Prof. Dr. Karl-Werner Schulte HonRICS
Dr. Gisela Schulte-Daxbök
Dipl.-Kfm. Christoph Holzmann MSRE
Dipl.-Kfm. Matthias Wiffler

Internationalisation of Real Estate Education
FIG Working Week
April 16th-21st, 2005 in Cairo, Egypt

Contact Address:
Prof. Dr. Karl-Werner Schulte HonRICS
EUROPEAN BUSINESS SCHOOL
International University Schloß Reichartshausen
REAL ESTATE CENTER
Schloß Reichartshausen
65375 Oestrich-Winkel
Germany
E-Mail: schulte.ebs@t-online.de
Globalisation in the Real Estate Industry

Institutional investors can no longer afford to restrict their investments to one country.

Real estate consultancies and brokers merge across national borders and continents, bundling international know-how and experience in growing entities.

Banks are forced through global competition and the expanding business of their customers to finance real estate internationally.

Leading developers have long ago set the trend towards global engagements.
Research Design: Survey Sample Selection

- Brochures of professional organizations
- Review of international literature
- Scanning of web sites of universities with real estate programmes
- List of attendees of conferences of the IRES Network
Research Design

Most Common Approaches:

• Interdisciplinary Approach

• Surveying Approach

• Investment & Finance Approach

Karl-Werner Schulte (Ed.): „Real Estate Education Throughout the World“, Boston 2002.

→ 51 authors wrote about real estate education in 36 countries/regions.
Research Design: Definition of Regions

International Real Estate Society (IRES)

- African Real Estate Society (AfRES)
- American Real Estate Society (ARES)
- Asian Real Estate Society (AsRES)
- European Real Estate Society (ERES)
- Latin American Real Estate Society (LARES)
- Middle East Real Estate Society (MERES)
- Pacific Rim Real Estate Society (PRRES)
Research Design: Questions

- International cooperations in place
- International classes that cover foreign countries
- Educational approaches applied
- Interest of respondents in future cooperation with other universities
Research Design: E-mail Questions

- Questionnaires were sent to 220 contact persons within 4 months.

- Contact persons represented universities from 41 countries.

- 68 exploitable questionnaires from 27 countries.

- Response rate 30.9 % (32.4 % effective response rate).
General Questions: Questionnaire Sent to the Following Regions

- North America: 34%
- Europe: 37%
- Asia: 9%
- Pacific Rim: 8%
- Africa: 6%
- Middle East: 1%
- Latin America: 5%
- Middle East: 1%

n=220
General Questions: Questionnaire Sent to the Following Countries

- USA: 33.2%
- UK: 11.4%
- France: 1.8%
- Germany: 4.1%
- China: 1.4%
- Estonia: 1.8%
- Finland: 0.9%
- Fjidi: 0.5%
- Greece: 0.9%
- Hong Kong: 1.8%
- India: 0.5%
- Ireland: 0.5%
- Israel: 0.5%
- Italy: 4.1%
- Japan: 0.5%
- Canada: 0.5%
- Kenya: 0.5%
- Korea: 0.9%
- Malaysia: 0.9%
- Netherlands: 2.7%
- New Zealand: 1.8%
- Niger: 0.5%
- Poland: 2.7%
- Russia: 4.1%
- Singapore: 0.5%
- Slovakia: 0.5%
- South Africa: 3.6%
- Spain: 1.8%
- Sweden: 2.3%
- Taiwan: 1.8%
- Thailand: 0.5%
- Tanzania: 0.5%
- Turkey: 0.9%
- Zimbabwe: 0.5%

Total responses: n=220
General Questions: Origin of Answers (by Region)

- North America: 25%
- Asia: 10%
- Latin America: 3%
- Africa: 4%
- Pacific-Rim: 15%
- Europe: 42%
- Middle East: 1%
- Africa: 4%
- North America: 25%
- Europe: 42%
- Middle East: 1%
- Asia: 10%
- Pacific-Rim: 15%
- Latin America: 3%

n=68
General Questions: Origin of Answers (by Country)

