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## featured article

### GREECE: EDUCATION LAW REFORM MOVING FORWARD

*Intense negotiations as big budget cuts are expected*

A debate over the education law reform between the academic community and the ministry of education is moving along as the law is to be voted at the end of March.

Intense negotiations are currently taking place as the Deans of the largest universities in Greece oppose several of the reforms that the law suggests.

Recent underfunding of universities with 40% cuts from regular budgets in addition to a 60% reduction from the programme of public investments is a hot issue along with the creation of Administrative Councils whose members will not necessarily be from the academic community but will determine the way in which Deans are to be elected. Furthermore, an international selection process for the position of Dean, where academics from international universities will be able to apply, has been suggested by the ministry of education.

This reform package is not welcomed by academics as institutions will no longer be managed by the senate and rectoral councils only.



Anna Diamantopoulou

(Photo: Karpidis)

A distinction of competences is also suggested whereby an administrative council will undertake the management of funding while academic affairs will be managed by the rectoral authorities. However, the ministry is open to discuss a suggestion made by the academics in which the council would be composed in its majority (2/3) by elected members from the academic community, who will in their turn choose the remaining 1/3 of council members out of the academic community. An important issue is also the role that the council will play as deans suggest for it to have only an advisory role.

Ioannis Milopoulos, rector of the Aristotle university of Thessaloniki, stated for the Avgi newspaper that "reform is needed but in a different direction than is proposed by the ministry of education". He suggests that changes must be focused on promoting the public character of Higher education.

In defense of universities' self-administration, prof. Milopoulos is opposing to the creation of administration councils suggesting that universities administrations must have an academic background and members should be elected from within the academic community.

The minister of education, Anna Diamantopoulou intends to pass the education reform law at the end of March even if the ministry does not come to an agreement with the academic community.

This decision is being backed up by a recent poll presented by the ministry showing that 97,4% of university students and 97% of technological institution students support the reform programme while 75,8% of university students and 80,9% of technological institution students think that the ministry should pass the reform law no matter what the reactions will be.

The poll triggered many reactions and was accused of fraud directed to create an ideal public opinion for the ministry to pass the reform.

*By Kalliopi Bakogianni, ESNA correspondent Athens*

The reform plans overview by  
minister Anna Diamantopoulou,  
19-02-2011 (in Greek)  
[diamantopoulou.gr/](http://diamantopoulou.gr/)

ESNA's news section provides an easy-to-use format to learn about the latest developments in European Higher Education. The news are selected by our team from thousands of sources and drafted to provide you with the most comprehensive overview of events.



## BELGIUM: STUDIES AND WORK DON'T MEET

The Catholic University of Louvain-la-neuve (UCL) found that the labour market and the university are two separate worlds. Education often does not fit to the expectations of the professional world. In order to fulfill these expectations, UCL launched a so-called "output profile" in 2009 by questioning staff, students and alumni.

"Firstly this is to define the expected results at the end of one's studies, namely define the output profiles and then identify the methods of teaching and assessment most relevant for developing and evaluating these achievements", said Vincent Wertz, the pro-rector of the university.

Since this inquiry is finished now at some of the faculties, the curriculum will be reviewed according to the expectations which emerge. The purpose of the university is not to please the employers, but to consider their expectations as such and create more employable workforce. [896]

## FINLAND: THIRST FOR POLITICAL ACTIVITY

Just six weeks before the national parliamentary elections, student organizations have called for universities and polytechnics to open their space for political activity.

"Higher education institutions are supposed to produce politically active and critical citizens. The Student unions' role is to support local higher education institutions in this task. Knowledge of political parties, the democratic system and the opportunity to participate in political activity itself belong to active citizenship", the presidents of many student organisations have stated.

At the moment, most universities deny access to political organisations on campus. These student organizations are asking for a change. They want to advertise their activities freely: "Universities do not need to patronize the students. They know enough to decide for themselves", say the presidents. [864]

Statement by the Finnish student unions, 23-02-2011 (in Finnish)  
[syl.fi/](http://syl.fi/)

## FRANCE: REFORMING OF THE "LEARNING TAX"

French Schools and universities might see their budgets decreasing through a reform of the so-called "learning-tax." Xavier Bertrand, minister of employment, work and health, wants to implement the reform by the end July 2011.

In France, most companies are obliged to pay the "learning tax" of about 0,5% of the payroll. 52% go to funds for learning and 48% are given to universities, school or any other organisations in a form of money or equipment.

