



## Entwicklungsländer

# Weltbank sucht neue Strategie für Bildungsprojekte

**New York/Bonn** Die Weltbank arbeitet derzeit an ihrer „Bildungsstrategie 2020“. Dabei könnten Hochschulen stärker in den Fokus rücken, weil in den Entwicklungsländern immer mehr Fachkräfte gebraucht werden, um Hunger und Armut zu bekämpfen. Bislang fördert die Bank vor allem frühkindliche Bildung und Schulen, etwa in Jemens Hauptstadt Sanaa (Foto). Am 20. Mai befragt die Bank deutsche Experten in Bonn zu ihren Plänen. Man kann seine Meinung aber auch online abgeben. Im November wird die neue Strategie der Öffentlichkeit vorgestellt. **agenda Seite 4**

## tipp der redaktion

### Am Ende kommen Touristen

Wer es als Student, Dozent oder Prof nicht nach Cambridge geschafft hat, kann die englische Elite-Universität nun wenigstens als Tourist heimsuchen. Zwischen 46 und 111 Euro kostet die Nacht in einem der traditionsreichen Colleges, Frühstück inklusive. Das touristische Experiment wagt Cambridge nicht freiwillig. Die Wirtschaftskrise erfordert auch von der Elite Opfer.

→ Internet: [www.cambridgerooms.co.uk](http://www.cambridgerooms.co.uk)

## themen

### hochschule

Kooperativ: Die OECD berät Hochschulen und Regionen beim Wissenstransfer. **Seite 6**

### forschung

Effektiv: Das EU-Programm GenSet verhilft zu besserer Gleichstellungspolitik. **Seite 7**

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Intensiv: Wer Doktoranden mit Credit Points bewertet, steigert den Ruf seiner Uni. **Seite 8**

### ticker

Innovativ: EU-Kommissarin will Forscher von überbordender Bürokratie befreien. **Seite 10**

### brennpunkt

Massiv: Griechenlands Hochschulen müssen sparen und sollen reformiert werden. **Seite 34**

Dieses Mal mit:

### International Higher Education

Vierteljahresschrift des Boston College Center for International Higher Education



**Multitasking funktioniert nicht!** Telefonieren, Mails bearbeiten und im Netz surfen – und das alles gleichzeitig? Von wegen, sagt Etienne Koechlin von der Pariser École normale supérieure. Maximal für zwei Aufgaben gleichzeitig sei unser Gehirn geeignet.

Foto: fotolia/Neudert

→ Internet: [www.sciencemag.org/cgi/content/abstract/328/5976/360](http://www.sciencemag.org/cgi/content/abstract/328/5976/360)

10. – 11. Juni

### Konferenz zur Förderung von Frauen in der Wissenschaft

**Brüssel** Best-Practice-Beispiele, wie Hochschulen den Anteil der Frauen in der Wissenschaft erhöhen können, will die Jahreskonferenz der European Platform of Women Scientists (EPWS) zeigen. Die Anmeldung ist bis 1. Juni möglich. Für EPWS-Mitglieder ist die Teilnahme kostenlos, Nichtmitglieder zahlen 15 Euro.

→ Internet: [www.epws.org](http://www.epws.org)

7. – 10. Juli

### Hochschulkooperation mit den Golfstaaten

**Cambridge** Wer mit arabischen Hochschulen in der Golfregion zusammenarbeiten möchte, kann die Tagung „The Governance of Higher Education in the Gulf Cooperation Region“ an der Universität Cambridge besuchen. Zwölf Workshops geben einen Einblick in Kooperationsmöglichkeiten sowie wirtschaftliche und politische Rahmenbedingungen. Anmeldeschluss ist der 31. Mai.

→ Internet: [www.grcevent.net/cambridge/index.php](http://www.grcevent.net/cambridge/index.php)

2. – 4. September

### Wie setzen Hochschulen Qualitätsmanagement um?

**Coimbra** Wissenschaftler, Akademiker und Manager kommen auf der 13. Internationalen Toulon-Verona Conference im portugiesischen Coimbra zusammen. Sie diskutieren dort, wie sich Qualitätsmanagement und Exzellenz in Hochschulen und anderen öffentlichen und privaten Einrichtungen umsetzen lassen. 400 Euro kostet die Teilnahme.

→ Internet: [www4.fe.uc.pt/servicesconf](http://www4.fe.uc.pt/servicesconf)

## Profil-Check

### Experten des Europäischen Uni-Verbandes überprüfen Strategien von Hochschulen

**Brüssel** Hochschulen brauchen Strategien. Aber woher weiß man, welche gut sind? Wie entscheidet man sich richtig? Um diese Fragen besser beantworten zu können, will die European University Association (EUA) mit dem Institutional Evaluation Program (IEP) Hochschulmanagern unter die Arme greifen, indem sie die strategische Ausrichtung von Hochschulen im internationalen Vergleich untersucht.

Die vier zentralen Fragen, denen sich die Hochschulmanager in dem Selbstevaluationsverfahren stellen müssen, mögen banal klingen, haben es aber in sich: Welche Ziele hat sich die Hochschule gesetzt? Wie will die Hochschule diese erreichen? Sind die Ziele die richtigen? Was unternimmt die Hochschule, um die Ziele möglicherweise zu korrigieren? Wer sich unter

der Anleitung eines EUA-Expertenteams dieser Selbstevaluation stellen möchte, kann sich bis 30. Juni im IEP-Sekretariat bewerben. 31 500 Euro kostet der Strategie-Check für EUA-Mitglieder, 35 000 Euro für Nichtmitglieder. Dazu kommen noch der lokale Transport, Unterbringung sowie Verpflegung des EUA-Teams. Wünscht die Hochschule eine Folgeevaluation, sind weitere 11 500 Euro fällig.

Mehr als 200 Hochschulen weltweit haben an dem seit dem Jahr 1994 laufenden Programm bislang teilgenommen. Darunter sind auch sieben Hochschulen aus Deutschland, darunter etwa die Universitäten Bremen, Mainz und Siegen und die Fachhochschule Münster. hbj

→ Internet: [www.eua.be/events/institutional-evaluation-programme/home](http://www.eua.be/events/institutional-evaluation-programme/home)

## Karriere

### Leitlinien für Hochschulen, die mehr Frauen in Führungspositionen bekommen wollen

**Brüssel** Hochschulen erklären gern und häufig, wie sehr sie sich für die Karrieren ihrer Wissenschaftlerinnen einsetzen wollen. Allerdings hapert es oft noch bei der Umsetzung in die Praxis. Mit welchen Maßnahmen und Strategien Hochschulen die Position von Wissenschaftlerinnen stärken können, dazu hat kürzlich das von der EU geförderte Projekt „Practising Gender Equality in Science“ (Prages) in einem Abschlussbericht Leitlinien veröffentlicht.

Insgesamt 31 Empfehlungen mit detaillierten Aktionslinien haben die EU-Experten zusammengetragen. Das wohl wichtigste Thema: der immer noch sehr geringe Anteil von Frauen in Führungspositionen. Die Hochschulen, so raten die Gender-Experten, sollten intensiver nach geeigneten Hochschulmanagerinnen für ihre Leitungsposten suchen, Trainingsseminare für Frauen anbieten oder Wissenschaftlerinnen

stärker ermuntern, Karrierewege in die Leitungsebenen der Hochschulen zu nutzen. Darüber hinaus bietet der Projektbericht zahlreiche Rat-



Foto: MPI-CBG

Hochschulen sollten sich mehr um die Aufstiegschancen ihrer Wissenschaftlerinnen kümmern

schläge, wie Hochschulen die Arbeitsumgebung für Wissenschaftlerinnen verbessern können, zum Beispiel die Work-Life-Balance. hbj

→ Internet: [www.retepariopportunita.it/Rete\\_Pari\\_Opportunita/UserFiles/Progetti/prages/pragesguidelines.pdf](http://www.retepariopportunita.it/Rete_Pari_Opportunita/UserFiles/Progetti/prages/pragesguidelines.pdf)



## Ausschreibungen aus Europa

### Grenzen überschreiten Forschungsaufenthalt in Europa

**Brüssel** Postdocs aller Fächer, die mit einer europäischen Gasteinrichtung ein individuelles Forschungsprojekt planen, können sich um eine Förderung für einen 12- bis 24-monatigen Forschungsaufenthalt in einem anderen EU-Land bewerben. Im Rahmen des Marie-Curie-Programms hat die EU die Intra-European Fellowships for Career Development (IEF) ausgeschrieben. Bewerbungsschluss ist der 17. August.

→ Internet: [http://cordis.europa.eu/fp7/dc/index.cfm?fuseaction=UserSite.PeopleDetailsCallPage&call\\_id=244](http://cordis.europa.eu/fp7/dc/index.cfm?fuseaction=UserSite.PeopleDetailsCallPage&call_id=244)

→ Mail: [mariecurie@avh.de](mailto:mariecurie@avh.de)

### Kooperation

#### Visionäre IT-Technologien

**Brüssel** Mit visionären, technologieoffenen Forschungsprojekten, die IT- und Kommunikationstechnologie-relevant sind, können sich Forschergruppen mit mindestens drei europäischen Partnern um eine EU-Förderung bewerben. Die Ausschreibung findet im Rahmen der regelmäßig erscheinenden Calls „Future and Emerging Technologies“ statt. Anträge können bis zum 24. Mai 2011 gestellt werden.

→ Internet: [http://cordis.europa.eu/fp7/dc/index.cfm?fuseaction=UserSite.CooperationDetailsCallPage&call\\_id=189;www.nks-mst.de](http://cordis.europa.eu/fp7/dc/index.cfm?fuseaction=UserSite.CooperationDetailsCallPage&call_id=189;www.nks-mst.de)

### Sauberer Himmel

#### Forschungsprojekte für grüne Flugzeuge gesucht

**Brüssel** Forscher, die sich mit der Luftfahrttechnik der Zukunft beschäftigen, können sich bis 20. Juli bei der EU-Technologie-Initiative „Clean Sky“ mit Forschungsprojekten bewerben. Gesucht werden zum Beispiel Ideen für grüne Antriebssysteme, die weniger verbrauchen und leiser sind.

→ Internet: [www.cleansky.eu](http://www.cleansky.eu)

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Foto: privat

Barbara Boldt ist Dozentin und Trainerin für Interkulturelle Kommunikation und Interaktion für Führungskräfte. Die gebürtige US-Amerikanerin lebt in Lausanne.

forschung

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### Ratgeber: Englisch in Verhandlungen

## „Durch ‚Would you‘ und ‚Could you‘ drückt man Flexibilität aus“

**Nur wer perfekt englisch spricht, kann auch gut verhandeln. Worauf es international ankommt, erklärt die Sprachtrainerin Barbara Boldt.**

**duz** *Frau Boldt, was geht gar nicht, wenn man eine Verhandlung auf Englisch führt?*

**Boldt** Man sollte auf keinen Fall in eine englische Verhandlung gehen, wenn man die Sprache nur ungenügend beherrscht, besonders dann, wenn an dem Gespräch englische Muttersprachler beteiligt sind. Verhandlungen sind eine sehr kommunikative Veranstaltung, bei der die Sprache eine ganz entscheidende Rolle spielt. Das sollte man nicht unterschätzen. Im Zweifel empfiehlt es sich, einen Dolmetscher mitzunehmen.

**duz** *Kann man davon ausgehen, dass in der internationalen Wissenschaft immer auf Englisch verhandelt wird?*

**Boldt** Englisch ist die Sprache der Wissenschaft und auch der internationalen Verhandlungsführung. Grundsätzlich also ja. Sitzt man aber mit russischen oder osteuropäischen Hochschulmanagern an einem Tisch, um über Partnerschaftsprojekte oder Förderungen zu verhandeln, ist es nicht so selbstverständlich, dass englisch gesprochen wird. Da gilt es, sich auf eine Sprache zu einigen.

**duz** *Worauf muss man bei Verhandlungen, die man als Fremdsprachler in Englisch führt, achten?*

**Boldt** Dass man seine Bedürfnisse direkt und deutlich ausspricht.

**duz** *Kann man dem Gegenüber damit nicht vor den Kopf stoßen? Nicht alle Kulturen kommunizieren so direkt.*

**Boldt** Finden Sie den goldenen Mittelweg. So sollte man in asiatischen oder afrikanischen Ländern vermeiden, Dinge direkt anzusprechen, durch die das Gegenüber das Gesicht verlieren könnte, wie etwa „You didn't fulfill the contract“. Das heißt nicht, dass Heikles kein Thema ist. Man sollte es aber eben mit

Fingerspitzengefühl ansprechen. Schließlich geht es bei den Verhandlungen in der Wissenschaft, anders als in der Wirtschaft, um eine Win-win-Situation, um gute Beziehungen, eine langfristige Zusammenarbeit, von der beide Partner profitieren, und außerdem oft um viel Geld. Da sollten Ungereimtheiten im beiderseitigen Einvernehmen beseitigt werden.

**duz** *Prägt die englische Sprache auch die Art der Kommunikation?*

**Boldt** Sie hat ganz sicher einen Einfluss darauf. Die englische Sprache ist sehr direkt und einfach strukturiert. Menschen, die mit Sprachen aufgewachsen sind, in denen man sich differenzierter ausdrücken kann, haben im Englischen nicht die Möglichkeit, das zu sagen, was sie möchten. Zudem wirkt das direkte Englisch für Menschen aus anderen Kulturkreisen oft dominant und offensiv.

**duz** *Wie kann man den Verhandlungspartnern dann entgegenkommen?*

**Boldt** Indem man Offenheit zeigt, auch durch die Sprache. So sollte man in den ersten drei Vierteln des Gesprächs auf Konditionalsätze zurückgreifen, auf Wörter wie „would“ und „could“, die Flexibilität ausdrücken. Erst in der Endphase der Verhandlungen haben Formulierungen wie „we should“, „we will“ oder „we must“ ihren Platz.

**duz** *Wie ist es mit der Ansprache?*

**Boldt** Auch da ist das Englische sehr lässig. Es gibt ja nur das „you“ in der direkten Ansprache. Das macht das Gespräch weniger formell. Im Japanischen dagegen gibt es sechs Wege, das Gegenüber anzureden.

**duz** *Wie geht man damit um?*

**Boldt** Man sollte nach anderen Wegen suchen, seinen Respekt auszudrücken, etwa durch besondere Höflichkeit: „Mr X, would you mind...“, „Prof. X, could you...“.

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Die Fragen stellte Marion Hartig.



*Teamwork in der Forschung ist besser als Egomane und Geheimnistuerei. Ein EU-Projekt unter Führung britischer Wissenschaftler hat das jetzt bestätigt: Wer von anderen lernt, hat mehr davon, als wenn er seinen eigenen Weg geht.*

Foto: Uni Kiel/Haaks

→ Internet: [www.intercult.su.se/cultaptation/index.php](http://www.intercult.su.se/cultaptation/index.php)

**Ende Mai befragt die Weltbank Experten in Deutschland zu ihrer „Bildungsstrategie 2020“ für die Entwicklungsländer. Was sie vorhat, kann auch für deutsche Hochschulen interessant sein.**

Entwicklungsländer

# Die Weltbank überarbeitet ihre Bildungsstrategie

**New York/Bonn** Grundlegend, durchschlagend, zentral: Mit diesen Worten beschreiben Experten für Bildungspolitik in Entwicklungsländern die Bildungsstrategie der Weltbank. Derzeit wird sie überarbeitet und soll der Öffentlichkeit als „2020 Education Strategy“ im November präsentiert werden. Die Strategie „bildet die Basis für unsere Projekte“, sagt Katri Kemppainen-Bertram, Referentin für Außenbeziehungen im Berliner Büro der Weltbank.

Diese Projekte haben einen beträchtlichen finanziellen Umfang. Im vergangenen Jahr hat der Kreditgeber mit Sitz in New York für die Entwicklungszusammenarbeit rund 2,5 Milliarden Euro für Bildungsprojekte ausgegeben, das sind 7,1 Prozent seines Haushaltes. Laut Weltbank flossen in den vergangenen fünf Jahren 14 Prozent der Summe in den tertiären Bildungssektor, also in Hochschulen. Den Löwenanteil machen Projekte frühkindlicher und schulischer Bildung aus. Das meiste Geld floss 2009 nach Afrika: 29 Prozent der Mittel für Bildungsprojekte. Danach folgte mit 22 Prozent Lateinamerika.

Die Weltbank überarbeitet turnusmäßig alle zehn Jahre ihre Bildungsstrategie. Bislang habe sie vor allem die primäre Bildung im Fokus gehabt, sagt Dr. Anette Pieper de Avila, Gruppenleiterin Entwicklungszusammenarbeit und Alumni-Programme beim Deutschen Akademischen Austauschdienst

(DAAD) in Bonn. „Es ist bemerkenswert, dass sich das ändert und die Hochschulen mehr Beachtung finden.“ Grund dafür seien die von den Vereinten Nationen, der Weltbank und verschiedenen Entwicklungsorganisationen definierten Millenniumsziele, mit denen die Armut der Welt bis 2015 halbiert werden sollte. Dies sei in vielen Ländern Afrikas oder Lateinamerikas nur mit gut ausgebildeten Fachkräften umzusetzen, sagt Pieper de Avila. „Dafür brauchen Sie Ärzte, Ingenieure, Lehrer. Als Strategie sei das zwar noch nicht er-

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**„Die Weltbank ist in diesem Bereich einer der größten Finanziers.“**

.....

kennbar, aber in Papieren der Weltbank ist schon darauf verwiesen worden, dass etwa in Afrika ein großer Bedarf an Studienplätzen entstanden ist.“

Im Zuge der Strategiebildung würden nun in mehreren Konsultationsrunden weltweit Experten befragt, sagt Kemppainen-Bertram. In Deutschland lädt die Weltbank am 20. Mai in Bonn zur Anhörung, zusammen mit dem Bundesministerium für wirtschaftliche Zusammenarbeit und



Entwicklung (BMZ). Eingeladen werden neben den beteiligten Ministerien für Bildung und Auswärtiges auch ausführende Organisationen wie die Gesellschaft für Technische Zusammenarbeit, die Inwent gGmbH und die Kreditanstalt für Wiederaufbau, aber auch Forschungseinrichtungen wie die Max-Planck-Gesellschaft und Nichtregierungsorganisationen, sagt Karin Jahr de Guerrero, stellvertretende Leiterin des Bildungsreferats im BMZ.

Ab Mitte Juni sollen die Ergebnisse dieser ersten Phase der Konsultationen veröffentlicht werden. Auf Basis der ersten Erkenntnisse darüber, was die wichtigsten Fragen und Inhalte der Strategie sein müssen, wird die zweite Phase mit erneuten Befragungen im Juli und August eingeleitet. Im Oktober diskutiert die Weltbankführung die Strategie. Im November soll sie schließlich veröffentlicht werden und dient dann als Grundlage für die Finanzierung von Projekten.

Die fortschreitende Globalisierung, die globale Wirtschaftskrise und neue Konflikte



Christoph Scherrer ist Professor für Globalisierung und Politik an der Universität Kassel.



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Foto: Alfredo Scur

Alvaro Contreras an der Tafel einer Schule in Tegucigalpa, Honduras. Die Weltbank will sich künftig neben Schulen auch mehr um Hochschulen in Entwicklungsländern kümmern.

in zerfallenden Staaten nennt die Weltbank als neue Variablen, die in dem Bildungskonzept berücksichtigt werden müssen. „Die Weltbank ist in dem Bereich einer der größten Finanziere“, sagt Jahr de Guerrero vom BMZ, „und für uns der wichtigste Spieler.“ Darum beobachtet man den Prozess genau, auch weil das BMZ an einem eigenen Bildungskonzept arbeitet. Darin werde ein „ganzheitlicher Ansatz“ verfolgt, der bei der frühkindlichen Bildung ansetzt und bei der tertiären Bildung endet. „Dies ist auch ein Ansatz, den ich bei der Weltbank beobachte“, sagt Jahr de Guerrero.

