

INTERKULTURELLE STUDIEN

Band 5



Elmar Schreiber | Jutta Berninghausen (Ed.)

GLOBAL COMPETENCE FOR THE FUTURE

Employability – Mobility – Quality

Collaboration and Current Developments

Kellner
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Global Competence for the Future

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Collaboration and
Current Developments



Elmar Schreiber
Jutta Berninghausen (Ed.)

Intercultural Studies: Edition 5

ZIM Center for Intercultural Management

University Bremen

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St.-Pauli-Deich 3, 28199 Bremen, Germany

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sachbuch@kellnerverlag.de; www.kellner-verlag.de

ISBN 978-3-939928-04-12

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Acknowledgements

This book is based on an international conference, held in December 2007. The Hochschule Bremen invited all of its national and international partners to discuss how to better promote mobility, enhance quality and achieve employability in higher education. Over 100 cooperation-partners from more than 30 different countries attended the conference which thus enabled us to discuss these issues within a true international framework. In particular, the conference helped to further strengthen our ties and to create a “think-tank” for the future. We would therefore like to thank all of our international guests for sharing their expertise and insights at the conference.

We also wish to thank the speakers and authors who have generously contributed to the discussions at the conference and in this book.

Our special thanks goes to Prof Mönch, our former Rector, who was the founder of the consequent internationalization process at Hochschule Bremen and thus contributed to shape the international profile of our Hochschule.

Last but not least, we are very grateful for the excellent lecturing of our colleague and friend, Connie Gunderson, who contributed much work and effort communicating with the authors and the publisher, arranging all articles and finally turning this work into a book.

We hope that the publication provides a helpful resource to those committed to enhancing global competence. A promising future for our students and colleagues is our sincere wish.

Elmar Schreiber

Jutta Berninghausen

Introduction

The theme of global competence in twenty-first-century education and business practices has received much interest, and rightly so. Providing students with an education that is culturally responsive increases their ability to adapt and thrive in a rapidly changing environment. Offering businesses globally qualified graduates who have knowledge and understanding of culture, language, geography and global perspectives secures and improves their marketability. Most importantly, global competence reminds all of us that we must work cooperatively as we face challenges that effect every corner of our earth.

“This is the great challenge facing countries at the beginning of a new millennium: to give its citizens a thorough understanding of the world and its crosscurrents, to help them see what others value and believe.” Excerpted: Securing America’s Future: Global Education for a Global Age, Report of the Strategic Task Force on Education Abroad (NAFSA), 2003

What are the necessary global competencies that one seeks to develop in students? How can universities and businesses cooperate in this endeavor? Identifying global competencies is indeed the first step. But a greater query lies in showing how to develop global competencies within the university setting and how to strengthen working relationships between education and business at an international level.

On December 10th-11th, 2007, The University of Applied Sciences Bremen brought together international representatives from universities and businesses interested in promoting understanding of the world through education. The conference focused on three fundamental topics relevant to higher education with a global perspective:

- Achieving employability
- Promoting mobility
- Enhancing quality

Participants assessed the current situation in education and business, considered goals and strategies, and provided advice on ways to strengthen education for international understanding and global competence. The discussions revealed a great deal of ideas, a number of

promising innovations and considerable interest in integrating global perspectives into higher education curriculums.

This book is a compilation of the conversation surrounding global competence that occurred at the University for Applied Sciences in Bremen. Lectures, workshops and an open space session formed the structure in which participants exchanged information, ideas, experiences and visions for moving forward. Here is a brief introduction to the chapters.

Shaping the Future with Bologna

In June 1999, in the Italian city of Bologna, a process began to redefine European education. Ministers in charge of higher education in 29 European countries met to declare their commitment to improve the future educational opportunities for students and faculties. This commitment was and is based on acknowledging the importance of international exchange and global perspectives.

Dr. Schreiber describes the historical perspectives of the Bologna process and how its development has affected the German educational system. Dr. Gaehtgen's article, "Global Competence for the Future", challenges governmental institutions, university administrations and students to balance theory and analysis with practical "hands-on" experiences in the marketplace. Reform amid mistakes is underway and a sincere openness to differences will be essential to move the process forward in a responsible manner.

