

Megan Brenn-White

HIGHER EDUCATION IN THE UNITED STATES

What German Universities Need to Know
to Recruit, Collaborate, and Compete

Megan Brenn-White

HIGHER EDUCATION IN THE UNITED STATES

What German Universities Need to Know
to Recruit, Collaborate, and Compete

Bibliografische Information der Deutschen Bibliothek
Die Deutsche Bibliothek verzeichnet diese Publikation in der Deutschen Nationalbibliografie;
detaillierte bibliografische Daten sind im Internet über <http://dnb.ddb.de> abrufbar.

Herausgeber: GATE-Germany
Konsortium Internationales Hochschulmarketing
c/o Deutscher Akademischer Austauschdienst
Kennedyallee 50, 53175 Bonn
www.gate-germany.de

Verantwortlich: Dr. Irene Jansen

Koordination und Redaktion: Dorothea Neumann, Silvia Hoffmann
DAAD - Deutscher Akademischer Austauschdienst
Referat „Internationale Hochschulmessen,
Marketing-Dienstleistungen für Hochschulen“
www.daad.de

Gestaltung und Satz: axeptDESIGN, Berlin

Gesamtherstellung: W. Bertelsmann Verlag, Bielefeld

Auflage: November 2010 | 1.000

© W. Bertelsmann Verlag
GmbH & Co. KG, Bielefeld 2011

Nachdruck und Verwendung in elektronischen Systemen – auch auszugsweise – nur
mit vorheriger schriftlicher Genehmigung durch das Konsortium für Internationales
Hochschulmarketing – GATE-Germany.

Reprinting and use in electronic systems of this document or extracts from it are subject to
the prior written approval of the Consortium for International Higher Education Marketing –
GATE-Germany.

Dieser Band erscheint im Rahmen des Konsortium für Internationales Hochschulmarketing –
GATE-Germany. Eine gemeinsame Initiative von HRK und DAAD, die vom Bundesministerium
für Bildung und Forschung (BMBF) gefördert wird.

Bestell-Nr. 6004150
ISBN 978-3-7639-4731-7

Foreword/Vorwort	7
Executive Summary	9
Introduction	13
1 Economics	15
1.1 College Costs	16
1.2 Financial Aid: Loans and Grants	18
1.3 University Finances	20
1.4 Relevance for Germany: Promoting the Value Proposition	22
2 Demographics	25
2.1 Student-Aged Population	25
2.2 General Population Trends	25
2.2.1 Race and Ethnicity	26
2.2.2 Baby Boomers	26
3 Higher Education Landscape	27
3.1 Access to Higher Education	28
3.2 Higher Education Population	28
3.2.1 Race and Ethnicity of Student Population	29
3.2.2 International Students in the US	30
3.2.3 Attendance Status: Full and Part Time	31
3.3 Types of Higher Education Institutions in the US	32
3.3.1 Public, Private Not-for-Profit, and For-Profit	33
3.3.2 Types of Institutions	34
3.4 Oversight and Accreditation	36
3.5 Important Higher Education Organizations	38
3.5.1 The “Big Six”	38
3.5.2 Professional Associations	39
3.5.3 Disciplinary Associations	40
3.5.4 International Education Organizations	40
3.5.5 German Higher Education Organizations in the US	41

4 Organizational Structures and Key Positions at US Universities	43
4.1 Governing Boards	43
4.2 Senior Administration	44
4.2.1 President (Chief Executive Officer)	44
4.2.2 Chief Academic Officer	44
4.2.3 Chief Financial and Operating Officers	44
4.2.4 Vice Presidents	45
4.3 Academic Governance and Administration	45
4.3.1 Academic Senate and Faculty	45
4.3.2 Academic Units: Departments, Graduate Schools, Undergraduate College	46
4.4 Students	46
5 Associate’s Degree	47
5.1 Overview	47
5.2 Study Abroad.....	47
5.3 Recruiting	48
6 Bachelor’s Degree	49
6.1 Overview	49
6.1.1 Admissions Process	50
6.1.2 Majors and General Education	51
6.2 Study Abroad.....	53
6.3 Recruiting US Students for Bachelor’s Degrees in Germany	53
7 Master’s Degree	55
7.1 Overview	56
7.1.1 Admissions	56
7.1.2 Joint and Dual Degree Programs	57
7.2 Study Abroad.....	57
7.3 Recruiting US Students for Master’s Degrees in Germany	58
7.3.1 “Selling Points” for Master’s Degrees in Germany	58
7.3.2 Recruiting Tools and Strategies	59
8 Doctoral Degree	61
8.1 Overview	61
8.1.1 Admissions	62
8.1.2 Degree Structure and Duration	63
8.1.3 Funding	63
8.2 Study Abroad.....	64
8.3 Recruiting US Students for Doctoral Programs in Germany	64
8.3.1 Primary Challenge: Structural Differences	65
8.3.2 Interdisciplinary Fields	65
8.3.3 Fast-Track or Combined Doctoral Programs	66

9 Study Abroad Trends	67
9.1 Administration of International Education	67
9.1.1 Study Abroad Office	68
9.1.2 International Student and Scholar Services	68
9.2 Growing Numbers of US Students Abroad	68
9.3 Types of Study Abroad Programs	70
9.3.1 Bilateral Exchange Programs	71
9.3.2 Institutions' Own Programs	71
9.3.3 Third-Party Providers	71
9.3.4 Faculty-Led Programs	72
9.3.5 Research	72
9.3.6 Internships	72
9.4 Scholarships for Study Abroad	73
9.4.1 Fulbright Program	73
9.4.2 Benjamin A. Gilman International Scholarship	73
9.4.3 Boren Awards	74
9.5 Funding for Study Abroad to Germany	74
9.5.1 DAAD	74
9.5.2 Fulbright Programs in Germany	75
9.5.4 Other Programs	75
9.6 Recruiting US Students for Study Abroad	75
10 Germany and the German Language in the US	77
10.1 German-Language Learners	77
10.2 Reputation of German Higher Education in the US	78
11 Conclusions about Recruiting from the US	81
11.1 Cost to Recruit	82
11.2 Recruitment Funnel	82
11.3 Reaching Prospective Students	83
11.3.1 Print Media	85
11.3.2 Radio and TV	85
11.3.3 Internet	85
11.3.4 Recruitment Fairs	87
11.3.5 Partner Universities and Related Organizations	88
11.4 "Serving" US Students	88
11.5 Final Thoughts	89
About the Author	91
Index of Figures	93
Bibliography	95

Appendix	99
Public University Profile: University of California, Berkeley	100
Public University Profile: University of California, Los Angeles (UCLA)	106
Public University Profile: University of North Carolina, Chapel Hill	113
Public University Profile: University of Michigan-Ann Arbor.....	119
Public University Profile: University of Virginia (UVA)	125
Public University Profile: The College of William & Mary	131
Public University Profile: California Institute of Technology (Caltech)	137
Private University Profile: Harvard University	142
Private University Profile: Massachusetts Institute of Technology (MIT)	151
Private University Profile: Princeton University.....	157
Private University Profile: University of Pennsylvania	164
Private University Profile: Yale University.....	170
Liberal Arts College Profile: Amherst College	175
Liberal Arts College Profile: Swarthmore College	178
Liberal Arts College Profile: Williams College	182

The American market for higher education with its over 19 million students is the most important in the world, although it is now the second largest after China. It is also one of the most difficult for German universities to successfully sell their „products“. For these reasons, we are pleased that GATE-Germany has presented such an informative picture of the US higher education landscape in this book, written by Megan Brenn-White.

German universities already market their institutions and programs through diverse channels in the United States. Their marketing efforts can take place through the institution's own website, in social media such as Facebook and Twitter, in brochures, and in direct conversations with representatives of universities and alumni. Regardless of the form or media, any marketing efforts should always include clear messages that answer the following questions directly:

- Why study in Germany and not in the United States?
- What can I do with this degree when I am finished? Will my degree be recognized in the US? Can I work in Germany or in other countries after completing this program?
- What types of jobs and careers do alumni of this program have?
- How will I be able to finance my studies as well as my living expenses in Germany?

As is discussed in more detail in the study itself, there are good reasons why German universities should concentrate less on recruiting for the German bachelor's degree than for graduate programs such as master's and doctoral degrees. In these areas, the German universities are already quite successful: according to the latest "Open Doors" report on student mobility from the Institute of International Education, more than 12% Americans studied in Germany in 2009 than in 2008, significantly more than the overall increase in study abroad (8.5% more Americans studied abroad in total during the same time period).

Although the American market can be challenging for recruiting since there are already excellent higher education opportunities for domestic students, the effort is worthwhile. Every English-taught degree course and every international doctoral course at a German university gains credibility when it succeeds in attracting native speakers, which also raises the overall quality of the language spoken in the course. In addition to this, the top category of American universities still attracts the best young researchers in the world – and German universities are interested in winning these students, either for a short exchange experience or as regular academic personnel.

Providing background information and ideas about how German universities can work more effectively with US partner institutions, the latest trends and facts on the US higher education and new forms of transatlantic cooperation, and some of the ways to recruit students from – or away from – the US is the goal of this study.

DR. SEBASTIAN FOHRBECK

Director,
DAAD New York

MARIJE WAHLERS

Head of International Department,
German Rectors' Conference

Der amerikanische Markt für Hochschulbildung ist mit über 19 Millionen Studierenden der weltweit wichtigste – wenn auch inzwischen nur noch der zweitgrößte nach dem Chinas. Für die deutschen Hochschulen ist er auch einer der schwierigsten, wenn sie Marketing für das eigene „Produkt“ betreiben wollen. Deswegen sind wir froh, dass GATE-Germany mit dem vorliegenden Band, verfasst von Megan Brenn-White, eine kenntnisreiche Studie vorlegen kann.

Hochschulmarketing in den USA für eine deutsche Hochschule ist vielfältig; es kann per Internetauftritt, in den „Social Media“ wie Facebook und Twitter, in Broschüren und in direkten Gesprächen mit Hochschulvertretern und Alumni stattfinden und muss präzise Botschaften enthalten, die folgende Fragen direkt beantworten:

- Warum ein Studium in Deutschland und nicht in den Vereinigten Staaten?
- Was kann ich mit diesem Studium anfangen, wenn ich fertig bin? Wird dieser Abschluss in den USA anerkannt?
- Kann ich anschließend in Deutschland oder in anderen Ländern arbeiten? Was machen ehemalige Studenten heute beruflich?
- Wie kann ich ein Studium bzw. einen Aufenthalt in Deutschland finanzieren?

Wie in der Studie ausführlich dargelegt wird, gibt es gute Gründe, sich in den USA weniger auf die Werbung fürs deutsche Bachelorstudium als auf die Graduiertenausbildung (Master- und Doktorandenebene) zu konzentrieren. Dabei sind die deutschen Hochschulen durchaus erfolgreich: nach dem jüngsten vom Institute of International Education herausgegebenen Statistikband „Open Doors“ studierten zuletzt 12 Prozent mehr Amerikaner in Deutschland als im Vorjahr. Dies übertrifft die allgemeine Steigerung von 8,5 Prozent mehr Amerikanern im Ausland deutlich.

Der amerikanische Markt stellt eine Herausforderung dar, gerade weil er selber über hervorragende Ausbildungsmöglichkeiten verfügt. Doch der Einsatz lohnt sich: Nicht nur gewinnt jeder englischsprachige Studiengang und jedes internationale Promotionsangebot einer deutschen Hochschule an Glaubwürdigkeit, wenn es gelingt, „echte“ Muttersprachler für das Programm zu gewinnen. Nach wie vor – und das ist ganz entscheidend – finden sich in der obersten Kategorie amerikanischer Hochschulen die besten Nachwuchswissenschaftler der Welt. Diese wollen die deutschen Hochschulen für sich gewinnen – sei es für den Austausch auf Zeit, sei es als Fachkräfte auf Dauer. Hierfür einige Wege aufzuzeigen, ist Ziel der vorliegenden Studie.