- China: 1.5%
- Estonia: 2.9%
- France: 2.9%
- Germany: 10.3%
- Greece: 2.9%
- Hong Kong: 2.9%
- India: 1.5%
- Israel: 1.5%
- Italy: 2.9%
- Japan: 2.9%
- Korea: 2.9%
- Brazil: 1.5%
- UK: 8.8%
- Argentina: 1.5%
- Australia: 8.8%
- Belgium: 1.5%
- USA: 23.5%
- Sweden: 1.5%
- Singapore: 1.5%
- Nigeria: 1.5%
- New Zealand: 4.4%
- Netherlands: 2.9%
- Canada: 1.5%
- South Africa: 2.9%
- Russia: 1.5%
- Poland: 1.5%
- Spain: 1.5%
- Fjidl: 1.5%

n=68
International Cooperations: Different forms

- Joint Degree Programmes
- Visiting Professorships
- International Exchange Programmes
- Study Abroad Programmes
International Cooperations: Exchange Programmes?

Exchange Programme Does Not Exist: 72%

Exchange Programme Does Exist: 28%

n=65
International Co-operations: Universities in these Regions Offer Exchange Programmes

<table>
<thead>
<tr>
<th>Region</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>3</td>
</tr>
<tr>
<td>Africa</td>
<td>1</td>
</tr>
<tr>
<td>Middle East</td>
<td>0</td>
</tr>
<tr>
<td>Pacific-Rim</td>
<td>3</td>
</tr>
<tr>
<td>Europe</td>
<td>6</td>
</tr>
<tr>
<td>North America</td>
<td>4</td>
</tr>
<tr>
<td>Latin America</td>
<td>1</td>
</tr>
</tbody>
</table>

n=18
International Co-operations - Exchange Programmes: Regions of Partner Schools of North American Universities

- Europe: 2
- North America: 0
- Asia: 2
- Africa: 0
- Pacific-Rim: 3
- Latin America: 2
- Middle East: 0

n=4 (choosing of more than 1 answer was possible)
International Co-operations - Exchange Programmes: Regions of Partner Schools of European Universities

- Europe: 6
- North America: 2
- Asia: 1
- Africa: 1
- Pacific-Rim: 1
- Latin America: 0
- Middle East: 0

n=6 (choosing of more than 1 answer was possible)
International Co-operations: Study Abroad Programmes Exist?

- Study Abroad Programme Does Not Exist: 66%
- Study Abroad Programme Does Exist: 34%

n=65
International Co-operations: Universities in these Regions Offer Study Abroad Programmes

<table>
<thead>
<tr>
<th>Region</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>3</td>
</tr>
<tr>
<td>Africa</td>
<td>0</td>
</tr>
<tr>
<td>Middle East</td>
<td>0</td>
</tr>
<tr>
<td>Pacific-Rim</td>
<td>3</td>
</tr>
<tr>
<td>Europe</td>
<td>11</td>
</tr>
<tr>
<td>North America</td>
<td>4</td>
</tr>
<tr>
<td>Latin America</td>
<td>1</td>
</tr>
</tbody>
</table>

n=22
International Co-operations - Study Abroad Programmes: Regions of Partner Schools of North American Universities

n=4
International Co-operations - Study Abroad Programmes: Regions of Partner Schools of European Universities

n=11 (choosing of more than 1 answer was possible)
International Co-operations: Visiting Professorships?

- Visiting Professorship Programme Does Not Exist: 64%
- Visiting Professorship Programme Does Exist: 36%

n=64
International Co-operations: Joint Degree Programmes?

- Joint degree/diploma programme is running: 10
- Joint degree/diploma programme is planned: 18
- Joint degree/diploma programme is currently not intended: 35

n=63
International Classes: Classes on Foreign Countries?