Wenn die Hochschulen in der Weltbankstrategie eine größere Bedeutung bekommen, dann dürfte auch mehr Geld in die tertiäre Bildung der Entwicklungsländer fließen. Deshalb kann es auch für Wissenschaftler wichtig sein zu wissen, was sie beinhaltet. So beobachtet etwa Prof. Dr. Ingrid-Ute Leonhäuser, was die Weltbank, aber auch Nichtregierungsorganisationen in Afrika planen und wo sie Geld investieren. „Ich nutze solche Informationen für

die Netzwerkbildung mit Universitäten in Ostafrika, etwa in Kenia, Uganda oder Tansania“, sagt die Professorin des Zentrums für internationale Entwicklungs- und Umweltforschung an der Uni Gießen. Dass die Zusammenarbeit zwischen Unis aus entwickelten und Entwicklungsländern enorm wichtig für die Bekämpfung von Armut und Hunger ist, erklärten Ende April in Kapstadt auch die Präsidenten der Universitäten aus den Commonwealth-Ländern.

Neben solchen Kooperationen brauchen viele Universitäten in Afrika, Lateinamerika oder Asien Geld. Die Weltbank verteilt es, stellt aber auch Bedingungen, was nicht unumstritten ist (siehe Interview).

Wer der Weltbank seine Meinung zu ihrer neuen Bildungsstrategie mitteilen möchte, kann das auf ihrer Internetseite unter „Submit your feedback“ tun.

→ **Internet:** [www.worldbank.org/educationstrategy2020](http://www.worldbank.org/educationstrategy2020)

Heike Holdinghausen  
ist Journalistin in Potsdam.

## Kritik an der Weltbank

### „Die Rendite ist entscheidend“

Dr. Christoph Scherrer moniert, dass die Weltbank an ihr Geld für Bildungsprojekte Bedingungen knüpft.

**duz** Warum kritisieren Sie die Rolle der Weltbank in der Bildungspolitik?

**Scherrer** Die Weltbank hat bislang nicht dazu beigetragen, Strukturen aufzubauen, mit denen Armut überwunden werden kann. Zum Beispiel haben die Länder Afrikas nach Beratung durch die Weltbank ihre Mittel in den Primarbereich gesteckt und die Hochschulen vernachlässigt. Dies hat viel dazu beigetragen, dass sich die Situation an den Universitäten dort seit den 70er-Jahren verschlechtert hat. Es ist nicht sinnvoll, über die Qualität der Lehrerbildung zu sinnieren, ohne dafür zu sorgen, dass sich Lehrer durch eine gute und zuverlässige Bezahlung auch auf ihren Beruf konzentrieren können.

**duz** Die Weltbank konzipiert ihre Strategie mit Experten aus Geber- und Nehmerländern. Warum kommt keine sinnvolle Synthese raus?

**Scherrer** Weil die Banker von der Weltbank bei aller Expertise eben Banker bleiben. Die Rendite ist entscheidend, auch wenn das im Bildungsbereich eher zu Verwerfungen führt: zur Konzentration auf den privaten Bildungssektor, auf messbare Resultate. In Deutschland ist diese Haltung mit den Pisa-Debatten in ein Geberland zurückgekehrt. Auch die Schulstudien der OECD haben dazu geführt, vor allem auf messbare Resultate zu setzen.

**duz** Wie groß ist der Einfluss der Weltbank auf das deutsche Bildungswesen?

**Scherrer** Eher gering. Natürlich verfügt sie über hohe intellektuelle Ressourcen und kann mit der Massivität ihrer Textproduktion auch Debatten beeinflussen. Doch der direkte Zugriff liegt natürlich in den Entwicklungsländern. Denen diktiert sie bei der Mittelvergabe ihre Bedingungen. hol

**Volle Gläser für die Forscher** Die University of California muss zwar sparen, aber das tut sie nicht beim Wasser für die eigenen Wissenschaftler. Die Ausgaben für den Hochschul-Sprudel lagen in den vergangenen zwei Jahren bei rund 1,5 Millionen Euro. Das war mehr als in den Jahren zuvor.

Foto: pixelio/E.Rose

→ Internet: [www.nytimes.com/2010/04/16/education/16sfmetro.html](http://www.nytimes.com/2010/04/16/education/16sfmetro.html)

## Wissenstransfer

# Hochschulen können ihre Zusammenarbeit mit Regionen bewerten lassen

Die OECD begutachtet weltweit, wie Städte und Regionen die Kompetenzen von Hochschulen nutzen, um Wirtschaft, Soziales und Kultur voranzubringen. Die Anmeldung für die Runde 2011 bis 2012 hat begonnen.

**Paris** Auch in Deutschland spielen Hochschulen eine Schlüsselrolle, wenn es um die Entwicklung von Innovationen und des sogenannten Humankapitals geht, die eine Stadt oder Region weiterbringen. Mittlerweile gibt es Studien, die belegen, dass Regionen zum einen volkswirtschaftlich von der Anwesenheit einer Hochschule profitieren. Darüber hinaus ergeben sich Synergie-Effekte für das Sozial- und Kulturleben. Und auch die Hochschulen selbst haben viel davon: etwa neue Kooperationspartner und Netzwerke oder Geldgeber für anstehende

Projekte. Um diese Zusammenarbeit beziehungsweise Konzepte dafür zu optimieren, sind Hochschulentscheider im Rahmen des OECD-Projektes „Reviews of higher education in regional and city development“ aufgerufen, sich gemeinsam mit ihren jeweiligen Regionen für eine Begutachtung zu bewerben. Dafür sollte man Mitglied des Programms Institutional Management in Higher Education (IMHE) werden. Das kostet pro Jahr bis zu 3 400 Euro.

Die Begutachteten erhalten nach Ablauf dieser Runde Feedback auf ihre Selbstdarstellung und ausführliche (Verbesserungs-)Anleitungen: Wo könnte es engere Kooperationen geben? Welche Institutionen lassen sich noch in Netzwerke einbeziehen? Wo kann die Kommunikation verbessert werden? Außerdem können die Teilnehmer von den Erfahrungen der vorherigen Runde (2008 bis 2010), an der unter anderem auch Berlin teilgenommen hat, profitieren. Deren Selbstevaluationsberichte sind auf der OECD-Website zu lesen, ebenso die wichtigsten Aspekte, unter denen die Regionen begutachtet werden und welche Schritte für eine Teilnahme erforderlich sind. Damit haben die Teilnehmer die Möglichkeit, den Prozess der Selbstevaluation auf Grundlage der Berichte anderer in Angriff zu nehmen. „Damit sie sich vorbereiten können, veranstaltet die OECD einen Roundtable, bei dem sie auf die Teilnehmer der zweiten Runde treffen“, sagt Jaana Puukka, Analystin im Programmbereich. Das Orientierungsseminar findet Mitte September statt.

Relevante Aspekte für die von der OECD geforderte Selbstdarstellung können etwa sein: Budgetsituation der Region, Altersstruktur der Bevölkerung, Entwicklung der Hochschulen und Studierenden in Zahlen, Arbeitslosenquote. Bis zu zehn Regionen sollen 2011/2012 begutachtet werden; zwei haben sich bereits registriert: eine chilenische und eine südafrikanische. mk

Die Finnin Jaana Puukka hat den Überblick im OECD-Projekt „Regional Development“.

Foto: privat



### Kontakt

#### Jaana Puukka

Analystin im OECD-Programm IMHE,  
Internet: [www.oecd.org/edu/imhe/regionaldevelopment](http://www.oecd.org/edu/imhe/regionaldevelopment)

## Mobilität

# Experten erstellen Werkzeugkasten

**Padua** Eines der größten Probleme im Bologna-Prozess ist, dass es mit der Mobilität nicht so recht klappt. Die Studiengänge sind zum Teil zu speziell, sodass die Studenten kaum die Uni wechseln können. Oder die Hochschulen erkennen Studienleistungen untereinander nicht eins zu eins an. Das belegen etliche Studien. Dabei ist mehr Mobilität für Studierende eines der Hauptziele des Bologna-Prozesses.

Unter der Leitung der Universität Padua arbeiten deshalb 15 Universitäten in einem europaweiten Projekt an einem Werkzeugkasten für Hochschulen, die am Erasmus-Mobilitätsprogramm der EU teilnehmen. Hochschulleitungen können damit künftig selbst überprüfen, ob und wo Probleme in Sachen Mobilität im eigenen Hause stecken. Dafür will das Projekt „Erasmus Mobility Quality Tools“ (EMQT) Ende kommenden Jahres eine Liste mit Indikatoren und Richtlinien liefern. Darauf könnte zum Beispiel stehen: Wird das akademische und nicht-akademische Personal in interkulturellen Kompetenzen ausgebildet? Wie kann man die Organisationsstruktur der Hochschule mehr auf Erasmus trimmen? Werden die Mitarbeiter bei ihren eigenen Mobilitätswünschen unterstützt? Hat die Hochschule überhaupt ein International Office? Werden Mitarbeiter belohnt, die sich für mehr Mobilität einsetzen?

Sechs Arbeitsgruppen suchen derzeit Indikatorenlisten für verschiedene Aspekte, etwa: „Information und Orientierung an der Hochschule“, „Sprachangelegenheiten“, „Anerkennung von Studienleistungen“ oder „Aufnahme von Gaststudenten“. Die Indikatoren und Richtlinien sollen schließlich in einer Testphase an den 15 Hochschulen überprüft werden. Die meisten von ihnen gehören zur sogenannten Coimbra Group, einem Verband, an dessen Unis nach Angaben des EMQT-Projektes ein Fünftel aller Erasmus-Studenten in Europa eine Zeit lang eingeschrieben sind. hck

→ Internet: [www.emqt.org](http://www.emqt.org);  
[www.coimbra-gruppe.eu](http://www.coimbra-gruppe.eu)



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Noch immer arbeiten zu wenig  
Wissenschaftlerinnen in Europas  
Labors und Hörsälen.

Foto: Uhi Kiel/Jürgen Haacks



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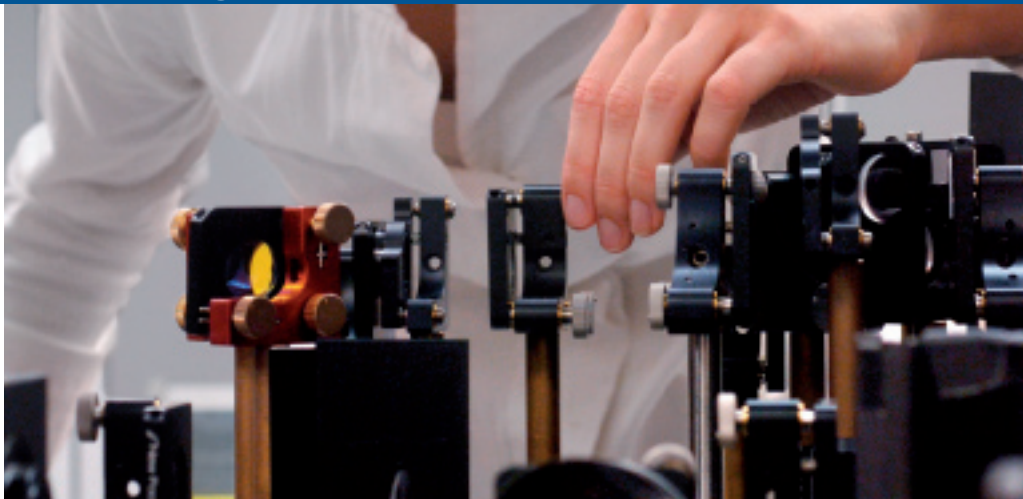
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**Europas wissenschaftliche Einrichtungen müssen noch an ihrer Frauenförderung feilen. Das Projekt GenSet soll ihnen auf die Sprünge helfen.**

Mareike Knoke



Frauen in der Wissenschaft

## EU-Programm bietet Orientierungshilfe für effektive Gleichstellungspläne

**Brüssel** Die Klage, dass Frauen in der Wissenschaft benachteiligt und unterrepräsentiert seien, ist im Europäischen Forschungsraum nach wie vor brandaktuell. Ein Blick in die „She Figures 2009“ (Abfragestand: 2007) zeigt: Europaweit sind nur 30 Prozent der Wissenschaftlerinnen Frauen und magere 18 Prozent der höchstdotierten Professuren sind mit Frauen besetzt. In Deutschland sind dies 21 beziehungsweise 12 Prozent.

Höchste Zeit also, dass Hochschulmanager und -entscheider sich von professioneller Seite Rat und Überarbeitungstipps für ihre sogenannten Gender-Action-Pläne holen. Zu diesem Zweck können Hochschulen oder Forschungsinstitute kostenlos Akteure, sogenannte Stakeholder, im EU-Projekt GenSet (Gender in Science) werden. Ebenso können sie sich für eine öffentliche Konsensus-Sitzung des Projektes am 3. und 4. Juni in Paris anmelden.

Das mit gut einer Million Euro aus dem 7. EU-Forschungsrahmenprogramm über eine Laufzeit von 30 Monaten geförderte Programm ist zwar offiziell bereits im Dezember 2009 gestartet, doch erst jetzt kommt es richtig ins Rollen. Die Durchführung überwacht ein Konsortium. „Wir planen, insgesamt etwa 100 Institutionen als Stakeholder zu beteiligen“, erläutert Dr. Elizabeth

Pollitzer, Projektleiterin bei Portia, einem gemeinnützigen britischen Verein, der sich als Mittler zwischen Wissenschaft, Bildung und Gesellschaft versteht. Portia ist Haupt-Koordinatorin von GenSet.

Willkommen als Stakeholder sind auch Vertreter der Industrieforschung, Wissenschaftsorganisationen oder Wissenschaftsmagazine. Nur Institutionen können sich registrieren lassen, keine Einzelpersonen. Und: Aktives Mitwirken, etwa mit Best-Practice-Beispielen aus dem eigenen Umfeld, ist durchaus erwünscht.

Zum GenSet-Konsortium gehören noch das unabhängige Forschungsinstitut Wissenschaftsladen Wien, das griechische Forschungsinstitut Forth für angewandte und computergestützte Mathematik sowie die schwedische Linköping University. Die Zusammensetzung des Konsortiums ist bewusst gewählt und bildet, ähnlich wie die Stakeholder-Zielgruppe, ein breites und unabhängiges Spektrum ab.

Auch die GenSet-Arbeitsfelder sind vielfältig: Sie reichen von der Berufungspolitik über Exzellenzkriterien bis hin zur Bewertung der Arbeit von weiblichen Forschern. Bislang haben dazu nichtöffentliche Konsensus-Seminare im kleinen Kreis stattgefunden. Die mit internationalen „Science

Leaders“ aus Bildung, Hochschule und Industrie sowie Gender-Experten besetzten GenSet-Veranstaltungen und deren anschließende Auswertung sollen Aufschluss darüber geben, wo die Hebel angesetzt werden müssen – um daraus dann Workshop-Angebote für die Stakeholder sowie Infomaterial für die Website zu erarbeiten.

„Wir werden auf der Homepage stark auf Interaktion nach dem Frage-Antwort-Prinzip setzen“, sagt die Soziologin Christine Urban, eine der Leiterinnen des Wissenschaftsladens Wien, der im kommenden Jahr auch einen der geplanten Workshops abhalten wird. Urban weiter: „Gender Mainstreaming-Aktivitäten gibt es bereits viele. Doch jetzt kommt es darauf an, sie zu spezifizieren, damit sie in den jeweiligen Institutionen nicht wirkungslos verpuffen.“ So sollte beispielsweise beim Recruitment darauf geachtet werden, „dass es um Einzelleistungen und nicht so sehr um die Zugehörigkeit zu Netzwerken“ gehe. Männer seien wesentlich häufiger in Netzwerken vertreten, was die – oft ebenfalls männlich besetzte – Berufungskommission entsprechend honoriere.

→ Internet: [www.genderinscience.org](http://www.genderinscience.org);  
[www.portiaweb.org](http://www.portiaweb.org);  
<http://members.chello.at/wilawien>

Credit Points lassen sich auch in der Promotion anwenden. Das zeigt ein Beispiel der Technischen Universität Braunschweig. Und es hat einen strategischen Vorteil: Es stärkt den internationalen Ruf der Universität.

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Foto: privat

Manfred Krafczyk

von Benjamin Haerdle

### Wissenschaftlicher Nachwuchs

## Wie Sie mit Credit Points das internationale Profil in der Promotion schärfen

**Braunschweig** Das European Credit Transfer and Accumulation System (ECTS) gilt für viele Hochschulmanager und Forscher als Schreckgespenst: Zu bürokratisch und zu starr seien die Credit Points, die als Leistungsnachweise in Bachelor- und Masterstudiengängen vergeben werden, lautet der Vorwurf. Doch während sie in der Lehre längst etabliert sind, trauen sich die Universitäten an die Vergabe von Credit Points in der Forschung, also für die Promotion, noch nicht so recht heran. Dabei wäre manch ein Doktorand wahrscheinlich froh über etwas mehr Struktur in seiner Forschungsarbeit. Einen Anlauf hat nun die Technische Universität (TU) Braunschweig gewagt. Für ein Joint-Ph.D.-Programm in den Ingenieurwissenschaften mit der US-Partneruniversität Rhode Island hat sie Credit Points erarbeitet.

Insgesamt müssen die deutschen und amerikanischen Doktoranden 24 Credit Points nachweisen, jeweils zwölf während ihres Aufenthalts in den beiden Einrichtungen. Das regelt eine Kooperationsvereinbarung, die beide Promotionsordnungen in Einklang bringt. „Wofür die Credits an der TU genau vergeben werden, legt der deutsche Professor in Absprache mit dem US-Betreuer fest“, sagt Prof. Dr. Manfred Krafczyk, Auslandsbeauftragter der Fakultät für Architektur, Bauingenieurwesen und Umweltwissenschaften an der TU. Für die ersten beiden Doktoranden hat der Leiter

des Instituts für rechnergestützte Modellierung die Credits definiert. Beispielsweise bekommt ein deutscher Promotionsstudent, der ein Paper als Co-Autor in einem renommierten Journal veröffentlicht hat, vier Credit Points. Für die Betreuung eines Diplomanden erhält er drei, für einen Konferenzvortrag samt schriftlicher Ausarbeitung weitere drei Punkte. Und weil er für drei Monate an einem Projekt der Deutschen Forschungsgemeinschaft mitgeforscht hat, gibt es auch dafür drei Punkte.

In der kniffligen Frage, wie viele Credit Points für welche Leistung vergeben werden sollen, wären sich die Wissenschaftler aus Braunschweig und Rhode Island rasch einig gewesen, sagt Krafczyk: „Wir haben ein gemeinsames Verständnis dafür, mit welchem Arbeits- und Zeitaufwand Leistungen bewertet werden sollten.“ Weil die beiden Unis seit Jahren einen gemeinsamen Diplom-/Masterabschluss anbieten, war das Vertrauen groß, auch in der Forschung zu kooperieren.

Das Promotionsprogramm soll zudem das Profil der TU Braunschweig schärfen. „Für uns ist das ein Standortvorteil, denn so stärken wir unser internationales Netzwerk und unsere Attraktivität für sehr gute Studierende national wie international“, sagt Krafczyk. Schon denkt die TU darüber nach, auch mit der Pontificia Universidade Católica in Rio de Janeiro ein weiteres Joint-Ph.D.-Programm aufzulegen.

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#### Kontakt

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Diana Mackie arbeitet beim britischen  
Institute of Fundraising als PR-Managerin.

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## Politikberatung

### Akademienverbund sitzt nun in Halle

**Halle/Saale** Die Stadt Halle mausert sich zum Akademienstandort. Neben der Nationalakademie Leopoldina residiert seit April auch der European Academies Science Advisory Council (Easac) in Halle, der seit Gründung im Jahr 2001 seinen Sitz an der Royal Society in London hatte. „Es war beabsichtigt gewesen, dass die Geschäftsstelle eines Tages weiterziehen und von einer anderen EU-Nationalakademie geleitet wird“, sagt Dr. Christiane Diehl, Leiterin der Easac-Geschäftsstelle.