DR. SEBASTIAN FOHRBECK
Leiter der DAAD-Außenstelle
New York

MARIJKE WAHLERS
Leiterin der Internationalen
Abteilung, HRK

Major changes to the German higher education system in the past few years, as well as global trends driving international mobility, demands a rethinking of the United States as a competitor and an important source of students for study abroad and full degree programs. The number of higher education students in the United States—already over 17 million—will continue to grow in the next few decades. US universities also will likely continue to attract the largest number of international students from around the world. Gaining a better understanding of the US market in this new context will be critical to take advantage of new opportunities and face the new challenges.

Some of the key findings in this report that will impact strategies for recruitment and collaboration include:

Student Demographics

- Enrollments will continue to increase and the student population will become more diverse. There will also be regional differences as the population shifts to the coasts and urban centers.
- A large percentage of students are currently enrolled in two-year institutions or are studying part time, making it difficult for them to study abroad. The US government and various organizations will continue to promote two-year institutions as a more affordable and flexible option for many students who would not have access to higher education otherwise.
- US graduate programs particularly in the STEM (science, technology, engineering, and mathematics) fields, have a large proportion of international students who may be more mobile than US students. The number of international students applying to graduate study in the US has fluctuated more dramatically since 2001 and it is difficult to predict trends caused by the growth of options elsewhere, changes to visa regulations in the US, etc.

Study Abroad

- The number of students going to Germany for study abroad is steadily increasing, along with the total number of outbound study abroad students from the US.
- The vast majority of US students study abroad for six weeks or less, and only a very small minority chooses to study abroad for a full academic year.
- Pressure to send more students abroad is leading some US universities to forgo small, labor-intensive bilateral exchanges in favor of creating their own programs or sending students abroad with established third-party providers.

- The study abroad infrastructure in the US is almost entirely focused on the undergraduate population, so study abroad at the master's or doctoral level rarely happens. If it does, it is organized by the professional school, department, or individual faculty member. That said, there is a desire to increase international exchange and collaboration at the master's and doctoral level.
- Business is the most popular study abroad field and the most popular major in the US, but universities are increasingly looking for ways to expand study abroad to include a more diverse range of disciplines. US students who studied abroad had traditionally been in humanities or social sciences, so there is a shift to more students from "applied" fields such as business and engineering wanting to gain international experience as well.
- German universities are increasingly creating summer programs that meet the needs of US students and institutions and can generate enough revenue to at least cover costs. These programs can serve as a tool to balance bilateral exchanges, establish new institutional partnerships, or greatly increase the number of international students on campus. Aspects of the quickly-growing study tours can also be emulated here, and involving US faculty, for example, can ensure buy-in from partner institutions and a built-in audience.

Full Degree Programs

Bachelor's Degrees

- US students currently have very little interest in coming to Germany for a full bachelor's program, although they are beginning to look outside the US for programs in English-speaking countries such as Australia, Canada, and the UK. Rising costs are becoming more of an issue in the US, but the marketability of an undergraduate degree from Germany is still quite limited in the US context.
- The potential market for bachelor's programs taught in English would be significantly larger than for those requiring fluency in German or additional study at a *Studienkolleg*, although many US students are also attracted to a vibrant campus life and more in-depth service offering than many German universities currently provide.
- German universities with a strong "brand" will have an advantage as much in the US depends on the degree's "brand name recognition." That said, few German universities enjoy brand recognition on a popular level (outside of academic circles) in the US, so the attractiveness of the location may be more important. Well-known cities such as Berlin and Munich should find it easier to attract students than lesser-known locations.

Master's Degrees

- Professional or terminal master's degrees taught in English are one of the most promising areas for recruitment growth from the US.
- Master's degree programs in Germany can be attractive to US students for their low cost, connections with the European job market, value as a "study abroad" experience, and perceived high quality of life, among other criteria.
- Joint and dual master's or doctoral degree programs are becoming increasingly attractive for both students and institutions.

Doctoral Degrees

- The relative scarcity of research master's degrees in most fields in the US means that very few US students are qualified to apply for doctoral study in Germany. There is also little understanding of both the path to a doctoral degree in Germany as well as the future career prospects.
- US students have very few options to apply to German doctoral programs after a bachelor's degree, as they would in the US, and a large percentage of master's degrees taught in English at German universities are not in fields that lead to a PhD.
- Fast-track programs, or doctoral programs that combine master's and PhD study—allowing students to apply after receiving a bachelor's degree—will address a much larger segment of the US market, but expectations for enrollment in STEM fields should still be relatively modest, because so few US students pursue doctoral study in these fields.
- "*Graduiererkollegs*" are an interesting though relatively unfamiliar concept in the US; they are a potentially attractive options for doctoral candidates that is different to any form of doctoral study that they would find in the US.

General Comments on Marketing and Recruiting

- Because the US is so large, targeted forms of advertising are likely to produce better results and be within the realm of possibility for university budgets.
- TV, print, and radio ads are likely to be too expensive and reach too broad of an audience to be effective.
- Off-campus recruitment fairs for graduate degrees and study abroad are relatively uncommon, although some fairs do exist for particular fields and programs.
- The program or university website will be read by nearly every potential applicant, so online information must be clear and compelling, as well as address questions US students tend to ask. This website will

also serve as the institution's identity and prospective students will show this to anyone involved in the decision-making process. Basic facts such as tuition, deadlines, scholarship and funding opportunities coursework, faculty, and application processes should be easy to find. Information about the location, particularly for lesser-known cities or towns, is also important.

- Having a presence on major social networks can help with word-of-mouth advertising, and is also a way to monitor the online "conversation" about the program or institution.
- Conducting market research and testing websites and new marketing collateral before launching them can dramatically improve results. If budgets are small, institutions can pursue low-cost or free ways to gather information, including creating online surveys, pulling together focus groups, and asking for help from marketing students or faculty on campus.
- US students are used to high levels of "customer service," so in order to ensure that every step a prospective student takes moves them closer to applying and enrolling, institutions must make sure that related departments can serve prospective and newly enrolled students in a professional and friendly manner—including, if necessary, in English.
- US organizations specializing in international education or professional associations for specific disciplines can provide critical feedback on new initiatives and can serve as new channels to reach prospective students.
- It is important to understand how the US admissions calendar works where prospective students generally apply to and have to accept offers from programs months earlier than in Germany.

Many US universities and higher education organizations are engaged in a process of rethinking their internationalization strategies and their place in a more globally-competitive higher education market. This is a time where institutions and individuals seem to be particularly open to creative and open discussions about new forms of mutually-beneficial collaboration. Honestly assessing existing international activities can help refocus efforts on those initiatives that bring maximum benefit to the students, the faculty, and the institution.

The intent of this report is to provide helpful information to German higher education institutions that want to improve their existing collaborations with US institutions as well as their recruitment efforts in the US. It is intended for a broad readership, including senior administrators, faculty, study abroad offices, marketing and press offices, degree program coordinators, individuals at related NGOs and government agencies, and others.

The United States, with its diverse higher education landscape, looms large as a potential competitor and partner for German higher education institutions, as well as an important source of ideas, students, and faculty. Many key decision-makers at German universities make frequent trips to the US, have studied or researched there themselves, and are in close contact with colleagues and friends located in North America. Some academic professionals are so familiar with the existing system that they may find it difficult to see how current trends in Europe and the US are generating new opportunities and challenges.

Why should a German university care about what happens in the US? There are four primary reasons for administrators and faculty at German higher education institutions to look to the US:

- 1) **Best Practices:** For a variety of reasons, US universities have more closely aligned their offerings with market forces for some time now, and as such have become extremely professionalized in areas—including student and faculty recruitment, student services, alumni work, and fundraising—that are increasingly important to German universities.
- 2) **Competition:** As demographic changes reduce the number of domestic students in Europe—and as US universities begin to deploy more aggressive marketing tactics in international recruitment—attracting the right students and scholars will become both more important and more challenging. Many internationally mobile students around the world likely already consider both Germany and the US as potential destinations for study or research, so it is important to understand both US recruitment practices and Germany's differential advantages.
- 3) **Collaboration:** There is a long and fruitful tradition of research collaboration and exchange between US and German institutions and new forms of collaboration (joint/dual degrees, short courses, etc.) are gaining traction. Effective collaboration with international partners is also becoming a key component of a university's brand and universities will increasingly be judged by prospective students and faculty on the strength of their partners. In addition to academic collaboration, Germany and the US are important economic partners: with two-way trade in goods and services of \$152 billion in 2008,¹

¹ US Department of State, *Background Note: Germany*, March 2010, <http://www.state.gov/r/pa/ei/bgn/3997.htm>.

Germany is the fifth-largest trade partner for the United States² and the US is Germany's second- largest partner.³

- 4) **Recruiting:** With over 17 million students currently enrolled in some stage of higher education,⁴ the US is an important potential source of students for study abroad and degree programs in Germany, particularly those taught in English.

This report pulls together data and observations of trends in the US to help German universities take advantage of new opportunities, avoid common pitfalls, and develop a deeper understanding of their partners, competitors, and prospective students and faculty in the US.

A better understanding of topics such as study abroad financing, the admissions cycle, or accreditation in the US can serve as the basis for a successful partnership or recruiting initiative. Unfortunately, the greater the convergence in US and German higher education vocabularies—"graduate schools," "bachelor's degrees," etc.—the more the important differences between the systems seem to be obscured. When the words begin to encourage false assumptions, an examination of the meaning behind them is particularly important.

This report is intended for a broad readership, including senior administrators, faculty, study abroad offices, marketing and press offices, degree program coordinators, individuals at related NGOs and government agencies, and others.

² US Census Bureau, *Foreign Trade Statistics: Top Trading Partners - Total Trade, Exports, Imports, Year-to-Date December 2009*, 2009, <http://www.census.gov/foreign-trade/statistics/highlights/top/top0912yr.html>.

³ US Department of State, *Background Note: Germany*, March 2010, <http://www.state.gov/r/pa/ei/bgn/3997.htm>.

⁴ The World Bank Group, *Ed Stats Data Query*, 2009, <http://ddp-ext.worldbank.org/ext/DDPQQ/member.do?method=getMembers&userid=1&queryId=189>.

**Wall Street****Source:** Wikimedia

Although the business cycle in the US has been particularly volatile in the past decade, the US economy is undisputedly one of the most advanced in the world. The average GDP per person is roughly \$46,400⁵ and the total GDP (at purchasing power parity to reflect different prices) is \$14.3 trillion—just slightly less than the entire European Union.⁶

For years, the US economy has been in the process of an often painful shift from heavy industry and manufacturing to services and knowledge. The rural “farm belt” and “rust belt” regions that had long served as the powerhouse of the US economy are being drained of jobs and people, and 82% of the population now lives in urban areas.⁷

⁵ Central Intelligence Agency, *The World Factbook 2009*, <https://www.cia.gov/library/publications/the-world-factbook/index.html>.

⁶ *Ibid.*, <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2001rank.html?countryName=United%20States&countryCode=us®ionCode=na&rank=2#us>.

⁷ Central Intelligence Agency, *The World Factbook 2009: United States*, <https://www.cia.gov/library/publications/the-world-factbook/geos/us.html>.