Gaining Global Competence at the University of Applied Sciences Bremen

Concrete examples of "learning by doing" are invaluable as we travel the road to more effective university programs and international diversity. This chapter highlights two illustrations how the Bologna process applies theory to practice.

Dr. Schreiber offers insight into the transformation process of educational institutions committed to the Bologna process. He presents the steps necessary to transform university system's study programs to insure high quality education for students by describing the "Bremen model"

utilized to incorporate changes in the degree programs offered at the university. Clear goals and sustained effort have placed the UAS Bremen at the top of the list of international competence and global awareness.

Dr. Berninghausen strategizes how to enhance the intercultural learning process for students and businesses at Hochschule Bremen. Motivated by a commitment to prepare students to become global citizens with a secure self-identity, she has developed a diversity management approach that helps establish a multicultural and diverse campus. A multicultural component integrated in a university setting is an invaluable resource affecting all levels of professionalism by promoting genuine change and raising awareness of the importance of intercultural competence.

Achieving Employability

Most important to employers, according to a study by Michigan State University, are resourcefulness and adaptability.

“All major hiring companies need global citizens. Global sensitivities, global perspective, global insight, along with maturity and a capacity for risk-taking, are exactly the skills every major organization is looking for – in every industry.”

Kevin Gill, Global Director of Staffing for Honeywell

To meet the needs of globally directed companies, recruiters look for employees to have skills and knowledge that reflect an understanding of practical international and intercultural experience. Mr. Emmerich shares his convictions about the importance of higher education and business working together to impact future developments in the global arena.

What about creating a “virtual company” at a university to support the integration between education and business? Mr. Achstetter and Mr. Klöck offer the reader insights into “Tiger Biotec”, a project at the University of Applied Sciences Bremen that successfully bridges academic curricula in biology and life science industry. It was clearly shown that through the program, participants received critical skills necessary for successful career development.

Another project undertaken by the University of Applied Sciences Bremen was done by the Department of Economics in 2005-2006. The Business Administration/International Management (BIM) program, under the guidance of Dr. Schaab, completed a study to evaluate the competencies and advantages of an international double-degree program, assess intercultural added values, and review graduate students' entry into the workplace. The results clearly demonstrate the intercultural added value for students and businesses.

Promoting Mobility

"By studying foreign cultures and languages and living abroad, we gain a better understanding of the many similarities that we share and learn to respect our differences. The relationships that are formed between individuals from different countries as part of international programs and exchanges can also foster goodwill that develops into vibrant, mutually beneficial partnerships among nations... Collectively, the same skills and talents that bolster an individual résumé can make the country more secure and economically competitive."

An Adventure in Teaching. An Experience in Learning.

As the technologies of travel, communications and information have brought the entire world within our reach, our need to understand international and global phenomena has expanded. The importance of providing students with the opportunity to study in other countries cannot be overvalued. Programs that engage participants actively in the life of the country they are visiting—through study, living arrangements, research projects, service or work—can develop competence as well as knowledge.

A historical overview of the past two decades in the major lines of internationalization and globalization in Europe is provided by Dr. Teichler in his article "Internationalization, Globalization - Where Are We Heading?" As international experiences become normalized, as the needs to improve teaching and research are seen from a global perspective, we must continue to be stewards in the advancement of education and its prospects for future career opportunities.

The “soft dimensions” including socio-cultural patterns in institutions are often overseen or neglected, as Higher Educational systems attempt to undergo a paradigm shift in global education. Dr. Otten describes a conceptual typology of different intercultural orientations in international higher education.

Ms. Evers provides the reader with a critical inquiry into the success of the Bologna declaration’s aim towards increasing mobility among international universities. Qualitative and quantitative aspects of transitional mobility and internationalization in Germany are highlighted as well as the experiences drawn from studies by the University of Applied Sciences Bremen.