Nationalakademien aus 23 EU-Mitgliedstaaten sowie die All European Academies und die Academia Europaea sind Mitglied bei Easac. Hauptaufgabe des Akademienverbunds ist die wissenschaftsbasierte Politikberatung. Diehl: „Weit über die Hälfte aller Gesetze in Deutschland lassen sich auf EU-Gesetzgebung zurückführen. Die Leopoldina würde ihrem Auftrag der Politikberatung nicht gerecht werden, wenn sie nicht auch in Brüssel ihre Expertise einbrächte.“ Und das mache sie über Easac, also im Verbund mit anderen Nationalakademien der EU-Mitgliedstaaten.

Easac schreibt Berichte und Stellungnahmen zu Energie, Umwelt und Lebenswissenschaften, die vor allem an das EU-Parlament und die EU-Kommission gerichtet sind. „Diese Themen haben größten Einfluss auf das Wohl der Bürger Europas“, sagt Diehl. Als Nächstes wird Easac im Juni eine Stellungnahme zum Klimawandel und zu Infektionskrankheiten vorlegen.

Finanziert wird Easac vor allem von den Nationalakademien. Sie wirbt aber auch Projektmittel der weltweiten Akademienvereinigung InterAcademy Panel ein. hbj

.....  
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## Fundraising

### Verhaltenskatalog zeigt, wie man beim Spendensammeln den richtigen Ton trifft

**In Zeiten knapper Kassen gehört Fundraising schon längst zum Standardrepertoire vieler Hochschulen. Doch wie geht man bei der Spendenakquise richtig vor? Das Institute of Fundraising (IoF) hat dazu 29 sogenannte Codes of Fundraising Practice auf seiner Internetseite veröffentlicht.**

**London** Wie sollte man sich großzügigen Spendern gegenüber verhalten, die für das nächste Hochschulfest oder die Renovierung eines Hörsaals Geld geben möchten? Wie trifft man mit Mailing-Aktionen den richtigen Ton bei den Adressaten? So mancher ist unsicher, wie man mit Spendenbeiträgen in Form von Bargeld korrekt umgeht. Dazu und zu anderen Geschäftsfeldern des Fundraisings hat das britische IoF Kodizes entwickelt. Die Verhaltensregeln geben Anleitung, worauf beim professionellen Einsammeln von Spenden zu achten ist.

Für die Abteilungen und Ansprechpartner, die an den Hochschulen für Fundraising zuständig sind, sind etliche der insgesamt 29 Regeln von Belang, sagt Diana Mackie, beim IoF für die Öffentlichkeitsarbeit zuständige Managerin. Etwa der Code „Best practice for major donor fundraising“. Der behandelt auf elf Seiten, worauf Fundraiser beim Umgang mit Großspendern achten sollten. Wichtig ist dabei zum Beispiel, dass beim Sammeln von Informationen über mögliche Spender die gewonnenen Daten äußerst sensibel behandelt werden. Um Missbrauch zu vermeiden, sollten vor einer Kampagne Regeln für den Umfang mit solchen vertraulichen Informationen festgelegt werden, raten die Experten. Auch plädiert der Kodex für absolute Fairness, Transparenz und Ehrlichkeit gegenüber den Spendern. „Fundraiser müssen immer darauf achten, dass sie niemals Druck gegenüber den Spendern aufbauen“, heißt es in den Empfehlungen.

„Das Einwerben von Spendengeldern ist eine hochprofessionelle Angelegenheit, die Fundraiser, Stiftungen oder Wohltätigkeitsvereine sehr ernst nehmen“, sagt Mackie.

Ziel sei es, peinliche Pannen zu vermeiden: „Hochschulen darf es beispielsweise nicht passieren, dass sie beim Fundraising auf automatische Telefonansagen setzen oder potenzielle Spender nach 21 Uhr anrufen“, sagt die IoF-Vertreterin. Dies schmälere nicht nur die Chancen auf einen Geldspende, sondern widerspreche auch den IoF-Verhaltenskodizes, die Arbeitsgruppen in Abständen von mehreren Jahren immer wieder aktualisieren.

Einen Schwerpunkt legt das IoF als Interessenverband, der mehr als 300 Wohltätigkeitsfonds und 5000 hauptberufliche Spendensammler in Großbritannien unterstützt, auf die richtige Kommunikation mit möglichen Geldgebern. So gibt es mehrere Verhaltenskodizes für den Einsatz von E-Mails, Internet und Telefongesprächen. Dem für Hochschulen wichtigen Feld „Sponsoring von Veranstaltungen“ hat das IoF einen eigenen Kodex gewidmet. In dem Code „Event Fundraising“ sind präzise alle Schritte aufgelistet, die Universitäten für ein erfolgreiches Veranstaltungsmanagement beachten sollten, etwa bei Vertragsabschlüssen, der Wahl eines geeigneten Veranstaltungsortes, dem passenden Informationsmaterial oder auch beim Risikomanagement. Auch für den Tag der Veranstaltung und die abschließende Aufarbeitung des Events danach haben die Londoner Experten einige Empfehlungen parat. Und weil auch der Einsatz von freiwilligen Helfern nicht immer ohne Komplikationen vonstatten geht, hat das Fundraising-Netzwerk auch dazu einen Verhaltenskodex veröffentlicht. hbj

.....  
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Foto: EU

EU-Forschungskommissarin Geoghegan-Quinn will Wissenschaftler häufiger im Labor als am Schreibtisch sehen.

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## Geoghegan-Quinn will Bürokratie eindämmen

**Brüssel** EU-Forschungskommissarin Máire Geoghegan-Quinn will die Bürokratie im Rahmen der EU-Forschungsprogramme verringern und für mehr Transparenz sorgen. Sie reagiert damit auf Kritik an der Vergabe von EU-Forschungsgeldern (duzMAGAZIN 05/2010, S. 8 ff). Die Auswahlmechanismen seien mit zu großen bürokratischen Hürden verbunden, Spitzenforscher sowie kleinere und mittlere Unternehmen schrecke das „Kontrollkästchen“-Denken ab, wurde bemängelt. Nun sollen eine einfachere Antragstellung und Geldervergabe schon in wenigen Wochen möglich sein. Unter anderem ist geplant, dass Mittel eher auf Basis von Durchschnittskosten und nicht mehr in separaten Einzelnachweisen vergeben werden. Diskutiert wird auch die Möglichkeit ergebnisorientierter Förderung, bei der Pauschalbeträge für spezifische Arbeiten ausbezahlt werden.

→ Internet: <http://ec.europa.eu>

Patentanmeldungen

## Weniger Erfindungen zur Anmeldung gebracht

**München** Laut einer neuen Statistik des Europäischen Patentamtes (EPO) von Ende April ist die Zahl der Patentanmeldungen europaweit erstmals seit 20 Jahren gesunken. Demnach wurden 2009 135 000 Patente eingereicht, das sind acht Prozent weniger als 2008. Der Rückgang sei teilweise damit zu erklären, dass der Fokus seit einiger Zeit verstärkt auf Qualität statt auf Quantität liege, erklärte das EPO.

→ Internet: [www.epo.org](http://www.epo.org)

Neubesetzung

## Neuer Chef im EU-Institut für Zukunftsfragen

**Sevilla** John Bensted-Smith ist seit Mai neuer Leiter des Institute for Prospective

Technological Studies (IPTS) im spanischen Sevilla. Das IPTS ist eines von sieben Joint Research Centres (JRC) der EU. Das Institut erforscht Verbindungen zwischen Technik, Wirtschaft und Gesellschaft und unterstützt die Europäische Kommission und das Europäische Parlament. Unter anderem betreibt es gemeinsam mit der Generaldirektion für Forschung, Erwatch, eine Plattform, die die nationalen Strategien im Sinne eines europäischen Forschungsraumes transparent macht. Bensted-Smith arbeitete ab 1983 in der Europäischen Kommission, wo er zuletzt Leiter der Direktion Wirtschaftliche Analysen der Generaldirektion Landwirtschaft war.

→ Internet: <http://swami.jrc.ce>

Kostenrekord

## Hochschulen gaben 2008 36,3 Milliarden Euro aus

**Wiesbaden** Die Ausgaben der öffentlichen und privaten Hochschulen in Deutschland sind im Jahr 2008 auf 36,3 Milliarden Euro gestiegen. Das waren 8,6 Prozent mehr als im Vorjahr. Wie das Statistische Bundesamt Ende April mitteilte, sei das der höchste Wert seit Beginn der Aufzeichnungen 1995. Die höchste Zunahme mit 19 Prozent verzeichnet Hessen, Schlusslicht war das Saarland mit 3,3 Prozent. Mit 20 Milliarden Euro gaben die Hochschulen am meisten für Personal aus. Die Ausgabensteigerungen konnten die Hochschulen weitgehend über höhere eigene Einnahmen finanzieren.

→ Internet: [www.destatis.de](http://www.destatis.de)

Reform

## CNRS-Chef für Autonomie französischer Hochschulen

**Paris** Das Nationale Zentrum für wissenschaftliche Forschung (CNRS) will sich verstärkt für die Autonomie der Universitäten und für die Verwertung von Forschungsergebnissen einsetzen. Diese beiden Ziele fügte der seit Januar im Amt befindliche CNRS-Präsident Alain Fuchs im April dem strategischen Reformplan der Institution

aus dem vergangenen Jahr hinzu. Laut Fuchs solle das CNRS in Zukunft weniger dominant auftreten und die Hochschulen vermehrt bei Internationalisierung und Interdisziplinarität beraten. Angehen will Fuchs zudem das starre System der Lohn- und Gehaltstabellen.

→ Internet: [www.cnrs.fr](http://www.cnrs.fr)

Kooperation

## Internetplattform für EU-USA-Partnerschaften

**Brüssel/Washington** Die Forschungs-Partnerschaften zwischen den USA und der EU werden seit April auf einer Internetplattform zusammengeführt. Die grundlegenden Programme Bilat-USA und Link2US zur bilateralen Koordinierung und Netzwerkbildung sind im Oktober 2009 gestartet. Jetzt stellt das Portal die wichtigsten Antragsdokumente, Projektnachrichten und ein Helpdesk zur Verfügung.

→ Internet: [www.euussciencetechnology.eu](http://www.euussciencetechnology.eu)

Forschernachwuchs

## US-Graduiertenausbildung wird vernachlässigt

**Washington** Die amerikanische Graduiertenausbildung, zu der Master- und Doktoratsstudiengänge zählen, wird vernachlässigt. Zu diesem Schluss kam Ende April eine Studie über die Zukunft der Graduiertenausbildung in den USA, mit herausgegeben vom Rat der Graduiertenschulen (CGS). Demnach steigt die Anzahl der Arbeitsstellen, für die ein Graduiertenabschluss benötigt wird, stark an. 2018 soll ein Doktorat bereits für 18 Prozent mehr Stellen als heute notwendig sein. Dennoch falle die US-Rate der Graduierten im internationalen Vergleich. Wichtig sei, die teilweise bei 50 Prozent liegenden Abbrecherquoten zu senken und ein ethnisch ausgeglichenes Bild zu schaffen. Zwar wachse das Bevölkerungssegment unterrepräsentierter Minderheiten am stärksten, doch sei hier die Graduiertenrate besonders gering.

→ Internet: [www.fgereport.org](http://www.fgereport.org)



*Der Blick auf die Uhr allein reicht vor einem Anruf nach Singapur nicht. Man sollte schon wissen, wie viele Stunden man draufschlagen muss, um sicherzugehen, dass man den Kollegen nicht weckt. Ein Klick auf eine Zeitzonenkarte spart die Rechnerei.*

Foto: pixelio/Bernd Boscolo

→ Internet: [www.weltzeit.de](http://www.weltzeit.de)

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### Forschungsstrategie

## Australien misst seine Innovationskraft

**Canberra** Australien hat Ende April seinen ersten Innovation System Report veröffentlicht, der nun jährlich die innovative Kraft des Landes in einen Vergleich zu OECD-Staaten setzt. Das dient dazu, den Fortschritt des Regierungsprogramms „Powering Ideas: An Innovation Agenda for the 21st Century“ ablesen zu können. In vier Strategiefeldern soll während der kommenden zehn Jahre die nachhaltige Produktivität Australiens forciert werden. Der Fokus liegt auf Spitzenforschung, Graduiertenzahlen, in Forschung investierenden Unternehmen, öffentlichen Fördermaßnahmen sowie Netzwerkbildung. ce

→ Internet: [www.innovation.gov.au](http://www.innovation.gov.au)

### Studentenbewertung

## Hochschulbehörde fordert Bildungsminister heraus

**Stockholm** Zwischen der obersten schwedischen Hochschulbehörde Högskoleverket und dem Minister für höhere Bildung ist im April ein offener Streit über die Bewertung von Studierenden ausgebrochen. Diese Bewertung soll Auswirkungen darauf haben, wie künftig zusätzliche staatliche Mittel verteilt werden. Universitätskanzler und Behördenchef Anders Flodström kritisiert Minister Tobias Krantz, weil dessen Vorschlag den Bologna-Vereinbarungen widerspreche und die politische Unabhängigkeit seiner Behörde untergrabe. Die oppositionellen Linken im Reichstag werfen Tobias Krantz vor, die Ansichten der Hochschulen zu ignorieren. ce

→ Internet: [www.sweden.gov.se](http://www.sweden.gov.se)

### Länderkooperation

## China, Japan und Südkorea schaffen „Campus Asia“

**Tokio** China, Japan und Südkorea wollen sich im Rahmen eines „Campus Asia“

koordinieren, um für den eigenen Nachwuchs attraktiver zu werden. Regierungsvertreter der drei asiatischen Staaten haben Mitte April in Tokio beschlossen, Kooperationen im Rahmen von Krediten, Austauschprogrammen und Qualitätskontrollen zu fixieren. „Campus Asia“ soll dem Trend entgegenwirken, in dessen Zuge mehr als 200 000 junge Menschen aus dieser Region jährlich an amerikanische Hochschulen abwandern. Bereits im Frühjahr hatte man eine Standardisierung der Studentenbewertung beschlossen, die als erster Schritt zu einem panasiatischen Studentenaustauschprogramm bewertet wird. ce

→ Internet: [www.mext.go.jp](http://www.mext.go.jp)

### Allianz

## Internetforschung soll sich in der Lehre etablieren

**Raleigh** Eine Forschungsallianz soll die Internetwissenschaften vorantreiben und auch in der Lehre verankern. Ende April haben führende Spezialisten auf der Web-Sci10-Konferenz die Gründung des Web Science Trust Network of Laboratories (WSTNet) bekannt gegeben. Vorsitzende

### Haushaltssanierung in Schleswig-Holstein

## Stehen die Unikliniken zum Verkauf?

**Kiel** In Schleswig-Holstein ist eine Kontroverse über den möglichen Verkauf des Universitätsklinikums Lübeck/Kiel entbrannt. Medienberichten zufolge erwägt die Koalition aus CDU und FDP, das Klinikum zu veräußern. Eine öffentliche Stellungnahme dazu gab es zwar bis Anfang Mai noch nicht. Der Vorschlag soll aber von Wissenschaftsminister Jost de Jager (CDU) stammen. Die Opposition und die Gewerkschaften protestieren dagegen. Pro Jahr will Schleswig-Holstein künftig mindestens 125 Millionen Euro einsparen. Um das Ziel zu erreichen, hat das Land eine Haushaltsstrukturkommission eingesetzt, die ein Konzept

Wissenschaftsminister Jost de Jager (CDU) nimmt bislang nicht öffentlich Stellung.

ist Dame Wendy Hall, ebenfalls Mitglied des Wissenschaftlichen Rates des Europäischen Forschungsrates (ERC). Als Gründungsmitglieder sind zehn Institutionen beteiligt, einzige deutsche ist die Universität Koblenz-Landau. Sitz des Netzwerks wird die Universität von Southampton in Großbritannien. Die geplanten Konferenzen, Workshops, Sommerschulen und gemeinsamen Forschungsprojekte sollen explizit auch der Förderung der Interdisziplinarität dienen. ce

→ Internet: <http://webscience.org>

### Beamtenbesoldung

## Mehr Geld für Profs in Baden-Württemberg

**Stuttgart** Die Landesregierung Baden-Württemberg hat Ende April beschlossen, die Beamtenbesoldung ab 2011 aufzustocken. Das Wissenschaftsressort erhält dafür jährlich rund 6,5 Millionen Euro zusätzlich. Mit 5,5 Millionen Euro sollen die Grundgehälter der Professoren (W2, W3) um durchschnittlich 1,5 Prozent steigen. Eine Million Euro sind als leistungsbezogene Zulagen für Juniorprofessoren vorgesehen. rk



Foto: Wissenschaftsministerium

Die Wirtschaftswissenschaftlerin Birgitta Wolff wird neue Kultusministerin in Sachsen-Anhalt.



Foto: Uni Magdeburg/Karin Lange

agenda

hochschule

forschung

kontakte

ticker

brennpunkt

### Titelvergabe

## Bulgarien setzt Reformen im Bildungswesen um

**Sofia** Bulgarische Hochschulen können nun eigenständig Titel vergeben. Die bislang hierfür zuständige staatliche Institution wurde durch ein Gesetz Mitte April abgeschafft. Diese Maßnahme ist Teil einer umfassenden Reform des Bildungswesens, die darauf abzielt, in den kommenden Jahren mit den restlichen europäischen Staaten gleichzuziehen. Der bulgarische Bildungsminister Sergei Ignatov will 2011 auch die Finanzierung der Hochschulen leistungsbezogen strukturieren. In Kooperation mit dem Rektorenrat sollen weitere Schritte ausgearbeitet werden. ce

→ Internet: [www.government.bg](http://www.government.bg)

### Ranking

## 300 Hochschulen bewertet

**Gütersloh/Hamburg** Das Centrum für Hochschulentwicklung (CHE) hat Anfang Mai das CHE-Ranking veröffentlicht. Aktualisiert hat das CHE die Daten für Ingenieur- und Geisteswissenschaften sowie für Psychologie und Erziehungswissenschaften in knapp 300 Hochschulen in Deutschland, Schweiz, Österreich und den Niederlanden. Erstmals wurde die internationale Ausrichtung in den Sprachwissenschaften bewertet. Die Ergebnisse sind im Studienführer der „Zeit“ 2010/2011 erschienen. rk

→ Internet: [www.che.de](http://www.che.de)

### Mediziner-Ausbildung

## Forschende Ärzte fehlen

**Bonn** Der klinischen Forschung droht ein Mangel an jungen Mediziner. Das befürchtet die Deutsche Forschungsgemeinschaft (DFG). Ende April veröffentlichte sie deshalb Empfehlungen zur Neustrukturierung der Ausbildung, die zu praktisch strukturiert sei. Überdies fordert die DFG transparente Karrierewege in der Forschung. rk

→ Internet: [www.dfg.de](http://www.dfg.de)

### Ministerwechsel

## Professorin Birgitta Wolff wechselt in die Politik

**Magdeburg** Die Wirtschaftswissenschaftlerin Prof. Dr. Birgitta Wolff (CDU) ist bislang nicht in politischen Ämtern in Erscheinung getreten. Trotzdem soll die Forscherin der Universität Magdeburg am 1. Juni die neue für Wissenschaft und Bildung zuständige Kultusministerin in Sachsen-Anhalt werden. Das gab Ministerpräsident Prof. Dr. Wolfgang Böhmer (CDU) Ende April bekannt. Wolff verfüge über Management-Erfahrung bei der Steuerung großer Personalkörper, sagte er. Die 44-Jährige tritt die Nachfolge von Prof. Dr. Jan-Hendrik Olbertz an, der als Präsident an die Humboldt-Universität Berlin geht. rk

### Fusion

## Österreichische Unis schließen sich zusammen

**Wien** Die Technischen Universitäten (TUs) Wien und Graz sowie die Montanuniversität Leoben schließen sich zum Verein „TU

Austria“ zusammen. Die drei Universitäten wollen unter anderem Investitionen und Berufungen besser koordinieren, erklärte der Rektor der TU Wien, Prof. Dr. Peter Skaliky, Ende April. Man brauche etwa nicht an jeder Uni ein Elektronenmikroskop. Bei Berufungen werde man sich nun abstimmen und nicht parallel Professuren zu gleichen Themenfeldern einrichten. Die jeweiligen Grundausbildungen sollen an allen Standorten erhalten bleiben. Die drei Unis haben insgesamt 38 000 Studierende. rk

### Statistik

## Innovativste Regionen in Deutschland und England

**Stuttgart/Brüssel** Baden-Württemberg und East England sind Europas forschungs- und innovationsstärkste Regionen. Das gab das baden-württembergische Statistische Landesamt Anfang Mai auf Grundlage von Eurostat-Zahlen bekannt. Laut einem Vergleich von insgesamt 97 europäischen Regionen investierten Baden-Württemberg und East England im Jahr 2007 4,4 Prozent ihres Bruttoinlandsproduktes in Forschung und Entwicklung. mk

### Studie

## Publikationsdruck gefährdet Forschungsqualität

**Edinburgh** Publikationsdruck kann die Qualität wissenschaftlicher Forschung negativ beeinflussen. Zu diesem Schluss kommt Dr. Daniele Fanelli von der Universität Edinburgh, der im Rahmen des EU-Projekts „Objective Science“ 1 300 US-Aufsätze verschiedener Fachrichtungen untersuchte: Forscher neigten in Ländern mit stärkerem Konkurrenzdruck und höherer Produktivität eher zu positiven Befunden. Je größer der Konkurrenzdruck, desto wahrscheinlicher sei es, dass die Forscher versuchten, ihre Ergebnisse positiv erscheinen zu lassen, schreibt Fanelli im Fachmagazin „Plos One“. Man müsse nun noch prüfen, ob sie ihre

Ergebnisse nur durch eine andere Darstellung „optimieren“ oder tatsächlich schummeln. ce

→ Internet: [www.plosone.org](http://www.plosone.org)

Daniele Fanelli hat wissenschaftliche Artikel unter die Lupe genommen.