As this shift happens, the middle class is shrinking and income distribution is becoming increasingly uneven. The Gini index, which measures income distribution worldwide, ranks the US #42 on a list of worldwide inequality, with Namibia ranking #1 for the most unequal distribution of family income and Sweden ranking #134 for the most equal. Germany is #125.⁸

1.1 COLLEGE COSTS

Even before the current economic crisis, US families and students in the US were finding it increasingly difficult to finance a college education. Between the academic years of 1999–2000 and 2009–10, tuition and fees at public universities rose each year at a rate that was 4.9% higher than the general rate of inflation.⁹ The US Department of Education’s National Center for Education Statistics (NCES) reports that the average cost of undergraduate room, board, and tuition in the United States in 2008–09 was \$31,233 at private four-year institutions and \$12,283 at public institutions.¹⁰

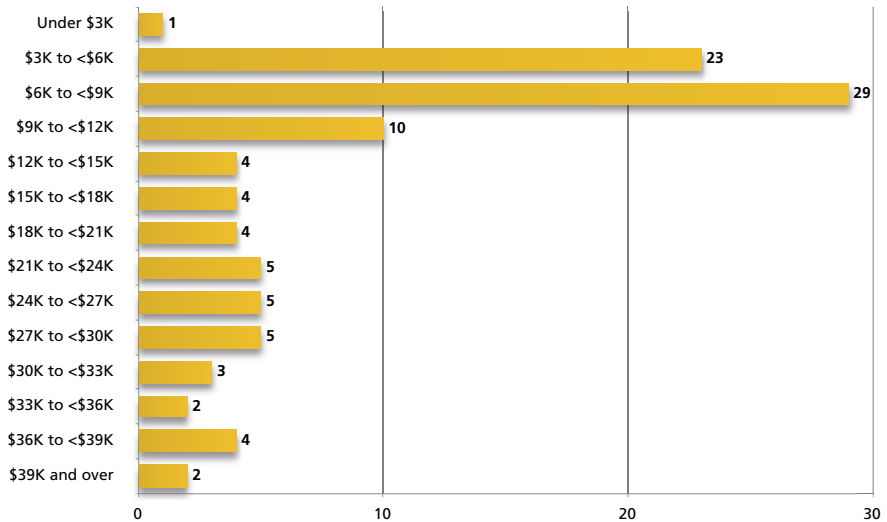
It is worth noting that US universities generally report their costs in these terms (tuition and fees; or tuition, fees, room, and board for more residential institutions), so this is the number that US students will be looking for when they read about programs in Germany. Even if tuition and fees are low or nonexistent, they should be clearly stated on all marketing materials. If they are not clearly displayed, prospective students will likely assume that they are similar to costs in the US or other countries with relatively high tuition.

⁸ Ibid., <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2172rank.html?countryName=United%20States&countryCode=us®ionCode=na&rank=43#us>.

⁹ College Board, *Trends in College Pricing 2009* (New York: The College Board, 2009), http://www.trends-collegeboard.com/college_pricing/pdf/2009_Trends_College_Pricing.pdf.

¹⁰ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2009*, <http://nces.ed.gov/programs/digest/d09/>.

FIGURE 1: Distribution of Full-Time Undergraduates at Public and Private Not-for-Profit Four-Year Institutions by Published Tuition and Fees, 2009–10



Source: College Board¹¹

Some observers say rising costs are the result of bloated administrations and attempts to accommodate student demand for services—state-of-the-art fitness studios, “gourmet” cafeterias, and dorms with luxury amenities and views—that have little to do with academics. In general, the rising cost of higher education has led to very heated debates in the US, as well as a push toward increasing the numbers of students in lower-cost two-year institutions. And yet observers from outside the US often overestimate just how much higher education truly costs. As can be seen in Figure 1 above, most students spend well below \$9,000 per year for tuition and fees. This is much higher than what is spent in most European countries but significantly lower than the cost to attend the private institutions that are mentioned most often in the global press.

The average annual tuition for in-state students at public universities in 2009–10 was approximately \$7,020, and for out-of-state (and international) students it was \$18,548.¹² Residency requirements vary from state to state, but students may have to live in a state for at least one year before they qualify for in-state tuition. Some international students have begun to enroll in English-language training at community colleges to establish

¹¹ College Board, *Trends in College Pricing 2009* (New York: The College Board, 2009), http://www.trends-collegeboard.com/college_pricing/pdf/2009_Trends_College_Pricing.pdf, p. 7.

¹² *Ibid.*, p. 2.

residency in states with attractive public university systems. The status is determined upon enrollment, however, so an out-of-state student who begins a bachelor's degree at the out-of-state price will continue to pay that higher tuition for the entire four years. The average annual tuition for private institutions was \$26,723. The most expensive university in the US in 2008–09 was George Washington University in Washington, DC, which charged \$40,437 for tuition and fees.¹³ George Washington University estimates that the total cost of attending one academic year (nine months) of their undergraduate program to be over \$56,000 once room, board, transportation, books, etc., are taken into account.¹⁴

SPOTLIGHT ON COLLEGE SPORTS



Source: flickr/Tom Rydquist

The UCLA Bruins basketball team, pictured left, play in the Pacific-10 Conference of Division 1 in the National Collegiate Athletic Association (NCAA). The NCAA is made up of over 1,000 universities and colleges and the Division 1 universities have the biggest and best athletic programs as well as the most generous scholarships for their student-athletes. According to the NCAA website, over 25 million people attended NCAA Division 1 basketball games in 2010 and many of these universities earn significant revenue from ticket and merchandise sales, as well as selling the rights to broadcast the games on television and other revenue streams.

1.2 FINANCIAL AID: LOANS AND GRANTS

Although higher education costs are higher in the US than in Germany, they are partly offset by a well-established system of loans, grants, and work programs funded by the federal or state governments, the higher education institution, and other sources such as foundations and employers. Certain types of financial aid may be available only to students and families that can demonstrate financial need (“need-based”) or students who demonstrate particular abilities (“merit-based”), and additional aid

¹³ B. Wingfield, D. Indiviglio, “The Most Expensive US Colleges,” *Forbes*, February 3, 2009, http://www.forbes.com/2009/02/03/most-expensive-colleges-business-0203_colleges.html.

¹⁴ George Washington University, <http://www.gwu.edu/apply/costsfinancialplanning/undergraduate/costofattendance>

is grouped into the broadest category of “non-need-based.” In 2007–08, roughly 66% of undergraduate students received some form of financial aid; the average amount was \$12,740.¹⁵

The vast majority of financial aid comes from the federal government. Detailed information about all programs—including transferability to international destinations for study abroad or loan repayment terms (relevant for prospective graduate students)—can be found at “Student Aid on the Web.”¹⁶ Some programs are administered on campus, such as work-study programs that require students to find a job on campus to earn the amount of the award; the federal government covers part of the wages. Pell Grants are the most common need-based grants. The federal government also serves as guarantor and subsidizes interest for loan programs such as Perkins (need-based), Stafford (non-need-based loans for students), and PLUS (for parents). Federal loans represent about 50% of all financial aid to undergraduate and graduate students.¹⁷ Major changes to federal loan programs were voted into law in 2009 that eliminated the existing Federal Family Education Loan (FFEL) Program where private lenders made loans to students in favor of “Direct Loans”¹⁸ administered by the federal government.

A significant number of US students in the United States attend university part time (see Figure 4 on p. 32) and work throughout the year to pay their tuition and living costs. This is one of the primary challenges facing many students hoping to pursue long-term study abroad.

Because the federal financial aid guidelines take parental income and assets into account when awarding financial aid—and because in the US, it is common for parents to support their children financially through higher education—there is an increasing need to directly address parents in marketing materials. The students themselves will often graduate with a large debt, but the parents will often also take on debt and spend down their savings to ensure their child has the best possible education. This makes them both careful “consumers.” Many parents set up a special savings account, such as the tax-free “529 Plan,” when their child is born to help pay for the cost of undergraduate education.

Some observers have suggested that this has led to a strict return-on-investment mentality, with more students shifting to degrees that will “pay off,” such as degrees in business, law, and medicine. Certainly, an

¹⁵ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2009*, Tables 338, 340, http://nces.ed.gov/programs/digest/d09/tables/dt09_338.asp, http://nces.ed.gov/programs/digest/d09/tables/dt09_340.asp.

¹⁶ US Department of Education, *Student Aid on the Web*, <http://studentaid.ed.gov/>.

¹⁷ College Board, “Trends in Student Aid 2009,” *College Board website*, http://www.trends-collegeboard.com/student_aid/1_1_total_aid_a.html?expandable=1.

¹⁸ Federal Student Aid, “Direct Loans”, <http://www2.ed.gov/offices/OSFAP/DirectLoan/index.html>

art student who needs to pay off \$100,000 in student loans often faces daunting financial challenges on graduation.

The rising cost of four-year institutions, and constant improvements made to two-year colleges, may make two-year institutions, often known as “community colleges,” more attractive for students.¹⁹ Two full years of tuition at a community college costs roughly \$2,544 on average,²⁰ and nearly every state has “articulation agreements,” which allow students to move directly into the third (junior) year of their degree at one of the four-year state institutions. This is a significant savings. The NCES estimates the average annual cost of room, board, and tuition at a two-year institution to be \$7,567—considerably less than the comparable cost at a public four-year institution (\$12,283) and over \$23,000 less *per year* than the comparable cost at a private four-year institution (\$31,233).²¹

1.3 UNIVERSITY FINANCES

The fact that most of the better-known institutions in the US are private research universities can also skew the picture of the higher education landscape. Tuition is certainly higher than in Germany or much of the rest of the world, but this does not always mean that the burden of funding higher education has been shifted to those paying tuition. According to the Organisation for Economic Co-operation and Development (OECD), 7.4% of the GDP in the US was spent on education in 2006 (public and private sources), with 2.9% of GDP going towards tertiary education.²² This compares with 4.8% of GDP for total German spending on education and 1.1% on tertiary education.²³ The per capita public and private spending in the US on tertiary education was \$25,109 in 2006 (the most recent year for which statistics are available), which is more than twice the OECD average of \$12,336.²³

That said, state funding for public universities has been decreasing for a number of years and was slashed in many states during the latest recession

¹⁹ V. Strauss, “Community Colleges Get Student Influx in Bad Times,” *The Washington Post*, May 31, 2009, <http://www.washingtonpost.com/wp-dyn/content/article/2009/05/30/AR2009053001762.html>.

²⁰ College Board, *Trends in College Pricing 2009* (New York: The College Board, 2009), http://www.trends-collegeboard.com/college_pricing/pdf/2009_Trends_College_Pricing.pdf, p. 2.

²¹ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2009*, Table 334, http://nces.ed.gov/programs/digest/d09/tables/dt09_334.asp.

²² Organisation for Economic Co-operation and Development (OECD), “Table B2.1. Expenditure on educational institutions as a percentage of GDP, by level of education (1995, 2000, 2006)” *Education at a Glance 2009: OECD Indicators*, http://www.oecd.org/document/t/24/0,3343,en_2649_39263238_43586328_1_1_1_1,00.html.

²³ *Ibid.*

²³ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2009*, Table 416, http://nces.ed.gov/programs/digest/d09/tables/dt09_416.asp.

starting in 2008. There were reductions of over 15% between 2008 and 2010 in Alabama (–20.1%), Massachusetts (–19.9%), South Dakota (–16.8%), New Mexico (–15.6%), and South Carolina (–15.2%).²⁴ Staff and faculty have been cut, and fees, which are not under legislative oversight in many states, have actually surpassed tuition in many places: at the University of Massachusetts Amherst, *per semester* fees for in-state students are \$5,009 and tuition is \$857.²⁵ The University of California system comprising 10 campuses, in one of the most dramatic cases, raised tuition by more than 30% and reduced the 2010 freshman class by 6%.²⁶

Wealthy private universities have seen their endowments shrink along with the stock market and have been forced to cut their operating budgets quickly and dramatically. In the fiscal year from July 2008 to July 2009, Harvard's endowment famously dropped by \$10.9 billion or 27%, leading the university to take drastic measures to cut spending, even in seemingly minor areas including, for example, no longer offering hot breakfasts in student dorms.²⁷ On average, private universities saw their endowments decrease by 18% over the same period.²⁸ A report in August 2010 showed 149 private, non-profit colleges fail the "financial-responsibility test" from the US Department of Education, an increase of roughly 70% from 2008.²⁹

Giving by alumni and others has decreased with the recession, revealing how vulnerable many universities are to the general state of the economy and the stock market. Because returns from the endowment can play a major role in funding institutional aid to students as well as the general operating fund, decreases can immediately and dramatically impact the university—particularly when investment managers have been instructed to favor higher gains over security.

