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INCHER-Kassel Welcomes Participants to the 19th Annual CHER-Conference "Systems Convergence and Institutional Diversity?"

INCHER-Kassel will host a series of international workshops and a conference in September 2006.

The 19th Annual CHER Conference, organised by INCHER-Kassel, will be held 7 – 9 September 2006. The Consortium of Higher Education Researchers (CHER) is a community of researchers in the field of higher education that meets each year to share new research insights and explore new research frontiers. This most successful international network of higher education researchers was founded on the initiative of Ulrich Teichler in Kassel in 1988, when our Centre celebrated its 10th anniversary.

The overall topic of the 2006 CHER Conference "Systems Convergence and Institutional Diversity?" takes as a starting point the European Bologna Process and its effects on the issue of convergence on the systems level and diversity on the institutional level. However, processes of convergence and divergence

in places other than Europe and not triggered by the Bologna reforms will also be discussed.

Workshop on the Academic Profession

"The Changing Role of the Academic Profession and its Interface with Management" will be the topic of a workshop with some fifty researchers from around the globe, to be held in Kassel on 5 – 6 September 2006 in addition to the CHER conference.

"Higher Education Beyond 2010"

Two workshops to be held on this issue on 11 – 12 September will explore possible future developments in higher education and the future tasks of higher education research.

For more detailed information on the events, see page 3.



Higher Education Research in Kassel – Continuity and Change

"International Centre for Higher Education Research" (INCHER-Kassel) is the new name of a Centre already founded 28 years ago as the "Centre for Research on Higher Education and Work". The Centre grew continuously – among other things, by setting strategic priorities and embarking on new fields when a corresponding public interest developed. Members of the Centre changed over time, as did most of its areas of research. Research on the relationships between higher education and the world of work remains a major theme, but many more issues with respect to the interaction between higher education and society became integral parts of the research agenda.

The recent decision to rename the Centre reflects the fact that both internationally comparative research as well as research on the international dimensions of higher education systems have become strongholds of its work. It does not, however, call into question the fact that the majority of the Centre's publications are still written in German and that many projects focus on the German higher education scene.

Currently, the major areas of research are "Higher Education and Work"; "Students and Courses of Study"; "Evaluation and Quality"; "International Co-operation, Internationalisation, Globalisation" and "Higher Education Systems and Governance in Higher Education".

In the past years, the Centre has moved towards training of higher education professionals and young higher education researchers. In 2004, the International Master Course Higher Education (MAHE) was established. The two-year course is offered in the English language and attracts so many persons from all over the world that the number of candidates surpasses the capacity of about 25 students several times over. The number of doctoral degrees awarded increased, and from Autumn 2006 onwards, the Centre invites doctoral candidates to join a regular programme open both to PhD students spending all of their time in Kassel and those coming to Kassel for only a few weeks for doctoral seminars and advisory meetings.

Inter-institutional mobility is an integral element of academic careers in Germany. This also affects the organisation of the Centre.

Hans-Dieter Daniel, formerly professor for evaluation, moved to Zurich (Switzerland) and Jürgen Enders became research professor in Enschede (Netherlands), Barbara Kehm, a former postdoc of the Centre, returned to Kassel in 2003; she became professor of higher education. In 2006, she was re-elected as Director of the Centre, an office that she first assumed in 2004. Most recently, another member of the Centre's senior staff, Stefanie Schwarz, left the Centre in 2005 for another assignment in Germany, and Helmut Winkler retired in 2005. This means that most of the Centre's academic staff has changed since 2002, the year many higher education researchers last came to Kassel to participate in a conference on the future of higher education and presented the Festschrift "Higher Education in a Globalising World" (ed. by Enders and Fulton) to Ulrich Teichler.



A major external evaluation of the Centre was carried out in 2005 – last, but not least, because the University of Kassel wanted to decide about the future of the Centre prior to Ulrich Teichler's scheduled retirement in September 2007. The search for a successor will start with the public announcement of the position in autumn 2006. The University of Kassel has decided to support higher education research as one of its priority areas and suggests finding external partners for cooperation and support in order to strengthen both quantity and quality of analyses in that domain. Therefore, the members of the Centre look forward to

expanding their fruitful cooperation with scholars from all parts of the world, as also symbolized by the three international conferences and workshops held in Kassel in September 2006.

INCHER – News

Ulrich Teichler Awarded an Honorary Doctorate by the University of Turku



Ulrich Teichler at the doctoral ceremony

Ulrich Teichler, higher education researcher and for many years director of INCHER-Kassel, was awarded an honorary doctorate in social sciences by the University of Turku (Finland). The University took this decision in recognition of his outstanding contributions to international university research.

He was awarded the degree on May 26th 2006 in the context of a ceremony for this year's doctoral students in all departments of the University of Turku. The new Doctors and honorary doctoral degree holders were invested with emblematic

doctor's caps and sword (see picture left). "The doctor's cap symbolizes the virtues of erudition and the traditional academic freedom of the doctor to conduct independent research. The sword stands for truth; it is a weapon of the mind to sharply defend what is true, right and good in the doctor's research" (cited from University of Turku website).



So far Ulrich Teichler has already been awarded the Research Prize of the Council on International Educational Exchange (1997) and UNESCO's Comenius Prize (1998).

Society for Higher Education Research Founded in Kassel



Participants of the first conference of the Society for Higher Education Research

The Society for Higher Education Research ("Gesellschaft für Hochschulforschung") was founded on 4 May 2006 in Kassel. The main goals of the Society, the members of which are to come from German-speaking countries, are intensification of exchange between experts as well as fostering of increased professionalism among employees of German institutions of higher education and research institutes in the field of higher education.

The impetus to found the Society for Higher Education Research came from INCHER-Kassel, which already played a key role over sixteen years ago when the Consortium of Higher Education Researchers (CHER) was founded in Kassel.

The following persons were elected to the Board of Directors: Prof. Dr. Margret Bülow-Schramm (University of Hamburg); Prof. Dr. Barbara M. Kehm as chairperson (INCHER-Kassel); Dr. Lydia Hartwig (IHF Munich); Anna Kosmützky (University of Bielefeld); Kerstin Janson (INCHER-Kassel); Dr. Michael Lesczency (HIS Hannover); PD Dr. Peer Pasternack (HoF Wittenberg); Prof. Dr. Frank Ziegele (CHE, Gütersloh).

For more information, see: www.hochschul-forschung.de

Conferences and Workshops in September 2006

UNESCO/CAP Workshop "The Changing Academic Profession" (4 – 5 September)

The aim of this workshop is to analyse how three major changes in higher education and its societal context have affected the academic profession: a growing expectation to ensure the relevance of teaching and research, increasing internationalisation, and increased management clout within higher education and research institutions. Cases will be presented from various European countries, Australia, China, Japan and Mexico.

