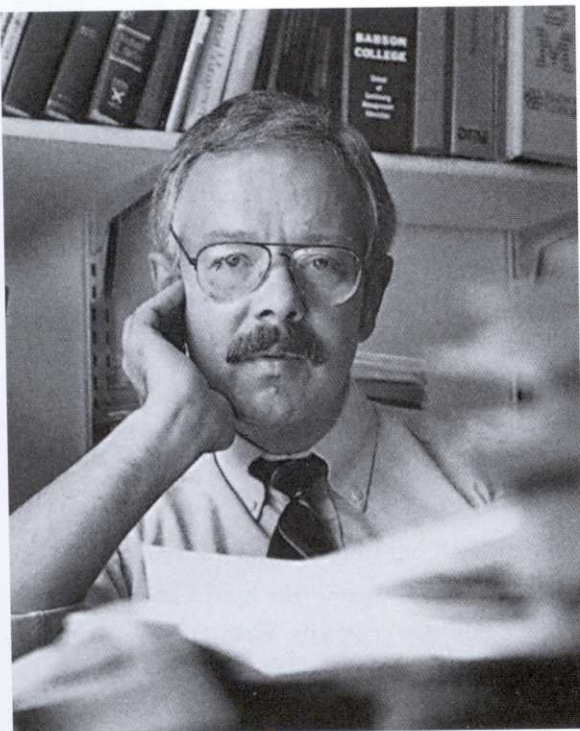
In the second year, students would take electives, and also a required two-semester course on global strategy. This would enable students to focus on areas of special interest to them.

The same kind of thinking that led Roger Babson to introduce real business experiences into the original Babson training program inspired the crack faculty team working on the new graduate curriculum to build an innovative business mentoring component into it. Teams of five graduate students

work as consultants to local companies during the first year. Each team works on real business projects assigned to it by the mentor company. "At Babson, we actively encourage faculty to go out and consult, and then bring their discoveries and insights back to the classroom, so it is an easy and natural fit to have our students do the same," explained Allan Cohen. The sponsoring company benefits from the team's consulting work, and the students get a taste of the real world of business.

Another unusual feature of the new M.B.A. program is its cross-cultural requirement, which reflects the graduate school's commitment to train students to manage in the global environment. Students gain experience abroad in one of three international programs: a semester at a sister school; an intensive three-week course at a participating institution; or a work assignment in the International Management Internship Program (IMIP). (International students meet the requirement by

Stephen Allen, professor of management and international business, was the curriculum coordinator for the Two-Year MBA.



enrolling at Babson.) To manage effectively in the evolving global economy demands an understanding of the nuances of working across cultural boundaries, and that is precisely why the graduate school curriculum designers created the cross-cultural requirement.

Former dean of the Graduate School Thomas E. Moore's explanation of the rationale behind Babson's radically different approach to management education bears an uncanny resemblance to what Roger Babson had to say about his one-year program. "As businesses eliminate layers of staff," he said, "they need M.B.A.s who can pull their own weight from the first day on the job; managers who understand the implications of their decisions across the organization. By totally integrating the first year of the program, we'll deliver a curriculum that reflects the way managers solve complex problems."

President Glavin described the new Two-Year M.B.A. program as "the most innovative change in graduate management education in forty years," and predicted that it "will drive management education into the 21st century." A number of independent commentators shared his opinion.

News of Babson's M.B.A. program traveled fast and far. *Boston Globe* business reporter Paul Hemp credited "tiny Babson College" with having generated "some of the most radical ideas" of what and how M.B.A. students are taught. "If the new curriculum is successful," Hemp wrote, "it will provide a model for change at bigger and more prestigious universities." A visiting American Assembly of Collegiate Schools of Business team, on campus to review the academic quality of the graduate school, came away highly impressed. Babson's approach to curriculum renewal "could be seminal in the field of management education," it reported. *The MBA Newsletter*, a monthly publication covering national M.B.A. news, spotlighted Babson's new program in its January 1993 issue. "If this experiment works," the newsletter enthused, "it could provide valuable insights—even become a model—for many other B-schools still trying to revise M.B.A. programs so that they meet corporate requirements in the global economy."



Group work continues to be a cornerstone of Babson's M.B.A. curriculum.

From the corporate world came this comment by Roland E. Magnin, executive vice president of Xerox Corporation: "Babson has taken a leadership role in changing its M.B.A. curriculum to keep pace with the rapidly changing needs of business. . . . The Babson M.B.A. will prepare a new breed of leaders capable of dealing with demands of the global marketplace."

Path-breaking experiments generally carry an element of risk, and the Two-Year M.B.A. program was no exception, as Dean Moore readily admitted. "Some faculty fear that we are going too far," he said. "And we do have to ensure that students leave with the same skill sets as they do now. The potential is that we'll end up with graduates who have great insight but no skills." Whatever the attendant risks, the alternative is worse, according to Moore. Bold change, he warned, "is absolutely essential. Otherwise, M.B.A.s may not be around in ten years."

Launched in September 1993, the new M.B.A. program represented the most daring and radical experiment in curriculum development at Babson since Roger Babson introduced the original one-year program. "Tiny Babson," as a number of commentators noted, had truly stepped out in front of every graduate school of management in the country. Roger Babson would have savored the accolades. His approach to management education in

post-World War I America had also been unprecedented. The two programs—his and the graduate school's—though separated by seventy-four years, shared many ideas and concepts: simulating the corporate setting, mentoring with area companies, encouraging group study and teamwork, applying skills learned in the classroom to actual business situations, teaching courses or modules in sequence, and focusing on themes such as leadership, creativity and critical thinking, entrepreneurship, and values and ethics. Both programs were designed to meet the needs of a radically altered business environment and in both cases this meant eschewing specialization in favor of training for making decisions across a wide spectrum of disciplines. Undergirding each was the idea that the best way to learn is by doing.

Roger Babson was an American original. Never content to follow the crowd or to accept without question conventional wisdom, he preferred to do his own thinking and to act on his own convictions and insights. His uncanny knack for anticipating developments gave birth to highly innovative and successful ventures, including the Babson Institute, whose approach to management education was unlike any other anywhere in the world.

The pioneering spirit of Roger Babson lives on at the college he founded in Babson Park. As in the beginning, so too, today, Babson College prides itself on being on the cutting edge of change in management education. "We . . . recognize that only through innovative programing and continued commitment to quality will Babson remain the leader in management education," President Glavin wrote in 1993. "Therefore, we continually seek new ways to improve all that we are doing."

Dean Moore addressed the same point when commenting on the college's latest path-breaking venture—the Two-Year M.B.A. curriculum. "In most fields, the strongest innovations come from the 'challengers' rather than 'market leaders,' who have so much invested in the status quo. These innovative organizations are 'fast, focused, and flexible,'" he said.

It took courage and vision to forge what Dean Moore called "our unprecedented approach to learning." The same was true for the creation of the original one-year program. That pioneering spirit is part of Roger Babson's enduring legacy to the college that he had created in his own image.