The dependence of private and, increasingly, public universities on raising funds from the private sector is one of the reasons that the typical US university president is, more and more, primarily a fundraiser. If university presidents did not fulfill this important function, their institutions would literally shrink. At the same time, many private institutions are extremely dependent on tuition dollars, and the margin between per-student income and

²⁴ S. Hebel, "State Cuts Are Pushing Public Colleges Into Peril." *The Chronicle of Higher Education*, March 14, 2010, <http://chronicle.com/article/In-Many-States-Public-Higher/64620>.

²⁵ University of Massachusetts, Amherst, "Full-Time Undergraduate Tuition and Mandatory Fees Per Semester 2009-2010," <http://www.umass.edu/bursar/full%20time%202009-2010.pdf>.

²⁶ A. Damast, "State Universities Brace for Another Brutal Year," *Bloomberg Businessweek*, February 11, 2010, http://www.businessweek.com/bschools/content/feb2010/bs20100211_635552.htm.

²⁷ L. Delevingne, "Harvard and Yale Endowments Clobbered," *Business Insider*, September 11, 2009, <http://www.businessinsider.com/harvards-endowment-down-11-billion-2009-9>.

²⁸ *Ibid.*

²⁹ G. Blumenstyk and A. Richards, "149 Nonprofit Colleges Fail Education Department's Test of Financial Strength", *The Chronicle of Higher Education*, August 11, 2010, <http://chronicle.com/article/149-Nonprofit-Colleges-Fail/123878/>

expense is often small. These institutions have very little “wiggle room” to allow them to make concessions to international partners, and are likely to seek international opportunities that generate revenue or, at the very least, do not incur additional costs.

This economic pressure can also change the organizational culture at universities, leading to less independence for the individual units, more efforts to measure results, different kinds of strategic planning efforts, and often more top-down management. Economic necessity is also driving other changes in US higher education administration, including the shrinking percentage of tenured or even full-time faculty positions at most universities. In 2007, there were nearly as many part-time faculty as full-time faculty (667,927 part time versus 703,463 full time) at private and public institutions.³⁰ Adjunct faculty, who do a lot of the teaching at many institutions, are generally paid relatively poorly, lack job security, and rarely receive benefits such as health insurance. They have started to organize in unions at many institutions, putting economic pressure back on universities who had realized large cost savings from having doctoral students and adjuncts take on a large share of the teaching load.

1.4 RELEVANCE FOR GERMANY: PROMOTING THE VALUE PROPOSITION

US students—and, often, their families—are willing to invest in education, and will spend savings or take on loans to finance their studies. Yet the increasing cost of higher education in the US may finally be enough to lead US students to seek out lower-cost, full-degree options abroad, as well as divert international students from the US higher education system. The UK and Canada have seen more US students applying for full degree programs, and many people expect the largest future increases in international mobility to come at the master’s level. Surely, US students and their parents will start to discover some of the high-quality “bargains” beyond these English-speaking countries, particularly as English-language programs remove one of the primary hurdles.

One of the challenges that US students face in coming to Germany is that they are unable to apply federal financial aid to all but a select few German institutions. To get on the Free Application for Federal Student Aid (FAFSA) list, an institution must provide, in English, a large amount of financial and other information to US auditors. Many UK and Canadian universities have taken this step, but for universities in non-English-speaking countries, it has proven to be a real challenge, and very few German universities have

³⁰ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics* 2009, Table 245, http://nces.ed.gov/programs/digest/d09/tables/dt09_245.asp?referrer=report

gone through the process. Only a handful of German universities are currently eligible for this designation; in a search on the FAFSA website in August 2010, the first 250 results for non-US eligible universities displayed one German university, the HHL - Leipzig School of Management.³¹

SPOTLIGHT ON GREEK LIFE



Source: Wikimedia

At many universities in the US, particularly large public universities throughout the country and Southern universities in particular, fraternities and sororities (collectively called the “Greek system” because their names are nearly always based on Greek letters) are a significant presence on campus. Despite variations between groups, Greek life nearly always includes a

social component, a residential component, and some form of community service. Former members often have strong associations with their former fraternity or sorority and stay active as alumni of the groups. There are strong traditions of family members joining the same fraternity or sorority across generations. This is just one of the factors that “bind” US students to their undergraduate institutions in an emotional way, and affiliation in groups on campus such as the newspaper, theater, volunteering groups, and others may have a similar effect. Fraternities and sororities hold “rush” each year to identify new members; the above photo shows students lining up to rush the Alpha Eta chapter of the Alpha Xi Delta sorority at Purdue University.

German banks generally will not lend to students who haven’t already established residency in Germany. This puts US students in the potentially difficult position of having to show the immigration authorities that they have enough funds to cover living expenses for two full semesters. For some, this may be an insurmountable hurdle, and these students often choose to study at an institution where they can apply for loans. The same situation is true in the US where it is very difficult for international students to access financial aid or loans.

³¹ US Department of Education, *Federal Student Aid: FAFSA*, <http://www.fafsa.ed.gov/>.

Despite these hurdles, with over 17 million students in US higher education, a significant number are still likely to be able to find ways to finance their education in Germany, particularly if they are convinced about both the quality (of education and quality of life) and the overall value. This may be particularly true at the master's level, where the actual degree completed is sometimes perceived as being less important than simply having a master's qualification. US employers are relatively flexible in terms of considering candidates from a variety of disciplines, so the exact title and location of a master's degree may be less critical for some fields. That said, US and other students will carefully consider whether the degree in Germany will be the best return on their investment in tuition, living expenses, and time. They may be willing to pay (or borrow) more money to "buy into" an institution with a robust alumni network or a better-known name. This consideration is particularly relevant in fields such as business and finance.



Source: flickr/m00by

2.1 STUDENT-AGED POPULATION

One of the primary differences in student-age demographics between the US and Germany is that the number of people ages 15–24 in the US is actually predicted to increase by 6.4% between 2010 and 2050, from 44.8 million to 47.7 million in the “Medium Variant” of the possible scenarios presented by the United Nations Department of Economic and Social Affairs.³² In Germany, the same time period will see a decrease from 9 million to just over 6 million, a nearly 31.5% decline.³³

2.2 GENERAL POPULATION TRENDS

The overall population in the US is predicted to reach roughly 400 million by 2050, up from roughly 317 million in 2010.³⁴ Two primary drivers of this growth are immigration and relatively high birth rates among first-generation Americans.

³² United Nations Department of Economic and Social Affairs, “World Population Prospects,” <http://esa.un.org/unpp>.

³³ Ibid.

³⁴ The UN predicts 404 million (Ibid.) and the US Census Bureau has a more moderate projection of 392 million (see <http://www.census.gov/population/www/pop-profile/natproj.html>).

2.2.1 RACE AND ETHNICITY

Another important trend is the changing distribution of race, with the white, non-Hispanic share of the population projected to decline from 71.6% in 2000 to 52.5% in 2050.³⁵ The difference will primarily come from an increase in the Hispanic share of the population from 11.3% to 22.5%, but the Black population will also grow from 12.8% to 15.7% and the Asian and Pacific Islander population from 4.4% to 10.3%.³⁶ Marketing to a “multicultural” society will no longer mean addressing a small segment of potential students, but nearly half the US population (taking into consideration some potential differences in university attendance rates among the various groups). See p. 30 for more on diversity in the US student population.

2.2.2 BABY BOOMERS

The oversized impact of the “Baby Boomers” (the generation born between 1946 and 1964) will be felt as they move into retirement, leaving key positions at universities and companies. Baby Boomers currently make up around 25% of the US population, and they will be reaching retirement age between 2011 and 2029.³⁷ This generation is expected to remain in the workforce beyond their mid-60s, partially due to better health and new opportunities for part-time and flexible work situations, but also out of financial necessity. Mandatory retirement, as it exists in Germany, would be illegal in the US where strict laws against age discrimination allow for individuals to work as long as they are able. How and when this group retires will impact hiring and retention of both faculty and senior staff at US universities, and one can assume that competition for the most sought-after individuals will increase.

³⁵ J. Cheeseman Day, “Population Profile of the United States: National Population Projections,” *US Census Bureau* website, <http://www.census.gov/population/www/pop-profile/natproj.html>.

³⁶ *Ibid.*

³⁷ *Ibid.*

**Harvard Square****Source:** Wikimedia

The US has an incredibly diverse higher education system and drawing general conclusions can be difficult and is often counterproductive. In the US, there is nothing similar to a federal ministry of higher education, there are types of universities that barely exist outside the US (e.g., community colleges and liberal arts colleges), and universities vary greatly in terms of their administrative structure, degree programs, staffing policies, and other characteristics.

This section provides an introduction to the most important aspects of US higher education, with a German university perspective in mind. These are the pieces of the puzzle that German institutions need to fit together when looking to the US to recruit students or faculty, create joint and dual degree programs, or translate best practices.

This report also contains 15 detailed profiles of the top-ranking universities in the US (in the categories of public, private, and liberal arts college), which can be used to research those institutions or to get a better overview of the different types of institutions in the US, their international activities, and the number of students studying German at each of them.

It should be noted that the term “undergraduate” student refers to any student enrolled in an associate’s or bachelor’s degree program, and a “graduate” student is any student in a program that follows the bachelor’s degree (e.g., master’s, doctorate, law, medicine). These terms can be confusing, since they do not have direct corollaries in Germany or elsewhere where programs in medicine and law, for example, begin directly after secondary education.

3.1 ACCESS TO HIGHER EDUCATION

Although inadequate access to higher education is a major issue in the US, particularly for certain underserved populations, overall participation rates are quite high. One of the primary reasons for this is that the diversity of the system can accommodate many constituencies, and the community college system in particular reaches a broad segment of the population that might otherwise be excluded from higher education (although it should be noted that the two-year college degrees would often not be considered part of higher education in Germany). Nearly 90% of people ages 18–24 in the US possess a high school degree,³⁸ and every high school degree is an appropriate entry requirement for a university. Although students can improve their chances of getting into a good university by taking college preparatory courses such as “Advanced Placement”³⁹ classes, which are accepted as the equivalent of college credit at many institutions, anyone with a high school degree or a GED (a test which grants the equivalent credential) can apply. This results in a level of flexibility that differs from the German system, where individuals must decide at a relatively young age if they will attend university or pursue a trade.