Foto: privat



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## Österreichs Eliten wollen ahnungslose Menschen

**Wien** Der Autor Robert Menasse äußert sich in der Tageszeitung „Der Standard“ zur österreichischen Hochschulpolitik und zur Wissenschaftsministerin Beatrix Karl: „Wenn Karl glaubt, dass sie nichts tun kann, außer jene Sätze zu wiederholen, die ihr von Partei und Wirtschaft diktiert werden, müsste sie aus Selbstachtung zurücktreten, und zwar mit der Empfehlung, den Posten gar nicht erst nachzubetzen. [...] Ich bin felsenfest davon überzeugt, dass die politischen und wirtschaftlichen Eliten dieses Landes ernsthaft glauben, dass politisch ahnungslose, ungebildete, aber fachlich gut ausgebildete Menschen ein ruhiges gesellschaftliches Funktionieren gewährleisten. [...] Daher ist mir schon klar, warum die ÖVP seit dreißig Jahren jede bildungspolitische Offensive verwehrt, denn das entspricht ihrem ständestaatlichen Denken.“ (*Der Standard*, 28. April 2010)

→ Internet: <http://derstandard.at>

## Norwegens Gesuche landen im Papierkorb

**Oslo** Forscher der Universitäten von Bergen, Oslo, Trondheim und Tromsø schreiben laut der Zeitung „Aftenposten“ Projektanträge für den Papierkorb: „Die vier großen Universitäten verwenden für Forschungsgesuche eine Stundenanzahl, die 92 Vollzeitstellen gleicht. Nur 17 Prozent davon werden bewilligt. Die Universitäten sehen nicht die Schuld in der Art, wie ihre Anträge formuliert sind, sondern in der Bevorzugung der Programmforschung gegenüber der freien Grundlagenforschung. [...] Forschungsministerin Tora Aasland befürwortet die knallharte Konkurrenz um die attraktivsten Forschungsgelder und vermisst vor allem Gesuche für existierende Programme wie Forschungsprojekte in den Bereichen Energie und Umweltschutz. Abgelehnt würden vor allem Anträge, die freie Forschungsmittel beantragten [...].“ (*Aftenposten*, 27. April 2010)

→ Internet: [www.aftenposten.no](http://www.aftenposten.no)

## Streit um Mitsprache an Belgiens ältester Uni

**Groot-Bijgaarden** Professoren und Studierende der Katholischen Universität (KU) Löwen fürchten um ihre Mitsprache, schreibt „De Standaard“: „Der Gegenstand der Diskussion ist institutionell: Es geht um eine neue Organisation der KU Löwen. Doch die Folgen sind von großem Belang, sagen die Professoren. Es gehe um nichts Geringeres als den demokratischen Charakter der Universität. Haben die Dozenten und Studenten noch ein Wörtchen mitzureden, wenn es um Lehre und Forschung geht? [...] Die Universitätsleitung antwortet darauf, dass die Universität Löwen ein Unternehmen mit einem Budget von 1,7 Milliarden Euro und 18 000 Mitarbeitern ist. Die Leitung könne nicht allein einem gewählten Rektor überlassen werden. [...] Die Kluft zwischen der universitären Gemeinschaft und der Universitätsleitung ist durch diese Reorganisation größer geworden.“ (*De Standaard*, 21. April 2010)

→ Internet: [www.standaard.be](http://www.standaard.be)

## Schweizer Lehrerstudium hat Defizite in der Praxis

**Bern** Die erste internationale Studie zur Lehrerausbildung „Teds-M“ kritisiert die Schweizer Lehrerausbildung. Fritz Oser, emeritierter Professor für Erziehungswissenschaften an der Universität Freiburg, kommentiert dies in der „Berner Zeitung“ folgendermaßen: „Zwar verbringen die Studierenden viel Zeit mit Praktika. Doch haben sie kaum die Möglichkeit, eine Klasse über eine längere Zeit wirklich selbstständig zu führen. Wenn man nicht erlebt, wie schwierig es ist, 15-Jährige zu unterrichten, kann sich das nachteilig auf die Lehrperson auswirken. Die Studierenden werden mit den Schülern kaum alleine gelassen. Dabei wäre das wichtig. [...] Und besonders bedenklich ist, dass das Thema der kulturellen Vielfalt der Schüler in den Klassenzimmern nicht praxisnah behandelt wird.“ (*Berner Zeitung*, 16. April 2010)

→ Internet: [www.bernerzeitung.ch](http://www.bernerzeitung.ch)

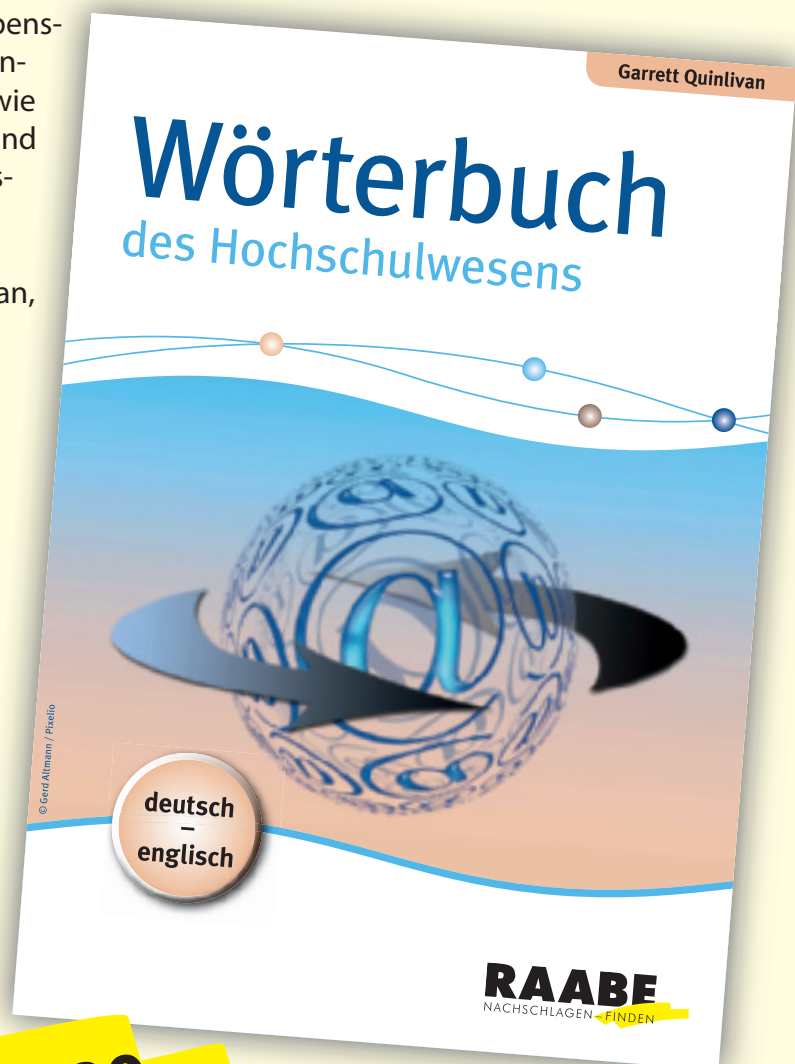
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# INTERNATIONAL HIGHER EDUCATION

## THE BOSTON COLLEGE CENTER FOR INTERNATIONAL HIGHER EDUCATION

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## Can Haitian Higher Education Rise from the Rubble?

HARRY E. DUMAY

*Harry E. Dumay is associate dean for finance and chief financial officer at Harvard University's School of Engineering and Applied Sciences. He also serves as an external evaluator on a three-year US Agency for International Development-funded partnership grant between the University of Massachusetts Boston and the State University of Haiti. E-mail: dumay@seas.harvard.edu.*

The January 12 earthquake dealt a devastating blow to Haiti's already struggling higher education and brought it to a halt. Yet, Haiti is determined to rebuild. In this reconstruction effort, great care must be taken not just to restore what existed but to erect a better system.

### CATASTROPHIC DAMAGE

During the 35-second quake, the sole building that housed the University of Port-au-Prince crumbled, trapping hundreds of students and faculty members under its fallen concrete slabs. At the State University of Haiti, the Faculty of Linguistics collapsed: the dean, several faculty members, and more than three hundred students lost their lives. Most buildings at the State University and at private institutions such as the Episcopalian University and University Quisqueya were either destroyed or declared unsafe. To date, the death toll for the university community has not been confirmed. Most institutions cannot predict when activities will resume.

Haitian higher education was already in a precarious state prior to January 12. Lack of access, a weak governance structure, and the absence of a true professoriate constituted three of its many problems.

### LACK OF ACCESS

Estimated at only 1 percent, access remains at the elite level in Haiti. A comparison with the Dominican Republic, Haiti's neighbor, is illustrative. Out of a population of 9 million, the Dominican Republic enrolled 174,621 students in 1997. Haiti's enrollment is estimated at 15,000 for a population of 8.5 million. Even among the students that made it into college, in 2008 78 percent indicated that they could not enroll in their desired concentration.

### DYSFUNCTIONAL GOVERNANCE

Governance is problematic within the State University of Haiti, first. The rectors, vice-rectors, and deans are all elected by students and faculty members. They feel more accountable to their political constituency than to their leadership. Conscious of their political clout, a few activist students, often manipulated by ambitious faculty members, frequently protest to

demand leadership changes. For example, a student strike at the Faculty of Medicine paralyzed all academic activities from April 2009 until the time of the earthquake. Second, governance is also problematic across the higher education system. The State University is mandated to oversee the private institutions that compete with it for students. Some private institutions feel that they are better run than the State University and resent this oversight function. Finally, the lack of appropriate standards and effective supervision has given rise to a number of pseudouniversities.

### A NONEXISTENT PROFESSORIATE

The academic profession is not existent in Haiti. The most recent reliable statistic on the entire system dates from 1987 and indicated that 93 percent of professors worked part time and that only 26 percent had a graduate degree. Degree attainment among professors has somewhat improved since then. However, the majority of faculty members still have another full-time job that they combine with as many teaching opportunities as possible to enjoy a decent standard of living.

### THE CASE FOR REBUILDING

With hundreds of thousands of people still homeless and the hurricane season nearing, is higher education a current priority for Haiti? The Haitian government and higher education officials answer this question in the affirmative. They are determined to rebuild Haiti's schools for internal as well as external reasons.

Since 1815 when the first Haitian postsecondary institution was founded, higher education has always played an important internal role to form the nation's elite. The provision of free, public higher education is viewed as one of the government's responsibilities. In turn, the State University of Haiti and the many private institutions that have sprung up since the 1980s have formed the majority of the country's professionals, technocrats, and politicians.

*During the 35-second quake, the sole building that housed the University of Port-au-Prince crumbled, trapping hundreds of students and faculty members under its fallen concrete slabs.*

Achieving economic growth constitutes the other reason why Haitians believe that they must rebuild higher education. Human capital theorists consider education as indispensable for economic progress, because it leads to innovation. Joseph Schumpeter and other development economists assert that innovation yields nonincremental growth, the kind that the poorest countries need to leapfrog out of poverty. The Millennium Development Goals echo those theories by deeming science and technology necessary for the least-developed



countries to prosper. Consequently, Haitians believe that the nation must form its next generation of professionals and innovators in order to be a viable state, one that does not rely on the international community for all its needs.

In the aftermath of the earthquake, many foreign universities and international institutions have expressed an interest in helping. Clearly, it would be a mistake to rebuild within the same framework that existed. Improvement in the areas of access, governance, and the academic profession can ensure that the new system is better than the old.

*The State University is mandated to oversee the private institutions that compete with it for students. Some private institutions feel that they are better run than the State University.*

#### INCREASING ACCESS

Some of the national reconstruction plans that are being elaborated already include ideas that could help to increase access. One such proposal is the decentralization of activities away from the capital city. Currently, all the major postsecondary institutions have their main campus in Port-au-Prince. The costs and logistical difficulties associated with relocating to Port-au-Prince have kept college out of the reach of many young people. The decentralization of programs and campuses throughout Haiti would alleviate this problem. Another plan that could potentially increase enrollment is the State University's project to consolidate its previously physically dispersed campuses. Colocation of faculties should permit campuses to avoid duplicating the same general education courses in various units and to offer more flexible schedules, thus, making it easier to accommodate more students.

#### ESTABLISHING GOVERNANCE AND COORDINATION

The State University of Haiti should follow the lead of better-run private institutions and stop electing its officials. An independent university board of trustees should appoint the rector and hold him or her accountable to run the institution. A parallel higher education board in the Ministry of Education should provide oversight to both public and private institutions. The board's effective coordination of these institutions should involve providing them with incentives to cooperate and share services to benefit from economies of scale. Indeed, no single institution has sufficient resources even for some of the minimal requirements: updated library systems, information technology, and laboratory facilities. It would be a waste of international aid to replicate several suboptimal facilities at various institutions.

#### INVESTING IN FULL-TIME FACULTY

To improve the quality of teaching and introduce research, the system should strive to support more full-time faculty members and ensure their presence on campus. This implies adjusting salaries to enable someone to live decently with just a faculty appointment. How does one accomplish this fiscally? Budget increases cannot be expected in the public system, given the government's near-bankrupt state. Reductions in administrative expenses should take place and can help but will not provide all the funds needed. As for private institutions, the high level of price sensitivity in Haitian households makes it impractical for them to pass this cost onto students. This is where the international community can help. Aid and collaboration should be aimed at supplementing faculty salaries for meritorious research efforts that advance knowledge and thus benefit the global community of scholars.

#### CONCLUSION

The Haitian higher education system must be rebuilt. It is the key to the country's long-term economic independence. Undeniably, that task will be enormous. However, if well done, it could offer opportunities for a significant renewal and serve as a model for reconstruction in other sectors. ■

## The Asian Higher Education Century?

PHILIP G. ALTBACH

*Philip G. Altbach is Monan University Professor and director of the Center for International Higher Education at Boston College.*

The 2009 world university rankings showed a modest increase in the number of universities in Asia that have entered the top 100—in the Shanghai Academic Ranking of World Universities from 5 to 6, and in the *Times Higher Education*/QS rankings from 14 to 16. Commentators immediately referred to the academic rise of Asia and a concomitant decline of the West. Fundamentally, however, academic excellence, research productivity, and reputation, which are mainly what the rankings capture, are not a zero-sum game. The improvement of universities in one part of the world does not mean that institutions elsewhere necessarily decline. Further, the shift to Asia is by no means dramatic. It is in fact a good thing that universities outside the traditional powerhouses of North America and western Europe are improving and gaining increased recognition for their work.

Nonetheless, it is useful to examine Asia's academic growth if only because the region houses the most rapidly expanding economies in the world, and a number of Asian countries have placed great emphasis on both expansion and improvement in higher education. While it is almost impossible to generalize about so vast and varied a region, nonetheless some realities are relevant for significant parts of the region.

Asia is home to a majority of the world's private higher education institutions, and the private sector continues to expand in the region. With a few exceptions, the private sector stands at the bottom of the prestige hierarchy. As the economists put it, the private academic institutions are “demand absorbing” and provide access but generally not high quality. The private sector does not contribute much to the improvement of the quality of Asian higher education.

*The improvement of universities in one part of the world does not mean that institutions elsewhere necessarily decline.*

Asia has a significant high-quality sector. Many Japanese universities are highly ranked. Singapore and Hong Kong have excellent academic systems. Outstanding universities exist in South Korea and Taiwan. China's top dozen or so universities are approaching “world class.” The Indian Institutes of Technology, although not universities in the traditional sense, are also top institutions. But overall, Asia's universities do not compare favorably with those in North America, western Europe, or Australia. A number of structural, academic, and cultural factors may inhibit even some of the best Asian universities from rising to the pinnacles of academic quality in the near future and are likely to some extent inhibit the improvement of Asia's universities in general.

Asian strategies for academic improvement differ. Singapore and Hong Kong have accomplished considerable success simply by building Western universities in Asia by hiring large numbers of nonlocal academic staff, using English, and copying Western norms of academic organization and management. South Korea has sponsored several national campaigns for academic upgrading such as the Brain Korea project. Taiwan has relied in part on convincing Western-educated Taiwanese to return home to improve key universities that have been given extra support. Singapore has strategically invited several foreign universities to open branches and has given them significant financial incentives to do so—although several have failed.

China's efforts have been the most impressive: a combination of significant infusions of funds to universities identified as top performers, mergers to create institutions with both high quality and economy of scale, and efforts to create an academic environment that rewards productivity.

It is possible, however, that in China and elsewhere in Asia a kind of “glass ceiling” will soon be reached. Financial and other resources combined with some innovative strategies can make progress only so far. Cultural, academic, and historical challenges persist and may well slow the upgrade of Asian universities. The rise of Asian higher education is by no means inevitable, at least in the near future.

#### MAJOR IMPEDIMENTS

An academic culture that is based on meritocratic values, free inquiry, and competition—combined with elements of collaboration and at least some mobility—is central to a world-class university. There is some recognition of the importance of these elements in much of Asia and of the difficulties of implementation and impediments based on historical tradition and other forces.

Relationships are, of course, essential everywhere and in all institutions and societies. But in Asia, personal connections and networks—the Chinese call it *guanxi*—are still influencing many aspects of academic life, from the admission of students to the promotion of professors and the allocation of research funds. One implication is widespread inbreeding of faculty. Those trained at a university are hired by that institution and typically spend their careers there. This may hinder new thinking and innovation because of common perspectives and an undue respect for academic hierarchy. It may also often be difficult to encourage innovation in this environment. The ties between a former student and his or her mentor might shape departmental or institutional politics and inhibit change or foster factionalism.

