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featured article

NETHERLANDS: STUDY ADVICE: GO TO A MORE CIVILISED COUNTRY!

The Association of Universities in the Netherlands VSNU urges the government for more selection and higher tuition fees. The students feel betrayed.



VSNU-President Sijbolt Noorda held a speech at the Students'demonstration in The Hague on the 21st of January 2011 and called for an united Education front. (Photo: Jelle C.J. Veraa)

The leaked report of a VSNU (umbrella organisation of Dutch universities) meeting in Paris reveals VSNU wants to stop study financing and accepting more students from 2012 onwards. They also want to ask more tuition fees of students for whom the institutions don't receive subsidies from the government. According to the VSNU, this amounts to 44 % of all students.

Student union LSVB feels betrayed and has advised students to "go to Belgium, Scotland, Germany or another civilised country with reasonable tuition fees." This is exactly what Flemish universities are worried about. They fear the Dutch education ministry's plans and the universities reaction towards these plans could create an "Orange invasion". Ludo Melis (vice-rector) education policy: "Universities will probably select students depending on their results in high school. This creates a risk many less talented youth will come to Flemish universities. Limiting access and raising tuition fees is very undemocratic." As of now, Flemish universities cannot refuse Dutch students, but Flemish universities say a massive influx would urge Flanders to adapt its open access policy.

The Flemish newspaper De Standaard states that Dutch higher education policy creates a perverse effect in the Bologna process – designed to facilitate open access between European universities.

VSNU and some individual universities reacted on the leaked report. Sijbolt Noorda, president of VSNU specified the idea is not to halt study finance, but to shorten the period in which a student must graduate to avoid paying back the governmental study loan from 10 to 6 years. Some universities said the topics leaked in the press were discussed, but don't reflect the common position of all universities. Even though the VSNU tried to specify their plans and improve their image after the press leak, the report reflects a willingness of universities to accept the ministry's budget cuts they protested against together with students in January and make the students pay the bill. [2023]

Frank Vanaerschot, ESNA-Correspondent Brussels

Position of the LSVb, End of February 2011 (in Dutch)
lsvb.nl/

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.



The World University Ranking List
timeshighereducation.co.uk/

INTERNATIONAL: USA ON TOP AGAIN

Image is everything. This can be said of US universities, many of which were placed on top of the annual university reputation ranking list. The US's dominance was spectacular: seven of the top ten and 45 of the top 100 universities on the list were American. The global list is compiled by the *Times Higher Education*.

The indisputable number one university on the list was Harvard, followed by the *Massachusetts Institute of Technology* (MIT). The Best non-American university on the list was the UK's Cambridge, which came in third place. UK universities scored second overall, with 12 British institutions in the top 100.

The only university in the top ten that is not from the US or the UK comes from Japan: the University of Tokyo in eighth place.

The ranking is based on a survey of 13,388 academics in over 131 countries. It is the largest evaluation of academic reputation and is partly used in indicators for compiling the well-known Times Higher Education World University Rankings. [998]

INTERNATIONAL: DIPLOMAS ON SALE

During the last 12 months there has been a 48 % increase in the amount of "Diploma-mills" worldwide, according to the British company Verifile Ltd., which has specialized on tracking pseudo universities. The company also says that little has been done to prevent these fake institutions from helping fraud applicants from cheating helpless employers. Most of the time, these mills only exist as a web page and a postal code. Most false universities (1008) are in the USA, where the year-to-year increase is about 20%. The European "leader" is the UK with 339 diploma mills. Other top countries in this ranking are as follows: Italy 43, Belgium 36, Holland 34, Switzerland 21, Ireland 20, Germany 13, Spain 12 and Austria and France with 11 both. [742]

Report from Verifile Ltd.,
 10-03-2011
accredibase.com/



P. Nikiforos Diamandouros
 (Photo: EC)

Press release of the European
 Ombudsman, 28-02-2011
ombudsman.europa.eu/

EUROPA: OMBUDSMAN TO THE RESCUE

The European Ombudsman, P. Nikiforos Diamandouros, has asked the European Commission to make an ex-gratia payment of 1,500 Euros to several students from outside the EU who participated in the Erasmus Mundus programme.

A Canadian student complained that he and his fellow students had been misinformed about the financial aspects of their scholarships and experienced serious difficulties in covering living expenses within their scholarships of 21,000 Euros per year.