The purpose of the reform is, according to M. Bertrand, to assign more resources to real issues in teaching by investing 72% of the income into the funds for learning in the future. The minister also proposed to reward efforts of training and education with lower taxes instead of punishing by raising them.

According to Pierre Tapie, President of the Conference of the grandes écoles (CGE), this might be a financial problem for them because this tax represents between 10 and 15% of their budget. [929]

Wikipedia page on the "learning-tax" (in French)  
[wikipedia.org/](http://wikipedia.org/)



## GERMANY: MINISTER OF DEFENCE RESIGNS

Since mid-February onwards and as more and more plagiarism weaknesses emerged in his thesis, German defense minister Karl-Theodor zu Guttenberg handed in his resignation on 1st of March. Although Chancellor Angela Merkel believed in his political skills until the last moment, public pressure accompanied by the criticism of the Christian Democratic group was too strong.

20.000 signatures from PhD students who expressed their criticism have been forwarded to the Chancellor's Office.

Video of the minister's resignation, 01-03-2011

[youtube.com/](http://youtube.com/)

protest letter of German PhD students and graduates (both in German), 24-02-2011

[offenerbrief.posterous.com/](http://offenerbrief.posterous.com/)

Students claim that the backing of the minister by Merkel "is offensive and would give an impression that obtaining a doctoral degree by dishonest means is a peccadillo."

The title has already been taken from (now) former Minister by the University of Bayreuth and his mentor prof. Peter Häberle distanced himself from the minister.

The case of Guttenberg, however, has sparked a debate about plagiarism and cheating at Universities. [919]

## HUNGARY: BACHELORS STRUGGLING TO FIND JOBS

Research by the institute Educatio shows that it is significantly harder to find a job with a Bachelor's degree than with a Masters or a diploma from the old pre-Bologna system.

A Bachelor's salary are also painfully lower than the above mentioned. The average salary for a Bachelor diploma holder is 130.000 Forints (480 Euros), which meets the Hungarian average salary, while the average salary for a Master diploma holder is 165.000 HUF (607 Euros).

Among graduates who hold only a Bachelors degree, the unemployment rate (4,4%) is higher than among the obtainers of other university degrees (below 4%). Experts say that employers are not yet familiar with the Bachelor's degree, therefore they find it hard to identify and categorize jobs suitable for its holders. Still, Bachelors should understand that their situation is not so bad, as the overall unemployment rate in Hungary in 2010 was 11,2%. [924]



"Career opportunities for Bologna Graduates", Educatio Ltd., 09-02-2011 (in Hungarian, abstract in English p. 329 et seqq.)

[Download](#)

## LATVIA: BRAIN DRAIN WITH A TWIST

The so-called "intellectual brain drain" has been going on in Latvia since 2004 with educated people emigrating to other countries after graduating. Recently, an even more alarming trend can be seen: students leave the country before they even start to study.

The World Bank estimates that the number of higher education students will shrink by 40% until 2025. This is because students are migrating for example to Estonia and Lithuania in order to get an internationally respected diploma. Latvia ranks badly among world's university evaluations. University of Latvia is ranked only 1,132th (according Webometric Assessment), where as the Tallin University holds the 461th and the University of Vilnius the 923th place.

Reform discussions to change this trend have been going on since 2006, but little has been actually done stop the students' emigration. The reforms have so far included almost exclusively budget cuts.

"Whatever reforms will be introduced, it cannot be accomplished by further budget cuts unless we suppose that killing of the system is a reform", said professor Indriķis Muiznieks from the University of Latvia in an interview with the Baltic Times last week. [1177]

"The Rocky Road to Education Reform", *Baltic Times*, 02-03-2011

[baltictimes.com/](http://baltictimes.com/)



Branimir Štrukelj (r.)  
(Photo: University Maribor)

## SLOVENIA: HIGHER EDUCATION IS UNDERFUNDED

Slovenian higher education provides insufficient funds per student, claims the recently published OECD economic survey of Slovenian. Introducing tuition fees and providing loans for students were presented as solutions at an OECD conference in Ljubljana in February.

But the solution has met with disapproval. "I strongly disagree. Tuition fees are deep social and cultural issues and I am convinced that the lacking money can be provided in other ways," criticized Stanislav Pajovnik, rector of the University of Ljubljana. His arguments were widely approved by the attending academics. "It is unacceptable," said Branimir Štrukelj, general secretary of the Slovene education union SVIZ, "to take the money from the elementary schools and to give it to the universities. This is a neoliberal logic which is devastating for the public good."