3.2 HIGHER EDUCATION POPULATION

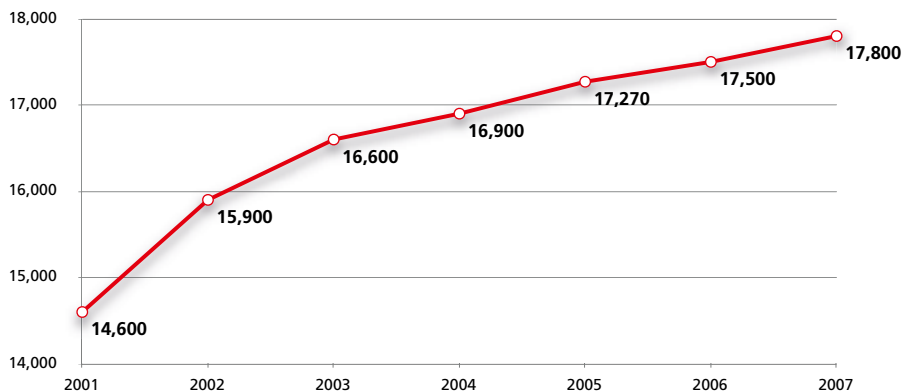
As previously mentioned, there were over 17 million students enrolled in higher education institutions in the US in 2007, the last year for which statistics are available.⁴⁰ This number has increased gradually over the past 10 years. For people ages 18–24, 62% were in the first year of a college degree in 2007.⁴¹

³⁸ US Department of Education, National Center for Education Statistics, *High School Dropout and Completion Rates in the United States: 2007* (NCES 2009-064), (Washington, DC.: US Department of Education, 2009), <http://nces.ed.gov/pubs2009/2009064.pdf>.

³⁹ The College Board administers the Advanced Placement exams in over 30 courses. They state that over 90% of US universities grant credit for students earning a passing grade in the exams (see College Board website: <http://www.collegeboard.com/student/testing/ap/about.html>).

⁴⁰ The World Bank Group, *Ed Stats Data Query*, 2009, <http://ddp-ext.worldbank.org/ext/DDPQQ/member.do?method=getMembers&userid=1&queryId=189>.

⁴¹ *Ibid.*

FIGURE 2: Number of Students Enrolled in US Higher Education Institutions (in thousands)

Source: World Bank⁴²

In the US in 2007, over 60,000 individuals graduated with “advanced research” degrees, mostly from PhD programs.⁴³ Although more advanced degrees were awarded in the US than in any other country, this represents only 1.5% of the relevant age group, versus 2.5% in Germany.⁴⁴ It should be noted that these figures are not directly comparable as there are significant differences in the pathways to a PhD in Germany and the US, as well as the meaning of the degree in terms of societal status and future career options within and outside of academia.

3.2.1 RACE AND ETHNICITY OF STUDENT POPULATION

The percentage of non-white students at universities in the US is increasing more quickly than the general student population, leading to a significant shift in demographics. The NCES reports that the percentage of “minority” students in higher education has increased from 16.1% in 1980 to 33.3% in 2008.⁴⁵ Targeted marketing for Hispanics, in particular, is becoming a key feature of recruiting efforts for US universities, just as it is for companies trying to reach this important market. Materials may be offered in Spanish for non-English-speaking parents, and many universities are working on programs to help native Spanish speakers gain necessary language skills and successfully transition to the university environment. The number

⁴² Ibid.

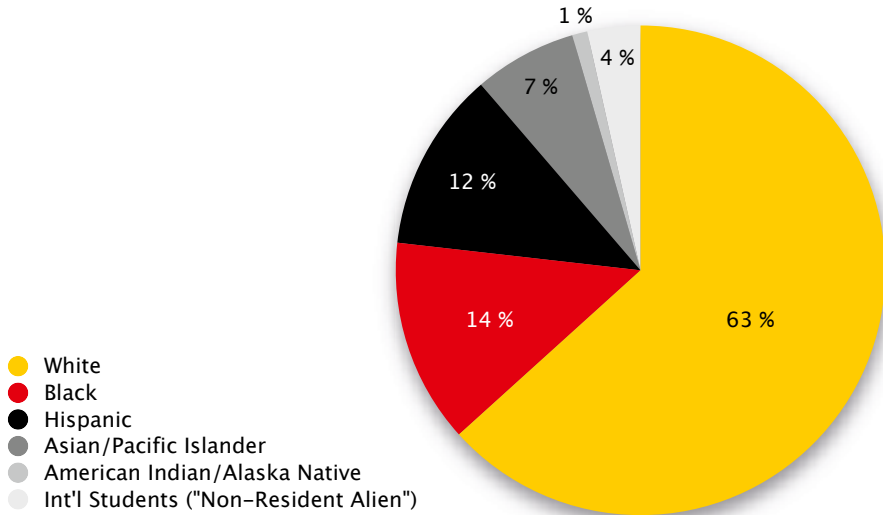
⁴³ UNESCO, *Global Education Digest 2009: Comparing Education Statistics Across the World*, (Montreal: UNESCO Institute for Statistics, 2009), http://www.uis.unesco.org/template/pdf/ged/2009/GED_2009_EN.pdf.

⁴⁴ Ibid., p. 26.

⁴⁵ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2009*, Table 227, http://nces.ed.gov/programs/digest/d09/tables/dt09_227.asp.

of Hispanic students in higher education increased from 782,400 in 1990 to more than 2.27 million in 2008, now representing 11.9% of the total student population.⁴⁶

FIGURE 3: Student Enrollment in Higher Education by Race/Ethnicity, 2008



Source: NCES⁴⁷

3.2.2 INTERNATIONAL STUDENTS IN THE US

In the UNESCO *Global Education Digest 2009*, it was reported that the US hosts 21.3% of the world's "mobile students" or 595,900 students.⁴⁸ According to the Institute of International Education (IIE)'s *Open Doors 2009* report, the number of international students in the US increased in 2008–09 to 671,616, an increase of 8% over the previous year.⁴⁹ The top five sending countries were India, China, South Korea, Canada, and Japan. Germany was #12, with 9,679 students. The top five destinations for international students were California, New York, Texas, Massachusetts, and

⁴⁶ Ibid.

⁴⁷ Ibid.

⁴⁸ UNESCO, *Global Education Digest*, 2009, p. 37, http://www.uis.unesco.org/template/pdf/ged/2009/GED_2009_EN.pdf

⁴⁹ Institute of International Education, "Record Numbers of International Students in U.S. Higher Education," *IIE Network: Open Doors* website, November 16, 2009, <http://opendoors.iienetwork.org/?p=150649>.

Florida, and the top three fields of study are business and management (21%), engineering (18%), and physical and life sciences (9%).

According to a report from the Council of Graduate Schools, "Graduate Enrollment and Degrees: 1998–2008," 82% of first-time graduate students in 2008 were US citizens and permanent residents.⁵⁰ That said, international students tended to study at research-intensive institutions: over 53% of temporary residents were enrolled at research universities classified as having "very high research activities," compared to 31.8% of US citizens and permanent residents.⁵¹ Temporary residents also made up 53% of graduate enrollment in engineering, 46% in the physical sciences, 25% in biological and agricultural sciences, and 23% in business.⁵²

While these numbers are impressive and represent an increase in the absolute number of international students in the US, it also represents a decline from 1999, when roughly 25% of mobile students chose to study in the US.⁵³ It also showcases the relatively small percentage of international students in the overall US higher education population. If we take 17 million as the total number of students, international students would make up roughly 4% of the student population in the US.

There have been predictions that the US will continue to lose "market share" of international students, particularly after numbers dropped quite dramatically with the changes to visa rules in the years following the events on September 11, 2001. Yet, US institutions are countering this trend with increased marketing efforts to international students done on an institutional, regional, and even national basis. The Council of Graduate Schools reported in August 2010 that applications from overseas students were now back to their 2003 levels with an increase in the number of applications of 9% from 2009 to 2010 and an increase of 3% in initial offers of admission to international students.⁵⁴

3.2.3 ATTENDANCE STATUS: FULL AND PART TIME

A significant percentage of students in the US attend university part time due to work or family obligations. Although it is possible for these students to study abroad for short-term or degree programs, it is much less likely than for the full-time students. Part-time status also impacts eligibility for financial aid, including federal loan programs.

⁵⁰ N. Bell, *Graduate Enrollment and Degrees: 1998 to 2008* (Washington, DC: Council of Graduate Schools, 2009), http://www.cgsnet.org/portals/0/pdf/R_ED2008.pdf, p. vii.

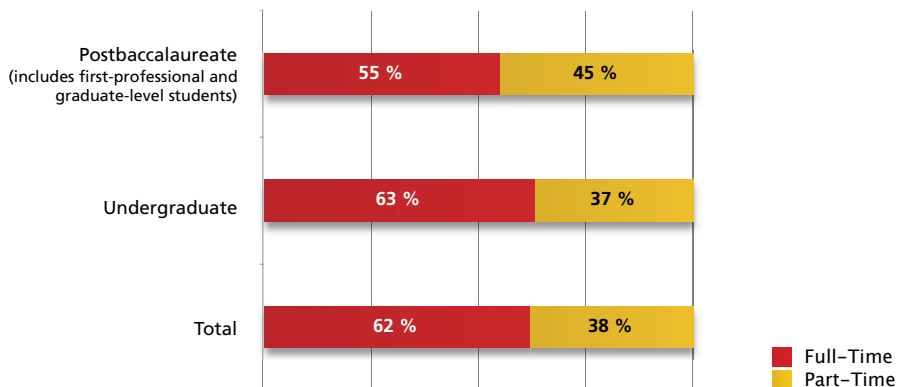
⁵¹ *Ibid.*, p. 9.

⁵² *Ibid.*, p. 9.

⁵³ *Ibid.*, p. 43.

⁵⁴ K. Fischer, "Graduate-Admissions Offers to Foreign Students Bounce Back", *The Chronicle of Higher Education*, August 19, 2010, <http://chronicle.com/article/Graduate-Admissions-Offers-to/123987/>

FIGURE 4: Total Enrollment by Attendance Status at Four-Year Institutions, 2008



Source: NCES⁵⁵

3.3 TYPES OF HIGHER EDUCATION INSTITUTIONS IN THE US

Differences between and within types of institutions in the US are greater than in most countries, which can lead to confusion. For example, although private institutions have incredibly high tuition and many seem to follow private-sector business practices, almost all are nonprofit institutions. At the same time, many “public” universities receive less than half of their total revenues from state governments; only 16% of total revenues for UCLA, for example, come from the state of California.⁵⁶

The modern US research university was modeled closely on Germany’s Humboldtian system, where research and teaching were considered crucial aspects of university life and complementary components of higher education. One common complaint about this model is that tenure structures at research universities may value publication above teaching, and that teaching, frequently conducted by doctoral students and adjunct faculty, may suffer as a result.

It should also be noted that universities are broken down into distinctive administrative units, which may include divisions of graduate or undergraduate education, disciplinary “colleges” or “schools” (such as engineering, agriculture, etc.), a variety of graduate schools (particularly for

⁵⁵ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2009*, Table 194, http://nces.ed.gov/programs/digest/d09/tables/dt09_194.asp.

⁵⁶ University of California, Los Angeles, “How UCLA Is Funded ... And Why It Matters to All of Us,” *UCLA Newsroom*, <http://newsroom.ucla.edu/portal/ucla/budgetmyths1.aspx>.

professional programs such as law, business, and medicine), and “institutes” or “centers” that focus more specifically on research.

3.3.1 PUBLIC, PRIVATE NOT-FOR-PROFIT, AND FOR-PROFIT

universities can be classified as public, private not-for-profit, or private for-profit, depending on how they are governed and their legal structures.

3.3.1.1 PUBLIC

This structure will be most familiar to German universities, although the shift away from public financing has impacted these institutions and led many to pursue fundraising as aggressively as private institutions in recent years. Public university systems often have a “flagship” university that functions as the main hub of research, as well as additional four-year institutions, which may or may not award doctoral degrees, and a community college system that is formally “articulated” into the four-year programs (meaning that students who attend the first two years doing particular courses at a community college will be able to attend the second two at a four-year institution). The mandate is always to serve the needs of the state, so tuition is more expensive for out-of-state students. Approximately 70% of US postsecondary students are at public institutions.⁵⁷

3.3.1.2 PRIVATE NOT-FOR-PROFIT

Private not-for-profit institutions make up another large group of US institutions. Roughly 13% of students are enrolled in institutions in this category, which can vary widely from large research universities to small liberal arts colleges.⁵⁸ These institutions may receive some funding from the state in which they are located, but there is no tuition differential between in-state and out-of-state students. It should also be noted, however, that most private not-for-profit and for-profit institutions are also eligible for federal student loans and grants as well as research funding, which can often lead to more public funding per student than at public universities.