The workshop is initiated and supported by the UNESCO Forum on Higher Education, Research and Knowledge, an initiative supported by Swedish sources to create stronger links between researchers on higher education and research and leading figures in that field all over world. The Scientific Committee Europe-North America (ENA) of the Forum, chaired by Ulrich Teichler (Kassel), invited scholars

from all over the world in order to examine both common elements and different conditions for the academic profession. Many participants of the workshop have already been cooperating since 2004 and met previously in Paris, London and Hiroshima to prepare a comparative survey on the Changing Academic Profession. The CAP project team, chaired by W.K. Cummings (Washington), will meet on 4 and 6 September in conjunction with the workshop in order to specify the joint survey scheduled for 2007 in about 20 countries.

Programme coordinators of the workshop are Professor Maurice Kogan and Professor Ulrich Teichler. Oliver Bracht (INCHER-Kassel) is in charge of registration and organisational matters.



The CAP Workshop will take place at "Antroposophisches Zentrum", Wilhelmshöher Allee 261, Kassel

Systems Convergence and Institutional Diversity? The 19th Annual CHER-Conference (6 – 9 September)

The CHER Conference will consist of the following conference tracks: (1) Vertical differentiation of institutions: Ranking, profiles, elite institutions, (2) New forms of classification for international comparison, (3) Mergers, networks and strategic alliances; (4) the European Higher Education Area and reactions from outside; and (5) an open track.

Keynote speakers (Ulrich Teichler, Peter Scott, and David Dill) will make initial presentations related to the overall theme and to some of the track themes.

For the detailed programme see conference website at: http://incher.de/index.php?option=com_wrapper&Itemid=61

The local organising committee consists of:

Barbara M. Kehm (Kehm@incher.uni-kassel.de) and Sandra Bürger (Buerger@incher.uni-kassel.de).



The conference location: Kongress Palais Kassel – Stadthalle

"Beyond 2010": Workshops on the Future of Higher Education and the Challenges for Higher Education Research (11 – 12 September)

The role of higher education with respect to equity and social justice and issues of diversity in higher education will be the themes of two workshops to be held on 11-12 September 2006 in Kassel. The aim of the workshops is to explore possible future developments in this domain and the future tasks of higher education research in order to identify and explain anticipated changes in higher education early on.

The workshops are being held within the framework of the project "Forward Look on Higher Education in Europe Beyond 2010: Resolving Conflicting Social and Economic Expectations". The pro-

ject, which is supported by the European Science Foundation and is being coordinated by John Brennan (London), aims to develop future scenarios of developments in higher education that might help to identify priorities for higher education research. In Kassel, twenty invited experts will discuss the following: "Higher Education and the Achievement of Equity and Social Justice" introduced by John Brennan (London) and Rajani Naidoo (Bath), as well as "Diversity versus Homogeneity of Higher Education", introduced by Ulrich Teichler (Kassel). Additional project workshops are scheduled in Helsinki, Paris and London.

INCHER-Kassel – Research Activities

The Kassel Centre's research profile is characterized by

- coverage of a broad range of topics and disciplines in addressing the relationships between higher education and society,
- interdisciplinary, cooperatively organized research, transfer of results into practice,
- a focus on international issues, undertaking comparative research and being closely embedded in the international academic community.

Research questions recently examined by members of the Centre fall into five major thematic areas: "Higher Education and Work", "Students and Courses of Study", "Evaluation and Quality"; "Internationalisation, Globalisation" and "Higher Education Systems and Governance in Higher Education". The following list states major research activities since 2003.

Research Area 1: Higher Education and Work

Changing Academic Profession (CAP) project (2005 – 2007)

What are the academic profession's views towards the increasing relevance, internationalization, and managerial adaptations of their workplace, and how are these views changing? The international CAP project examines the nature and extent of the changes experienced by the academic profession in recent years. It will explore both the reasons for and the consequences of these changes. Academics in some twenty countries will be surveyed.

Relying on a six-stage model of change, CAP will compare different national higher education systems, institutional types, disciplines and generations of academics.

The Kassel research team (Oliver Bracht; Marek Fuchs; Ulrich Teichler) is involved in the development of the conception framework of the joint questionnaire and will conduct the survey in Germany which is financially supported by the German Federal Ministry of Education and Research (BMBF).

Publications

Schomburg, H. et al. (eds) (2001). *Erfolgreich von der Uni in den Job*. Regensburg, Düsseldorf and Berlin: Fit for Business.

Teichler, U. (ed.) (2007). *Careers of University Graduates: Views and Experiences in Comparative Perspective*. Dordrecht: Springer (forthcoming)

Schomburg, H. and Teichler, U. (2006). *Higher Education and Graduate Employment in Europe Results of Graduate Surveys from 12 Countries*. Dordrecht, Springer, (forthcoming).

Higher Education and Graduate Employment in Europe

During the last three years, this issue has been the subject of two major studies: New demands on higher education in Europe are currently being explored by the European project "The Flexible Professional in the Knowledge Society (REFLEX)" which focuses on three broad and interrelated questions: (1) Which competencies are required by higher education graduates in order to function adequately in the knowledge society? (2) What is the role played by higher education institutions in helping graduates to develop these competencies? (3) What tensions arise as graduates, higher education institutions, employers and other key players each strive to meet their own objectives, and how can these tensions be resolved? A comparative survey is being conducted in eleven countries of university graduates of the academic year 2000 about five years later. The Kassel Team – Oliver Bracht, Harald Schomburg and Ulrich Teichler – conducted the German survey. The project period lasts from 2004 to 2007. The study is financially supported by the European Commission.

The widest-ranging international graduate survey up to now was coordinated by the Centre's members Harald Schomburg and Ulrich Teichler: **The CHEERS Study (Careers after Higher Education: a European Research Study)** surveyed graduates in eleven European countries and in Japan in order to analyse the relationship between higher education and employment. From Autumn 1998 to Spring 2000, about 40,000 graduates provided information through a written questionnaire on their studies, their transition to work, and their careers three to four years after graduation.

Members of the Kassel CHEERS-team were: Volker Jahr, Alexis-Michel Mugabushaka, Meike Rehburg, Harald Schomburg, and Ulrich Teichler. The study was financed by the European Commission within the framework of the TSER Programme. The project period lasted from 1998 to 2006.

Tracer Studies worldwide

GRADUA2 project

From 2004 to 2006 INCHER-Kassel took part in a project on **Graduate-follow-up in Latin-America and Europe**. The main objective of the GRADUA2 Project supported by the ALFA Program of the European Commission, was to foster knowledge transfer about graduate follow-up studies between European and Latin American institutions of higher education. A Manual for Graduate Follow-up Instruments represents the culmination of two years of work on the project. In addition, Kerstin Janson, Harald Schomburg and Ulrich Teichler from INCHER-Kassel conducted a study about graduate follow-up activities of German institutions of higher education. The project started in 2004 and was completed in 2006.

Development of a Manual for Graduate Tracer Studies

In this research venture, a joint project carried out by InWent and INCHER-Kassel, continuing education materials were developed for conducting graduate tracer studies. Alex-Michel Mugabushaka, Harald Schomburg and Ulrich Teichler participated in the project. The cooperation partners were members of institutions of higher education who conducted graduate tracer studies in Indonesia, the Philippines, Nicaragua, Honduras, Costa Rica, San Salvador and Panama: the results of their graduate tracer studies served as a basis for training courses in which outcomes were presented and jointly analyzed. As a tool for the generation and administration of online-questionnaires, the QTAFI programme (questions, tables, and figures) was developed as an open source project. QTAFI is available at www.qtafi.de.