- RE Classes on Foreign Countries/Markets Do Not Exist: 49%
- RE Classes on Foreign Countries/Markets Do Exist: 51%

n=67
International Classes: Foreign Countries Covered in Class

- Europe: 29
- North America: 16
- China: 10
- Asia (Rest): 9
- Pacific Rim: 6
- Latin America: 3
- Middle East: 1
- Africa: 0

n=34 (choosing of more than 1 answer was possible)
International Classes: General Aspects

- General Business Environment: 27
- Market Participants: 26
- Legal System: 19
- Political Landscape: 13
- Other: 8
- History: 7

n=34 (choosing from more than 1 answer was possible)
International Classes: International Real Estate Aspects

- Foreign Property Markets: 24
- Globalisation of RE Markets: 25
- International RE Investments: 23
- International RE Standards & Practices: 20
- Other: 5

n=34 (choosing from more than 1 answer was possible)
Educational Approach: The Department Is…?

- Stand-alone Department: 33%
- Housed Within Another Department: 67%

n=67
Educational Approach: Basic “Philosophy”

- Inter-/Multidisciplinary Approach: 44
- Investment & Finance Approach: 20
- Traditional Surveying Approach: 10

n=68 (choosing from more than 1 answer was possible)
Educational Approach: Basic “Philosophy” in North America

- **Investment & Finance Approach**: 9
- **Inter-/Multidisciplinary Approach**: 8
- **Traditional Surveying Approach**: 1

n=17 (choosing from more than 1 answer was possible)
Educational Approach: Basic “Philosophy” in Europe

Inter-/Multidisciplinary Approach: 21
Investment & Finance Approach: 5
Traditional Surveying Approach: 5

n=28 (choosing from more than 1 answer was possible)
Educational Approach: Basic Academic Discipline

- Business Administration: 20
- Economics: 17
- Other: 14
- Law: 13
- Spatial Planning: 12
- Architecture: 9
- Engineering: 9

n=68 (choosing of more than 1 answer was possible)
Educational Approach: Subjects

1 = very important
2 = important
3 = medium important
4 = less important
5 = not important
6 = not at all important

n=66
International Co-operations: Cooperation Wanted?

- **Yes**: 89%
- **No**: 11%

n=63
International Co-operations: Type of Cooperation Wanted?

- Staff Exchange: 40
- Study Abroad Program: 34
- Student Exchange Program: 32
- Field Trips: 26
- Joint Degree Programme: 26
- Summer School: 23

n=63 (choosing of more than 1 answer was possible)
Role of Accreditation by International Accrediting Bodies

• Accreditation
  – implies a gain in reputation for the respective institution
  – facilitates the establishment of international partnerships

• Main bodies for accreditation of real estate programs
  – RICS Royal Institution of Chartered Surveyors
  – SAREP Society of Accredited Real Estate Programs
## Differences between RICS and SAREP

<table>
<thead>
<tr>
<th>RICS</th>
<th>SAREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Personal members</td>
<td>- Universities as members</td>
</tr>
<tr>
<td>- Multi purpose organisation</td>
<td>- Single purpose organization</td>
</tr>
<tr>
<td>- Core knowledge content within each divisional specialization</td>
<td>- Body of knowledge in real estate broad in scope in order to</td>
</tr>
<tr>
<td>(16 faculties of which some are not relevant to real estate)</td>
<td>accommodate the many different approaches to real estate education</td>
</tr>
<tr>
<td>- Definition of rules of conduct</td>
<td>- No definition of rules of conduct</td>
</tr>
<tr>
<td>- UK based organization that represents and promotes the chartered</td>
<td>- International organization focused solely upon the betterment of</td>
</tr>
<tr>
<td>surveyor profession</td>
<td>the education of students is collegiate real estate education</td>
</tr>
<tr>
<td>- Criteria are oriented at the needs of the chartered surveyor</td>
<td>- Emphasis of accreditation standards and procedures is upon the</td>
</tr>
<tr>
<td>profession and define a minimum set of competencies.</td>
<td>extent to which the applicant institution has met its mission</td>
</tr>
<tr>
<td></td>
<td>statement and objectives.</td>
</tr>
</tbody>
</table>
Summary and Conclusion

**Summary**
- Different countries and universities emphasise different fields of real estate research and education
- Broadening the scope of knowledge and experience with foreign academics, students and professionals also improves the career perspectives.