3.3.1.3 FOR-PROFIT

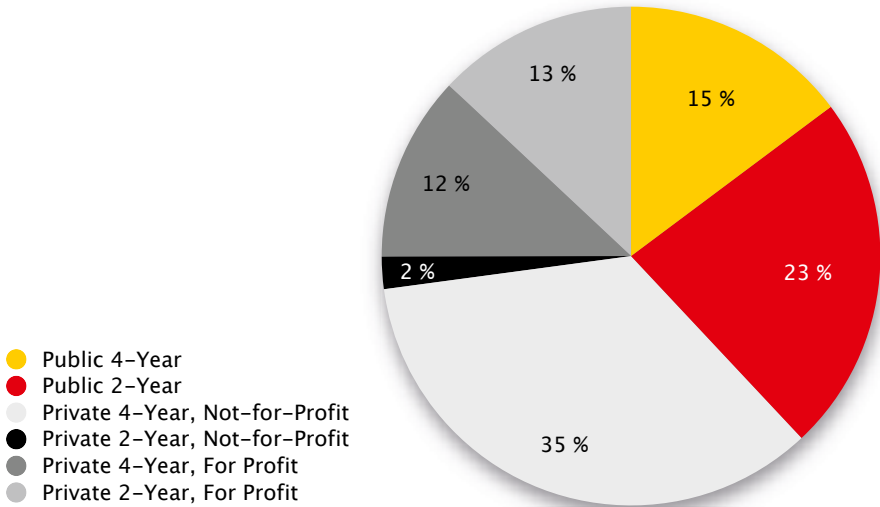
For-profit universities make up a small but quickly growing segment of the US higher education market. The largest and best known of these institutions is probably the University of Phoenix, which, like other for-profits,

⁵⁷ The Chronicle of Higher Education, “College Costs and Financial Aid,” *Almanac of Higher Education 2009-10*, 2009, http://staging3.texterity.com/almanac/almanac200910/?pm=1&zn=161&u1=texterity&sub_id=sYaDNu5lq1Kp&pg=12&z=128.

⁵⁸ *Ibid.*

tends to focus on practical degrees such as business, education, nursing, and information technology.⁵⁹ Around 9% of US students are enrolled at private for-profit institutions.⁶⁰

FIGURE 5: Total Number of Degree-Granting Institutions by Type, 2009



Source: NCES⁶¹

3.3.2 TYPES OF INSTITUTIONS

The Carnegie Endowment has created a comprehensive classification system for universities. Institutions are classified into 35 categories based on factors such as research intensity and types of degrees awarded.⁶² Some of the broader categories or names you might see to describe US institutions include two-year institutions, research universities, and liberal arts colleges.

⁵⁹ University of Phoenix website, <http://www.phoenix.edu>.

⁶⁰ The Chronicle of Higher Education, "College Costs and Financial Aid," *Almanac of Higher Education 2009-10*, 2009, http://staging3.texterity.com/almanac/almanac200910/?pm=1&zn=161&u1=texterity&sub_id=sYaDNu5lq1Kp&pg=12&z=128.

⁶¹ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2009*, http://nces.ed.gov/programs/digest/d09/tables/dt09_265.asp.

⁶² The Carnegie Foundation for the Advancement of Teaching, *Classification Descriptions*, <http://classifications.carnegiefoundation.org/descriptions>.

3.3.2.1 TWO-YEAR INSTITUTIONS (COMMUNITY COLLEGES)

Community colleges are mostly public and offer two-year degrees that can either end in an associate's degree or serve as the first two years of a bachelor's degree. Because of their low cost and (usually) open admissions policies, community colleges are often credited with playing the primary role in reaching nontraditional and underserved students. As college tuition rises, many students are choosing to spend their first two years at a community college and then transfer to a four-year institution. Most states have clearly defined articulation agreements that allow community college students to transfer seamlessly into the university system. Universities, in turn, reserve a number of places for these students.

3.3.2.2 RESEARCH UNIVERSITIES

Most similar in size and scope to the German *Universitäten*, research universities are comprehensive institutions that offer the widest variety of degrees in a large number of disciplines. In 2006, the last year statistics are available, there were 267 universities in the US that offered a doctoral degree in more than three disciplines, yet only 151 awarded more than 50 doctoral degrees a year in at least 15 disciplines.⁶³ Research funding is even more concentrated within the 63 universities (including two Canadian institutions) that belong to the American Association of Universities. These institutions received 58% of all federal funds for research and awarded over half of all doctoral degrees in 2008.⁶⁴

3.3.2.3 LIBERAL ARTS COLLEGES

Some of the oldest and best colleges in the US focus nearly entirely on a specific kind of undergraduate education—the “liberal arts.” These “liberal arts colleges” are very rare outside the US. They are almost overwhelmingly private, rarely enroll more than a few thousand students, and often a place a particular emphasis on campus life.

Liberal arts colleges almost never offer doctoral degrees and do not focus on faculty research. Instead, they focus on the undergraduate experience and emphasize both general education and teaching. Students graduating with BAs from top liberal arts institutions like Williams, Swarthmore, and Amherst will be as competitive on the job market and for places at graduate school as graduates of any doctorate-granting Ivy League institution.

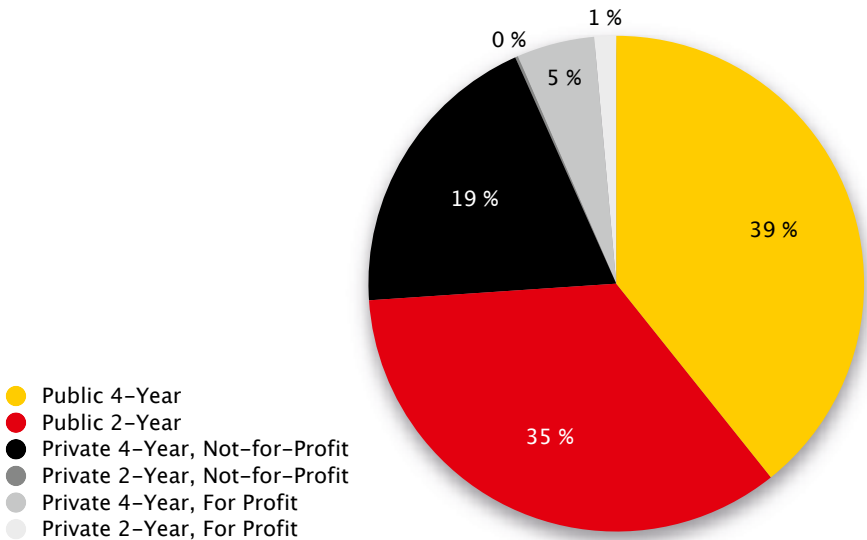
⁶³ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2008*, Table 234, http://nces.ed.gov/programs/digest/d08/tables/dt08_234.asp.

⁶⁴ Association of American Universities, *AAU 2009 Facts and Figures*, retrieved from <http://www.aau.edu/search/default.aspx?searchtext=facts and figures>.

3.3.2.4 FOREIGN PROVIDERS

Very few international institutions are currently based in the US and starting July 1, 2011, foreign institutions operating in the US likely will not be able to receive federal aid for students,⁶⁵ making it even less likely that this situation will change.

FIGURE 6: Student Enrollment by Type of Institution, 2007–08



Source: NCES⁶⁶

3.4 OVERSIGHT AND ACCREDITATION

There is no federal system of accreditation in the US, although the Council for Higher Education Accreditation, a membership organization of over 3,000 colleges and universities,⁶⁷ does officially recognize the accrediting

⁶⁵ *Federal Register*, July 20, 2010, Volume 75, Number 138
<http://www.nasfaa.org/publications/2010/frforeign072110.html>

⁶⁶ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2009*, Table 187, http://nces.ed.gov/programs/digest/d09/tables/dt09_187.asp.

⁶⁷ Council for Higher Education Accreditation, *Council for Higher Education Accreditation... Accreditation Serving the Public Interest*, http://www.chea.org/pdf/chea_glance_2006.pdf, p. 1.

agencies (much as *Akkreditierungsrat* does in Germany). Program/departmental and institutional accreditation are completed by systems of peer review that are organized by region (e.g., Middle States) or field (e.g., ABET for Engineering).

Regional accreditation bodies include:

- **Middle States Commission on Higher Education**
(MSCHE; Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania)
- **New England Association of Schools and Colleges**
(NEASC; Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont)
- **Higher Learning Commission/North Central Association**
(HLC; Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming)
- **Northwest Commission on Colleges and Universities**
(NWCCU; Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington State)
- **Commission on Colleges/Southern Association of Colleges and Schools**
(COC; Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia)
- **Western Association of Schools and Colleges**
(California and Hawaii)

Some new international activities, such as joint and dual degree programs, can be challenging to accreditors. Branch campuses, for example, are often difficult for US institutions to set up because of their potential impact on accreditation. Because US institutions must ensure that their activities will not affect the accreditation status of either the entire institution or individual programs, setting up programs and activities abroad can be particularly time-consuming and costly. US accrediting bodies often require significant oversight in overseas activities including hiring, training, and quality assurance mechanisms.

One additional trend to note in this field is the growing number of international institutions seeking out accreditation from US accreditation bodies. This is particularly true in fields such as business and engineering where the potential benefits of having that “stamp of approval” in terms of student and faculty recruitment outweigh the costs of obtaining and maintaining the status.

3.5 IMPORTANT HIGHER EDUCATION ORGANIZATIONS

Because the US has such a large and diverse higher education system, there are essentially no organizations that have a mandate to speak for the whole system. Instead, there are nationwide professional associations that bring together people in similar functions at universities, serving to build networks for the exchange of information as well as fulfilling a lobbying function.

3.5.1 THE “BIG SIX”

The **American Council on Education** (ACE) is the primary umbrella organization for higher education in the US. It conducts lobbying activities and research and convenes the “Washington Higher Education Secretariat,” where representatives from 45 national higher education associations meet regularly.

ACE is also considered one of the “Big Six” organizations that serve as platforms for university and college presidents and represent the major sectors of US higher education. Some institutions may be represented in multiple organizations. The organizations are all based in Washington, DC, due to their “federal relations” or lobbying mandate and include, in addition to ACE:

- **Association of American Universities**
(AAU; representing research universities)
- **Association of Public and Land-grant Universities**
(APLU; representing public institutions, including public research universities. Formerly National Association of State Universities and Land-Grant Colleges [NASULGC])
- **National Association of Independent Colleges and Universities**
(NAICU; representing private institutions)
- **American Association of State Colleges and Universities**
(AASCU; representing public universities)
- **American Association of Community Colleges**
(AACC; representing community colleges)

SPOTLIGHT ON STUDENT HOUSING



A significant number of students live on campus for all or part of their studies at many four-year institutions in the US. Many campuses make staying in student dormitories (“dorms”) mandatory for the first or second years of the bachelor’s degree, creating strong ties between students and placing the focus of their lives directly on campus. Because many dorms lack kitchen facilities, students are often also required to purchase a “meal plan” that allows them to eat at the cafeterias or sometimes local restaurants. The photo above shows a typical dorm room for undergraduates. These are almost always shared spaces that may have bunk beds and a desk. During the economic boom of the early 2000s, universities created luxury dormitory accommodations for undergraduate and graduate students who were willing to pay more for comforts similar to those available in modern apartment buildings.