GRADUA2 Network; Col-lumbus Association (2006). *Graduate Follow-up Instruments and Recommendations Manual*. Monterrey, Nuevo León, México.

Schomburg, H. (2003). *Handbook for Graduate Tracer Studies (Version 2)*; Kassel and Bonn

Schomburg, H. (2005). *Manual para estudios de seguimiento de graduados universitarios*. CSUCA-InWent-Universidad de Kassel-Universidad Pedagógica Nacional Francisco Morazan. Guatemala: Editorial Serviprensa

Career Paths and Mobility of the Highly Qualified (2004 – 2007)

Sectoral as well as geographical mobility and the career development of highly qualified persons is in the focus of two European studies carried out by Harald Schomburg, Kerstin Janson, and Ulrich Teichler. The objective of the MOMO I-project (**Human Resources in Research and Development – Monitoring System on Career Paths and Mobility Flows** – completed in 2005) was to collect and to analyse data sources and data banks on migration flows and career paths of academics and private sector personnel in 10 countries of the European Union. Priority was given to collection and mapping of official data sources, academic surveys, studies etc. to define methodological approaches and to identify gaps

in the existing data. Since December 2005, the Kassel research team has been taking part in the European study "**Feasibility of Indicators of Researchers' Geographical Mobility and Career Paths (MOMO II)**" which is being conducted in six countries. Selected indicators of the geographical mobility and the careers of researchers will be developed on the basis of existing data sources in particular sample census data.

The studies are/were financially supported by the European Commission (Joint Research Centre – Institute for Prospective Technological Studies (IPTS)).

The Professional Value of ERASMUS Student and Staff Mobility – VALERA (2004 – 2006)

Mobility of students and of university staff in the framework of the ERASMUS Programme have been a focal point of the Centre's research activities for a long time. A bridge was built between research on mobility and research on graduates' early careers by a project on the professional value of a period abroad for the former ERASMUS-Students and for formerly mobile university teachers: In 2005/2006, Harald Schomburg, Ulrich Teichler, Constanze Engel, Kerstin Lenecke, and Oliver Bracht, together with Albert Over

(GES, Kassel) conducted surveys in 30 European countries participating in the ERASMUS Programme. The VALERA project evaluated the professional impacts of (1) ERASMUS student mobility on students' transition to employment and career development, and of (2) teaching in another country in the framework of ERASMUS on teachers' career development. The study was financed by the European Commission.

Career Mobility Between University and Economy (2004 – 2005)

Mobility between higher education and the economy at a relatively late stage of the career in Germany was in the focus of the study which Torsten Dunkel and Ulrich Teichler conducted in 2004 and 2005. They explored if and on what terms professors are willing to change their position against that of an executive in a company and vice versa, in order to define the scope of knowledge transfer

between the two different spheres by the "exchange of brains". The Project was initiated and financed by the "Stifterverband für die Deutsche Wirtschaft" and the Hertie-Foundation.



Publications

Le Moullour, I.; Lenecke, K. and Schomburg, H. (2005). *Human Resources in Research and Development: Monitoring System on Career Paths and Mobility Flows*. (Report to the European Commission).

Dunkel, T. and Teichler, U. (2006). *Personeller Wissenstransfer im Berufsverlauf zwischen Universität und Wirtschaft. Barrieren und Chancen zur Mobilität*. Bonn: Deutscher Hochschulverband (Forum; 74)

Science and Career: A Survey of Former DFG Scholarship Recipients (2002 – 2004)

Alexis-Michel Mugabushaka and Jürgen Enders investigated the subsequent development of the personal and professional careers of former Deutsche Forschungsgemeinschaft / DFG ("German Research Foundation") scholarship recipients after their scholarship periods. Within the framework of this study, more than 1,400 scholarship recipients provided information about their experiences

with the DFG scholarship as well as further developments and waypoints in their professional careers. The study was financed by the German Research Foundation.



Enders, J. and Mugabushaka, A. –M. (2005). *Wissenschaft und Karriere. Erfahrungen und Werdegänge ehemaliger Stipendiaten der DFG*. Kassel: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung (Werkstattberichte; 64).

Lifelong Learning and its Implications for Universities (2002 – 2006)

For some years now Lifelong Learning has gained new significance in public debates as a tool to foster the 'knowledge society'. INCHER-Kassel is examining the implications of lifelong learning concepts, policies and debates for universities in three different projects.

With the financial support of the German Federal Ministry of Education and Research, a current international study "**Lifelong Learning at Universities – A Comparative Study**", has been investigating since 2005 the status of continuing education at institutions of higher education in six selected countries and describes the position of the higher education institutions in the market for academic continuing education. The INCHER-Kassel team – Isabelle Le Moullour, Torsten Dunkel and Ulrich Teichler – is focusing

primarily on the French part of the study. The project "**International Monitoring on Workplace Learning**", on the other hand, analyzes discussions, labour market and education policy measures as well as research results and innovative practical schemes concerning workplace learning in six different countries at the European or international level. Isabelle Le Moullour is part of an international monitoring group. The project is supported by the German Federal Ministry of Education and Research (BMBF) and the Federal Ministry of Labour and Social Affairs. It started in 2002 and will be completed in October 2006.

Another aspect of Lifelong Learning was investigated by the so-called **ECVET Feasibility-Study** (2003 – 2004). Within this pro-

Le Moullour, I. (2002). Die triadische Grundlage des Lernkulturwandels: Individuum, Unternehmen und Bildungssystem. In *Internationales Monitoring »Lernkultur – Kompetenzentwicklung« Jahressachstandsbericht 2002*, pp.6-18.

Publications

Le Mouillour, I. (2003). Personalentwicklung und Wissensmanagement. In: ABWF (2003). Internationales Monitoring. Lernkultur – Kompetenzentwicklung Jahressachstandsbericht 2003, pp.72-94 (Online Publication).

Le Mouillour, I. (2003). Personalentwicklung und Wissensmanagement. Zwei Facetten einer Medaille. In ABWF (2003). Internationales Monitoring. "Lernkultur – Kompetenzentwicklung". Jahressachstandsbericht 2003. (Online Publication)

ject, Isabelle Le Mouillour and Ulrich Teichler assessed, drawing from experience at all levels (incl. the higher education level) to what extent and under what conditions existing approaches can be useful for the development of a European Credit Transfer System for Vocational Education and Training (ECVET). The project was supported by the European Centre for the Development of Vocational Training (CEDEFOP)

Le Mouillour, I. (2004). "Functions and Expectations on Credit Systems in Training and Education". In *Towards 2010 – Common Themes and Approaches across Higher Education and Vocational Education and Training in Europe*, Conference Report. Kassel 2004, pp. 27-41.

Le Mouillour, I. (2005). Compétence interculturelle et portefeuille de compétences. In Baasner, F. (ed.) (2005) *Gérer la diversité culturelle. Théorie et pratique de la communication interculturelle en contexte franco-allemand*. Peter Lang: Frankfurt/Main, pp. 191-198.