Despite criticism academics do not underestimate the report. Ministry of Higher Education is already dealing with some measures to improve the situation of higher education and avoid tuition fees, such as National program of Higher education 2011-2020 and a new funding regulation. [1122]

Speech of the rector, University of Ljubljana, 18-02-2011 (in Slovene)

[uni-lj.si/](http://uni-lj.si/)

Economic Survey of Slovenia 2011, OECD, 18-02-2011

[oecd.org/](http://oecd.org/)

## SWEDEN: OVERQUALIFIED DOCTORAL GRADUATES

Fewer than half of PhD graduates in Sweden believe that their degree was a factor in being employed. Only one of six graduates are contributing to the development of products and researching.

These are the results of an inquiry carried out by *The Confederation of Swedish Enterprise* which asked 8,537 PhD graduates between 2006 and 2009 if their work is corresponding to their qualification. The report is titled "Wrong Focus for Swedish Research Training."

The report claims that Swedish industry and universities are not working together efficiently enough. Research training in Sweden is estimated to cost 1,5 billion Euros annually.

A large number of graduates said they were too highly or incorrectly qualified for their work. Only 8% of them were working in the private sector although private sector funding accounts for two-thirds of research and development investment in Sweden. [908]

The Report, Svenskt Näringsliv,  
21-02-2011 (in Swedish)  
[svensknaringsliv.se/](http://svensknaringsliv.se/)

## UK: UNIVERSITIES TRAINING FUTURE DICTATORS

The reputation of British universities has taken a big hit since it was revealed that many top schools have received millions in donations from Middle-Eastern dictatorships.

The doctoral thesis of Libya's dictator Muammar Gaddafi, Saif al-Islam, at the London School of Economics (LSE) has been sued to be a fraud. According to the British newspaper *The Independent*, a Libyan academic was hired to be a ghostwriter for it. This thesis was awarded a doctorate in 2008 by LSE.

LSE's director Sir Howard Davies resigned last week after it was published that the Gaddafi family had donated as much as 1,8 million Euros to the university before and after his thesis was accepted. The students of LSE protested at the school and demanded that the doctorate should be revoked and the money be given back to the Libyan people.

British universities' standards are now being questioned. The *Daily Telegraph* estimated that between 1995 and 2008, eight institutions – among them Oxford and Cambridge – received around 270 million euros in donations from Muslim rulers. LSE had even struck a deal to train hundreds of "future leaders" for Libya according to leaked diplomatic cables. [1172]



Resignation letter of Howard  
Davies, LSE, 03-03-2011  
[lse.ac.uk/news](http://lse.ac.uk/news)



David Willetts (Photo: Havant)

## UK: „DON'T IMPOSE MAXIMUM FEES“

The British minister of Higher Education David Willetts has called upon universities not to impose the maximum allowed tuition fees of £9000.

In the interview with Sky, Willetts pointed out that demanding maximum fees to be introduced among the best universities in the country would be simply "stupid." He also mentioned that high fees are permitted only if there are also places available for disadvantaged students. Mr Willetts hopes that two-year programs would get more popular just because of too expensive three-year programs. The situation within the labour market and its needs for academics are the only factors motivating students to study longer programs.

The opposition shadow minister of Higher Education Gareth Thomas is taking action in the background and is convinced that the government has made a miscalculation in increasing the tuition fees: "This bill is not possible to handle." [898]



Press release,  
Oxford University, 04-03-2011  
[ox.ac.uk/media/](http://ox.ac.uk/media/)  
[www.colwiz.com](http://www.colwiz.com)

## UK: OXFORD LAUNCHES 'KILLER APP' FOR RESEARCH

New free software, launched today by Oxford University scientists, gives researchers the tools they need to collaborate more efficiently with colleagues around the world.

The colwiz ('collective wisdom') R&D platform manages the entire research lifecycle from an initial idea, through a complex collaboration, to publication of the results.

"At the moment researchers are using a dizzying array of different applications to communicate and collaborate," said colwiz Chief Scientist Professor David Gavaghan. "These might include Google Apps, Microsoft Live Services, LinkedIn, Yammer and Social Text. colwiz replaces this hotchpotch with an integrated suite of tools."

At the heart of the colwiz platform is a publication library that enables users to manage publications using both a desktop application (for Windows, Linux and Mac) and a version 'in the cloud' that can be accessed from anywhere over the Internet. This is combined with communications and collaboration tools for brainstorming, research tasks and schedule management. [1033]

## UKRAINE: U-TURN TO THE PAST

Higher education reform initiated by the Ukrainian minister of education Dmytro Tabachnyk seems to be failing. The new structure of the higher education system was declined by the Parliamentary Committee for Research and Education in February 2011 as it proposed to move away from the Bologna reform towards more and more centralized governmental control of the universities.