3.5.2 PROFESSIONAL ASSOCIATIONS

Many of the professional associations for higher education in the US can be helpful resources for learning about best practices, exchanging information, and helping recruit students and/or faculty. Important professional associations that German universities should be aware of include **American Council on the Teaching of Foreign Languages (ACTFL)**, **American Association of Collegiate Registrars and Admissions Officers (AACRAO)**, **Council for Advancement and Support of Education (CASE**, which also has regional branches, including CASE Europe), and **National Association of Fellowship Advisors (NAFA)**.

The **Council of Higher Education Management Associations (CHEMA)** is an umbrella organization that includes professional associations representing everything from university auditors to university real estate officials to the people running college stores or recreational sports leagues. Their membership list is a good place to see if a professional association exists in any particular area.

3.5.3 DISCIPLINARY ASSOCIATIONS

Nearly every field from archaeology to zoology has a corresponding professional association, and these may be helpful beyond their traditional function of helping their members publish new findings. Many major disciplinary associations based in the US (e.g., the American Chemical Society, American Society of Mechanical Engineers) are looking at ways to become more engaged with their international counterparts or to help their members with international goals. At the same time, these organizations are often so large that they, for all intents and purposes, serve as the global representation of a discipline. They often put out non-research related publications targeted at students and/or faculty that can be great places to get the word out about new study abroad or degree programs.

Two disciplinary associations that may be particularly helpful from the German point of view are the **American Association of Teachers of German** (AATG) and the **German Studies Association** (GSA).

3.5.4 INTERNATIONAL EDUCATION ORGANIZATIONS

US-based organizations that work specifically in the field of international education include:

- **Alliance for International Educational and Cultural Exchange**
(The Alliance; the lobbying arm of the international education community)
- **Association of International Education Administrators**
(AIEA; representing senior international officers)
- **The Forum on Education Abroad**
(The Forum; working primarily on quality assurance issues and encouraging research in international education)
- **Institute of International Education**
(IIE; while they are headquartered in New York City and administer some of the largest US government programs for international exchange including the Fulbright program, IIE works globally and represents no single national interest)
- **NAFSA: Association of International Educators**
(an international organization with a large US membership that represents all functions in international education, from study abroad advisor to senior international officer)

The **International Engineering Colloquium** is not an organization per se, but an annual meeting of people working in international education in engineering departments and schools. The **Council on International Educational Exchange** (CIEE) is a nonprofit program provider that also

produces research on international education, hosts an annual meeting, and was one of the founders of the Association for Studies in International Education.

3.5.5 GERMAN HIGHER EDUCATION ORGANIZATIONS IN THE US

New York City is a hub of activity for German higher education and research, with many key organizations located in the “German House” at 871 United Nations Plaza, the home of the German Mission to the United Nations and the German Consulate.

Organizations in the German House include:

- The **German Academic Exchange Service (DAAD)** has its North American headquarters at the German House and a branch office in San Francisco (as well as one in Toronto). In addition to administering scholarship and grant programs for all academic levels, DAAD is responsible for marketing German higher education in the US. The New York office produces two weekly electronic newsletters: *News From DAAD New York* (which goes out to a large mailing list of individuals at US universities and DAAD alumni—and includes low-cost advertising opportunities) and *DAAD Nordamerika Nachrichten* (which covers major news and trends in US higher education).
- The **German Research Foundation (DFG)** has offices in the German House and in Washington, DC. Its mission in the US focuses on outreach and networking with potential and current DFG grantees, partner organizations and universities in the US, as well as DFG alumni.
- The **German Center for Research and Innovation (GCRI; *Deutsches Wissenschafts- und Innovationshaus*)** was launched in 2010 to take advantage of this natural hub of activity. GCRI showcases German higher education and research through public and private events and encourages dialogue and collaboration between German and US partners. The organization cofinances a wide variety of events that serve its mission, including lectures, symposia, and discussions.
- **University Liaison Offices** representing 27 German universities in individual or consortial offices in 2010 included:
 - **Consortium of the Ruhr Universities (ConRuhr)**
 - **German University Alliance (Freie Universität Berlin and Ludwig-Maximilians-Universität München)**
 - **Heidelberg University Association**
 - **Hessen Universities Consortium**

- **RWTH Aachen University**
- **UAS7 (seven universities of applied sciences)**
- **University of Cologne**

CDS International, in New York City, administers many fellowship and trainee programs to Germany including the Congress-Bundestag Youth Exchange (CBYX) for Young Professionals and the Robert Bosch Foundation Fellowship Program. They also serve as the J-1 visa sponsor for many German students who come to the US for internships.

American Friends of the Alexander von Humboldt Foundation, headquartered in Washington, DC, promotes academic cooperation between German and American scientists and serves as the alumni organization for Humboldtians in the US.



Source: flickr/m00by

Having a basic understanding of US higher education administration is important for any existing or potential collaborations. A specific initiative may begin with a relationship between faculty members at a German and US institution, but may eventually require “buy-in” from different parts of the university administration. This process can vary greatly depending on the activity proposed, but also between institutions and even individual departments. Also, the terminology of various positions and governing bodies can vary, leading to additional potential confusion.

4.1 GOVERNING BOARDS

Although private and public institutions have some significant differences in how they are governed, they share many of the same characteristics. They both have some form of “governing board,” which may be called the board of trustees, board of governors, or board of regents. The board is the ultimate authority over the institution in most key areas, including appointing the university president and overseeing. At public institutions, board members are often political appointees, but both usually also have prominent “citizens” drawn from the ranks of alumni, the business world, and other sectors. The Association of Governing Boards of Universities and Colleges is a membership organization that, according to its mission, seeks “to strengthen and protect this country’s unique form of institutional governance through its research, services, and advocacy.”

4.2 SENIOR ADMINISTRATION

4.2.1 PRESIDENT (CHIEF EXECUTIVE OFFICER)

One of the primary differences in governance between US and German institutions is that in the US, the board selects the chief executive officer (who usually holds the title of president or chancellor) and oversees that person's performance. The president or chief executive officer of a university oversees academic and administrative affairs, serves as the liaison to the board and the community, and, very importantly in the US, has primary responsibility for fundraising. The critical fundraising role of the university president has been one of the primary arguments in favor of increasingly high salary and benefits packages. As with the search for many other senior management positions at US universities, a search committee made up of representatives of the various stakeholders within the university is usually convened to recruit and interview potential candidates; there are also professional search companies that offer specialized recruitment services to universities. The average pay for a university president at a public university was \$436,111 in 2008–09 and presidents at private institutions can earn significantly more.⁶⁸ There is no standard term of office for the chief executive officer, and some remain in their positions for decades.

4.2.2 CHIEF ACADEMIC OFFICER

The chief academic officer, usually known as the provost or (executive) vice president of academic affairs, is often recruited from an external institution and is appointed by the president and the board. The various academic deans (see below) usually report directly to the chief academic officer. Approval from the chief academic officer is one of the first steps to forming a new study program.

4.2.3 CHIEF FINANCIAL AND OPERATING OFFICERS

The chief financial officer (CFO), often known as the executive vice president, reports to the president and is responsible for administering the budget. Universities may also have a chief operating officer (COO) responsible for key aspects of administration.

⁶⁸ M. López-Rivera, "Paychecks Stagnate for Presidents of Many Public Universities," *The Chronicle of Higher Education*, January 18, 2010, <http://chronicle.com/article/Pay-Stagnates-for-Many/63546/>.

4.2.4 VICE PRESIDENTS

Rounding out the senior management are vice presidents responsible for portfolios such as Administration, Research, Facilities, External Affairs, Campus Services, Community Affairs, Finance, Student Affairs, Graduate Education, Technology, University Advancement, International Affairs, Diversity, Health Affairs, General Counsel (Legal Affairs), and Alumni Relations, etc. Titles can vary across institutions and these areas are combined within one position such as External Relations and Community Relations or University Advancement and Alumni Relations.

4.3 ACADEMIC GOVERNANCE AND ADMINISTRATION

4.3.1 ACADEMIC SENATE AND FACULTY

Elected by the faculty itself, the academic senate represents the faculty at the university-wide level. Although the faculty plays a key role in questions regarding content and structure of degree programs and decisions on tenure and sabbatical, some observers feel that the role of the faculty in university decision-making has been shrinking along with the adoption of a more “businesslike” approach. Deans are the heads of academic sub-units such as schools or colleges, while each department generally has a department head or chair.

The ratio of tenured or even full-time faculty members to part-time faculty members in the US has been steadily decreasing as universities try to minimize costs and gain flexibility. As stated above, there are now nearly as many part-time faculty as full-time faculty at US institutions.⁶⁹ Some universities incorporate part-time or adjunct faculty in committees and other governing bodies, particularly at institutions where adjunct faculty are unionized.

Professors in the US come up through a relatively structured system of promotion from assistant to associate to tenured professor. Advancement is based on a variety of criteria, depending on the institution, from number and quality of publications to student reviews of teaching.

Although tenured positions are increasingly uncommon, junior faculty can be hired into positions that are designated “tenure track.” After a number of years (usually around five), the person’s research and teaching record would be evaluated and a decision would be made to grant or deny tenure. If tenure is denied, the individual can seek a position at a different and possibly less-prestigious institution. For many of the top US universities,

⁶⁹ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2008*, Table 245, http://nces.ed.gov/programs/digest/d09/tables/dt09_245.asp?referrer=report.

being in a tenure-track position is far from a guarantee of tenure and only a very small percentage of faculty are granted tenure in this way. It is often more common to hire more experienced academics from other institutions directly into tenured positions.

4.3.2 ACADEMIC UNITS: DEPARTMENTS, GRADUATE SCHOOLS, UNDERGRADUATE COLLEGE

Much of the activity around education and research takes place in the departments, which organize undergraduate and graduate education by field. Departmental academic advisors make sure that students select courses that meet both the major requirements as well as any general education requirements. For students who want to earn credit for their major while abroad, the department is a key “gatekeeper” in the choice of program, as department representatives will need to see and approve courses in advance.

The “graduate school” and “undergraduate college” are administrative structures that organize activities, such as admissions, study abroad, and on campus activities, that may cross departmental boundaries. Schools or colleges usually also organize and administer any courses that are required across disciplines. This is particularly true for general education requirements for undergraduates, but may also include training sessions for graduate students in such topics as presentation skills and writing grant applications.

Professional schools that lead to employment rather than positions in academia (e.g., Business, Medicine, Law, Nursing, and Education) are usually separate entities that primarily serve a graduate population and may or may not share administrative services with the graduate school. As in Germany and elsewhere, administrative structures on a faculty, school, or departmental level may duplicate their efforts as they attempt to supplement centralized offerings with services more adapted to their specific populations.

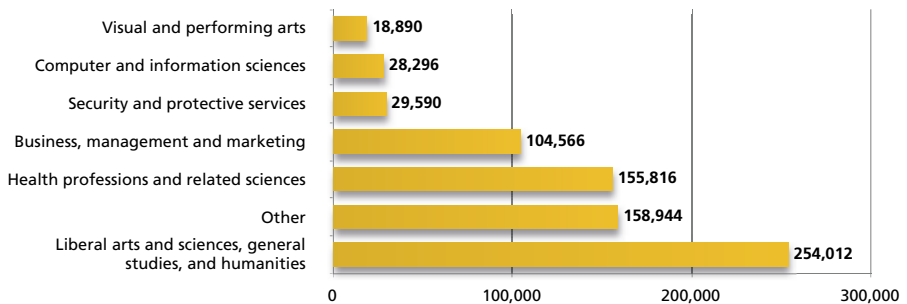
4.4 STUDENTS

Student interests are represented by an elected student government organization. There are also generally places for students on the governing board and in other internal structures.