Despite the statement on the Commission website that scholarships would cover "travel and living expenses and tuition in Europe for the full duration of the course", after tuition and travel expenses had been paid, the scholarship left students with 400 Euros per month, which was far from enough to cover basic living expenses in Munich or Madrid. [819]

AZERBAIJAN: FEARS OF A FACEBOOK-REVOLUTION

Police in the Azerbaijani capital Baku have seized a number of opposition activists trying to hold a rally against the government. Witnesses saw uniformed and plainclothes police detaining protesters one by one and pushing them on to buses near a university, *BBC* reported.

The authorities said ten people had been arrested for attempting to hold an unauthorised demonstration. According to opposition sources dozens have been detained. Activists inspired by events in the Arab world had been calling for an anti-government demonstration.

Students at Baku universities were told they would be expelled if they missed classes on Friday, according to Reuters. The demonstration was called together on the social networking site Facebook. [731]

Sources: *BBC* | *Standard* | *Wall Street Journal* | *Tagesspiel* | *Eurasianet*

FINLAND: AALTO AND STANFORD JOINING FORCES

Aalto Center for Entrepreneurship (ACE) has launched an extensive partnership with *Stanford Technology Ventures Program* (STVP), the world-renowned center on entrepreneurship and innovation.



Press release of the Aalto
University, 09.03.2011
aalto.fi/

Over the next three years, the partnership program brings Silicon Valley know-how about high-growth entrepreneurship, education and research to Aalto.

The goal is to help build Aalto University into one of the leading entrepreneurship universities in Europe. The program is strongly supported by TEKES, the Finnish Funding Agency for Technology and Innovation.

Ten students, faculty members and startups will participate this spring at Stanford in courses and workshops at Stanford and prepare for further visits. At the same time members of the STVP will be coaching in Finland.

While the Californians are exporting their skills, the large Finnish University is helping them build a platform for entrepreneurial training in the Baltic region. This is not only aimed at universities but also toward engineers and successful entrepreneurs. [1035]

FINLAND: FINNS LOVE FOREIGN LANGUAGES

The biggest percentage of applicants for foreign language programmes polytechnic schools are actually Finnish. This year, 3700 applicants are Finnish students living in Finland, reported the newspaper *Helsingin Sanomat*. In the programmes, students receive normal training in their field of choice but, instead of Finnish, they use another language, mostly English.

The polytechnic schools received a total of 15,500 applications this year. After Finland, the largest amount of applications (3000) came from Nigeria. Among the top five countries were also Ghana, Russia and Nepal.

Foreign language programmes have been heavily promoted in tv commercials in Finland. Customer service manager Annika Grönholm from the Board of Education thinks their popularity in Finland is also due to the current economic situation and bad employment levels. More people are applying for higher education institutions than in previous years. Foreign language training is available in 24 polytechnics. The deadline for applications was mid-February. [1017]



Isabelle This Saint-Jean
(Picture: sciencetelevision)

FRANCE: NEW CAMPUS WITH OR WITHOUT PFI?

Building work of the new Condorcet campus is supposed to start in 2012 but so far the region (located in the North of Paris) and the state do not agree on financing. Part of the "Campus operation", launched in 2008, the Condorcet campus is supposed to assemble all the human and social science departments together.

18 months ago, Valérie Pécresse, French minister of higher education and research, announced an allocation of 450 million euro for this campus but through PFI (Private Finance Initiative).

Private investors would pay for the construction after which universities become their tenants. This is done to minimize risks.

However the region does not want this, contesting that it is more expensive and takes more time. On the other hand, the region is only ready to invest a total amount of 171 million euro.

"As the state and the region really want to see this project starting, hopefully they will find a solution", said Jean-Loup Salzmann, president of the Paris 13 university, one of the universities that will merge at Condorcet. [1050]

GERMANY: THE BEST COUNTRY FOR INTERNATIONALS

Germany topped the list of an international index showing how well different countries support their overseas students. This new type of ranking is compiled by the British Council. It is called the Global Gauge and it was published ahead of an annual British Council seminar for university presidents and education experts in Hong Kong.

It reflects Germany's policy of internationalisation in its university system - sending students abroad and encouraging more overseas students to come to German universities. In an increasing number of universities courses are taught in English. Australia came second and the UK was the third best country on the list.