*Asian strategies for academic improvement differ. Singapore and Hong Kong have accomplished considerable success simply by building Western universities in Asia.*

Many Asian universities have a combination of affinity-based promotion policies for academic staff while simultaneously lacking a formal “tenure” system. As a result, many persons appointed to an academic position are in due course promoted without much careful evaluation. Furthermore, many systems in this part of the world do not provide formal protection of academic freedom or a promotion policy that rewards productivity and encourages long-term performance.

Teaching and, to some extent, research often follow quite traditional methods and emphasize lectures with little interaction between students and professors. Professors often simply repeat their lectures and leave little if any time for questions or discussion. Much criticism has been produced concerning traditional teaching in recent years, with a recognition that it does not contribute to either long-term learning or independent thinking. These methods extend to graduate education, as well,



where formality is often the rule, and independent “hands on” work is still not the popular norm.

Hierarchy is very much at the center of academic ties of all kinds. This often means that students are inhibited from the kinds of informal interaction with their teachers as enjoyed by counterparts at Western universities. Junior staff are subject to the methodological and topical constraints of senior professors. Key academic decisions are often in the hands of more experienced professors and are related to the Asian respect for age and to the nature of many Asian societies, although some top universities have rapidly promoted younger professors and have hired a large number of foreign-trained staff.

*An academic culture that is based on meritocratic values, free inquiry, and competition—combined with elements of collaboration and at least some mobility—is central to a world-class university.*

Academic corruption exists, at least to a limited extent, everywhere, but the problem seems to be endemic in some Asian countries. Reports concerning favoritism in admissions to plagiarism in publication, and falsifying research findings can be found regularly in many Asian newspapers. A study by China's Wuhan University estimated that \$100 million is spent annually for ghostwritten academic papers by academics and students. One of the world's top medical journals, Britain's *Lancet*, warned that China will not become a research superpower by 2020 as promised by President Hu Jintao, unless academic fraud is more tightly controlled. Few statistics are available, but anecdotal evidence indicates the problem is fairly widespread, even in some top Asian universities.

In most Asian countries, graduate education is at a relatively early stage—in need both of expansion and of shaping effective programs to provide a research base for Asian universities and the ability to educate the next generation of professors and researchers. Typically, professors who focus their work on post-baccalaureate education tend to be the most research active. Their academic responsibilities emphasize research and the training of small numbers of graduate students. Even many of Asia's best universities provide more emphasis on undergraduate programs—thus making the emergence of research universities more difficult, although some top institutions, for example in China, have dramatically expanded graduate programs.

Internationalization is widely recognized as a necessary part of any top university. Many of Asia's universities have stressed it, but the adversities are significant. What should represent the balance between the local language and English, as the main language of scientific communication? In some universities, professors are encouraged to publish in major international journals—not an easy task in the highly competitive arena of science and scholarship. Some classes are taught in

English, but at times with mixed results. The complex issues relating to branch campuses, franchised degree programs, and involvement with foreign universities are multifaceted and not always beneficial for the Asian institutions. Most of the world's internationally mobile students come from Asia, and many do not return home following their overseas study—although this trend is slowly changing.

The final impediment is the academic profession—at the heart of any university but especially important for a top “world-class” university. For many Asian countries, the professoriate is inadequately paid in comparison to local salaries and woefully remunerated by international standards. Teaching loads are often too high to permit much research to be performed. In many countries, academics are promoted because of longevity rather than for merit. Another challenge is the lack of a tenure system that provides firm guarantees of academic freedom. Professors need both better job protection and more money and at the same time a competitive environment to ensure high productivity.

#### THE FUTURE OF ASIAN UNIVERSITIES

While it is very difficult to generalize about Asian countries, some generalizations are possible. Most countries in Asia—with some notable exceptions in Japan, South Korea, Taiwan, and Singapore—are still rapidly expanding enrollments. Thus, competition for public funds for rapidly expanding systems is intense. Top-tier universities often lose out in the struggle for resources. The growing private-sector institutions have no interest in research and will not produce prestigious universities.

*In most Asian countries, graduate education is at a relatively early stage—in need both of expansion and of shaping effective programs to provide a research base for Asian universities.*

Several Asian countries have undertaken ambitious plans for improving higher education, and some are making impressive progress. China, South Korea, Singapore, and several others have invested heavily in higher education, with the top universities improving significantly. Other countries—notably India, Indonesia, Vietnam, and most of the poorer Asian countries—have a very long way to go.

While there has been impressive progress in some Asian countries and in some sectors of academe, many obstacles remain to achieve world-class status. The struggle is a long one and will require not only resources but also changing deeply entrenched academic practices. But building world-class universities is necessary for Asia to continue its impressive economic progress. Sophisticated research capacity and highly skilled people are needed for Asia's future. ■

# Reflections on Research Performance Measures and the Rise of Asia

DAVID A. PENDLEBURY

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The English poet William Blake wrote of “seeing the Universe in a grain of sand.” That is how I think of the footnote, relegated to the bottom of a page or the end of a text. In this particle of acknowledgment—often overlooked—we can find “the Universe,” or at least a path that leads to “the Universe.”

Citations in the journal literature represent the pathways of communication among researchers. Taken together, they represent a complex network of the exchange of knowledge, as complex as any set of communication connections, whether of telephone calls, links on the World Wide Web, or even neurons and synapses in the brain.

## CITATIONS: WHAT DO THEY REPRESENT?

I have spent the last three decades analyzing and contemplating citations. What do they represent? What do they reveal? Observers express many different opinions. Some say the citations are primarily rhetorical and serve to support an argument. Others say they are mostly shaped by social relationships. But I subscribe to the view that they are, when taken in quantity, reliable indicators—and symbols—of influential ideas.

In the sciences, a professional and even moral imperative exists to cite what is relevant to one's work. This is “giving credit where credit is due.” The sociologist of science, Robert K. Merton, spoke of citations as “repayments of intellectual debts.” I think that is the most accurate understanding of what citations represent and reveal.

## CITATION DATABASES: INFORMATION RETRIEVAL AND ANALYSIS

Thanks to the invention of citation indexes for scientific journals by Eugene Garfield in the early 1960s, we have citation databases. Thomson Reuters Web of Science database is primarily designed for information retrieval. Citation indexing gives researchers a powerful way to navigate and explore the literature because it relies on the expert judgments and connections made by scientists themselves—not indexers. Such a rich collection of data, now covering the year 1900 to the present and including some 50 million journal articles and three-quarters of a billion citation connections, invites quantitative analysis. And that is citation analysis, one aspect of bibliometrics.

## QUANTITATIVE ASSESSMENT AND PEER REVIEW

The most-cited papers and researcher can be identified. One can identify the most influential institutions, nations, and journals. Likewise, the dynamics of research productivity and indicators of influence or impact can be monitored and explored.

Citation analysis, when pursued in concert with traditional peer review, can contribute to a more thorough understanding of research performance—of nations, institutions, research groups, and even individual scientists. Such analysis aids decision making, whether by funders or those with responsibility for promotion. It can also increase fairness in a system of evaluation, since peer review can at times be unfair, owing to biases that even the reviewers may not recognize.

## THE RISE OF ASIA

In October and November 2009, I traveled throughout Asia to deliver lectures about citation analysis and the research performance of Asian nations. I met with government and university officials, leading scientists, and journalists.

*Japan still strong.* In Japan, I listened to concerns about Japan's declining world share of articles in the journals indexed by Thomson Reuters—from nearly 10 percent in 2000 to 7 percent by 2008. Policymakers expressed worry that Japan's scientific standing in the world is falling. However, I showed that in terms of impact, or citations per paper, Japan's performance is the highest it has been in three decades. This illustrates the difference between output and impact. It also illustrates how scientific research has undergone a huge transformation in the last 30 years: globalization.

*I have spent the last three decades analyzing and contemplating citations. What do they represent? What do they reveal?*

In the early 1980s, the United States was the publication leader in science, with some 40 percent of all articles indexed by Thomson Reuters. By 2008, that number had fallen to 29 percent. Europe saw its world share climb from 33 percent in 1981 to 36 percent in 2008, but even Europe has lost world share since 2000 when it claimed 39 percent. Meanwhile, Asia, as a region, has increased its world share, from 13 percent in the early 1980s to nearly 30 percent today. The calculation of world share is a zero-sum game: if some nations produce papers at a faster rate than others, their share will increase while the latter will decline.

*Singapore emphasizes quality.* The government of Singapore seeks to create a dynamic knowledge-based economy. Singapore's investment in research and development is now a remarkable 2.6 percent of the gross domestic product. That is about the same as the United States. Singapore's goal for 2010 is a 3 percent investment in R&D. Though a small producer, with only a .7 percent world share in the Thomson Reuters



database, Singapore accounts for 1.1 percent of the world's highly cited papers. This reflects a policy of focusing on and supporting world-class scientists, many of whom have been recruited to Singapore from the United States, the United Kingdom, and elsewhere. Areas of particular strength for Singapore are materials science, engineering, and computer science. Singapore represents an intriguing experiment in emphasizing quality over quantity, and it is already producing good results.

*In the early 1980s, the United States was the publication leader in science, with some 40 percent of all articles indexed by Thomson Reuters. By 2008, that number had fallen to 29 percent.*

*India boosts output.* In India, I discussed the proper use of publication and citation data for evaluation with faculty members at the Guru Gobind Singh Indraprastha University. The professors were eager for advice on best practices since it was clear to all that quantitative assessment would increasingly affect decisions about funding and promotion. In many nations—and not limited to Asia—rather crude measures and rewards have sometimes been implemented to improve research productivity. It is imperative that any system of quantitative performance indicators be transparent to all, understandable, and fair. For their own sake, scientists need to educate themselves concerning world standards in research assessment, if for no other reason than to guard themselves against uninformed or bad practices by university or government administrators.

Our national indicators for India have shown a spike in output since 2000, from 2.2 percent of the world's journal literature to 3.4 percent recently. During the last decade, citation impact has also increased in tandem with increased output, which is often not the case (frequently we find that a large increase in output causes citations-per-paper scores to decline). India's research impact stands at some 44 percent below the world average, but it is improving. The strongest areas for Indian science are, as they have been traditionally, the physical and agricultural sciences.

*China's remarkable rise.* As impressive as the growth of Indian science is, China takes the prize for its astonishing increased output over the last few decades. In the early 1980s, journal articles indexed by Thomson Reuters that carried a Chinese author address were only .4 percent of the world's output. That number is now 10 percent, up from 5 percent only seven years ago. Today, China is second, behind the United States, in its production of research articles published in internationally influential journals in the sciences and social sciences. Like India, the influence of Chinese research is below the world average—about 38 percent below the world average,

but this statistic began to increase in the late 1990s. China also, like India, places an emphasis on the physical sciences: materials science, chemistry, physics, mathematics, and engineering. These fields, along with agricultural sciences and plant and animal sciences, exhibit relatively high impact. Another phenomenon, discernible in the last few years, is an increasing number of hot papers from China. Hot papers are defined as those published in the last two years that rank in the top .1 percent by citations, taking into account their date of publication and field. China now produces more hot papers than Italy, the Netherlands, Japan, Switzerland, Australia, Spain, or Sweden. China is rapidly becoming a world power in research. ■

## Assessing Four Budget-Balancing Strategies in Higher Education

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Countries around the world that run educational systems and institutions at all levels face serious challenges in responding to cutbacks in government funding. Thus, it is worth considering whether the options open to public higher education in addressing these challenges correspond with those available to public school systems.

### PUBLIC SCHOOL AND HIGHER EDUCATION SYSTEMS

For school systems, government is typically the principal source of revenues for almost all of their budgets. Moreover, new students often are seen as a drain on resources as any growth in students typically is not matched by more public funds. This crisis is especially true during recessions when governments have trouble meeting the many demands on their resources. This explains why public school systems must increase class sizes, cut programs and/or reduce staffing in response to government cutbacks in funding. Public higher education systems and institutions share this characteristic with public school systems.

Yet, in two other critical respects, the economics of public higher education are strikingly different from the pressures that engulf public school systems. One issue is that public higher education has a major revenue source that public school systems do not—tuition fees. This means that increas-

es in enrollments at public colleges and universities will result in more revenues, which may or may not offset the reductions in government funding.

Furthermore, enrollment in higher education is not compulsory, and those trends are far more variable than for public school systems, where the number of students in the short term vary within a relatively small range. Enrollments in public higher education, by contrast, tend to swell during recessions as job prospects are much more limited and more people decide to go back to school rather than stand in the unemployment lines. The question and the challenge for public higher education officials is whether this enrollment growth is viewed as an opportunity or a burden.

#### COMMON MISUNDERSTANDINGS

These economic realities also lead to conflicts about how public institutions are financed. First, how much institutions spend per student often is regarded as a relatively fixed amount of money. As a result, not enough attention is paid to the effect changes in enrollment can have on per student spending figures. For example, rapid enrollment increases brought about by recessions tend to drive down spending per student as tuition fee revenues do not increase enough to offset the slow-down in government funds.

*The economics of public higher education are strikingly different from the pressures that engulf public school systems.*

The other misunderstanding that clouds the public discourse on cost recovery is that the debate typically focuses on how tuition fees affect demand—namely, the lower the price the more that people will demand to enroll. But the reality is that tuition fees do not just reflect demand. They are also key in defining supply—the lower the fees, the fewer seats can be provided at any given level of government funding. This (over) emphasis on demand considerations contributes to the view that lower fees will result in more access. But the data suggest the opposite: countries that charge higher fees often have greater levels of participation because of the larger number of seats that are made available.

With these economic realities as context, four strategies are available to public higher education officials in dealing with cutbacks in government funding. One of the four—capping enrollments and cutting costs—is revenue neutral or reducing. The other three are revenue increasing—changing the mix of enrollments, increasing tuition fees for existing students, and increasing enrollments while maintaining fees at current levels. It is worth considering the strengths and weaknesses of each approach and their likely effects on the key indicators on quality, access, and productivity.

#### THE FOUR STRATEGIES

*Capping enrollments and cutting costs* is public higher education's equivalent of public school systems hunkering down to weather the recession storm. This strategy has the advantage of being budgetarily responsible—that is, making sure the system has enough money to pay its bills. It also holds the best prospect of maintaining quality in the face of cutbacks. Yet, this approach has the tremendous drawback of being politically damaging on key dimensions as it has the painful consequence of reducing access to higher education and cutting staff. Given these realities, a principal question is why public higher education officials would engage in this strategy before fully exhausting the possibilities of revenue enhancement.

*With these economic realities as context, four strategies are available to public higher education officials in dealing with cutbacks in government funding.*

*Changing the mix of enrollments* entails increasing the numbers of international (or out-of-state) students who typically pay much higher fees than resident students. The chief benefit of this strategy is that it usually increases revenues more than the costs of providing the education to these students. It also has the potential to increase the quality of the student body to the extent that the nonresident students are as good as or better than the resident students who otherwise would have been admitted. The main drawbacks of this approach are that it is politically damaging and unfair in that access would be denied to a group of students from families who vote and who paid the taxes that allowed the public institutions to exist and grow. It also does little to improve productivity and may well decrease it in the form of higher spending per student.

*Increasing tuition fees for existing students* is perhaps the most tried and true response to reduced levels of government support for higher education. It is the most direct and obvious way for institutions to balance their budgets by increasing cost-recovery rates. A further benefit includes being able to maintain quality at current levels or improve them. However, access is likely to be reduced for students who cannot afford the higher prices, especially if not enough financial aid is provided to offset the tuition-fee hikes. It also does little if anything to reduce costs per student or increase productivity.

*Increasing enrollments while maintaining current tuition-fee levels* often seems to be the least utilized of the four budget-balancing strategies, despite the advantage both of increasing access and improving productivity. Critical questions needed to be addressed in considering whether to utilize this strategy are: Will enrolling more students lead to lower quality? Do current fee levels cover the marginal cost of enrolling more students? Do institutions have the capacity to accommodate additional students?

The answer to these three key questions will differ in the short term (using existing capacity) and the long term (potential for expanding capacity); but if current fees are greater than the marginal cost of enrolling more students, this strategy makes economic sense. The fact that so few systems around the world are choosing this strategy in the face of much more painful choices may mean that officials determined that quality would be compromised and/or marginal costs are higher than current fees. Or it may be that institutional rigidities, lack of a fundamental understanding of marginal costs, or political considerations led to decisions that were unjustifiable on the economics.

Institutional or system officials obviously must decide how to respond to government cutbacks in funds based on their own set of conditions. However, the potential benefits of increasing cost-recovery rates by adding numbers of students rather than, or in addition to, raising tuition fees should be an important consideration in their decision making. ■

## Impact of the Financial Crisis on Higher Education in the United States

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The economic crisis of 2008–2009 brought precipitous declines in almost all classes of financial assets and a contraction of economic activity that was, for a time, compared with the Great Depression. Colleges and universities were forced to adjust to a variety of shortfalls in anticipated revenues, but deeper structural changes were virtually impossible. Now, midway into the 2009–2010 academic year, longer-term perspectives, rather than panicky predictions, are possible. In the short term, conditions have not proved to be as bad as feared; but the current crisis has made it far more difficult to address the long-term weaknesses of American higher education.

### ENDOWMENT

The wealthiest colleges and universities, normally immune to the tempests besetting other institutions, suffered significant financial damage in this crisis. With all classes of financial assets plunging, their diversified portfolios of alternative investments were hit from all directions. The losses of 2008–2009 will be felt for years to come, and many institu-

tions have announced permanent budget reductions of 10 percent. Cuts of this magnitude can only be achieved by firing people, since salaries comprise roughly three-quarters of university expenditures. Institutions have also instituted hiring freezes and cancelled building plans. Still, these “hardships” should be put in perspective.

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The fall in endowment values had the greatest impact on the wealthiest institutions, since they support a larger share of their budgets with endowment income. Before 2008, these same institutions had experienced the greatest prosperity of their storied histories as a result of the investment booms of the late 1990s and 2003–2007. Their prosperity induced considerable extravagance, especially in amenities for undergraduates. However, these institutions also uphold the highest standards of US science, scholarship, and graduate education. To date, the possible compromise or decline in these areas has not been revealed, although future investments are another matter. Harvard, for example, has placed plans for its new science campus on hold. Stanford will not fill 50 open faculty positions and also halted construction projects. Thus, the research capacity of the nation's most distinguished universities will be frozen for some time.

Still, the immediate picture has brightened somewhat. The stabilization of financial markets, the apparent end of the “official” recession in the United States, and some recovery in US and international financial markets all promise some mitigation of the downturn. Still, selective private colleges and universities have become more dependent on student tuition.

### THE STATES AND PUBLIC SUPPORT FOR HIGHER EDUCATION

One higher education official lamented: “every source of revenue coming into the state has decreased.” States, unlike the federal government, must cover their expenditures with revenues, and that has meant rescissions (taking back funds already appropriated) and reductions in higher education appropriations. In six states, rescissions during FY(fiscal year)2009 took back from 8 to 24 percent of state funds. But everyone knew that allocations for FY2010 would be disastrous, although as it turns out, they were not quite that bad. The Obama stimulus package contained over \$50 billion to replace state cuts in education funding, including higher education.

Public universities in many states have faced severe cuts in appropriations. California, with the largest and most admired system of public higher education—and a dysfunctional legis-



lature—has been the poster child for the Great Recession. The University of California, the Cal State university system, and the community colleges all suffered 20 percent cuts in state funding. Other states experiencing decreases of similar magnitudes include Washington, Hawaii, Arizona, and South Carolina—all places where the state has provided the majority of funding for public higher education. Cuts of this size are unprecedented and can only be accommodated by diminishing quality and/or services.

Recession economics teaches that a revival of state tax revenues is virtually the last element in a recovery. States will face further budgetary squeezes next year. Unfortunately, many of the stopgap measures or budget gimmicks used to cope with this year's crisis will be impossible to duplicate. Also missing will be stimulus funds, which many states chose to expend in full for FY2010 in order to soften the blow. Hence, shortfalls for FY2011 promise to be even more severe.