His draft was also publicly rejected by the president Viktor Yanukovich, a fact that triggered speculations that the main reason of the reform was to divert attention from other important political questions.

Tabachnyk's approach has provoked severe opposition.

One of his strongest critics is Serhiy Kvit, president of the University Kyiv-Mohyla Academy, who wrote in an open letter that: "A new 'iron curtain' of sorts is being erected by the Draft Law between Ukrainian

higher educational institutions and those of the European Higher Education Area".

Boris Gudziak, Rector of Catholic University of Lviv, accused Tabachnyk of a "McDonaldisation" of higher education. [1045]

Open letter of Serhiy Kvit,  
06-12-2010 (in English)  
[kmfoundation.com/](http://kmfoundation.com/)



Dmytro Tabachnyk  
(Photo: Kyiv Weekly)

PRESS REVIEW // For every copy of your Bulletin, ESNA selects the biggest headlines in the daily and specialised papers across Europe. This page - together with the extended online version - presents a selection of the most widely discussed topics in the press to keep you in touch with the media coverage of Higher Education & Science Policy.

## GREAT BRITAIN & EUROPE

### UK UNIVERSITIES COULD LEARN A LOT FROM EUROPE

Professor Peter Scott from the Institute of Education writes in the **Guardian** 01-03-2011 about British universities and their perception of themselves as superior to their European counterparts.

"From the rest of Europe we feel we have little to learn. Rather it is the other way round; slowly and uncertainly, other European universities are becoming more like us – more autonomous, more market-oriented and raising their academic game.

With the US, the opposite is true – uncritical, and somewhat skewed, admiration."

Scott says that some of the supposed superiorities are a lot frailer than they appear, even if the UK universities tend to place higher in the international rankings.

"League tables measure the effectiveness of global 'brands' – and have a marked Anglophobe bias. But detailed subject-by-subject citation indices often show that our fellow Europeans are our equals and sometimes our superiors in high-quality scientific production. (...)

If a gap does still exist between the UK and other European universities, it is narrowing rapidly. Across the Channel the Bologna process (which aims to create compatibility of degrees throughout Europe), now in its 12th year, has stimulated far-reaching reforms. (...)

Perhaps we should recognize that we always have been and always will be Europeans and join in what is rapidly becoming a dynamic process. After all, the university was a European invention."

the guardian



## INTERNATIONAL THE RISKS OF PRIVATE GOVERNANCE

Nigel Thrift from the **Chronicle of Higher Education** 24-01-2011 warns about the effects that the private governing of universities might have. We consider his arguments important in the light of the dimension of recent higher education scandals in Germany and the UK.

## THE CHRONICLE of Higher Education

"One of the things that higher education has not thought sufficiently about is the influence of the subsequent private governance. Yet around higher education is appearing a vast penumbra of private or quasi-private institutions which can have real influence, whether direct or indirect, in ways which can be problematic."

Thrift points out that conflicts of interest might ensue when universities practice more as private companies than public institutions. Provision of free information could also be in danger, he says.

"Universities are held to account constantly and by vast numbers of government and non-government agencies. They are expected to be transparent in all that they do. Why can't secondary institutions run to some of the same standards? Certainly, being commercial or

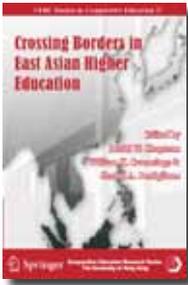
quasi-commercial entities is less of an excuse these days when the tenets of corporate social responsibility are starting to have real grip.

(...) Well, first of all, many secondary institutions have or are intending to have professional codes of conduct and those that haven't could very easily produce them. Then, second, these institutions could be more often scrutinized by the sector. I am at a loss as to why this so rarely happens.

(...) Recent attempts in Europe to produce at least a degree of oversight of league-table compilers are just one example of a step in the right direction. So are the attempts by various national university bodies to begin to investigate more systematically how and when entities like consultancies should be engaged and on what terms. But there is still plenty to do."

BOOKS // Books, books and more books! In the book review section of your Bulletin, the ESNA newsroom will share with you its reviews and announcements of the latest publications on higher education. Our subscribers are also invited to contribute requests or reviews on our website to build an information pool for the community.