Le Mouillour, I. and Teichler, U. (2005). "Making European Credit Transfer Work: ECTS and ECVET". In Dani, A.; Stoeffler-Kern, F- and Sauvageot, C. (eds.) *Actes du symposium Construction des qualifications européennes*. Strasbourg 30 septembre – 1er octobre 2004. Paris : Mission éducation-économie-emploi ; Strasbourg, pp.93-102.

Le Mouillour, I. (2005). *European approaches to credit (transfer) systems in VET. An assessment of the applicability of existing credit systems to a European credit (transfer) system for vocational education and training (ECVET)*. Luxembourg.



Research Area 2: Students and Courses of Study

Schwarz, S. and Rehburg, M. (2003). Weit mehr als eine Strukturreform – Die Potenziale von Credit-Systemen und gestuften Studiengängen an deutschen Hochschulen. In Schwarz, S. and Teichler, U. (eds.), *Universität auf dem Prüfstand. Konzepte und Befunde der Hochschulforschung*, Frankfurt a.M.: Campus, pp. 137-156.

Schwarz-Hahn, S. and Rehburg, M. (2004). *Bachelor und Master in Deutschland. Empirische Befunde zur Studienstrukturreform*. Münster: Waxmann.

Schwarz-Hahn, S. and Rehburg, M. (2004). Bachelor- und Masterstudiengänge in Deutschland: Die 12 wichtigsten empirischen Befunde. *Informationen für die Beratungs- und Vermittlungsdienste*, (05/04), 1-8.

Implementation of Bachelor and Master Programmes as Part of the Bologna Process (since 2001)

Different aspects of the reform of the study structure have been explored in several research studies during the last years:

In 2004, Bettina Alesi, Sandra Bürger, Barbara Kehm and Ulrich Teichler conducted a study on the current **state of the implementation of Bachelor and Master Programmes in seven European countries** (Austria, France, Hungary, the Netherlands, Norway, the United Kingdom, and Germany) funded by the German Federal Ministry of Education and Research. In examining the essential features of the emerging systems, the implications for the higher education system, the students and the graduates in the selected countries the study aimed to make a critical assessment about the prospects of achieving the Bologna reform goals. Whereas a study by Meike Rehburg and Barbara Kehm (**The German Debate about Higher Education Reform and the Labour Market Acceptance of New Degrees**; 2004 – 2005) concentrated on the impacts of the new study structure with priority given to the views of the employers.

A nation-wide empirical quantitative study on the **implementation of Bachelor and Master programmes at German higher education institutions** carried out by Meike Rehburg and Stefanie Schwarz in 2001 – 2004 had referred to all new Bachelor and Master Programs in all types of higher education institutions in Germany, size and targets of the programmes, number of students enrolled, credit-point systems and modularisation, assessment of the programmes, curricular composition and career-oriented activities. This quantitative study was followed by a consecutive, qualitatively oriented research project about bachelor's and master's degrees in Germany showing the views and judgements of those directly concerned by the reforms. The research project **Bachelor's and Master's Degrees in Germany: Views of Professors, Students, Graduates, and Employers** was conducted by Meike Rehburg, Barbara M. Kehm and Stefanie Schwarz in 2003 – 2005. The

final report sheds light on the strengths and weaknesses of current developments in higher education. Both studies were financed by the German Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF).



Alesi, B., Bürger, S., Kehm, B. M. and Teichler, U. (2005). *Bachelor- und Master-Studiengänge im Bologna-Prozess in ausgewählten Ländern Europas im Vergleich zu Deutschland*. Stand der Einführung. Bonn: BMBF

Alesi, B., Bürger, S., Kehm, B. M. and Teichler, U. (2005). *Bachelor and Master Study Programmes in the Bologna Process in Selected European Countries Compared with Germany. The State of Implementation*. Bonn: BMBF.



Rehburg, M. (2006). *Hochschulreform und Arbeitsmarkt. Die aktuelle Debatte zur Hochschulreform und die Akzeptanz von konsekutiven Studienabschlüssen auf dem deutschen Arbeitsmarkt*. Bonn: Friedrich-Ebert-Stiftung.

Key skills

INCHER-Kassel delved into the research topic of conveyance of key qualifications in the higher education curriculum from two different perspectives during the period 2002 – 2004. In 2004, the project by Aylâ Neusel, Vera Lasch and Christiane Rittgerott, **Development of "Key Qualifications" – a Study with Special Consideration of Gender Differences**, investigated the offerings of transdisci-

plinary knowledge elements (key qualifications) at institutions of higher education with a view to the "gender dimensions" contained in them, in order to track inclusive or exclusive effects in the curricular concepts at institutions of higher education. The project was financed by the Hessian Ministry of Science and the Arts.

With his dissertation (in 2004) **“Key skills in the higher education curriculum – A comparative analysis of concepts in the United Kingdom and in Germany”** Alexis-Michel Mugabushaka conducted a study of approximately 130 German- and English-speaking publications dealing with key qualifications in higher education. A comparative analysis of the German and the English debate on key skills shows a

considerable heterogeneity in the conceptions and concrete implementation models of key qualifications.

Mugabushaka, A.-M. (2005). *Schlüsselqualifikationen im Hochschulbereich. Eine diskursanalytische Untersuchung der Modelle, Kontexte und Dimensionen in Deutschland und Großbritannien*. Dissertation Kassel, University, Dept. 05, Social Sciences.

Study Costs and Financing of Study in Europe (2003)

On the basis of a study on the expense and financing of higher education conducted at INCHER-Kassel between 1997 and 1999 (by Hans-Dieter Daniel, Stefanie Schwarz and Ulrich Teichler), Stefanie Schwarz and Meike Rehburg undertook a new assessment of the situation in Europe in 2003. In several publications, diverse aspects of study costs and income opportunities in the European nations were presented and the common points and differences at the European level were worked out.

Schwarz, S. and Rehburg, M. (2002). *Studienkosten und Studienfinanzierung in Europa*. Frankfurt/M.: Peter Lang.

Schwarz, S. and Rehburg, M. (2003). *Wer trägt die Kosten? Studienausgaben und Studienfinanzierung im europäischen Vergleich*. In Schwarz, S. and Teichler, U. (eds.), *Universität auf dem Prüfstand. Konzepte und Befunde der Hochschulforschung*, Frankfurt/M.: Campus, pp. 119-135.

Schwarz-Hahn, S. and Rehburg, M. (2004). “Wie wird das Thema “Chancengleichheit junger Bürger” für 16 Länder des europäischen Hochschulraums verwirklicht? *Das Hochschulwesen* (4), 122-129.