*One higher education official lamented: "every source of revenue coming into the state has decreased."*

Public universities in virtually every state have resorted to substantial increases in student tuition. As these hikes do help to buttress revenues, this trend is good news, at least for university budgets. However, public tuitions have been rising steeply, especially since 2000. Increases of 9 to 10 percent for 2009/10 will increase public tuitions by around \$400 to \$500. California will add another 30 percent hike. More students will require larger student loans to meet these fees.

States have been underinvesting in their colleges and universities for many years. Disinvestment has been most evident at the multitude of regional public colleges and universities that provide open access to perhaps one-half of four-year college students. The same can be said of community colleges, which enroll one-third of postsecondary students. Hence, the compromises and sacrifices being made this year and next are superimposed onto years of retrenchment.

#### ENROLLMENT PATTERNS

The economic downturn has caused students to downgrade their educational aspirations and educational spending. Thus, students have opted for public universities instead of private ones, for regional institutions instead of flagships, for two-year instead of four-year, for commuting instead of attending a residential college. This race to lower costs has increased demand for places at regional public universities and community colleges at a time when their resources are being reduced. In California the response has been to limit enrollment. By one estimate, the three systems will reduce enrollments by 300,000 (or 15 percent) by 2011, with most of this attrition occurring at community colleges. However, nationally, com-

munity college enrollments jumped substantially in fall, 2009. That sector is particularly well suited to serve financially strapped or career-minded students. The Obama administration has emphasized this role by proposing a special appropriation for community colleges, although such federal funds would be small compared with cuts in state appropriations.

#### LONGER-TERM CONSEQUENCES

US universities are recognized for excellence in all aspects of academic research and graduate education. Yet, American higher education has a far more equivocal record in recent years for educating young people in keeping with a knowledge society and a democratic polity. The United States no longer leads the world in the proportion of young people graduating from college, as it did until late in the 20th century.

Selective colleges and universities have been able to raise their prices consistently more than the cost of living (consumer price index + 3% annually, since 1980) because demand rose as they increased quality. The availability of financial aid and the practice of differential pricing (tuition discounting) made this strategy far more effective than it could have been in isolation. These practices simultaneously broadened the market for high-quality education (increasing demand) and bolstered quality as well by ensuring the recruitment of top students. A likely decrease in overall demand for high-cost, selective colleges could destabilize this model. The endowment losses suffered by these institutions have translated into long-

*Recession economics teaches that a revival of state tax revenues is virtually the last element in a recovery. States will face further budgetary squeezes next year.*

term budget cuts. These institutions, particularly the not-quite-so-wealthy institutions, will be looking to raise more revenue from student tuition, which means granting less student aid. At the same time, less-wealthy students will be leaving the applicant pool, but not the wealthiest. Anecdotal evidence has already reported a perceptible shift from merit to ability to pay in 2009 admissions. Thus, the student clientele of the selective sector, already skewed heavily toward the affluent, is likely to become more socially elite—and less elite intellectually.

In the open sector of higher education, the lack of financial resources weighs down completion rates and extends time-to-degree. High prices have a demonstrable impact, particularly for students from the two lowest-income quintiles. They are more reluctant to take on debt and have resorted to growing amounts of part-time work. Institutions in this sector must accommodate students with weaker academic preparation. Most likely, these last two factors interact, as large classes, part-time teachers, and unavailable classes take the greatest toll on

weaker students. The majority of American college students are probably affected to some extent by these conditions. Unfortunately, these market conditions also seem to feed upon themselves, largely through the disinvestment in public higher education and the steep stratification in the effectiveness of precollege education.

A comparison of college participation rates in Organization for Economic Cooperation and Development countries found that educational expansion was reducing the discrepancy between the highest and lowest income groups everywhere except in the United States. Here, college attendance by the wealthy has actually increased more since 1980 than gains among low-income groups. Furthermore, attendance at selective college and universities is more socially skewed, and graduation from college is still more socially skewed. Before 1980, American higher education, on balance, consistently provided opportunities for social and economic advancement, but since that date it appears, on balance, to be generating social reproduction.

*A likely decrease in overall demand for high-cost, selective colleges could destabilize this model. The endowment losses suffered by these institutions have translated into long-term budget cuts.*

#### CONCLUSION

The economic downturn of 2008–2009 will exaggerate the fundamental problems facing American higher education and make them more difficult to address, let alone reverse or attenuate. The downward ratchet in attendance decisions will make the selective sector more socially exclusive. Conversely, enrollment pressures at open-access institutions, even while public funds to support those institutions are being withdrawn, seem destined to compromise quality.

Academic research and graduate education have endured the crisis better than other sectors, but here the danger lies in the not-too-distant future. The most distinguished universities, which largely support scientific excellence, have ceased to expand their research capacity, and this strategy has ominous implications. Federal research funding has been artificially inflated with stimulus funds. This has buoyed academic research for the current year or two, but cutbacks almost certainly lie in the future. If public support for research declines in the way public support for higher education has, the future will indeed be bleak. ■

## The Competition for International Postsecondary Education Students

MADELEINE F. GREEN AND KIMBERLY KOCH

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*<[http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/pubs/ace/SizingUptheCompetition\\_September09.pdf](http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/pubs/ace/SizingUptheCompetition_September09.pdf)>.*

In 2007, there were an estimated 2.8 million internationally mobile students, up from 1.8 million in 1999. Those numbers are expected to continue to increase. The global marketplace for internationally mobile students has led nations to compete with one another by developing a variety of policies and strategies to attract these students. This article highlights the goals and recruitment efforts made by the top five destination countries, in order of their share of the international student population.

#### UNITED STATES

The United States continues to be the world's leading higher education destination. Nearly 672,000 international students studied in the United States in 2008/09. The vast majority of these students come from Asia. Since 2002, India has sent the highest number of students to the United States, followed by China, South Korea, and Japan.

In the United States, the majority of recruitment efforts are conducted by individual institutions. Unlike other countries, the United States has no coordinated national strategy or targets. At the national level, the US Department of State's Bureau of Educational and Cultural Affairs sponsors EducationUSA, a network of professional educational advisers and education information centers that promotes US higher education worldwide and offers international students information on the application process, admissions requirements, potential scholarship funding, visas, and everyday living in the United States. EducationUSA maintains a Web site, produces brochures in six languages, and operates 450 advising centers around the world. Additionally, the bureau funds overseas regional and national educational advising coordinators to organize conferences and adviser training and serve as a resource on national and regional trends.

Institutions compete with each other to attract international students. Some colleges and universities partner with other institutions to promote higher education in their state or region. Study Philadelphia, for example, is the result of the

Campus Philly partnership among 20 institutions, and Study Wisconsin is a marketing campaign conducted by 36 colleges and universities in that state.

#### UNITED KINGDOM

In 2007, the United Kingdom hosted 351,470 international students. International student enrollment has risen during the past decade, although with some slowdown in that growth in recent years. This slowdown may be attributable to the growth of English-language programs in Europe (which have roughly tripled since 2003) and to the limited capacity of some UK institutions with high international student enrollments to absorb additional students. In spite of new, more stringent visa requirements, the Universities and Colleges Admissions Service in June 2009 reported a 12 percent increase in the number of international undergraduate applications from the same time the previous year.

*The targets for 2011 . . . include recruiting an additional 100,000 international students and doubling the number of countries that send more than 10,000 students per year to the United Kingdom.*

In 2006, then Prime Minister Tony Blair launched the second in a series of international education initiatives (PMI2), which aimed to “secure the U.K.’s position as a leader in international education.” The targets for 2011 set by the initiative include recruiting an additional 100,000 international students and doubling the number of countries that send more than 10,000 students per year to the United Kingdom. The plan targets 24 countries and focuses on improving the reputation of UK higher education and further education sectors through marketing campaigns and the development of partnerships. The Education UK brand was developed for the PMI2 and uses the slogan “Innovative. Individual. Inspirational.” A network of British Council offices located in more than 100 nations markets the UK higher education sector to potential students using this brand and offering information on scholarship opportunities.

#### GERMANY

Recent trends in Germany’s international student recruitment demonstrate a move toward greater regional recruitment and less emphasis on the global market share. Enrollment from non-European countries has remained steady, while enrollment of students from Europe has grown. According to UNESCO (United Nations Educational, Scientific, and Cultural Organization) data, Germany hosted 206,875 students in 2007, about 8 percent of the total global international student enrollment.

The German Academic Exchange Service (DAAD) operates in 64 offices worldwide. DAAD is an intermediary organiza-

tion between German higher education and government agencies. According to its Web site, the service “offers higher education institutions the opportunity to become actively involved in Germany’s foreign cultural, education and research, and development cooperation policies.” The agency works in five areas: scholarships for foreign students to study in Germany, scholarships for Germans to study abroad, the internationalization of German universities, the promotion of German studies and the German language, and educational cooperation with developing countries. DAAD helps institutions recruit international students through information and advertising campaigns, using the “Study in Germany: Land of Ideas” slogan to attract students and managing a “Research in Germany: Land of Ideas” campaign to attract international postdocs and faculty.

#### FRANCE

The French share of international students has remained steady since 2000, at approximately 8 percent. Seven of the top 10 sending countries to France are francophone, and francophone students make up about 32 percent of the total international student population in France. In 2007, UNESCO reported 246,612 international students enrolled in French higher education.

*When the annual number of international students began decreasing in France in 1994, the government began to think more strategically about promoting the French higher education system.*

When the annual number of international students began decreasing in France in 1994, the government began to think more strategically about promoting the French higher education system. EduFrance was established in 1998 as a national agency to promote French higher education abroad and was replaced by CampusFrance in 2006. CampusFrance currently has 100 offices in 75 countries. The agency assists international students throughout their student experience, from navigating the application process through the students’ returns to their home countries. Additionally, CampusFrance organizes promotional events (education fairs, forums, thematic visits, university tours) throughout the year in cooperation with French higher education institutions.

#### AUSTRALIA

In 2007/08, education services were the third-largest export revenue category in Australia. International students make up almost 20 percent of total higher education enrollments in the country. In 2007, Australia hosted 211,526 international students, a 15 percent increase from the previous year.



As an English-speaking country, Australia has traditionally been an important destination for students from the Asia-Pacific region. Australia has led “Study in Australia” campaigns with the slogan “Live. Learn. Grow.” The newest version of this marketing campaign, “Study in Australia 2010,” includes a A\$2.8 million drive to support the international education sector. The plan includes a focus on six key markets: China, India, South Korea, Indonesia, Malaysia, and Thailand, although Australia Education International officials note that they will continue to reach out to other emerging markets such as Brazil. AEI has 25 offices in 17 countries that serve both as outreach centers for potential students and as the international student market research center for the government.

#### CONCLUSION

The competition for international students is heating up. Regional strategies are growing. Europe is intensifying its efforts to create an attractive European higher education area; Singapore is established as a regional hub. Other nations such as Malaysia and Japan have set national goals for international student numbers. The Gulf states are also intensifying their efforts to become regional hubs. Trends and vigorous national efforts suggest that US pre-eminence is no longer a given and that international students have many choices. ■

## Recent Trends and Issues in International Student Mobility

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International students in the past months have reached the headlines in the news around the world. We have seen intensive coverage by the media of presumed (and later questions for their accuracy) racist attacks on Indian students, which threaten the success story of the increased number of students from India studying in Australia and their contribution to the economy.

More emphasis is now being placed in the media on the contribution international students make to national and local economies. In New Zealand it generates more earnings than the export of wine; in Canada more than lumber and coal; and in the United Kingdom more than automotive or financial services. NAFSA: Association of International Educators esti-

mates that foreign students and their dependents contributed, in the 2008/09 academic year, approximately \$17.6 billion to the US economy. For Australia, it is the fourth export product after coal, iron, and recently—as a result of its sharp increase in price—gold.

The fact that these figures are becoming so dominant in the debate about international students relates to the shift from social/cultural and academic to economic rationales in international student recruitment, which is increasingly evolving in a multinational industry.

*More emphasis is now being placed in the media on the contribution international students make to national and local economies.*

#### TUITION FEES

The dominance of income generation in the drive for international students has been present in the United Kingdom (early 1980s) and Australia (mid-1980s), when the concept of differential, cost-related tuition fees for international students was introduced. Until recently, this was not a factor in continental Europe and the United States—with the exception of the public sector, where inner and outer state fees (also for international students) always have existed. In Canada, other factors such as immigration policy and development cooperation were more dominant in their recruitment policy.

The policy of nondiscrimination between international and local students on tuition fees has survived for a long time in continental Europe. Only in recent years, countries like Denmark, the Netherlands, and Slovakia have introduced full-cost fees for non-European Union (EU) students, as is also the case for Malta and Ireland. Sweden and Finland are considering this option as well. Five German states have introduced tuition fees, which have increased the cost of study in those parts of the country for international students. Other countries, though, like Austria—where the introduction of tuition fees was revised during election time in 2008—Greece, Italy, Spain, and France have no plans to introduce higher fees for national and/or international students.

#### INCREASED GLOBAL COMPETITION

While in northern Europe tuition fees for international students are introduced and in the United States and United Kingdom increased, one can see two other trends in international student circulation. First, there is increased competition for international students to the traditional top countries: United States, United Kingdom, Germany, France, and Australia. That competition is coming from other industrialized countries such as Canada, New Zealand, Japan, and continental Europe but also from emerging economies such as China,

Malaysia, Singapore, Taiwan, South Africa, and the Middle East—also still the dominant sending countries. With local increasing capacity in higher education, especially at the undergraduate level as well as increased foreign presence in the sector, they compete for students from their region with the traditional recipients. In Malaysia and the Middle East, the Islamic education is also used as an attractive alternative for the increasing anti-Islam attitude in Europe and the United States. The Global Education Digest of UNESCO (United Nations Educational, Scientific, and Cultural Organization) in 2009 observes that students are increasingly staying within their region of origin. This is in particular the case for Latin America and the Caribbean (11% in 1999, compared to 23% in 2007) and in East Asia and the Pacific (from 36 to 42%).

*The dominance of income generation in the drive for international students has been present in the United Kingdom (early 1980s) and Australia (mid-1980s), when the concept of differential, cost-related tuition fees for international students was introduced.*

#### RECRUITMENT OF TOP TALENTS

A second visible trend is a shift from massive recruitment to selected recruitment of top talents, students who not only are invited to study but also to stay and work. Accounting for this shift, skilled migration fills the needs of the knowledge economy and replaces the shrinking educated labor forces in the graying societies of Northern America, Europe, Australia, and Japan. At the same time, countries like China also need these talents to serve their economies. John Douglass and Richard Edelstein of the Centre for Studies in Higher Education at the University of California, Berkeley, in their report *Whither the Global Talent Pool*, in 2009, estimate that the United States needs to double its international student enrollments from 625,000 in 2008 to 1.25 million in 2020, in a time of increased global competition. Japan—after the completion of an earlier target of 100,000 international students—has set a target of 300,000 by 2020; Malaysia set a target of 100,000 international students in the coming years; Singapore 150,000 by 2015; and Taiwan 30,000 in the coming four years. Taiwanese President Ma Ying-jeou justified this target by stating: “It is urgently important to make local universities and colleges internationally efficient so as to recruit more students from other countries to help Taiwan sharpen its competitive edge,” as well as a reference to the fact that Taiwan has the lowest birthrate in the world.

#### REPUTATION AND EMPLOYABILITY—NEW PULL FACTORS

Initially, a contradiction appears between the introduction of full-cost tuition fees for international students in northern

Europe and the increased global competition for them. In Sweden, universities are asking the government to delay the decision, given the present economic crisis and the sharp fall in number of non-EU degree-seeking students in Denmark after the introduction of higher tuition (a drop in two years of 50%). Reputation and employability, however, are more important pull factors than costs in the decisions by students, their families, and donors concerning where to go, as shown in the United States and the United Kingdom. It is for that reason that the Danish science minister is not worried about the drop of non-EU students. In the *University World News* (January 24, 2010) he stated that by maintaining free education, the risk and costs of a massive inflow of poor or mediocre international students would be high and a combination of high tuition fees and a scholarship schema will provide better changes to recruit top talents. A similar approach appears to exist in the Netherlands, although the scholarship schemes are under threat due to the economic crisis.

World rankings have increased the importance of reputation. The presence of top international students and scholars results in a higher position in these rankings and, as a result, the attractiveness for excellent students and scholars to be there. As a result, the divide between the top and other levels becomes wider.

*A second visible trend is a shift from massive recruitment to selected recruitment of top talents, students who not only are invited to study but also to stay and work.*

#### BRAIN DRAIN

Disadvantages are suffered by people who do not have a chance to study at all or to go abroad and escape from the poor conditions in their home country; and countries at the end of the chain, who see their small elite of educated children go away and never return. The global competition for talents has placed the issue of brain drain again on the agenda. Countries like Vietnam recognize this problem. In December 2009, the Vietnamese government organized chat sessions with Vietnamese students abroad (currently about 50,000) to stimulate them to come back after their studies instead of staying away. Other countries open their higher education to private foreign providers by lack of public funding. But those at the far end of the chain can only survive by development aid: bringing in academics from the developed countries to fill the gaps created by the brain drain to these countries—a strange, costly, and ineffective way to complete the brain circle. ■

# The Global Market for International Students: American Perspectives

JOHN AUBREY DOUGLASS AND RICHARD EDELSTEIN

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As we are often reminded, the United States remains the number one international study destination for intelligent students from across the world—in particular from India, China, and Korea, the big three sources of international students globally. In the long term, little doubt exists that US higher education will remain extremely attractive to foreign talent—due to the academic quality of a large number of its research universities; the legacy of a relatively open society for immigrants; and America's still-brilliant, if slightly tarnished, reputation as a land of opportunity.

However, a closer look at shifting higher education markets and at the possible impact of the evolving global recession provides a more nuanced perspective for policymakers. In sum, there are already signs that the world market for student talent is shifting to the benefit of the United States' competitors, and in bad economic times we may find that shift accelerating.

Currently, the United States remains a good performer in attracting the world's growing cadre of international students to its graduate and professional schools, although it could do much better, and its once-dominant position is eroding. Yet, it is an underperformer at the first-degree level, when compared to its competitors. Perhaps most importantly, the United States lacks a strategic approach to capitalizing on the global pool of mobile students.

So what has changed? Two macrotrends help explain the shift: growing demand and increased competition.

## DEMAND—THE SHORT AND LONG OF IT

The global demand for higher education is creating a surge in the number of students seeking an international experience in higher education. The Organization for Economic Cooperation and Development estimates 135 million students in tertiary education worldwide, a number doubled over the last 10 years, with huge increases in Asia and across Europe, especially. More students are seeking to study outside their home countries. Between 1975 and 1990, the number of international students grew from some 600,000 to 1.2 million; by 2000 the

total was 1.9 million, and in 2006 it reached 2.9 million.

Although the full impact of the global recession will not be felt until the next academic year, surveys completed by the Council of Graduate Schools in the United States, based on data collected on fall 2009, show that number of international students in US graduate programs remained flat after five years of growth. Decreases were especially significant in the STEM (science, technology, engineering, and mathematics) fields and in business.

We surmise that the long-term trend will involve a large expansion in the number of international students, fueled in part by overall population growth and in part by the changing needs of the global labor market. The open question is how those students will distribute themselves.

## NEW COMPETITORS

Developed and developing nations are improving their higher education systems, seeking to raise the international profile and attractiveness of their universities, and integrating higher education into their domestic and foreign policy initiatives. Consequently, new competitors for international students have emerged in a market once dominated by the United States and a select group of largely English-speaking nations. From

*However, a closer look at shifting higher education markets and at the possible impact of the evolving global recession provides a more nuanced perspective for policymakers.*

2000–2006 the US market share of all international students dropped from 25 percent to 20 percent. Meanwhile, most European Union nations and countries such as Australia, New Zealand, Canada, and Japan have retained and, in some cases, expanded their market share of international students. The United Kingdom, France, and Germany continue to attract large numbers of international students; and relative newcomers with high growth in the past decade include Australia, New Zealand, Canada, the Netherlands, Japan, and China.