## CROSSING BORDERS IN EAST ASIAN HIGHER EDUCATION



This book examines issues that have emerged as higher education systems and individual institutions across East Asia, confront and adapt to the changing economic, social, and educational environments in which they now operate.

The book's focus is on how higher education systems learn from each other and on the ways in which they collaborate to address new challenges. The sub-theme concerns the changing nature of cross-border sharing. There is a greater number of partnerships that link higher education systems

in the East Asian region to one another. Even as boundaries become more porous and permeable, there is growing acceptance of the view that cross border collaboration can offer mutually beneficial advantages on multiple levels. There is a new recognition that the intensified international sharing of ideas, strategies of learning, and students is not only of enormous value to systems and institutions but essential to their long term survival. To this end, the chapters in this volume examine various motivations, goals, mechanisms, outcomes and challenges associated with cross-border collaboration in higher education.

Chapman / Cummings / Postiglione (Eds.)  
Springer, 2011  
392 pages hardcover €149.75  
ISBN: 978-94-007-0445-9

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## ACADEMICALLY ADRIFT. LIMITED LEARNING ON COLLEGE CAMPUSES



The authors raise an uncomfortable question: "... what if increased educational attainment is not equivalent to enhanced individual capacity for critical thinking and complex reasoning?". They also top the short list of skills that economists and others have deemed are vitally important for national competitiveness.

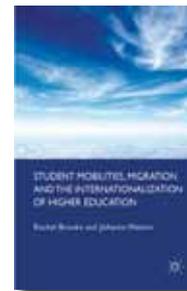
The US has enjoyed for many year a privileged place as a 'gold standard' for higher education around the world. Is there reason to worry that the system is not yielding what it should? Arum and

Roksa say yes, there is reason to worry. Furthermore, their analysis of various survey data lead them to conclude that "a significant proportion of students demonstrate no significant improvement in a range of skills", including those noted above, as well as writing. Not surprisingly, this provocative book has generated a great deal of debate in US higher education circles since its release in January 2011.

R. Arum / J. Roksa  
University of Chicago Press, 2011  
259 pages paperback \$25.00  
eBook available  
ISBN: 9780226028552

**Order**

## STUDENT MOBILITIES, MIGRATION AND INTERNATIONALIZATION OF HIGHER EDUCATION



The last ten years have seen the deepening and expansion of the process of internationalization in relation to higher education. Although there is a growing academic literature on the

internationalization of higher education, students' own perspectives - on their motivations, objectives and experiences - are sorely lacking. This book is intended to address this gap. Its strong empirical focus, drawing on case studies of mobile students from East Asia, mainland Europe and the UK, helps to develop an in-depth understanding of both the commonalities and differences in the experiences of students from different parts of the World. It discusses the implications of their movement for contemporary higher education and for our understanding of migration more generally.

Rachel Brooks / Johanna Waters  
Macmillan, March 2011  
hardback £50.00  
ISBN: 9780230578449

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*STUDIES // Each copy of your ESNA bulletin will provide information on studies which have captured our attention as pieces that may contribute to our common understanding of higher education. Our priority is to keep ESNA readers at the forefront of the knowledge pool on higher education and provide an arena for the issues raised in these studies to be heard.*

## **ELITISM AND MERITOCRACY IN UK UNIVERSITIES THE UK NEEDS INVESTMENT IN ITS LABOUR FORCE**

This study summarizes previous academic research into university education, distinguishing between arguments for and against improving access, including structural-functionalism, which claims that powerful social groups maintain their status and income, and human capital theory, which focuses on employee productivity. Almost all viewpoints discussed in this article support meritocracy. UK universities differ in their openness to people from disadvantaged backgrounds. The UK Government could increase university funding, concentrating on universities that are most inclusive and that tend to have the largest problems in affording sufficient staff and teaching facilities. This investment would give long-term benefits to the UK economy.

John Simister  
Higher Ed Quarterly, Blackwell  
20-01-2011 | English | \$48.00

**Order**



EUA  
07-01-2011 |  
English

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## **IMPACT OF THE ECONOMIC CRISIS ON EUROPEAN HE**

The latest monitoring report highlights that the economic crisis continues to affect higher education in several ways. Funding has not only been decreased in a number of European countries, but often public authorities are also reviewing the way the funding is actually delivered to universities. The report also looks at the impact of the economic crisis at institutional level and on private funding sources – which also provide an important source of revenue for universities.