One of the main reasons for Germany's success is that overseas students do not pay any more in tuition fees than home students.

"I think the biggest factor is financial. In the US a graduate programme would cost hundreds of thousands of dollars, in Germany it doesn't cost anything. And it doesn't cost more for foreign students than it does for German students." said Sophie Perl, an American student studying in Berlin.

"Germany top for foreign
students", BBC, 09-03-2011
bbc.co.uk/



Anna Diamantopoulou (Photo: EC)

GREECE: PLEASE COME HOME!

"Students studying overseas should see the changes in our higher education system as an opportunity to return to universities at home," noted Anna Diamantopoulou, Greek Minister for education, lifelong learning and religious affairs last month. Since last year's financial crisis, Greece has been fighting the brain drain, caused in part by the low quality of higher education programs and few opportunities to find a job after graduation.

With reforms on the whole education system (*see the Bulletin N°088*) and concentrating mainly on universities, the Ministry aims to lure back the Greek student Diaspora.

Current reform projects on stronger international co-operation and additional funding for postgraduate programmes are predicted. "All these things are necessary to place Greece and its students in the global intellectual powerhouse," the minister said. According to the national employment agency OIAD, only 250,000 jobs were available for 600,000 graduates in the last 15 years. [973]

RUSSIA: LURING IN PROFESSIONALS

Russia is aiming to attract highly-qualified people by recognising degrees from the world's leading universities. The new move was announced by President Dmitry Medvedev.

Russia faces a shortage of highly skilled workers who are needed to implement the state's plans to shift the economy onto a more innovative level.

"The inflow of foreign professionals to Russia is needed in order to gain experience and to create a ground for creativity of domestic scientists," Medvedev said according to the University World News.

Previously, the government only recognised diplomas from countries that had bilateral agreements with Russia. These were mostly from developing countries. Now Russia is developing legislation to assess the quality of education at foreign universities. This is being done to be able to recognise their qualifications in Russia. Russia is lacking professionals especially in information technology, communications, managements and arts, according to analysts of the German-Russian paper *Rusland-Aktuell*. [1022]

SLOVENIA: SAVING ON STUDENTS?

The Slovene government has debated on the new law on student funding. The act provides a more comprehensive and transparent way to regulate scholarships for higher education.

While now students can obtain only one type of grant, new regulation allows them to receive several types of scholarships at once. The allowance for students living away from their place of residence will be increased.

Meanwhile the new draft provides grants only for undergraduate programs whereas before students applied for their grants already in high school and, if fulfilling the conditions, retained them until their master's degree.

"The new law does not make clear how many scholarships will be conferred. The act should cover all areas of grants and not only concentrate on saving funds," said Rok Primožič, vice president of the Slovene Student Union, which promises to fight against the enforcement of the proposed law. [915]

UK: PRESSURE IS ON IRELAND AND SCOTLAND

With the UK imposing massive raises on tuition fees in 2012, universities in Scotland and Ireland are already trying to figure out how to deal with the possible effects. Ireland and Scotland could become an attractive alternative for English degree students as students are facing tuition fees as high as 9000 pounds (10,500 Euros) a year starting from September 2012 in England. The fees for degrees are minimal in Ireland and Scotland compared to England.

Not surprisingly, pressure has been mounting on Scotland and Ireland's universities to raise fees for English students to help plug a funding gap. So far no decisions have been made though.

"Tuition fees are wrong regardless of where you're from. And we've yet to see convincing evidence that this is even necessary to manage demand," said Liam Burns, the president of The National Union of Students in Scotland, according to *the Guardian*. [971]

guardian.co.uk/
bbc.co.uk/

Sources: Reuters | University World News | Forschungsstelle | Osteuropa Bremen | HRK | OECD

Press release with the law draft , Ministry of Labour, 10-03-2011 (in Slovene)

mdsz.gov.si/

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.

Russia

STOP THE BRAIN DRAIN!

Illarion A. Simonov, a BCM.ru staff writer, is worried about Russian scientists leaving the country. As much as 700,000 scientists from Russia are already employed overseas. Simonov says on BCM 10-03-2011 that Russia should spend more money on science and less on organising Olympics and Eurovision competitions.



"According to the UN scientists' estimates, the departure of just one of such geni overseas from

Russia inflicts a loss to the state in the amount of 300-800 thousand Dollars. And the rector of Moscow State University, academician V. Sadovnichy, says that the training of only one such world-class specialist means that Moscow State University has to shell out 400 thousand Dollars. So, is not it time to have the problem solved, or at least to look into the causes?