Knowing that cultural exchange programs do not necessarily result in intercultural competence, Mr. Höbller illustrates an extra curricular study program developed by the University of Applied Sciences, Regensburg and the University of Regensburg that provides a theoretical foundation along with practice oriented exercises to assist students in intercultural interaction and competence.

Finally Dr. Deardorff discusses a model used in the United States to help define intercultural competence, a term that is often debated among scholars. Studies have helped US scholars find a common descriptive language so that experts are better able to “understand” each other. This model can provide one framework to improve communication across international boundaries.

Enhancing Quality

As Dr. Bienefeld states in his article, “Developments in Structures of Quality Assurance Systems in Europe: More of a Dynamic Reform or a Step Back?”, the term quality is often disputed. It is a multifaceted concept and may be defined differently depending on whose perspective is relevant at any given moment. So how do universities enhance the quality of their curriculums? What measurements are used to determine high or low quality? Bienefeld provides the reader with a brief historical perspective of quality assurance in Europe and a reference point called the European Standards and Guidelines for Quality Assurance in the European Higher Education Area that was formed in 2005.

Bologna has offered European universities a unique opportunity to redesign higher education. How to develop the systemic structures will be the challenges that the universities will face. To mobilize resources required to keep college campuses alive and flourishing, Dr. Biere points to the importance of universities taking responsibility to build their profile, expand their services, especially with the introduction of graduate programs, and to develop means of assuring quality through a managed structure which assures, among other things, accreditation.

Program accreditation for universities has been one avenue for quality management. This style of accreditation has its focus on content, resources, and structures of scholastic programs. Dr. Friedrich introduces the reader to a new pathway to assure quality in higher education. It is an alternative to "institutional" or "system accreditation".

With her article, Dr. Riegler explores the conceptual and terminological viewpoints of "Quality Culture" in European universities. She provides information about the Quality Culture Project undertaken by the European University Association from 2002 - 2006 with 134 higher education institutions in 36 European countries. The project's aim was to provide momentum for bringing an awareness of the concept of quality culture to the university campus.

And how can universities plan and implement study programs which pay attention to an international perspective, with all of its complexities, and assure high quality? Dr. Kohler describes the importance of ulterior aims in planning study programs. He integrates competency facets and injects learning devices to produce outcomes that meet the educational purposes of students. These academic links, when understood, furnish a holistic overview of the elements necessary for quality in higher education.

With program and systemic quality in our higher education systems, graduates can be assured that they can meet the challenges of a global marketplace. Moffatt, Director of the San Diego State University International Student Center reminds us,

"A global-ready graduate [is] a person with a grasp of global systems, global issues, the dynamics of how things are interrelated and interconnected in the world, and how society can best address global issues."

Taking the next step

In the final chapter, "Taking the Next Step", Katrin Nissel and Connie Gunderson provide the reader with an overview of the open space session held during the conference, where participants shared ideas, concerns and visions to enhance and expand international cooperation and coordination both in higher education programs and business opportunities.

Connie Lee Gunderson
Bremen, June 2008

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Shaping the Future with Bologna



Elmar Schreiber
The Bologna Accord:
From Paris (Sorbonne 1998) to London (2007)
Development and Impact
on the German Higher Education Area

Abstract

The vision of a common “European Higher Education Area” has taken on structure and shape within the scope of the Bologna process. The process was mainly initiated by the Bologna accord, signed by 29 European ministers of education on June 19th, 1999, and it meanwhile is dynamically developing in 46 European countries. Degree courses and study programs are being modernized, a three-cycle degree system and a transparent credit system have been introduced, enabling – not only – Europe-wide mobility of students and faculty, but as well facilitating mutual and reciprocal recognition of degrees.

This paper, in particular, will discuss the impact and the interplay of the Bologna process on the reformation of Germany’s study programs to a two/three-cycle degree system. A short run along the “Bologna Conferences” starting with the 1998 Sorbonne Conference up to the 2007 London Conference with major statements is given. From there I step down to the national (German) demands on the new degree system. The impact of the Bologna process on the German Higher Education Area is shown. Finally, a few common aspects are given, looking at the future of the ongoing Bologna process.