Competition has increased given the relatively recent recognition that international students, by paying their full freight or more, are a real or potential profit center, subsidizing native students (most nations cap tuition for native students but not for international students). In the United Kingdom, for example, international students now produce some 10 percent of the entire income of the higher education system, while in Australia they fund some 15 percent of all income for the national universities. New Zealand also relies heavily on international students to support its national higher education system; Japan is attempting to follow a similar path.

Evolving notions of workforce development is another important key factor. Canada and the Netherlands, for



instance, are openly using higher education to attract and retain highly educated immigrants. They—along with Japan, New Zealand, Australia, and most of Europe—are all experiencing declines in population and are thus recruiting and enrolling more international students as a means to remain economically competitive.

### MARKET COMPLEXITY

With the evolving global knowledge economy and the attendant demand for highly educated professionals, serious consequences would be created by not meeting the emerging global market for talent, particularly in the STEM fields. Indeed, since 1977 the many more doctorates awarded to foreign students on temporary visas has led to the overall growth in the number of conferred doctorates in the sciences and engineering in the United States.

Over the past decades, international students who gained a doctorate increasingly chose to stay in the United States. As more students came to the United States, more of them stayed and entered the job market. Their presence has markedly influenced technological innovation and the overall competitiveness of the US economy.

*New competitors for international students have emerged in a market once dominated by the United States and a select group of largely English-speaking nations.*

But this past success story also indicates vulnerabilities in the ability of the United States, and other major national providers like the United Kingdom, to continue to be dominant. Citizens of China, India, South Korea, and Taiwan secured about 20 percent of all doctorates in the United States in 2007. In a sign that this pattern may be unsustainable, the United States and other developed economies with mature higher education systems are experiencing the new phenomenon of declining stay rates.

### THINKING STRATEGICALLY, ACTING GLOBALLY

The market for international students is only one dimension of the larger problem of adapting the university to globalization and the global economy. The United States lacks key components of an international strategy for its higher education sector and has assumed that its premier position in past decades will simply be retained. We do not think in that direction and do believe the Obama administration needs a much more proactive strategy at the national, state, and institutional level to recruit foreign students.

Here are some of our recommendations to US policymakers. First, the Obama administration needs to *elaborate a national policy on higher education* as a critical national resource

in the global economy that must attract talented students and scholars from abroad and prepare Americans to be competent professionals and leaders in an international context.

We also urge the *development of national strategic goals* for international student enrollments at both the undergraduate and graduate levels and link them to broader policy objectives in areas such as foreign relations, national economic development, and educational attainment. We suggest a goal to double international student enrollments in the United States to 1.25 million by 2020, with emphasis on increasing the percentage of undergraduate students and on public-sector institutions.

Much *greater flexibility in visa policies* is required and other strategies to improve both recruitment and “stay rates” for foreign nationals and reassess national security needs. Fourth, and a related recommendation, is the real need to *increase financial aid for foreign students* via grants, scholarships, loans, and paid work.

The federal government, along with smart state and local governments, can greatly support *marketing US higher education internationally*, with the goal of creating a more friendly and supportive environment for students to apply and enroll in US universities and colleges. The real need is to improve the availability of information within an international market often crowded with multiple, often profit-minded ventures.

And finally, the US strategy should include an effort to *diversify the national origin of international students* to anticipate new markets for talented students in the future. The United States is, in short, too dependent on only a few major providers of international students.

### CONCLUSION

More and more competitors in the global higher education market for talent are providing financial resources to subsidize and support foreign students, via grants, scholarships, loans, and allowing for paid work. This, in turn, and without strategic initiatives at the federal and state levels, will influence the attractiveness of the United States, where tuition rates are, generally, much higher.

Eventually an initiative will be working to encourage more international students to come to the United States and to promote joint programs and activities among US and foreign universities—probably in 2010, and after other major domestic policy issues are, to some extent, addressed. If so, the timing is right. A tremendous opportunity is afforded by the new Obama administration to offer a larger strategic vision and an enhanced sense throughout the world that the United States is once again a more friendly and active participant in world affairs. The president and his administration need to more fully incorporate what is one of the nation's chief assets—its universities and colleges—into its new, emerging foreign policy vision. ■

# International Enrollments in the United States: 60 Years of Open Doors Data

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In 2008/09, 671,616 international students were studying at US colleges and universities, an 8 percent increase over the previous year, according to the *Open Doors Report on International Educational Exchange* published by the Institute of International Education. IIE surveys approximately 3,000 accredited US higher education institutions annually on various aspects of international educational exchange and has collected data on international students in US higher education since its founding in 1919.

IIE published the results of its first international student census for academic year 1948/49 under the title of *Education for One World*. Only 25,464 international students were reported that year, less than 4 percent of the total in 2008/09. Canada was the top sending country in 1948/49, with 4,197 Canadian students studying in the United States that year. In contrast, in 2008/09, India was the top sender, with 103,260 students. While the top places of origin have changed substantially over the past 60 years, following economic and political shifts, Canada and India remain the only two countries that have figured among the top 10 places of origin each year since 1948/49.

## TRENDS BY WORLD REGION

Sixty years ago, the distribution of incoming international students was more evenly spread out among the world regions than it is today. Students from Asia comprised the largest group at 26 percent, followed by Europe and Latin America (23 percent, each), North America (17 percent), the Middle East (7 percent), Africa (3 percent) and Oceania (slightly less than 1 percent). Today, students from East, South, and Southeast Asia not only comprise the largest regional group, they also outnumber students from all other regions combined.

The 415,000 students from Asia accounted for 62 percent of all international students in the United States in 2008/09. Four of the top five places of origin overall are in Asia (#1 India, #2 China, #3 South Korea, and #5 Japan—Canada is #4). Recent rates of increase, especially at the undergraduate level, indicate that China may be poised to retake the position of top place of origin, which India has held since 2001/02.

Particularly large increases were seen by two other top-sending Asian countries: #9 Vietnam (46 percent) and #11 Nepal (30 percent).

The number of students from Asia has increased 28 percent over the past five years, 48 percent since 1999/2000 and more than 60-fold since 1949/50. In the decade between 1979/80 and 1989/90, the proportion of international students coming from Asia rose from 29 percent to 54 percent. Actual enrollment totals rose from 45,710 to 127,620, spearheaded by large increases from China, following normalization of relations with the United States, and by large increases from Japan, South Korea, India, and Taiwan, all of which remain among the top places of origin today.

While the actual number of students from Europe grew steadily through the 1970s, 1980s, and 1990s, the proportion of international students in the United States from Europe has declined from over 20 percent in the early years of the *Open Doors* survey to 13 percent in 2008/09. Enrollments from Europe grew by 4 percent to 87,648 in 2008/09, reversing the declines seen in the years immediately following 9/11.

*Sixty years ago, the distribution of incoming international students was more evenly spread out among the world regions than it is today.*

Similar to Europe, enrollments from Latin America have also followed an overall upward trend, but have not kept pace with the large increases in students coming from Asia. As a consequence, the proportion of students from Latin America in the United States fell from over 20 percent in the 1940s and 1950s to 10 percent in 2008/09. Mexico is the top place of origin in the region, with 14,850 Mexican students studying in the United States in 2008/09. The region as a whole saw a 5 percent increase in 2008/09.

The number of students from Africa increased by 4 percent to 36,937 students in 2008/09, 6 percent of the world total. The number and proportion of students from Africa rose in the late 1970s and early 1980s, fueled by large enrollments from Nigeria during the oil boom years. At its peak in 1982/83, there were 42,690 students from Africa in the United States, about 13 percent of the world total. Nigeria is still the top place of origin in the region, with 6,256 students in the United States in 2008/09.

The 29,140 students from the Middle East currently comprise 4 percent of the total international student population in the United States. Enrollments from the Middle East also soared during the oil boom years, peaking at 81,390 students in 1980/81—about 26 percent of the international student total, led by enrollments from Iran, the top place of origin overall between 1974/75 and 1982/83. Saudi Arabia is currently the top sending country in the region, with 12,661 students in the United States in 2008/09.

Students from North America (29,697 from Canada and 410 from Bermuda) comprised about 5 percent of all international students in the United States in 2008/09. Canada was the top place of origin of international students in the United States from the beginning of the *Open Doors* survey until 1971/72, when it was surpassed by India.

The 5,053 students from Oceania still comprise slightly less than 1 percent of the overall international student total. The proportion of students from Oceania in the United States has never exceeded 2 percent. Enrollments from Australia increased 18 percent in 2008/09 to an all time high of 11,042 students, accounting for 63 percent of the regional total.

#### RECENT TRENDS

As has been the case since 2001/02, graduate international students outnumbered undergraduate international students in 2008/09, but by a smaller margin than in previous years. While the number of undergraduates increased 11 percent over the past year, driven by large increases from China (61 percent), Vietnam (56 percent), Nepal (38 percent), and Saudi Arabia (31 percent), graduate enrollment increased only 2 percent. Recent rates of increase indicate that undergraduate international students may once again outnumber graduate international students in the near future. ■

## Deciphering “Educational Hubs” Strategies: Rhetoric and Reality

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Over the past two decades, an increasing number of governments have recognized their higher education sectors as important to their economic development. In part, this recognition has prompted governments to adopt innovative, albeit sometimes untested, higher education development policies. Of late, many of these policies have been focused on the development of private higher education, where it had often been an underutilized tool in national strategies. One of the more prominent developments in this policy arena, particularly in

the Middle East and Southeast Asia, is the increasing interest by government officials to reposition their region as an “education hub.” In its most recent assessment of cross-border higher education, the Observatory on Borderless Higher Education (OBHE) highlights the notable increase in “hubs” over the past decade, and identifies seven currently in existence and five more in development.

As an evocative metaphor, education hub has great rhetorical power that likely contributes to its adoption by both the media and policymakers. The widely used slogan encompasses several different types of strategies, almost all of which incorporate the development of private-sector institutions and often include international branch campuses (regulated as private entities); but, the term lacks a commonly acknowledged operational definition. For example, in the OBHE report, hub sites mentioned a lack of commonality across multiple dimensions including size, number and type of institutions, and students enrolled.

While some governments enact policies with the goal of becoming a hub, others use the phrase to give greater definition to an existing agenda. Even more, the level of government involvement can vary (e.g., cities, states, nations). Hubs can include different combinations of domestic institutions, international branch campuses, and foreign partnerships. For example, in the early 1990s, the Australian city of Adelaide used the phrase “education city” (a variant of the hub lingo) to describe its new focus on education, specifically for recruiting foreign students from Southeast Asia to attend local universities. More recently, Qatar’s “Education City” is comprised of six branch campuses of American universities. Elsewhere, Malaysia, Singapore, and Thailand have all developed different policies intended to boost their respective reputations as a Southeast Asian education hub, while in East Asia, South Korea and Hong Kong use similar language to describe dissimilar activities.

#### ASSUMPTIONS AND REALITY

In this article we focus on the strategies used by entities that self-identify as educational or academic hubs. We examine four assumptions in the emerging discourse about educational hub strategies. By beginning now to disentangle the rhetoric from reality in the current discourse, we hope to provide greater clarity for ongoing policy and scholarly analysis.

*Assumption 1:* institutions in educational hubs exist in close proximity to each other.

*Reality:* in some intended hubs, institutions may be located anywhere in the country. In others, hub institutions are within walking distance of each other. The first arrangement reflects what we call an Archipelago hub, where institutions are dispersed throughout a state or nation with no geographic concentration of academic efforts. The second arrangement is what we call the Acropolis hub, which brings together several institutions in one location. This latter form has recently been used to recruit institutions to establish branch locations in



places such as the Dubai International Academic City and Qatar Education City. Governments seeking to develop education hubs may adopt Archipelago or Acropolis strategies or a combination of both. In Malaysia there are at least two Acropolis hubs, along with several foreign branch campuses dispersed in Archipelago fashion throughout the country.

*Assumption 2:* education hub is primarily a governmental strategy.

*Reality:* Although establishing educational hubs requires government involvement, many Acropolis and Archipelago hubs involve, and are sometimes supported by, quasi-governmental and nongovernmental entities as sponsors or partners. In the case of Dubai International Academic City, most foreign and domestic institutions rent space in buildings owned by TECOM investments, which supports shared facilities such as the Student Hub and the Food Court. In Malaysia, following an Archipelago strategy, foreign institutions have been required by law to partner with a locally owned company, often a property developer who takes legal responsibility for building and maintaining the facilities. Of course, governmental bodies themselves may also take a leadership role, as in the case of Malaysia and the Iskandar Regional Development Authority. On the other hand, some intended hubs are distinguished by government policy that more directly frames and guides the initiative, led by central ministry-level government officials as part of economic development plans. This is the Singapore case.

*Although establishing educational hubs requires government involvement, many Acropolis and Archipelago hubs involve, and are sometimes supported by, quasi-governmental and nongovernmental entities as sponsors or partners.*

*Assumption 3:* education hub and education city are interchangeable concepts.

*Reality:* All education cities are designed to be education hubs, but not all education hubs are designed as education cities. The phrase “education city” refers to the Acropolis strategy used to develop an area into an educational hub. Nations may seek to become educational hubs, without creating an educational city. Indeed, development of a hub is usually supported by a broad policy agenda of a government to become a regional or international destination for education. The agenda may or may not include developing an education city. For example, until very recently Malaysia pursued the goal of becoming an education hub without building an educational city (this has changed with the development of Iskandar and Kuala Lumpur Education City). However, the intent remains

for the nation, not just the capital and Johor regions, to be the educational hub. Similarly, Thailand’s goal to become a regional hub for education in Southeast Asia does not foresee the development of any education cities to achieve that goal.

*The emergence of educational hubs is part of a larger evolution in the international higher education marketplace, whereby countries are turning to their private higher education sectors to increase their global competitiveness.*

*Assumption 4:* education hubs are driven by excess domestic demand for higher education.

*Reality:* Whereas the literature on the recent growth of private higher education suggests that new institutions mostly aim to absorb growing demand for higher education within a nation, education hubs represent a supply-side argument for developing private higher education—if you build it, they will come. The creation of educational hubs, in part, is meant to attract focus to the nation’s education sector and to build interest from foreign students, faculty, and institutions to become part of the local higher education marketplace. In fact, both the Middle East and Southeast Asia/Oceania have experienced increasing competition among governments to become the regional education hub, with the hope of emerging as the destination of choice for students throughout their region.

## CONCLUSION

The emergence of educational hubs is part of a larger evolution in the international higher education marketplace, whereby countries are turning to their private higher education sectors to increase their global competitiveness. Whether focused on capacity-building foreign institutions or encouraging the expansion of domestic institutions, the private sector in many emerging economies is seen as a strategic asset in the race to attract new students, build a more robust knowledge economy, and supply the country with more knowledge workers. However, the popularity of the phrase and its metaphoric impressions may contribute to the nuances of strategy and policy to be overlooked. Many governments are interested in creating educational hubs, the resources required to support such endeavors, and the international competition likely to be fostered because of it. Thus, it is important for scholars to focus on the various policy approaches and implementation strategies countries are using, rather than letting the metaphor muddy the discussion. ■

## Regional Education Hubs— Rhetoric or Reality

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Internationalization has not only transformed higher education in three decades but it has undergone major changes itself. This is especially true for cross-border education. Recently, cross-border education has grown in scope and scale with competition and commercialization becoming critical drivers. The numbers of branch campuses, double-degree programs, and franchise and twinning arrangements have increased as well as the recruitment campaigns for international students and faculty. The most recent development is the race to create successful and competitive regional education hubs.

The concept of hub is currently very popular—almost trendy. Countries are trying to position themselves as hubs for finance, communication, transportation, manufacturing, fashion, and education. Cities are doing the same thing. But to date, a regional education hub does not include a definition, requirements, even characteristics, or an assessment of what makes a hub successful and sustainable. Education hub is a label being used to describe a number of new and very different initiatives by countries in the Middle East and Southeast Asia that are trying to position themselves as regional centers of excellence in education.

Dubai, in the United Arab Emirates, created Knowledge Village in 2003 and more recently the Dubai International Education City. These linked initiatives aim to attract foreign branch campuses to offer education and training to international students who will be job ready for the burgeoning service and knowledge economy in the Gulf states. Foreign education institutions and companies are colocated in an economic free zone with attractive financial and tax benefits. Qatar has taken a different approach, inviting and sponsoring six American institutions and one UK university to offer their full-degree programs and qualifications to Qatari students and regional students. The project is totally financed by the Qatar Foundation and thus is a model difficult to replicate, but it aims to position Qatar as a regional source of high-quality education and to help prepare the country and region for a knowledge-oriented society and economy. The Global School House Project in Singapore is well known and has attracted a number of foreign universities and international students in order to position itself as a regional education hub for both education and research. Malaysia, Hong Kong, Bahrain, and Botswana have declared their aspirations and plans to be regional educa-

tion hubs and have set ambitious goals for international student recruitment.

### CATEGORIES OF HUBS

These initiatives have some commonalities but also differ significantly in goals, rationales, sponsors, and activities. The generic term *regional education hub* does not recognize their different approaches and objectives and thus needs to be broken down into three different categories.

The *student hub* is the most focused and prevalent type of education hub. The key aspect is the recruitment of international students to the country for the purposes of internationalization of domestic higher education institutions, revenue generation, and building an international profile. In this scenario it is primarily local higher education institutions that are recruiting the students to their individual campus, although in some cases foreign branch campuses are involved. A national recruitment strategy and requisite policies are in place, but for the most part individual institutions are recruiting students to their own campus and programs. The goal is to reach a national targeted number of international students and to build a reputation as a welcoming place for international students to get a high-quality education.

*The concept of hub is currently very popular—almost trendy. Countries are trying to position themselves as hubs for finance, communication, transportation, manufacturing, fashion, and educa-*

The *education and training hub* differs from a student hub in that more than international students are being recruited, with the involvement of different rationales and expectations. Foreign universities are invited to set up satellite operations in the form of teaching centers or branch campuses. International private training and education companies are also encouraged to offer academic programs and professional development opportunities aimed at international and national students. The driving key objectives are to educate and train students to be skilled labor or knowledge workers for domestic and regional companies, to provide increased access to education and training for both international and domestic students and locally based employees, to demonstrate “best educational practice” by foreign education institutions, and to establish geopolitical status in the region. In some cases, the majority of education and training institutions and companies are located in one geographic area to share facilities and promote collaboration among themselves and with industry.

The *knowledge and innovation hub* broadens its mandate beyond education and training to include the production and distribution of knowledge and innovation. Foreign research institutes and companies with major research and develop-

ment activities are also encouraged to establish a base in the country and to collaborate with foreign and local universities and training companies to create a critical mass of talent and expertise. The primary objectives are to help build a knowledge- and service-based economy, to educate and train skilled labor, to attract foreign direct investment, and to increase regional economic competitiveness. Collaboration among the key players—foreign and local industries, research centers, education institutions, and companies—is a key factor to building a knowledge and innovation hub.

#### **PROGRESSIVE DEVELOPMENT OR QUANTUM LEAP**

A preliminary look at their stated rationales and planned or existing activities shows that the majority of the seven countries (Qatar is the exception) make the recruitment of international students a central feature of their efforts. Ambitious targets, and in some countries major policy changes, are in place to drive the process of becoming a regional student hub. Four countries—United Arab Emirates, Qatar, Malaysia, and Singapore—have attracted a substantial number of foreign universities or companies to provide increased access to education and training for local and international students.

*The primary objectives are to help build a knowledge- and service-based economy, to educate and train skilled labor, to attract foreign direct investment, and to increase regional economic competitiveness.*

But this line of thinking presumes a progressive growth from student hub to education and training hub to knowledge and innovation hub; this may be a limited view or incorrect assumption. Is it possible to leap frog from a student hub to a knowledge hub, or is it feasible to start from the get-go as a knowledge and innovation hub? From an education perspective, it is safe to say that no countries currently function as a knowledge hub, although perhaps an economist or trade specialist would have a different view.