Among the main reasons for professional emigration are: 1) the absence of technical base – the share of new equipment in Russian Research Institutes does not exceed 20%; 2) an extremely low level of social security and wages: the earnings of a young scientist rarely surpass 15 thousand Rubles; 3) a very low demand for scientific findings imposes its own imprint on the situation (the level of investment ideas accepted for development is equal to 1%). While abroad, the works of Russian specialists are appreciated. Therefore, our researchers, even if they do not leave the country, can publish their research results in foreign journals that their fellow countrymen still can not afford to see (because of the high cost of subscriptions, unbearable for Russian academic libraries). It turns then out that our scientists, although they did not emigrate, still worked for 'an uncle abroad', so their research results are often taken by their foreign employers as their own. (...)

To prevent further brain drain, action must be taken already now. For example, young professionals with higher education can be prohibited from leaving the country to work for ten years after the graduation. To do that, however, they have to be provided with decent wages so that the desire to go abroad would disappear completely.

Of course, there are other reasons for emigration: a highly criminal situation, a most profound economic crisis, political instability in Russia. Unfortunately, we are unlikely to succeed in dealing with these issues in the near future. Will we succeed later?"

UK

THE SHAME OF BRITAIN'S UNIVERSITIES

Duncan Robinson comments on the blog of the British New Statesman 09-03-2011:

"LSE is far from the only university to



accept money from repugnant regimes," Robins writes. "British universities have accepted millions in donations from organisations such as the House of Saud, the Iranian government and even the Bin Laden family.

The links between the LSE and the Gaddafi regime have damaged the university. Its talented director, Sir Howard Davies, has resigned, while a pall has been cast on the judgement of his predecessor, Anthony Giddens. A university once associated with the likes of Webb, Hayek and Shaw is now associated with accepting money from a tinpot Arab dictator. And unfortunately, LSE is far from the only British university willing to accept funding from morally dubious sources.

Top British universities regularly accept multimillion-pound donations from regimes with extremely poor human rights records, such as Saudi Arabia and Iran. (...) LSE's reputation suffered not when it accepted the money, but when Gaddafi started massacring his own people in response to an uprising."

France

NO FINANCIAL AGREEMENT ON OPERATION CAMPUS

As the "Opération Campus" – proceeds, very controversial aspects of it emerge. A particularly hot topic is the investment of public money into private-public partnerships (PPP) where initial costs are shared by private investors which public institutions, a university for instance, have to pay back on the long run. In his blog on Educpros.fr 21-02-2011, the sociologue Pierre Dubois comments on the current construction of campuses in or around the city of Paris.

"Would the State ensure the funding for the next 30 years necessary for the universities to pay their rents to the private sector? No one can swear that this is going to happen. The State we know right now is disengaging from education. In this process of granting extended responsibility and autonomy to the universities, there is no guarantee that the State will cling to his obligations as a co-signer of this PPP (*editor's note*: at Clignancourt, University Sorbonne Paris 4). (...) I have the feeling that in ten years from now the real estate of universities is going to be a real mess!"



Books //

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.

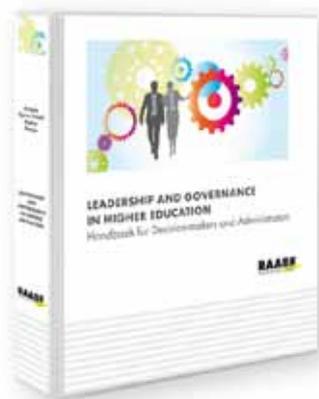
FROM EXPERT STUDENT TO NOVICE PROFESSIONAL LEARNING AND DEVELOPMENT IN SCHOOLS AND HIGHER EDUCATION VOL.5

Entering higher education is oftentimes seen as a first step in formulating a professional career. In the fifth volume of the Professional Learning and Development in Schools and Higher Education series, Reid et al. examine the process of student learning prior to the professional career. Moreover, the book explores how students, during the course of their scholastic trajectory, become experts of learning in their respective disciplines while slowly acquiring more informal means of learning associated with the world of work. In this way, they prepare for the role of apprentice at the start of their professional careers.