The Bologna Accord

Named after the famous historic Italian city, Bologna, more and more countries in Europe started a challenging change in their education structure towards a modern higher education on the basis of well-defined common rules. Goal of the so-called Bologna process is to form a common European Higher Education Area. The European ministers of education are endeavored to harmonize this Higher Education Area. As seen in Figure 1 the ongoing Bologna process named after the conference in 1999 in Bologna was accompanied by a number of follow-up conferences within a period of two years.

Sorbonne (1998)

Starting point was at the famous Sorbonne in Paris where in May 1998 ministers in charge of higher education of the four countries France, Italy, the United Kingdom and Germany came together and started work on the harmonization of the architecture of the European Higher Education System. The result, the Sorbonne declaration [1], focused on three main tasks:

- a progressive convergence of the overall frame work of degrees and cycles in an open European Area for Higher Education
- a common degree level system for undergraduates and graduates: Bachelor's and Master's degrees
- enhancing and facilitating student and teacher mobility.

Bologna (1999)

The Sorbonne conference was followed by the Bologna conference in June 1999, where ministers in charge of education of 29 countries came together [2]. This conference can be regarded as the real beginning of the Bologna process. One of the key issues of the Bologna process is to generate degree structures which ensure employability of graduates. Hence, it soon became clear that for the reason of compatibility and comparability of degrees an understanding had to be reached on the kind of knowledge, competencies and skills to be expected from a graduate with a Bachelor's or Master's degree, regardless of which university in the European Higher Education Area the student might come from. The solutions proposed are connected to the key words "learning outcomes"¹ and "qualification frameworks"².

1 Learning outcomes symbolize the shift from a teacher-centered to a student-centered perception of learning and teaching and begin as well to play a central role in lifelong learning programs.

2 Qualification frameworks are descriptions of all qualifications in an education and training system in terms of learning outcomes.

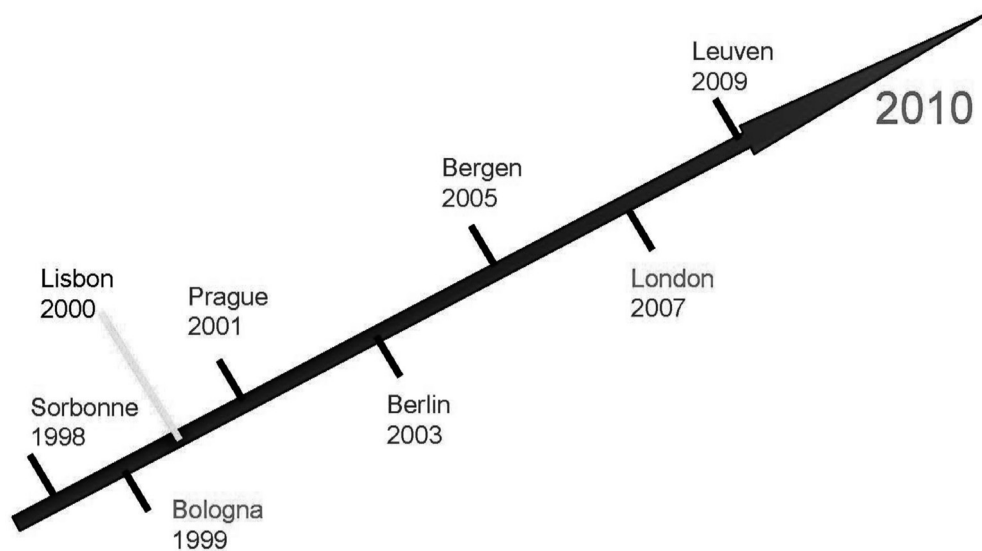


Figure 1: The Bologna conferences on their Way to 2010: From Sorbonne (1998) to Leuven (2009).

In general, the Bologna process obliges the universities to the European-wide introduction of a system of easily understandable and comparable degrees, supported by a Diploma supplement³. The measures linked with it for the reaching of these purposes contain the introduction of

- a two-cycle system of study programs made up of a first (undergraduate) and second (graduate) cycle
- new study programs with module structure
- a quality assurance by developing comparable criteria and methods
- the European credit transfer system (ECTS)³ for credit transfer and accumulation of academic achievements.