Regional education hubs are important new developments, but are they just a fad? Are they more rhetoric than reality? Probably not, but to make education hubs achieve their goals and be sustainable requires substantial planning; policy preparedness; physical, technological, and human infrastructure; and investment by the sponsoring countries. *Education hub* should not be merely a self-subscribed label used to achieve economic or geopolitical advantage in the region. With too much at stake, further work is needed in analyzing this complex and important new development in cross-border education. ■



## Central Asia: Increasing Diversity

**MARTHA MERRILL**

*Martha Merrill is associate professor of higher education at Kent State University. She worked on university reform in Kyrgyzstan from 1996 to 2001. E-mail: mmerrill@kent.edu.*

Although Central Asian nations are linked geographically and historically, their higher education systems are following different paths. The five countries—Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan—even at the time of the Soviet Union's dissolution varied in wealth, natural resources, population size, geography, government control, languages spoken, treatment of nontitular ethnic groups, and existing higher education resources. Since then, they have addressed nation building and the creation of professional elites in different ways and with varied resources and philosophies.

### A CLEAR EXAMPLE

In August 2009, the most repressive country, Turkmenistan, prevented students from traveling to Kyrgyzstan, the country with the region's most diverse system of higher education, even physically removing them from airplanes. The focus of Turkmenistan's wrath was the American University of Central Asia, a locally founded university with Kyrgyzstani licensure and attestation. However, it appeared that the more than 60 students who were refused access to that institution would be allowed to attend the American University of Bulgaria, which has both US and Bulgarian accreditation. However, in early October, Turkmen authorities prohibited students from flying to Bulgaria. Currently, rumors say they will be enrolled in Russian universities.

### TURKMENISTAN—ONE EXTREME

Turkmenistan is at one end of the continuum of diversity, choice, and academic freedom. Its dictator, Sapramurat Niyazov, who died in December 2006, cut higher education from 5 years to 2 and secondary education from 11 years to 9; closed the Academy of Sciences and most libraries, and required that hours of class time be devoted to the

Rukhnama—his meandering and sometimes incoherent thoughts. Although under Niyazov's successor, Gurbanguly Berdymukhammedov, 5 years of higher education have been restored, additional places have been created in universities (still not as many as in Soviet times), reopening the Academy of Sciences has been promised, and a branch of the Russian Gubkin University of Oil and Gas has begun operations, academic freedom remains nonexistent. Faculty educated under Niyazov have only 2 years of higher education and little knowledge of the world outside. Additionally, payment for admission and grades reportedly is widespread; a dean and several lecturers at the Azadi Institute of World Languages this summer admitted on television taking the equivalent of \$119,000 from eight students. Some blogs attribute the August clampdown—originally widespread and later focused on the American University of Central Asia—to officials upset at losing bribes from students who had other options. However, late in September, 47 new Peace Corps Volunteers at the Philadelphia airport suddenly were told they could not enter Turkmenistan, so the concern may be more about keeping out ideas. In mid-October, reports surfaced that Turkmenistan's natural gas fields held only a third to one half of the amounts claimed just last year. Since the gas revenues are essential in funding Turkmenistan's development, including education, the future is unclear.

*Six Bologna process centers were created since 2007, and Kyrgyzstan and Kazakhstan were invited to the policy forum at the Bologna ministerial meeting in April 2009.*

### KYRGYZSTAN—CHOICE OR CHAOS?

At the other end of the spectrum is Kyrgyzstan, home not only to the American University in Central Asia, but also to two universities founded by intergovernmental agreements: the Kyrgyz-Russian Slavonic University and the Kyrgyz-Turkish Manas University. In addition, Kyrgyzstan hosts the privately funded Turkish Ala-Too University, the Organization for Security and Cooperation in Europe Academy, half a dozen branches of Russian universities, a Kuwaiti university, an Islamic University, the Kyrgyz-Uzbek University, and a campus of the University of Central Asia, founded by the Aga Khan to benefit mountain peoples. The European Union provides TEMPUS, Erasmus Mundus, Erasmus Mundus External Cooperation Window, and European Training Foundation programs. Six Bologna process centers were created since 2007, and Kyrgyzstan and Kazakhstan were invited to the policy forum at the Bologna ministerial meeting in April 2009.

The American University in Central Asia and Manas University offer four-year bachelor's degrees; other universities have three-year BAs and two-year master's; others still

offer the five-year Soviet-era *diplom* and the *kandidat nauk* (candidate of science). Some universities use credit hours, some use the contact hours, and some use both. Several of this author's interviewees in the summer of 2009 described the system as *kasha*—literally “porridge” but also a slang term meaning “a mess.” On the other hand, openness to diversity has advantages for a country with few natural resources, one thus dependent on citizens' brains and creativity. In fact, in August 2009, after the Ministry of Education adopted regulations on implementing credit hours, the European Credit Transfer System, the Diploma Supplement, and new teaching methods supporting independent work, it reportedly instructed universities to follow their own curricula until national curricula were designed.

*Kazakhstan permits private universities, allowed the creation of the Independent Kazakhstan Quality Assurance Agency, and funds the Bolashak program, which sends students abroad.*

#### KAZAKHSTAN—A MIXED REVIEW

Geographically the largest and, due to oil and gas reserves, the wealthiest nation in Central Asia, Kazakhstan is on a self-proclaimed “Path to Europe” was invited to the 2009 Bologna policy forum, and soon will assume the chair of the Organization for Security and Cooperation in Europe. Western-focused universities include the Kazakhstan Institute of Management, Economics, and Strategic Research, the Kazakh-British Technical University, and a small Kazakh-German University, plus the high-profile “world-class” University of Astana that is being developed in collaboration with University College London. Some universities use credit hours. Kazakhstan permits private universities, allowed the creation of the Independent Kazakhstan Quality Assurance Agency, and funds the Bolashak program, which sends students abroad, with the proviso that they return and work in Kazakhstan. However, some signals are troubling: the much-touted University of Astana has no Web site, and the status of its work is difficult to confirm; the Kazakhstan Institute has cancelled contracts with foreign faculty since the economic downturn; the Bolashak program is pressuring students to finish their degrees quickly and to return home; and some private universities have been closed on short notice. Reform and transparency are, at best, uneven.

#### UZBEKISTAN—LIMITED OPTIONS

Uzbekistan—known for restricting political freedom under Islam Karimov, president since independence—has a rapidly growing number of professional training colleges, low instructor salaries, insufficient places for the expanding youth popu-

As part of its strategic development plan for higher education, the government has been implementing the State Program on the Development of Education 2005–2010. One key goal of this program is the adoption of a three-tiered degree structure (baccalaureate, master's and doctoral). Currently both public and private universities offer baccalaureate and master's programs. In 2005 two public universities, Eurasian National University and Kazakh National University, began piloting PhD programs. As part of this process Eurasian National signed memoranda of agreement with western European, Turkish, Japanese, South Korean, and North American universities. This cooperation has bolstered the quality of postgraduate education and enhanced opportunities for the university's ENU doctoral students, with the ministry's support, to study abroad and be supervised by Western professors.

In developing human capital, Kazakhstan has increased its investment in the country's most talented young scholars. In 1993 the government launched the “Bolashak” Presidential Scholarship Program. With the term *bolashak* [future], the program is evidence the government believes educating its elite abroad will ultimately enhance national welfare. Approximately 3,000 undergraduate and graduate students, primarily from the urban centers, study abroad every year with the United Kingdom, United States, and Russia the preferred destinations. The program strengthens the state infrastructure as the preponderance of “Bolashak” graduates return to assume key government posts. However, the Ministry of Education and Science understands the program draws too heavily from urban areas, with the rural areas significantly underrepresented.

#### REFORM HAS SPAWNED CHALLENGES

Concurrent with these ambitious efforts and reforms the Kazakhstani system of higher education has experienced local and international challenges. For example, continuous issues have arisen with quality assurance. In 2001 rules of state accreditation of higher education institutions were approved, but only 25 percent of the universities passed the first stage of accreditation. In 2006, within the education budget, the share of tertiary education was one of the smallest in the world, at about 0.3 percent. At this juncture, an academic career had only a marginal attraction. For nearly a decade after 1991, university faculty needed to teach at two or more universities for standard-of-living income and supporting their families. At present, faculty salaries are still based on teaching load, leaving most professors disinclined to engage in research and creating a gap with the State Program on the Development of Education 2005–2010, which attempts to expand faculty research.

Not unlike other countries in Central Asia a considerable education inequity exists between the urban and rural areas of Kazakhstan. Universities in rural areas lacking financial support and academic infrastructure have difficulty in providing a high-quality education or recruiting young teachers to work in

rural areas. Kazakhstani professors and students, in general, suffer from a lack of up-to-date professional literature as universities lack sufficient funding to subscribe to important European and North American journals. Electronic media resources also appear to be underdeveloped.

Kazakh-language-medium higher education also needs further development. The legacy of Russification has left universities with only a small number of well-rounded specialists who hold an effective command of Kazakh. The absence of Kazakh-written teaching-and-learning materials further complicates efforts to expand Kazakh-medium instruction. The status of Kazakh language needs to be addressed as ethnic Kazakh students begin to form a greater proportion of students in higher education. Another serious issue is English-language competence among students and professors. The ministry and university administrations are exerting pressure to ensure that university faculty hold a sufficient command of English to present at major international conferences and to publish their research in respected international journals.

*The Ministry of Education and Science is also working on reforming the higher education system along the general lines of the Bologna process.*

After the Soviet Union's collapse Kazakhstan began implementing higher education reform that has greatly accelerated over the last five years. Major steps have been taken to improve the structure and quality of Kazakh higher education as evidenced by the State Program on the Development of Education 2005–2010. However, economic and societal issues—such as student and academic staff mobility, educational inequity between urban and rural population, difficulties in accessing current literature, and a lack of English-speaking academics—have hindered attainment of goals outlined in the 2005–2010 plan.

#### **SUBSTANTIAL CHALLENGES REMAIN**

In terms of quality control, a shift is needed in the mindset of some Ministry of Education and Science staff and university management leaders who tend to view accreditation as a tool for greater government control rather than a vehicle for institutional self-improvement. There is an urgent need to develop a culture of institutional accountability and transparency across the universities. Thus, on many fronts, developing the quality of the educational system is critical for Kazakhstan's efforts to achieve international competitiveness. ■

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Die Akropolis in Athen: Griechenland will bei Hochschulen sparen, aber nicht bei den Ausgaben für die Forschung.



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von Chrissi Wilkens

## Griechenland

# Hochschulen sollen weniger Geld bekommen, aber mehr Studenten aufnehmen

**Athen** Griechenland steht vor grundlegenden Veränderungen im Bildungsbereich. Inmitten der Finanzkrise, die zu einem internationalen Hilfspaket von 110 Milliarden Euro und zu einer massiven Sparpolitik führte, hat die sozialistische Regierung eine Reihe von neuen Regelungen beschlossen.

Die Reform für die Schulen und Hochschulen wurde im Rahmen eines sogenannten Multigesetzes Anfang Mai vom griechischen Parlament verabschiedet. Das Gesetz enthält 20 entscheidende Neuerungen. Für die Einstellung von Lehrkräften an Schulen soll künftig der Nachweis über eine pädagogische Ausbildung Voraussetzung sein. Neueingestellte müssen, ähnlich Referendaren, eine zweijährige Probezeit absolvieren. Außerdem untersagt das Gesetz für drei Jahre die Versetzung eines Neueingestellten.

Die Reform des Hochschulsystems soll erfolgen durch Fusionen von Hochschulfakultäten sowie durch die Schließung jener Institute für Technologische Bildung (TEI), die nicht so bedeutend sind und über eine niedrige Anzahl von Studenten verfügen.

Zudem wurden als Folge der Finanzkrise in Griechenland Kürzungen von bis zu 30 Prozent bei Gehältern und Renten von Angestellten im öffentlichen Bereich beschlossen, was auch die von Lehrern und Hochschulpersonal betrifft. Die Gewerkschaftsorganisation der Universitätsprofessoren (Posdep) und die Gewerkschaften der Lehrer reagierten Anfang Mai und schlossen

sich dem Generalstreik an. Die Lehrer planen eine neue Streikwelle ab Mitte Mai, wenn das griechische Parlament die neuen Regelungen zur Renten- und Krankenkassenreform beschließen will. Die Professoren wollten sich bis Redaktionsschluss diesen Streiks aber nicht mehr anschließen.

Die Universitätslehrer üben harte Kritik an der Reformpolitik der sozialistischen Regierung. „Sie beschäftigt sich nicht mit den wichtigen Problemen der Hochschulbildung, da sie nur auf die Primar- und Sekundarstufe fokussiert ist und nur ein paar kleine Veränderungen für die Hochschulen vorsieht“, sagt Posdep-Vorstandsmitglied Prof. Eugenia Bournova. Die Hochschullehrer verlangen mehr Autonomie für die Universitätsverwaltungen, damit sie nicht der strengen Kontrolle des Ministeriums unterstellt sind. „Die Regierung hat versprochen, zu diesem Thema demnächst einen offenen Dialog zu starten“, betont Bournova. Geplant ist er für Juni. Ob er tatsächlich zustande kommt, ist fraglich, da die Regierung von Ministerpräsident Giorgos Papandreu derzeit auf wackeligen Füßen steht.

Als Folge der Sparpolitik soll das Budget der Hochschulen für die nächsten vier Jahre um zehn Prozent reduziert werden. Hauptvoraussetzung für die Finanzierung der Hochschulen und der Forschungsprogramme soll Qualität sein. Seit 2005 ist deren Bewertung in Griechenland gesetzlich vorgeschrieben. Die interne Bewertung nehmen Professoren aus der jeweiligen Hochschule sowie externe Gutachter

## Kompass Griechenland



Grafik: Wikimedia

### System

Das Wissenschaftssystem beruht auf zwei Säulen: den Hochschulen und den Instituten für Technologische Bildung.



### Hochschulen

Anotata Ekpedevtika Idrimata (AEI), 21 Einrichtungen mit 64 Fakultäten

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vor. Bei manchen Hochschulen sind am Bewertungsprozess auch die Studenten beteiligt. Doch viele Experten klagen, dass diese Prozesse sehr schleppend liefen.

Eine Studie, die Wissenschaftler der Universität Lissabon im Auftrag der EU-Kommission Ende letzten Jahres veröffentlichten ([http://ec.europa.eu/economy\\_finance/publications/publication16267\\_en.pdf](http://ec.europa.eu/economy_finance/publications/publication16267_en.pdf)), gibt den griechischen Hochschulen schlechte Noten. Danach sind Qualität und Leistung des griechischen Hochschulsystems sehr niedrig, obwohl das Land verhältnismäßig viel Geld investiert. Die griechischen Hochschulen werden fast ausschließlich aus





Konstantinos Moutzouris ist Rektor der renommierten Nationalen Polytechnischen Hochschule Metsovio.

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## Geld für Forschung

### „Wir erwarten sehr negative Auswirkungen“

Mit einem Aufschwung für Griechenlands Hochschulen rechnet Prof. Dr. Konstantinos Moutzouris erst in drei bis vier Jahren.

**duz** Auf welchem Stand befindet sich die griechische Forschung derzeit?

**Moutzouris** Sie wird fast ausschließlich in den staatlichen Universitäten und den Forschungsinstitutionen durchgeführt. Im Gegensatz zu anderen europäischen Ländern ist die Forschung in der Privatwirtschaft und den Unternehmen fast nicht existent. Etwa 80 Prozent der Forscher kommen aus den Universitäten. Die staatliche Finanzierung der Forschung in Griechenland ist sehr niedrig und beträgt nur ein Drittel des europäischen Durchschnitts. Trotzdem gelingt es einigen Universitäten, große Geldmengen für Forschungsprogramme zu bekommen.

**duz** Die Regierung hat angekündigt, die Ausgaben für Forschung und Bildung zu erhöhen. Glauben Sie daran?

**Moutzouris** Alle Regierungen haben jahrelang für die Bereiche Bildung und Forschung viele Versprechungen gemacht. Aber auch vor der Krise haben sie sehr wenig unternommen. Wegen der Intensität der aktuellen Wirtschaftskrise erwarten wir sehr wenig, insbesondere vom Bildungsministerium.

**duz** Wie wird sich die Wirtschaftskrise auf die Forschung auswirken?

**Moutzouris** Wir erwarten zunächst sehr negative Auswirkungen der Krise auf die Forschung an den Hochschulen. Diejenigen privaten Unternehmen, die bis jetzt staatliche Forschungsprogramme unterstützt haben, werden sich wahrscheinlich zurückziehen, da sie sparen müssen. Wir gehen von einem sicheren Aufschwung des Landes in einem Zeithorizont von drei bis vier Jahren aus und glauben, dass es neue wichtige Möglichkeiten zur Finanzierung geben wird. Der Aufschwung muss auf dem Wissen basieren, auf den Universitäten.

Die Fragen stellte Chrissi Wilkens.

staatlichen Kassen finanziert. Das hoch verschuldete Land gibt 1,4 Prozent seines Bruttoinlandsproduktes (BIP) für die tertiäre Bildung aus und befindet sich damit zwar auf dem fünften Platz nach Finnland, Dänemark, Schweden und Großbritannien (der EU-Durchschnitt beträgt 1,2 Prozent). Es kommt jedoch nicht viel dabei heraus. Bei der Effizienzwertung liegt Griechenland nur auf Platz 19. Deutschland kommt auf Platz elf.

Eine Folge der schlechten Qualität der griechischen Hochschulen ist laut der EU-Studie, dass immer mehr Studierende das Studium nicht ernst nehmen und einen Abschluss zeitlich verschieben. Dies will Bildungsministerin Anna Diamantopoulou ändern. Langzeitstudenten sollen registriert werden.

Auch der Zugang zu den Universitäten soll vereinfacht werden. Künftig soll nicht mehr die Note zehn als Mindestnotendurchschnitt gelten, sondern auch eine schlechtere Abiturnote. Dadurch würde zwar die Effizienz der Bildungsausgaben gesteigert, doch Experten befürchten auch einen Qualitätsverlust in der Lehre.

Besser sieht es in der Forschung aus. Trotz geringer Ausgaben durch den Staat von nur 0,6 Prozent des BIP publizieren die griechischen Forscher im europäischen Vergleich relativ viel.

Die griechische Regierung plant, über die kommenden vier Jahre den Anteil des des BIP für Bildung auf fünf Prozent und für Forschung auf zwei Prozent zu

erhöhen. Ziel ist, private Investoren stärker mit einzubeziehen. Für das laufende Jahr wolle die Regierung über 300 Millionen Euro in die Forschung stecken, sagt der Generalsekretär für Forschung und Technologie, Achilleas Mitsos. Große Sorge, dass die Finanzkrise der Forschung schade, hat sein Ministerium nicht. „Im Wesentlichen ist es so, dass wir nicht planen, in einem Bereich zu sparen, der eine Investition darstellt“, so Mitsos.

Chrissi Wilkens ist Journalistin in Athen.

## Ministerin im Profil

**Anna Diamantopoulou**  
Seit Oktober 2009 Ministerin für Bildung, Lebenslanges Lernen und Religion in der sozialistischen Regierung von Giorgos Papandreu.

Foto: privat



### Werdegang

- Geboren 1959 in Kozani (Nordgriechenland), war sie eine der jüngsten Präfekten des Landes.
- Sie stand der Präfektur Kastoria von 1984 bis 1986 vor. Später zog es sie nach Brüssel.
- Die studierte Ingenieurin war im Zeitraum 1999 bis 2004 Europäische Kommissarin für Beschäftigung, soziale Angelegenheiten und Chancengleichheit in der Kommission von Romano Prodi.

### Internet

[www.diamantopoulou.gr](http://www.diamantopoulou.gr)

# duz

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