**Conclusion**
- It is therefore useful and necessary to exchange real estate knowledge between countries and institutions
- The internationalisation of real estate curricula and the establishment of cooperations between universities make an important contribution to educate responsible real estate professionals needed in the 21st century
Profile: ebs EUROPEAN BUSINESS SCHOOL
International University Schloß Reichartshausen

- ebs is located in Oestrich-Winkel near Frankfurt, the capital of Germany‘s finance industry
- ebs is the oldest private business school in Germany with state accredited university status; founded in 1971
- ebs is ranked among the top 3 German business universities
- 25 chairs and about 250 Ph.D. students
- About 800 full time students of business administration of which 200 study abroad each year; ebs university has more than 100 partner universities in all parts of the world
- About 750 part time postgraduate students each year studying at ebs academies; about 300 study at ebs real estate academy
- ebs university is a non-profit organisation which is owned by a trust; the 4 academies are profit oriented and earn money for ebs university
House of Real Estate

Real Estate

Management-Aspects

<table>
<thead>
<tr>
<th>Portfolio-management</th>
<th>CREM</th>
<th>PREM</th>
<th>Real Estate Analysis</th>
<th>Real Estate Valuation</th>
<th>Real Estate Finance</th>
<th>Real Estate Investment</th>
<th>Real Estate Marketing</th>
<th>Real Estate Development</th>
<th>Construction Project Man.</th>
<th>Facilities Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy-related Aspects</td>
<td>Function-specific Aspects</td>
<td>Phase-oriented Aspects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Institutional Aspects

- Real Estate Developers
- Real Estate Investors
- Construction Companies
- Real Estate Financial Institutions
- Real Estate Service Providers
- Real Estate Users

Typological Aspects

- Commercial Real Estate
- Residential Real Estate
- Industrial Real Estate
- Special Real Estate

Interdisciplinary Aspects

- Economics
- Law
- Urban Planning
- Architecture
- Engineering

Business Administration

Prof. Dr. K.-W. Schulte et al.: Internationalisation in Real Estate Education
ebs DEPARTMENT OF REAL ESTATE

The ebs DEPARTMENT OF REAL ESTATE offers Real Estate as a Major in the degree program of Business Administration.

The Endowed Chair of Real Estate was founded on March 4th 1994. In 2001 the Endowed Chair of Real Estate was enlarged by the Ernst & Young Real Estate Visiting Professorship. Prof. Andrew Baum Ph.D. FRICS served as Visiting Professor from 2001-2004. In March 2003 the Endowed Chair of Real Estate Development and the Honorary Professorship of Urban Planning were added. All chairs were then merged into the ebs DEPARTMENT OF REAL ESTATE at the EUROPEAN BUSINESS SCHOOL. In March 2005 the Aareal Junior Professorship was added.

Prof. Dr. K.-W. Schulte et al.: Internationalisation in Real Estate Education
Degree Programmes at ebs EUROPEAN BUSINESS SCHOOL

- BSc in General Management (Real Estate Major)
- MSc in Real Estate
- Executive MBA Real Estate
  in cooperation with foreign universities
Top 5 Real Estate Centers at European Universities (ULI Survey)

1. University of Reading, UK
2. European Business School, Oestrich-Winkel, D
3. University of Aberdeen, UK
4. University of Amsterdam, NL
5. University of Ulster, UK


Source: http://www.uli.org