Salamanca and Prague (2001)

The Bologna conference was followed by a conference in Salamanca [4] and then there was the very important Prague Communiqué in 2001 [5] with already 32 countries involved. While the discussions prior to the

³ The European credit transfer system (ECTS) is a credit system which measures the student workload, as e.g.. attendance studies, personal study, practical training and examinations required to achieve defined learning outcomes within the scope of a module. 1 ECTS credit point (in short: 1 credit) is equivalent to 30 hours, while i.e. a week is fixed by 40 hours. The 45 minutes of a university lesson (= SWS) are defined as equivalent to 1 hour in time.

Prague meeting had examined the definition of a Bachelor's degree to be acceptable throughout Europe, in the Prague Communiqué, the 32 ministers in charge of education approved the proposal of a European Bachelor's degree requiring a minimum of 180 ECTS credits and a maximum of 240 ECTS credits, i. e. three to four years of full-time study.

Berlin (2003)

In September 2003 the Berlin conference was held where ministers of 40 countries joined together [6]. At the Berlin meeting, consensus was reached on the duration and architecture of Master-level degrees for the 40 European member states. The Ministers followed the recommendations made by the Helsinki Conference on Master's degrees (March 2003), which stated that a Master's degree program normally carries 90 – 120 ECTS credits, the minimum requirements should amount to 60 ECTS credits at the Master level. The same conference recommended that a Master level degree should normally require a total (Bachelor plus Master) of 300 ECTS credits or five years of full-time study. Therefore, in Europe, mainly two rather common patterns appear:

- a 180 credits Bachelor plus a 120 credits Master (mainly offered by universities)
- a 210 credits Bachelor plus a 90 credits Master (mainly offered by universities of applied sciences including a half year internship or an optional term abroad in international study programs).

Until the meeting in Berlin, the Bologna process had concentrated on the first two cycles of higher education, the Bachelor and the Master phases. In Berlin it was decided to extend the process to the third cycle, the doctoral phase. This decision promotes a closer link between the European Higher Education and Research Areas and strengthens Europe's research capacity.

Bergen (2005)

In 2005 the conference in Bergen was joined by 45 European countries [7]. At this conference the ministers of education welcomed five new

participating countries in the Bologna process. A main part of the Bergen meeting was used to discuss the mid-term progress and to take stock focusing on three priorities: the degree system quality assurance and the recognition of degrees and periods of studies. It was noted that the two-cycle degree system was being implemented on a large scale, with more than half of the students being enrolled in it in most countries. Almost all countries had made provision for a quality assurance system on the criteria set out in the Berlin Communiqué. The ministers of education noted that 36 of the 45 participating countries⁴ had already ratified the Lisbon Recognition Convention [8].

The participants of the Bergen conference emphasized the importance of research and research training in maintaining and improving the quality of the European Higher Education and underpinning higher education for the economic and cultural development of Europe's in particular, social cohesion. Therefore, doctoral level qualifications need to be fully aligned with the European Higher Education Area overarching framework for qualifications using the outcome-based approach. Considering the need for structured doctoral programs and the need for transparent supervision and assessment, it is noted that the normal workload of the third cycle in most countries would correspond to three to four years full time.

London (2007)

In London the ministers adopted the strategy "The European Higher Education Area in a Global Setting". Hence, mobility again was pointed out to be a core element of the Bologna process. Further work has to be undertaken for decisive progress. The qualification frameworks should be designed so as to encourage greater mobility of students and teachers as well as (global) employability. Besides this, the social dimension moved more into the focus, i.e. to provide and optimize adequate student services, to create more flexible learning pathways into and within higher education and to widen participation. In conclusion, at the London conference [9] the ministers gave the road map until 2009 with particular action lines in the areas of MOBILITY, QUALITY, EMPLOYABILITY and SOCIAL DIMENSION.

⁴ Germany ratified the convention rather late and has belonged to this club of 47 countries since August 2007.