Schwarz, S. and Teichler, U. (eds.) (2004). *Wer zahlt die Zeche für wen? Studienfinanzierung aus nationaler und internationaler Perspektive*. Bielefeld und Universitätsverlag Webler



Research Area 3: Evaluation and Quality

Accreditation and Evaluation in the European Higher Education Area (2003 – 2004)

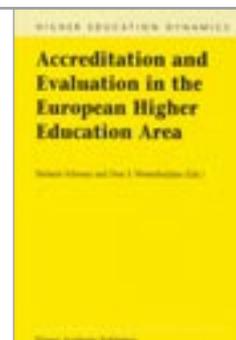
Experts from 20 European countries contributed to a project on accreditation and evaluation activities at the supra-institutional level, which was coordinated by Stefanie Schwarz and Don F. Westerheijden (CHEPS) assisted by Meike Rehburg. The study gives a synoptical overview for the European Higher Education Area on accreditation and evaluation activities, i.e. national accreditation and evaluation schemes, in order to analyse commonalities and differences in policy trends. The project was financed by the German Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF), the Hans Böckler Foundation, and the German Trade Union for Education and

Science (Gewerkschaft Erziehung und Wissenschaft, GEW)

Schwarz, S. and Westerheijden, D. F. (eds.) (2004). *Accreditation and Evaluation in the European Higher Education Area*. Dordrecht: Kluwer.

Schwarz, S. and Westerheijden, D. F. (eds.) (2004). *Accreditation in the Framework of Evaluation Activities*. Frankfurt: GEW.

Schwarz, S., and Westerheijden, D. F. and Rehburg, M. (eds.) (2005). *Akkreditierung im Hochschulraum Europa*. Bielefeld: Universitätsverlag Webler.



Meta-Evaluation (2001 – 2003)

Within the framework of the project “Analysis of multi-level procedures for the evaluation of teaching and study in German higher education”, researchers took stock, from the points of view of all persons concerned, of two established evaluation institutions that evaluate courses of study systematically and comprehensively. This meta-evaluation encompassed both a procedural analysis and an efficiency analysis for the implementation of multi-level evaluation procedures. The researchers participating in this project, which was sponsored by the Stifterverband für die Deutsche Wissen-

schaft, were Hans-Dieter Daniel, Sandra Mittag, Lutz Bornmann and Sandra Bürger.

Daniel, H.-D., Mittag, S. and Bornmann, L. (2003). “Mehrstufige Evaluationsverfahren für Studium und Lehre. Empfehlungen zur Durchführung”. In Berendt, B.; Voss, H.-P. and Wildt, J. (eds.), *Neues Handbuch Hochschullehre* (part I 2.2). Stuttgart: Raabe.

Mittag, S.; Bornmann, L. and Daniel, H.-D. (2003). *Evaluation von Studium und Lehre an Hochschulen. Handbuch zur Durchführung mehrstufiger Evaluationsverfahren*. Münster: Waxmann.

Mittag, S. (2006). *Qualitätssicherung an Hochschulen. Eine Untersuchung zu den Folgen der Evaluation von Studium und Lehre*. Münster: Waxmann.



Research Area 4: Internationalisation and Globalisation

German Study Programmes – Going Global

As a basis for promoting the establishment of German study programmes abroad, the German Academic Exchange Service (DAAD) funded a multi-part study conducted by Ute Lanzendorf and Karola Hahn running since 2003. Initially, an overview of the activities of major study programme exporting countries was provided. After that, a catalogue of questions to determine the conditions in po-

tential target countries of study programmes was developed. This catalogue serves as the basic structure for country analyses. Up to now, 14 country analyses have been published. Involved INCHER-members are Ute Lanzendorf, Karola Hahn, Sandra Bürger, Carlos Guevara, André Schelewski and Ahmed Tubail. As external country experts collaborated: Gregor Berghorn, Helene Kamensky, Benedikt Brisch and Gülsan Yalcin

Publications

Hahn, K. (2003). "Die Globalisierung des Hochschulsektors und das 'General Agreement on Trade in Services' (GATS)". *die hochschule* (1), 47-72.

Hahn, K. and Lanzendorf, U. (2004). *Entwicklungen auf dem globalen Bildungsmarkt*": "Raster zur Auswahl von Zielländern für den Aufbau deutscher Studienangebote im Ausland." (pp. 104-106); "Literatur zu aktuellen Entwicklungen des globalen Marktes für Hochschulbildung." (pp. 111-117) In DAAD (ed.), *Deutsche Studienangebote im Ausland*. (Die Internationale Hochschule – Ein Handbuch für Politik und Praxis; Vol. 10). Bielefeld: Bertelsmann.

Hahn, K. and Lanzendorf, U. (eds.) (2005). *Wegweiser Globalisierung – Hochschulsektoren in Bewegung. Länderanalysen aus vier Kontinenten zu Marktchancen für deutsche Studienangebote*. Kassel: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung (Werkstattberichte; 62).

Europeanisation, Internationalisation and Globalisation – Institutional Responses (2003 – 2005)

Supported by the European Union, a pan-European research team aimed at identifying and analysing governments' and **Higher Education Institutions' Responses to the Challenges of Europeanisation, Internationalisation and Globalisation** (HEIGLO project). It considered the (supra)national contexts, organisational settings, and policies and activities supporting their responses. INCHER-Kassel (Ulrich Teichler and Karola Hahn) contributed to the project with a national update of internationalisation policy in

German higher education and German case studies with respect to institutional responses.

Hahn, K. (2004). "Germany". In Huisman, J. and van der Wende, M. (eds.), *On Cooperation and Competition*. Bonn: Lemmens.

Hahn, K. (2005). "German Universities in the Process of Globalisation". In Huisman, J. and van der Wende, M. (eds.), *On Cooperation and Competition II*. Bonn: Lemmens, pp. 19-38.

Hahn, K. and Teichler, U. (2005) "Internationalization Mainstreaming in German Higher Education". In Arimoto, A.; Huang, F. and Yokoyama K. (eds.), *Globalization and Higher Education*. Hiroshima: Research Institute for Higher Education, Hiroshima University, pp. 39-66.

Comparative Education Research in Europe (2004 – 2006)

INCHER-Kassel (Ute Lanzendorf and Barbara Kehm) took part in a European initiative to support the dissemination of research and policies resulting from international comparisons in education among the European research community, policy-makers, professional associations and practitioners. For this purpose, the "European Platform for Dissemination in Comparative Education Research" (REDCOM) created an open, multilingual and multime-

dia network. This organization 1) arranged an expert seminar in Kassel on the theme of "Creating a European Knowledge Base on Education"; 2) established an on-line observatory on education and training policies and practice; and 3) published a joint issue on 'Scientific Studies in Europe' in four academic journals in different EU languages. REDCOM was financed by the European Union within the 5th Framework Programme.

Lanzendorf, U. and Obermann, C. (eds.) (2006). SEMINAR READER: Creating a European Knowledge Base on Education – Key Issues in EU-supported Educational Research. Kassel: INCHER-Kassel (Online-document: http://www.uni-kassel.de/incher/pdf/reader_final.pdf)

Yalçın, G. (2005). *Die Türkei als ungleiche Partnerin im Europäischen Hochschulraum*. University of Kassel (Dissertation).

Turkish Universities and Europeanisation (2005 – 2006)

Two projects analyse recent developments with respect to the expansion and restructuring of higher education in Turkey in the context of the Bologna-Process. The first project, carried out by Aylâ Neusel and Gülsan Yalçın, shed light on the political and economic background of recent developments and embedded them in the European reform context. After that, opportunities and perspectives resulting from Europeanisation were discussed. The follow-up

project (Aylâ Neusel and Christiane Rittgerott) identifies core areas of transformation within the overall adaptation of Turkish higher education to the Bologna goals. In addition, it asks how Turkish higher education can contribute to the realisation of the European Higher Education Area, how attractive Turkish universities are as partners in the European Higher Education Area and what benefits will result for them from re-Europeanisation.