The book features ten years of empirical, comparative data from Australia and Sweden to formulate its assertion that extrinsic knowledge gained from understanding one's profession enhances students' academic knowledge over the course of a higher education programme.

Reid, Abrandt Dahlgren, Dahlgren, Petocz
Springer, New York 2011
140 pages hardcover €106.95
ISBN: 978-94-007-0249-3

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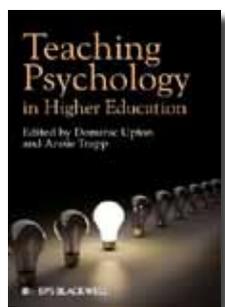


LEADERSHIP AND GOVERNANCE IN HIGHER EDUCATION HANDBOOK FOR DECISION-MAKERS AND ADMINISTRATORS

The handbook aims to provide leaders, members of governing bodies and senior administrators of higher education institutions with a user-friendly tool to support their work which is practically oriented as well as based on reflections of principle. Policy makers, academic staff, students and other stakeholders – who all increasingly contribute to the governance of higher education institutions – as well as researchers of higher education should also find the contributions to the handbook useful. The Leadership and Governance Handbook is a “must” for all those planning, managing and implementing the historical reforms taking place within higher education institutions and systems, from governing body to senates/academic boards and through to the organs of governance at faculty and departmental levels.

Raabe Vlg.
Basic loose-leaf edition, approx. 440 pages,
in English, incl. internet access €129.00

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TEACHING PSYCHOLOGY IN HIGHER EDUCATION

This book, relevant for European Universities aligning with the Bologna Declaration, is the first to address the learning and teaching issues associated with psychology in Higher Education in the UK and Europe. It presents effective, evidence-based practice and advice for both experienced and new lecturers. It also covers challenging areas of psychology teaching, such as research methods and statistics, supervision of research projects and management of online learning.

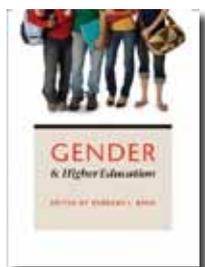
Dominic Upton, Annie Trapp (Editors)
Wiley-Blackwell, February 2010
328 pages paperback/hardcover €36.00
ISBN: 978-1-4051-9549-2

Order

GENDER AND HIGHER EDUCATION

This comprehensive, encyclopedic review explores gender and its impact on American higher education across historical and cultural contexts. This work features the latest theories, scholarship, research, and debates related to gender and higher education, including institutional diversity; academic majors and programs; women's centers; and a range of theories—from liberal feminism to postmodern queer theory.

Theoretically grounded and based on the newest research, Gender and Higher Education provides an excellent overview for students of higher education, gender studies, and sociology.



Barbara J. Bank (ed.)
Johns Hopkins University Press, 10 Februar y2011
456 pages paperback \$44.95
ISBN-10: 0801897823

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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.



Kirstin R.W. Matthews e.a.
08-03-2011 | English

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IMPACT OF COLLABORATION ON PUBLICATION SIGNIFICANCE

International Stem Cell Collaboration: How Disparate Policies Between the United States and the United Kingdom Impact Research

This article, published in the online journal PLoS ONE, examines the impact of collaboration on publication significance in the United States and the United Kingdom, world leaders in stem cell research with disparate policies. The findings suggest that national stem cell policy differences and regulatory mechanisms driving international stem cell research in both countries did not affect the frequency of international collaborations, or even the countries with which the U.S. and U.K. most often collaborated.

SURVEY ON ACCOUNTABILITY IN DOCTORAL EDUCATION

The European University Association (EUA) has launched a survey on accountability and quality assurance in doctoral education. The survey aims to acquire an overview of the procedures in place within institutions, and is part of a wider project, Accountable Research Environments for Doctoral Education (ARDE), launched by the EUA in association with the University College Cork (UCC), Universities Austria (UNIKO) and the Conference of Rectors of Academic Schools in Poland (CRASP). The survey will be followed up by a consultation process consisting of a series of focus group sessions and an online discussion forum. The deadline for responses to the survey is 30 March 2011.

EUA and partners
March 2011 | English
[eua.be/
surveymonkey.com/](http://eua.be/surveymonkey.com/)



Diane Harley, Sophia Krzys Acord
March 2011 | English

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PEER REVIEW IN ACADEMIC PROMOTION AND PUBLISHING

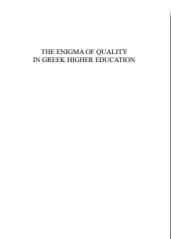
Its meaning, locus, and future.