Resumé

The abstract résumé of the held conferences (see Table 1) is given by a clearer definition and affirmation of the Sorbonne declaration, tying the basis for establishing a European Higher Education Area by 2010 and to promote the European System of Higher Education world wide. 2010 will mark the passage from the Bologna process to the European Higher Education Area as an opportunity to reaffirm Europe's commitment to higher education as a key element in making its societies sustainable, at national as well as at European level.

In particular, the ministers affirmed the intention to improve and assure professional quality and to establish a system of credits (ECTS). They wanted to strengthen competition between and attractiveness of European universities. Finally, they wanted to optimize comparability and compatibility of universities' profiles and their study programs in Europe. The significant outcome will be a move towards student-centered higher education.

To transfer the common ideas of the Bologna Accord as well as the follow-up agreements to the Higher Education System of the member countries, each of the countries had to define their specific rules within the given overall-framework. In Germany, the Kultusministerkonferenz (KMK), the conference of the ministers of education of Germany's 16 states, therefore, formulated their interpretation of the conversion to the goals of the Bologna Accord within two resolutions, being the topic of the following chapter.

Year	in	Number of new Members Countries	New Member Countries
1998	Sorbonne (Paris)	4	France, Germany, Italy, United Kingdom
1999	Bologna	25	Austria, Belgium, Bulgaria, Czech Republic, Estonia, Denmark, Finland, Hungary, Greece, Ireland, Iceland, Latvia, Luxembourg, Lithuania, The Netherlands, Malta, Poland, Norway, Romania, Portugal, Slovenia, Slovak Republic, Sweden, Spain, Swiss Confederation
2001	Prague	3	Croatia, Cyprus, Turkey
2003	Berlin	8	Albania, Andorra, Bosnia, Herzegovina, Holy See, Russia, Serbia, "the Former Yugoslav Republic of Macedonia"
2005	Bergen	5	Armenia, Azerbaijan, Georgia, Moldova, Ukraine
2007	London	1	Montenegro

Table 1: The Bologna follow-up conferences and their increasing number of new member countries.

The KMK Declarations

The conversion of the old diverse higher education system in Europe to the demanded harmonized higher education architecture is now carried out at a terrific rate, however, at the moment the state of this reformation is different for the 47 "Bologna countries". To give a concrete example of the concrete conversion to the new system I would like to present the main facts and rules for Bachelor's and Master's degree programs as practiced in Germany. The basic conditions of this process arise from the adoptions of resolutions of the German KMK [10-12], given here as a strongly shortened résumé.

- A Bachelor's degree program is made up of six to eight terms. It is to be the first degree in higher education and it qualifies for a profession. Soft skills are implemented and there are international components such as e. g. language courses or study abroad periods. Within the final two terms the student can select from a number of different emphasis fields.
- The second cycle of higher education, the Master's degree courses, are made of two to four terms. These degree programs offer more specific qualifications for professions as well as for life long learning. There are stronger scientific emphasis in these courses. Many of the

modules of the degree courses are offered in English and there is the opportunity for a mixed qualification obtained by the students.

- In each term a student can obtain a maximum of 30 credits (ECTS), either in the Bachelor or in the Master programs (see Figure 2). To enter the third-cycle, a Ph.D. program, the student must have at least 300 credits (ECTS).