International/transnational Mobility

Statistics on Student Mobility (2004 – 2006)

Ute Lanzendorf and Ulrich Teichler, in cooperation with Sandra Bürger and Michael Thiele of INCHER-Kassel and together with experts from other countries, analysed the conceptual and methodological opportunities for providing high quality European statistics on student mobility. They collected and analysed both traditional statistics on students with foreign nationalities and 'genuine mobility data' taking into account students' countries of secondary education or prior residence.



In a study supported by the European Parliament (**NATMOB project**), they presented and analysed the best data available on mobility in tertiary education, secondary education and vocational training in 25 European countries. Moreover, an overview

of measures taken at the national level to improve international mobility in education was provided.

In a study coordinated by the Academic Cooperation Association, Brussels, and supported by the European Commission (**EURODATA project**), the most comprehensive European data collection on student mobility ever was undertaken. It was possible to compile data of a quality and degree of differentiation presently unobtainable from any other source. Nationality-based data and 'genuine mobility data' for the 2002/03 academic year was presented and analysed for 32 European countries. In addition, the study reflected on methodological aspects of data collection. National governments and the European Union, for example, need high quality mobility data to measure progress toward the mobility-related objectives of European higher education innovation agendas (such as "Lisbon" and "Bologna").

Transnational Student Mobility after Bologna (2005)

An important objective of the Bologna process is to integrate study abroad periods in regular study programmes. A project on Transnational Mobility in Bachelor- and Master-Programmes by Barbara M. Kehm, Sandra Bürger and Mareen Hechler collected in 2005 empirical evidence with respect to the recognition of study ab-

road periods by higher education institutions in eleven countries which introduced a two-tiered study structure. The study selected Bachelor and Master programmes with different lengths and in different subjects for detailed analysis. The study was financed by the German Academic Exchange Service (DAAD).

Lanzendorf, U. and Teichler, U., in collaboration with Murdoch, J. (2005). "Student Mobility in Secondary and Tertiary-Level Education and in Vocational Training (NATMOB)". Brussels: European Parliament.

Kelo, M., Teichler, U. and Wächter, B. (eds.) (2006). *EURODATA. Student Mobility in European Higher Education*. Bonn: Lemmens.

Lanzendorf, U. and Teichler, U. (2003). *Statistics on Student Mobility Within the European Union*. Luxembourg: European Parliament, Directorate-General for Research (Education and Culture Series, Nr. EDUC 112EN)

Mobility of Emeritus Professors (2004 – 2005)

The DAAD mobility Programme "Johann Gottfried Herder" supports German emeritus professors who want to teach for a limited period of time at a university in Middle or Eastern Europe. The purpose of an evaluation study conducted by Bettina Alesi, Sandra Bürger and Barbara M. Kehm was to investigate the quality of the implementation of the Programme and the benefits for the German emeritus professors as well as for their host universities in Middle and Eastern Europe. The evaluation study was carried out in collaboration with the Association for Empirical Studies in Kassel (GES).

Mobility in the Framework of the SOCRATES II Programme (2003 – 2005)

An evaluation project on the implementation of the SOCRATES II Programme in Germany two years after the start of its second phase took place at INCHER-Kassel. Ute Lanzendorf, Barbara Kehm and Ulrich Teichler analysed in cooperation with researchers from HoF Wittenberg all programme activity streams of SOCRATES (from school education and vocational education to higher education and lifelong learning) paying particular attention to the efficiency of administration and the effects on and outcomes for participants.

Publications

Kehm, B. M. (ed.) (2005). *Mit SOKRATES II zum Europa des Wissens. Ergebnisse der Evaluation des Programms in Deutschland*. Kassel: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung der Universität Kassel (Werkstattberichte; 63).

Research Area 5: Higher Education Systems and Governance in Higher Education

Management versus Self-Governance of Universities and Consequences on Research in Practice (2003 – 2009)

This DFG funded project aims to analyse the transition from the traditional model of academic self-governance to more recently developed managerial approaches and to compare the actual governance regimes in terms of their impact on research and general university decision making processes. The 4 country study (including Germany, the Netherlands, Austria and England) is part of a decentralised research group comprising 9 projects. In the empirical part case studies in all four countries as well as in-depth interviews with main actors are carried out. The research team

consists of Barbara Kehm and Ute Lanzendorf (both INCHER-Kassel); Jürgen Enders and Harry de Boer (CHEPS) and Uwe Schimank (Fernuni Hagen).

Kehm, B. M. and Lanzendorf, U. (eds) (2006), *Reforming University Governance. Changing Conditions for Research in Four European Countries*. Bonn: Lemmens 2006 (forthcoming).

Kehm, B. M. and Lanzendorf, U. (2005), Ein neues Governance-Regime für die Hochschulen – mehr Markt und weniger Selbststeuerung? *Zeitschrift für Pädagogik, Supplement*, 51(50), 41-55.

Admission to Higher Education in Europe (2006)

Upon initiative of the Austrian Rectors' Conference, Sandra Bürger and Ulrich Teichler explore the extent to which concepts and practice of admission have changed in the individual European countries. Did expansion of higher education and moves towards stronger diversification, the increasing European convergence of study programmes and degrees, the spread of stage systems of study programmes and degrees as well as the growing internatio-

nal mobility of students lead to substantial changes as far as the degree of selectivity at entry into higher education and the modes of selection are concerned. The ongoing study aims to provide an overview on the concepts and debates as well as short detailed information on more than 20 European countries. The outcomes will constitute the basis for discussing the future design of access and admission to Austrian higher education.

Research Area 6: Transfer into Practice

Darmstadt-Kassel-Roundtable (DAKS)

Since 1997, committed experts from research and practice meet twice a year to discuss up-to-date issues of higher education reform. The workshops "Innovations in Higher Education – Ideas, Incentives, and Projects from an International Perspective" are taking place alternatively in Darmstadt and in Kassel. Each meeting has a specific thematic focus. An experienced researcher summarizes the state of art with respect to the theme of the meeting, whereas experts from the practice sketch the state of implementation of

the reform issue under discussion and international guests present experience from corresponding reform projects in their countries.

The Darmstadt-Kassel-Runde was initialized by the former Hessian Minister of Higher Education, Research, and the Arts, Evelies Mayer, and by Ulrich Teichler. In 2004 Barbara M. Kehm joined the DAKS organizing committee. DAKS is financed by the Hessian Ministry of Higher Education, Research, and the Arts.

Outcomes of the DAKS-workshops are regularly published in the newsletter "hochschule innovativ". Up to now 16 issues are available at Lemmens publishers, Bonn, or at the Internet: http://www.uni-kassel.de/wz1/d_veranstalt/d_daksinfghk.