The document explores, in particular, the tightly intertwined phenomena of peer review in publication and academic promotion, the values and associated costs to the Academy of the current system, experimental forms of peer review in various disciplinary areas, the effects of scholarly practices on the publishing system, and the possibilities and real costs of creating alternative loci for peer review and publishing that link scholarly societies, libraries, institutional repositories, and university presses. It also explores the motivations and ingredients of successful open access resolutions that are directed at peer-reviewed article-length material.

THE ENIGMA OF QUALITY IN GREEK HIGHER EDUCATION :

A mixed methods study of introducing quality management into Greek higher education

This study investigated the adoption of quality management in Greek universities as an outcome of organizational processes. It examined a period in the first decade of the 21st century when program evaluation and quality management were heavily debated in Greece. The study recognizes that higher education institutions are complex organizations with multiple levels; moreover, they exist in a multi-level, multi-actor environment. This study furthers our understanding of the forces that stimulate or impede changes in Greek higher education by choosing a multi-level mixed methods research design.



Antigoni Papadimitriou
University of Twente Publications
March 2011 | English

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GRADUATE CAREER TRACKING IV: 2010 GRADUATES

The study aims to establish the theoretical research framework for the recently commenced career tracking system in Hungary, where – in addition to the economic indexes for labor market success among new graduates – it try to establish an interpretation context that emphasizes the multidimensional nature of success. The basic assumption, that a range of objective and subjective aspects would be relevant among the aspects of labor market success, in addition to the obvious indexes of employability and income, was confirmed by the success factors explored during the analysis.

Educatio Nonprofit Ltd.
December 2010 | Hungarian

[Download PDF](#)

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



Zurich
April 29, 2011

MODES OF COLLABORATION BETWEEN ARTS AND SCIENCES

The conference aims to identify the potential for successful collaborations between the arts and the sciences. It seeks to initiate a debate on such collaboration in artistic research by investigating several potential modes of teamwork. Core conference themes include modes of communication, the development of transdisciplinary procedures, and the cognitive interests implicit in such collaborative constellations.



St. Petersburg
May 11-13, 2011

INTERNATIONAL FORUM. FROM SCIENCE TO BUSINESS

The goal of the forum is to discuss the current situation, problems and development trends of the Innovative zone around higher education and science institutions with active participation of the state authorities and business in cooperation with science and research community. It is planned to pay special attention to open innovations, foresight and green technologies. The special accent will be made on discussion of human resource problems for the innovative projects.



Ministerstwo Nauki
i Szkolnictwa Wyższego
Kraków
July 5-7, 2011

STHESCA CONFERENCE

The objective of this new conference is to explore the future of higher education in the context of unprecedented progress in science, engineering and technology, and to develop new paradigms for higher education systems, their delivery administration, and funding in the Conceptual Age.

STHESCA aims to facilitate the exchange of ideas and provide networking opportunities for science and technology policy makers, university administrators, higher education leaders, faculty members and industry and government representatives, taking into account European, American and Asia-Pacific perspectives.



Berlin
October 6-7, 2011

INTERNATIONAL WORKSHOP: PERSPECTIVES TOWARDS A EUROPEAN SCIENCE SYSTEM

Governments around the world are currently making great efforts to develop modern and internationally competitive science systems. In this respect, creating a European Research Area has become a widely acknowledged goal within the higher realms of politics. While decision makers are not getting tired of emphasizing that Europe would soon become the "most world's competitive knowledge-based economy", spearheaded by an "excellence-based science system", research as to how a European science system – if existing at all – corresponds to national science systems and transnational interactions is still in the fledging states. Therefore, the aim of this workshop is to identify and discuss central research questions, theoretical concepts and methods for exploring the future of (a) European science system(s).



Budapest
November 10-12, 2011

WORLD SCIENCE FORUM

With the contribution of world leading scientists we are going to present geographical, thematic, and social aspects of this subject focusing on the burning issues of science and global society. Among other topics the invited speakers will outline their views on the future of human population, new challenges caused by, and solutions to remedy global diseases, novel ways of food production and food security, new material technologies, and the recent advancements in brain research and cognitive sciences.

Contributors to this Bulletin N°090 - 16 March 2011:

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