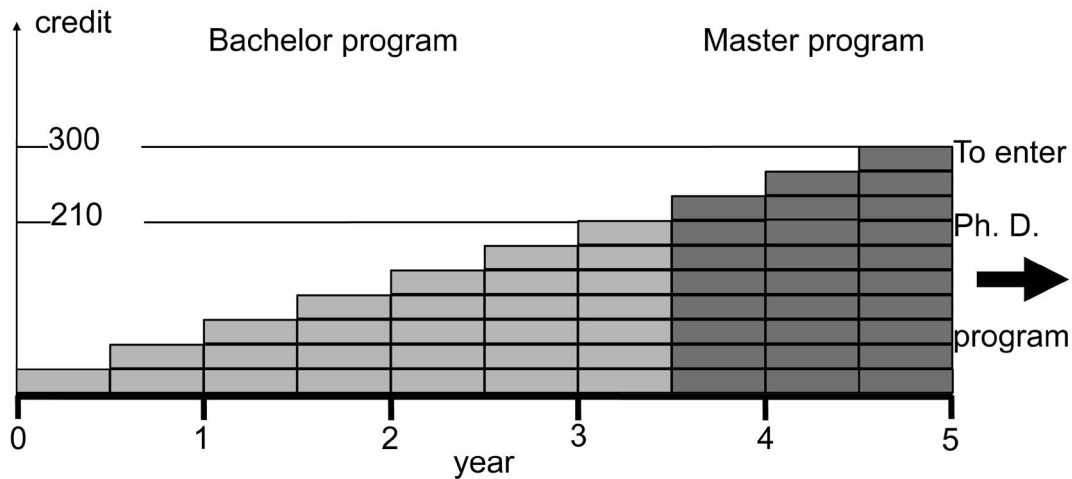


Figure 2: Example of a consecutive 7+3 Bachelor and Master program. Each term the student earns 30 ECTS credits. 210 credits are needed for the Bachelor's Degree, i.e. the student successfully studies seven terms (3½ years) with 30 credits each term. Further 90 credits (1½ years) are needed to obtain the Master's Degree, having in total 300 credits, which also opens the way to enter a Ph. D. program.

The quality of the degree courses is assured by accreditation of each degree program. The accredited degree programs fulfill well defined criteria and standards concerning

- curricular quality
- professional qualifications
- staff potential
- material equipment.

The quality assurance of the degree courses is performed by accreditation agencies. In Germany the accreditation system can briefly be described as follows:

- An accreditation board with 17 members representing the 16 German states, the universities, the students, the employers, the employees and international expertise, is accrediting a variety of accreditation agencies.
- Examples of accreditation agencies are ZEvA, ACQUIN, ASIIN, FIBAA, AHPGS and AQAS.
- These accreditation agencies accredit degree programs at the universities, evaluating criteria as given above. In Germany, both Bachelor's and Master's degree programs have to run through accreditation.
- The standards for accreditation are, without exception, the same for all kinds of higher education institutions, whether universities, technical universities, universities of applied sciences or universities of art and music.

With this framework in mind I would like to present a brief overview of the development as well as status quo of the Bologna process in Germany.

Development of the Bologna-Process in Germany

In 2007, the total number of offered degree courses (Diploma, state exam, Bachelor, Master) at German universities was 11,265 (see Table 2). With the beginning of the winter term 2007/08 the students could choose from 4,108 Bachelor and from 2,778 Master programs [13]. Hence, in Germany 61% of the study programs are already converted to the two-cycle Bologna structure.

Type of University	Total	of that			
		Bachelor	Master	Sum: B+M	% of Total
Universities	7507	2345	1802	4147	55,2
Music & Art Universities	695	50	46	96	13,8
Universities of Applied Sciences	3063	1713	930	2643	86,3
Total	11265	4108	2778	6886	61,1

Table 2: Offered Bachelor's and Master's degree programs with respect to the type of university (winter term 2007/08 in Germany). Data taken from [13].

As seen in Figure 3, the number of Bachelor and Master programs has continuously increased since the winter term 1999/2000. From the summer term 2007 to the winter term 2007/08 a clearly accelerating expansion to the new types of study programs with an increase of 22% is observed, while in the summer term 2007 a plus of only 9% was realized.

It might be of great interest to look at the relative numbers of Bachelor and Master programs with respect to the type of German universities. While the universities of applied sciences (UAS) have converted more than 85%, the universities and technical universities (TU) changed less than 60% and the music & art universities translated little more than 10% of their study programs [13]. Table 2 and Figure 4 show this clearly and in detail.

The development of conversion proceeds within different velocities in the German states. Relative to the entire offer of degree programs Lower Saxony (89%), Berlin (87%), and Bremen (86%) are leading, while Rhineland-Palatinate (41%), Bavaria (36%), and Saarland (31%) bring up the rear [13]. The process of conversion to the common European Higher Education Area will challenge the German universities extraordinarily, if the goal of the Bologna accord shall be reached till 2010. A particular bottle neck will be the accreditation process. Until now, 37% of the Master's and Bachelor's degree programs are accredited, with the Universities of Applied Sciences leading with 54%. Further details of the development of the Bologna process in Germany are given in [14-16].