Dissertations in Progress

Bettina Alesi investigates in her dissertation project the implementation of the Bologna reform process of higher education structures with regard to the career prospects of bachelor's graduates;

Sandra Bürger's dissertation focuses on the development of sociology and philosophy in times of the implementation of new governance structures;

Mareen Hechler examines the Impacts of New Governance Instruments on the Staff Structure of Universities giving special attention to the gender dimension of these effects and

Kerstin Janson conducts an empirical explorative study about the instrument "graduate survey" for the university as organisation.

People

The INCHER-Kassel team includes research associates and non-academic staff with varying contracts and functions, including doctoral candidates and a growing number of student assistants, most of whom are integrated in research projects. Current staff members are introduced in alphabetical order below.



Bettina Alesi is a researcher at INCHER-Kassel. Before joining our Centre in 2004, she was a researcher at the Institute for Higher Education Research in Wittenberg (Germany). Her research focuses especially on the implementation of Bachelor's- and Master's degree programmes and the prospects of BA-degree holders in the labour market, which is also the topic of her dissertation. (alesi@incher.uni-kassel.de)



Oliver Bracht has been a researcher at INCHER-Kassel since 2005, when he joined the Centre to take part in the projects "The Flexible Professional in the Knowledge Society" and "The Changing Academic Profession". Oliver holds a Master's Degree in Sociology, Philosophy and Rhetoric. (bracht@incher.uni-kassel.de)



Sandra Bürger joined the INCHER-team in 2000 as a student member when she wrote her Master's thesis in Sociology. In 2004, she became research assistant and doctoral student at INCHER-Kassel, where she has taken part in various projects, e.g. on the implementation of Bachelor's and Master's degree programmes and on new governance structures in higher education. (buerger@incher.uni-kassel.de)



Dr. Torsten Dunkel has been employed in various research projects at INCHER since completing his studies in economics in 2000; most recently, he conducted a study regarding personnel knowledge transfer between universities and the business sector together with Ulrich Teichler. (dunkel@incher.uni-kassel.de)



Prof. Dr. Marek Fuchs was appointed professor of empirical social research with emphasis on educational research at Kassel University in 2004. He earned a doctoral degree at INCHER-Kassel in 1994. After a post-doctoral phase at the University of Michigan (USA), he did his "Habilitation" at the University of Eichstätt. At INCHER-Kassel, he is currently participating in the project "Changes in the Academic Profession". (fuchs@uni-kassel.de)



Gabriele Freidank studied library and information science and sociology, and has been in charge of INCHER-Kassel's special library and documentation unit since 1979. Several of the Centre's research projects have benefited greatly from Gabriele's participation, the most recent of which was a nationwide initiative in Germany to generate an online database providing access to a multitude of information sources on higher education research (ids). (freidank@incher.uni-kassel.de)



Mareen Hechler has been a senior researcher at INCHER-Kassel since September 2005. Her work focuses especially on research regarding governance in higher education. Mareen studied political science and sociology at the Technical University of Darmstadt and the University of Tampere, Finland. (hechler@incher.uni-kassel.de)

Prof. Dr. Gerd-Michael Hellstern, professor of management and public economy, is a member of the Department of Economic Sciences of the University of Kassel. His research focuses on computer-supported tools and the evaluation of institutional and organizational learning processes in public and private organizations. He is member of INCHER's Board of Directors and active in projects on the evaluation of higher education. (hellstern@wirtschaft.uni-kassel.de)



Alexandra Hertwig is member of the team of INCHER's library and documentation unit. She joined INCHER as a student while studying Sociology, Philosophy and Psychology at the University of Kassel and changed to the position of an assistant librarian in 2004. (hertwig@incher.uni-kassel.de)



Susanne Höckelmann is programme administrator of the International Master's Programme "Higher Education". Within the framework of this task, she is also contact person for students in this programme. Before coming to INCHER-Kassel, Susanne was responsible for advising interns, diploma candidates and doctoral candidates at the Research Centre in Karlsruhe. (mahe@uni-kassel.de)



Kerstin Janson joined the INCHER-team in December 2004. Since then, she has taken part in projects on graduate employment, career of formerly mobile students and academic careers. Kerstin studied at the Syddansk Universitet (Denmark) and the University of Flensburg (Germany) and holds an MA in International Business Administration and Modern Languages. (k.janson@incher.uni-kassel.de)

Prof. Dr. Barbara M. Kehm is professor of Higher Education Research at the University of Kassel and since 2004 Director of INCHER-Kassel. Prior to her appointment to a professorship at the University of Kassel, she was a senior researcher at the Institute for Higher Education Research Wittenberg (an associated Institute of the University of Halle). (kehm@incher.uni-kassel.de)



Dr. Ute Lanzendorf is a postdoctoral researcher at and currently Managing Director of INCHER-Kassel. Her speciality is international comparative studies in the field tertiary education. Before joining INCHER-Kassel, she worked for the German Rectors' Conference in Bonn, where she was responsible for the cooperation with western European and Latin American countries.
(lanzendorf@incher.uni-kassel.de)



Dagmar Mann, originally a teacher of German, history and politics, joined the Centre in 1985. Today she plays a key role in our central secretariat. For many international researchers Dagmar is the first contact person at INCHER-Kassel.
(mann@incher.uni-kassel.de)



Sybille Meyer has been working as an administrative employee for the Centre since 1979. She is mainly in charge of financial affairs and therefore plays a major role in the administration of research projects.
(meyer@incher.uni-kassel.de)



Susanne Nickel, originally trained as a social education worker, started to work at the Centre as student assistant in 1981. She has been part of the secretarial team since 1984. She is mainly in charge of data processing and the organization of conferences and workshops.
(nickel@incher.uni-kassel.de)



Prof. Dr.-Ing. **Aylâ Neusel**, is retired professor for higher education research at INCHER-Kassel. From 1999 – 2003, she was President of the International Women's University "Technology and Culture". The focal points of her research are higher education in Turkey, decision-making and management structures at institutions of higher education, institutions of higher education as special organizations, and the relationship between "gender and organization in higher education".
(neusel@uni-kassel.de)



Isabelle le Mouillour has been a member of INCHER-Kassel since 2001. Her main areas of research are development of personnel resources and organizational development. At INCHER, she specializes in research on lifelong learning. Together with Ulrich Teichler, she has conducted several international studies on this issue.
(LeMouillour@incher.uni-kassel.de)



Meike Rehburg has been a member of INCHER-Kassel since 1998. Until now, she has explored, in several studies, the effects of implementation of Bachelor's and Master's -degree programmes within the framework of the Bologna process. She also took part in a major European study on accreditation and evaluation.
(rehburg@incher.uni-kassel.de)



Christiane Rittgerott has been in charge of INCHER's publication and public relation activities since 1990. At our Centre she also took part in several research projects on women in academia. Her speciality is research on higher education and gender.
(rittgerott@incher.uni-kassel.de)

Prof. Dr. **Christoph Scherrer**, Dean of the Department for Social Sciences at the University of Kassel and expert in the field of "Globalization and Politics", is member of the Centre's Board of Directors and involved in research on WTO policies on higher education. Other research foci of Christoph Scherrer are: governance of world markets; knowledge networks; American foreign economic policy making and industrial policy; post-positivist approaches to international relations.
(scherrer@uni-kassel.de)