## **CARNEGIE CLASSIFICATION 2010 COMMUNITY ENGAGEMENT ELECTIVE CLASSIFICATION**

The classification for Community Engagement is an elective classification, meaning it is based on voluntary participation by institutions. Whereas the Foundation's all-inclusive classifications involve secondary analysis of existing national data sources available for all institutions, elective classifications involve additional data collection and documentation, with substantial effort invested by participating institutions. Because of their voluntary nature, elective classifications do not represent a comprehensive national assessment: an institution's absence from the Community Engagement classification should not be interpreted as reflecting a judgment about the institution's commitment to its community.



Carnegie Foundation for the  
Advancement of Teaching  
January 2011 | English

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## **STUDIES IN HIGHER EDUCATION VOLUME 36, NUMBER 1**

This 36th edition contains the following chapters: "Eleven years of Studies in Higher Education", "Research supervisors' different ways of experiencing supervision of doctoral students", "Widening participation through admissions policy - a British case study of school and university performance", "Governance and trust in higher education" and "Professors as intellectual leaders: formation, identity and role".

## **FINANCIAL TRENDS IN HE: THE UNITED STATES**

This study describes the basic trends in enrollments, revenues and expenditures in HE institutions in the United States. It concludes that the steady growth in real tuition prices has shifted the financing of HE from state support to students and their families. This trend would not have been possible without the substantial growth in student financial aid, especially federal student loans. The system of student financial aid is now fundamental to the financing of higher education in the United States. However, its impact and utilization has been different in the private, non-profit sector, in the public sector, and in the private, for-profit sector.



Roger Geiger, Donald Heller  
Center for the Study of HE  
Pennsylvania State University  
January 2011 | English

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EVENTS // Want to get involved? ESNA presents a selection of events in higher education that form the active core of the higher education community. Subscribers can consult our complete list of events as well as submit their own on the ESNA website.

## All European Higher Ed Conferences



Brussels  
March 4-7, 2011

### A NEW ERA OF JAPAN-EUROPE ACADEMIC COOPERATION SYMPOSIUM

The symposium will discuss recent developments in Japan-Europe academic cooperation and prospects for the future, with the aid of the European Commission, Japan's three Ministries (the Ministry of Education, Culture, Sports, Science and Technology, the Ministry of Foreign Affairs and the Ministry of Economy, Trade and Industry) and universities in Japan and Europe.



Brussels  
March 14-17, 2011

### LIFELONG LEARNING WEEK IN THE EUROPEAN PARLIAMENT

EUCIS-LLL is organising a "Lifelong Learning Week" at the European Parliament. During the week exhibition on «Different pathways to learning» is presented. Participants are invited to put some ideas in the Learning Box and meet apprentices from the UK and Hungary studying in Cyprus. Events such as Exhibition "Different Pathways to Lifelong Learning", Round Table on the Social Dimension of Education and Training and Public Hearing on transnational learning mobility are organised.



Brussels  
March 18, 2011

### THE 21ST CENTURY DOCTORATE SHARING EUROPEAN DEVELOPMENTS

QAA Scotland, in collaboration with the Scottish Government, holds an International Bologna Seminar on research degrees. The event provides an opportunity for participants to share and explore the different practices and developments in doctoral programmes and research student experiences across Europe. It addresses topics which are emerging around the significance of the third cycle in the Bologna process such as mobility of postgraduate research students, interdisciplinary and inter-sectoral research programmes and collaboration across Europe.



Oslo  
April 8, 2011

### GLOBAL DEVELOPMENT CHALLENGES ARE EUROPEAN HIGHER EDUCATION INSTITUTIONS CONCERNED?

The central theme of European Association for International Education Executive Forum is how higher education relates to global development challenges. These refer to the need to eradicate poverty in the world, to ensure a decent life for all, to promote health and education for all, to ensure sustainable development, to create a global partnership in order to achieve these goals, etc. The goal of this Forum is to raise awareness of the position of higher education institutions within the arena of global development and to inspire participation within each institution's capacities.



Reykjavík,  
June 23-25, 2011

### WHAT ARE THE PROSPECTS OF HIGHER EDUCATION IN THE 21ST CENTURY?

The University of Iceland will celebrate its 100th anniversary. It is therefore particularly fitting, that the University hosts conference on research on HE that focuses attention upon the issues facing HE in the 21st century and asks what ideas and policies can be derived from ethical, theoretical and empirical research in the field. The 24th annual conference focuses on the universities experience financial stringency and relative hardship but, at the same time, growth and optimism, reflected in the belief that they will become the basis of economic revival and the dynamic development of society.

Contributions to this Bulletin N°089 - March 9, 2011, by

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