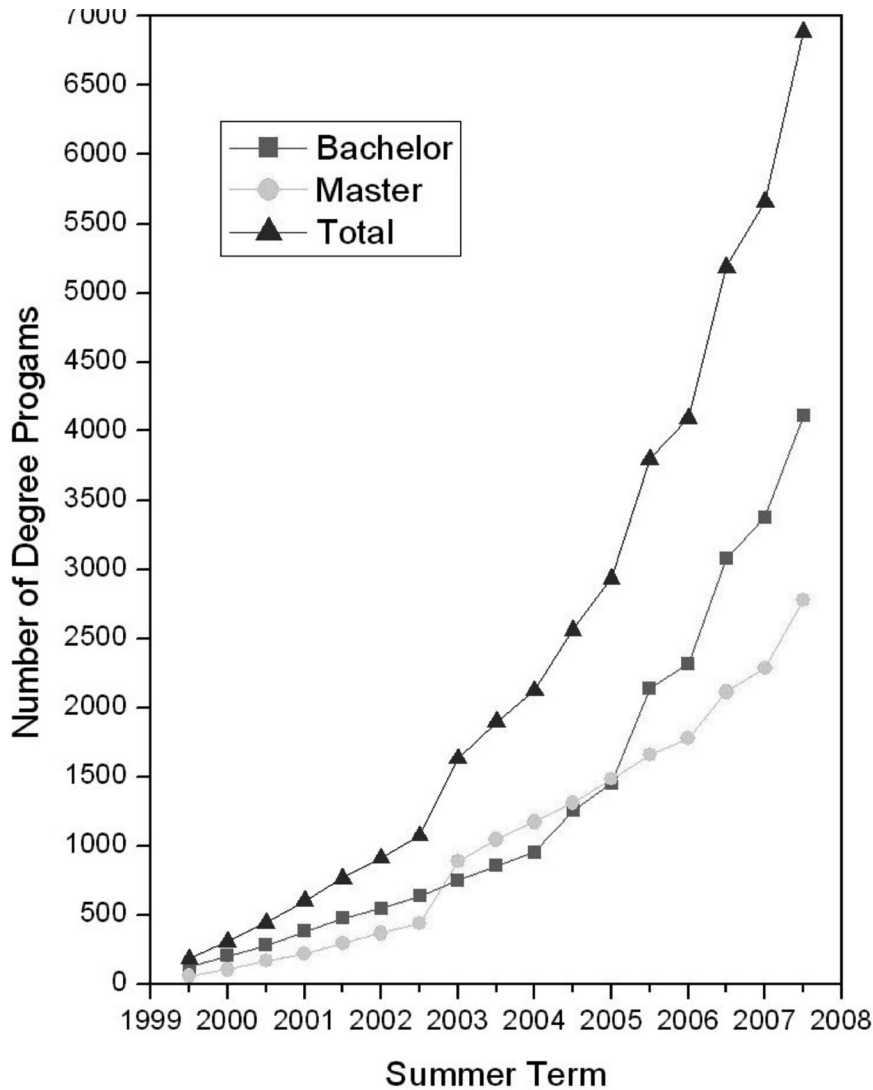


Figure 3: Temporal development of offered Bachelor's and Master's degree programs in Germany from winter term of year 1999/2000 to winter term 2007/2008. The numbers for winter terms are located at the minor tick marks (see e.g. WT 05/06) and those of the summer terms belong to the major tick marks. Data taken from [13].

As any sustainable process of change, the Bologna process caused certain fears, disturbed traditional mental states and prejudices. However, the process of change opens chances, as well certain risks. The winners should be our students and the higher education system. The accreditation process already demonstrates that, in particular, the group of universities of applied sciences did (not) unexpectedly very well and might claim themselves to be a very successful part of the Bologna process.