Harald Schomburg (Master of social sciences) has been a senior researcher at INCHER-Kassel since 1982. Harald specializes in research on university graduates. He was involved in various projects on graduate employment and work as well as on survey methods. Harald is also supervising the computer system of INCHER-Kassel.
(schomburg@incher.uni-kassel.de)



Roman Schmidt studies sociology at the University of Kassel and is a student assistant in projects at INCHER-Kassel. Since his election to the INCHER Board of Directors in Spring 2006, he represents student interests there.
(schmidt@incher.uni-kassel.de)



Prof. Dr. Dr. h.c. **Ulrich Teichler** has since 1978 been (full) professor at the International Centre for Higher Education Research Kassel and at the Department for Social Sciences of the University of Kassel. Ulrich Teichler has been Director of the INCHER-Kassel for altogether 16 years. His research foci are: the changing relationships between education and employment systems and related policies; the interaction of structural and content relationships between education and employment; institutional patterns in higher education; educational policy; educational and organizational impacts of international cooperation and mobility programmes.
(teichler@incher.uni-kassel.de)



Ahmed Tubail already participated in projects at INCHER-Kassel as a student assistant during his studies in economics at Kassel University. Since Fall 2002, he is chiefly responsible for INCHER's data processing as system administrator and information assistant.
(tubail@incher.uni-kassel.de)



International Master Programme in Higher Education at Kassel University, Germany, to welcome new international students in October 2006



The 2005/2006 MAHE students

Professionals are in demand for many fields in institutions of higher education and in connection with the establishment of study programmes. Thus it is becoming more and more interesting for students to apply for a Master's programme in this field and to choose higher education as profession.

INCHER-Kassel, in cooperation with the Kassel University, Department of Social Sciences, offers an international Master's Programme in Higher Education. This programme, which is taught exclusively in English, aims to prepare students for professional careers

in mid-level higher education management as well as in the fields of higher education research and higher education development.

This year the number of applications far exceeded the number of places available. Ultimately, a total of 40 applicants from 23 countries were admitted. They will commence their studies at Kassel University on 16 October.

Applications for next year's entering class can be downloaded from the Internet: <http://www.uni-kassel.de/wz1/mahe/>

For all questions regarding the MAHE-Programme please contact: mahe@uni-kassel.de

Publications

Almost 2000 publications by members of INCHER-Kassel prove the productivity of our research. Some of the major research results have been published in the Centre's own series while many others have appeared in works by various publishers. More than a quarter of the Centre's

publications are available in English or a total of 20 other languages. Books published since 2003 by members of the Centre are presented here – in addition to those listed along with the research projects on pp 4-8.

Bornmann, I. (2004). *Stiftungspropheten in der Wissenschaft. Zuverlässigkeit, Fairness und Erfolg des Peer Review*. Münster: Waxmann.

Enders, J.; Haslinger, S.; Rönz, G. and Scherrer, C. (2003). *GATS – Verhandlungsrunde im Bildungsbereich*. Bewertung und Forderungen. Frankfurt a.M.: GEW.

Giebhardt, U. (2006). *Gleichstellungspolitik an der Hochschule – die Umsetzung gesetzlicher Regelungen an Hochschulen in Hessen und Niedersachsen, Eine Revision der Instrumente der 1990er Jahre*. Kassel: kassel university press.

Goddard, John, Teichler, U., Virtanen, Ilkka, West, Peter and Puukka, Jaana (2003). *Progressing External Engagement. A Re-evaluation of the Third Role of the University of Turku*. Helsinki: Edita (Publications of the Finnish Higher Education Evaluation Council, No. 16: 2003).

Gorzka, G. and Lanzendorf, U.(eds.) (2005). *Europeanising Doctoral Studies – The Russian Federation and Germany on the Way to Bologna*. Kassel: kassel university press.

Gorzka, G. and Lanzendorf, U. (eds.) (2006). *Russlands Hochschulen und Forschungseinrichtungen auf dem Weg nach Europa – eine aktuelle Bestandsaufnahme*. Kassel: kassel university press.

Gunkel, S., Freidank, G. and Teichler, U. (eds.) (2003). *Directory der Hochschulforschung. Personen und Institutionen in Deutschland*. Bonn: HRK (Beiträge zur Hochschulpolitik, No. 4/2003).

Hahn, K. (2004). *Die Internationalisierung der deutschen Hochschulen. Kontext, Kernprozesse, Konzepte und Strategien*. Opladen: Leske+Budrich.

Kehm, B. M. (ed.) (2003). *Grenzüberschreitungen. Internationalisierung im Hochschulbereich. die hochschule. journal für wissenschaft und bildung*, 12 (1).

Kehm, B. M. and De Wit, H. (eds.) (2005). *Internationalisation in Higher Education. European Responses to the Global Perspective*. Amsterdam: EAIE and EAIR.

Mayer, E.; Daniel, H.-D. and Teichler, U. (eds.) (2003). *Die neue Verantwortung der Hochschulen*. Bonn: Lemmens.

OCDE (Teichler, U. et al.) (2003). *Examens des politiques*



nationales d'éducation. L'enseignement tertiaire en Suisse. Paris (also in English and German).

Schwarz, S. (ed.) (2003). *Universities of the Future. Reader*. Bonn: DAAD (Dokumentationen & Materialien, Vol. 45).

Schwarz, S. and Teichler, U. (eds.) (2003). *Universität auf dem Prüfstand. Konzepte und Befunde der Hochschulforschung*. Frankfurt a.M. and New York: Campus.

Teichler, U. (2003). *Hochschule und Arbeitswelt. Konzeptionen, Diskussionen, Trends*. Frankfurt/M. and New York: Campus.

Teichler, U. (2005). *Hochschulsysteme und Hochschulpolitik. Quantitative und strukturelle Dynamiken, Differenzierungen und der Bologna-Prozess*. Münster: Waxmann.

Teichler, U. (2005). *Hochschulstrukturen im Umbruch. Eine Bilanz der Reformdynamik seit vier Jahrzehnten*. Frankfurt/M. and New York: Campus.

Teichler, U. (2005). *Graduados y Empleo: Investigación, metodología y resultados*. Madrid and Buenos Aires: Mino y Davila.

Teichler, U. (2006). *Reformas de los modelos de la educación superior en Europa, Japón y América Latina: análisis comparados*. Madrid and Buenos Aires: Mino y Davila.

Teichler, U.; Gordon, J.; Maiworm, F. and Bradatsch, C. (2003). *Das SOKRATES-Programm. Erfahrungen der ersten fünf Jahre*. Bonn: BIBB.

Teichler, U. and Tippelt, R. (eds.) (2005). *Hochschullandschaft im Wandel*. Weinheim and Basel: Beltz (Zeitschrift für Pädagogik, supplement no. 50).

Teichler, U.; Kehm, B. K.; Alesi, B. and Winde, M. (2006). *Qualifizierung für Hochschulberufe. Neue Studiengänge in Deutschland*. Essen: Stifterverband für die Deutsche Wissenschaft.

Winkler, H. and Szpytko, J. (eds.) (2003). *Structure, Potentials and Future Perspectives of Engineering Education in Poland*. Kassel: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Universität Kassel (Arbeitspapiere; 35).

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