5.1 OVERVIEW

An associate's degree generally takes four semesters and is the primary degree awarded at community colleges. There is no equivalent in Germany for this degree and it would not normally be recognized as an "academic" degree. If they plan to transfer to a four-year institution, students select a degree that includes general education requirements, such as an Associate of Arts (AA) or Associate of Science (AS), and if they plan to enter the workforce, students may earn a "professional" degree that is sufficient for employment in certain fields. In 2007–08, degree-granting two-year institutions enrolled 6.6 million students, and two-year and four-year institutions awarded 750,164 associate's degrees.⁷⁰

FIGURE 7: Number of Associate's Degrees Awarded by Field of Study, 2007–08



Source: NCES⁷¹

5.2 STUDY ABROAD

There is a lot of discussion currently in the US about how to create study abroad opportunities for "nontraditional" (discipline, socioeconomic background, gender, disabilities, race/ethnicity, etc.) student populations, and much of this centers on how to bring study abroad to two-year institutions. The hurdles to overcome for study abroad are typically higher for associate's degree students than for other college and university students: their degrees are short, many attend school part time because they have work and/or family obligations, and they may have chosen a community college in large part for financial reasons, indicating that they lack disposable income.

⁷⁰ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2009*, Table 187, http://nces.ed.gov/programs/digest/d09/tables/dt09_187.asp.

⁷¹ *Ibid.*, Table 269, http://nces.ed.gov/programs/digest/d09/tables/dt09_269.asp.

Additionally, although there are clear articulation agreements between many two-year institutions and four-year institutions in the same state, the German higher education system does not have a formal policy of recognizing this degree as the equivalent of the first two years (or even one year) of a bachelor's degree. This can also make it challenging to create bilateral exchange programs, determine placement for US students, and even to admit or enroll them into full degree or study abroad programs.

That said, this is a large and growing segment of the US higher education market. German universities in Germany that can find ways to provide meaningful study abroad experiences for this market may be able to tap into an additional student body, as well as new funding sources from US organizations and institutions that are interested in seeing this population go abroad.

5.3 RECRUITING

There is no real equivalent to the associate's degree in Germany, but this is a potentially interesting market for recruiting bachelor's students. If universities can either recognize these two years as sufficient to entry into the German higher education system or work on their own articulation agreements with state community college systems, there may be an opportunity to attract some of the more mobile and talented students in the system.



Source: Ausserhofer/Himsel/DAAD

6.1 OVERVIEW

According to NCES, 1,525,000 bachelor's degrees were awarded in 2006–07. The most common degrees are the Bachelor of Arts (BA) and the Bachelor of Science (BS).

A bachelor's degree is normally structured to take four academic years, although students with enough Advanced Placement (AP) credits may complete their degrees earlier and there is some movement with in the US to create three-year degrees. Approximately 57% of full-time students complete a bachelor's degree within six years at the institution where they began their studies, according to the latest statistics by NCES.⁷² There are a variety of reasons for this, but one of the major differences to Germany is that students do not choose a major until the second or even third year—and have significant “general education” requirements. After taking a variety of courses to determine which subject to major in, a student may be facing another three years of degree requirements. Students may also take time out to work or for personal reasons.

College Board also reports that for students who started in 1999–2000, those who studied at public four-year institutions took an average of 6.2 years to earn a bachelor's degree and those at private four-year institutions took 5.3 years.⁷³ Completion rates are highest at private not-for-profit insti-

⁷² US Department of Education, National Center for Education Statistics, *Fast Facts*, <http://nces.ed.gov/fastfacts/display.asp?id=40>.

⁷³ College Board, “Tuition Increases Continue to Slow at Public Colleges According to the College Board’s 2006 Reports on College Pricing and Financial Aid,” *College Board* website October 24, 2006, <http://www.collegeboard.com/press/releases/150634.html>.

tutions and lowest at for-profit institutions.⁷⁴ Some US universities are also looking at ways to have students study year-round to complete a degree within three years as a way to deal with rising costs of tuition.

The bachelor's degree has a unique role in US higher education, as nearly everyone (including future lawyers, doctors, and other professionals) receives a bachelor's degree as the first degree. Students are normally not required to choose their majors until their sophomore (second) year or later, and that degree typically contains these general education components that are not related directly to the major.

6.1.1 ADMISSIONS PROCESS

As mentioned above, the general high school degree (or its test equivalent, the GED) is the primary qualification for university study. Every student graduating from public or private high school in the US has this qualification.

Some universities have “open admissions,” which means they admit any student with this basic qualification, but the majority have some form of admissions process to select students who will most likely be successful at the institution—and to build a cohort/graduating class that reflects the values of the institution. This may mean that special care and attention is put towards geographic, racial, ethnic, and other forms of diversity. Students rarely are asked to select their majors before entering university, but they do indicate what they think they will study, which can help the university distribute new students across disciplines as well. Different universities may have different entry requirements, both in terms of grades and in terms of subjects that a student needs to have covered at the high school level.

6.1.1.1 STANDARDIZED TESTS

Most universities require some form of standardized test for admissions. The most popular of these is the College Board–administered Standardized Admissions Test (SAT). The other test, used primarily in the Midwest and West, is the ACT (originally an acronym for American College Testing) test. Both tests are meant to provide some form of information that can be compared across students coming from diverse high school programs, but they have always been criticized for favoring students who are simply good at taking these kinds of tests—as well as students who can afford expensive, and often effective, tutoring.

⁷⁴ US Department of Education, National Center for Education Statistics. *Fast Facts*, <http://nces.ed.gov/fastfacts/display.asp?id=40>.

6.1.1.2 ADMISSIONS CRITERIA

While grades (reported as the “grade point average” or GPA) and standardized test scores often establish a baseline for admissions, meaning that students below a certain level of one or both will not be admitted, they are not viewed in isolation. Other criteria for admissions, beyond the diversity concerns mentioned above, generally include recommendation letters from teachers, interviews, an essay or personal statement, community service (volunteering), and participation in high school activities such as sports, student government, and music. There is usually also some bias towards children of alumni and, reportedly, children of wealthy individuals who the university hopes will contribute financially to the institution.

6.1.1.3 APPLICATION TIMELINE

Students do most of their research for bachelor’s degree programs through advisors at their high school, the Internet, or by speaking with teachers, peers, and family. This research generally begins at least a year in advance of the application deadlines, so roughly one-and-a-half years before a program begins.

Some students in the US will apply in the fall before their first year for “early decision” programs that allow them to receive early notification of their acceptance, but most students apply in January and the unofficial deadline in the US for students to make a decision—and send their down-payments—is May 1.

In order to compete with offers from US institutions, universities in Germany would need to both move up their deadlines as well as plan carefully for the important time period between when a student receives an acceptance letter and when he or she makes the decision. In the US, this is where some of the most important and compelling marketing efforts take place, such as calls from existing students, campus visits, other events, etc.

6.1.2 MAJORS AND GENERAL EDUCATION

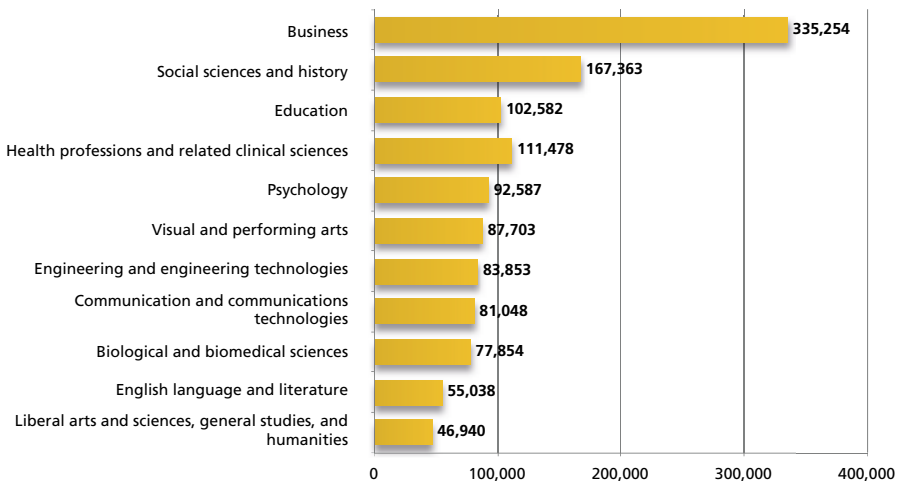
Students must fulfill some form of general education requirements and have at least one academic major. Minors and dual majors are not uncommon. Future doctors, dentists, or veterinarians generally follow some form of “pre-med” requirements that must be fulfilled in addition to those of their academic majors. These will help students gain entry into veterinary or medical programs, which, in the US, are only offered at the graduate level. Relatively inflexible curriculum requirements, particularly in the natural sciences and engineering, are among the primary barriers to study abroad for undergraduate students in the US. While there are also “pre-law” programs and future lawyers tend to major in subjects like political science, law schools welcome applications from students with a wide variety of disciplinary backgrounds.

It is not impossible to switch from one field to another after the bachelor's degree and the choice of a particular undergraduate degree will, in many cases, not restrict students to any particular career track or further graduate studies. A student receiving a BA in Russian literature, for example, may have the same shot at an entry-level job at McKinsey & Company or Goldman Sachs as the student with a BA in economics; both will also be expected to stay for only a couple of years before earning an MBA and coming back in a more senior position. A student with a BA in political science, for example, may be admitted to a PhD program in economics with some additional coursework requirements.

While there is still a strong and growing tendency in the US to major in subjects that will directly lead to future employment or admission into professional programs, this relative flexibility in the system leads to US students having a sense that the choice of bachelor's program or major is less important than German students do. This sense of the bachelor's degree being the time where skills such as critical thinking, writing, and problem-solving are developed more than a real expertise in one field is somewhat built into the US philosophy of liberal arts and the importance of general education.

The following figure illustrates the distribution of fields of study or academic major:⁷⁵

FIGURE 8: Number of Bachelor's Degrees Awarded by Field of Study, 2007–08



Source: NCES⁷⁶

⁷⁵ US Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2009*, Table 271, http://nces.ed.gov/programs/digest/d09/tables/dt09_271.asp.

⁷⁶ *Ibid.*

6.2 STUDY ABROAD

When US institutions think about “study abroad,” it is almost always in the context of the bachelor’s degree. In particular, as mentioned above, the administrative structures that support study abroad, such as the study abroad office, are often charged with exclusively serving the undergraduate population for a variety of administrative reasons.

The section on “Trends in US Study Abroad” (see p. 67) provides a more comprehensive overview of study abroad in the US, but some of the primary trends related to the bachelor’s degree include:

- Continued shift to short-term programs of six weeks or less;
- More diverse degrees represented, particularly an emphasis on increasing study abroad for students in the sciences and engineering;
- An emphasis on less traditional destinations;
- Shift from smaller bilateral exchange programs to sending larger numbers on a university’s own programs abroad or with third-party providers; and
- Integrated study abroad programs such as joint and dual degrees (although this is still quite rare at the bachelor’s level).
- Research internships abroad are quickly growing in popularity as they capitalize on two major trends at universities to promote undergraduate research as well as study abroad – and give students the sense that they can add important international experience to their resumes and try out high-level research before committing to a PhD. The quick growth of DAAD’s RISE (Research Internships in Science and Engineering) program has been observed and is now being emulated in bilateral relations, within consortia, and by other scholarship-granting organizations.

6.3 RECRUITING US STUDENTS FOR BACHELOR’S DEGREES IN GERMANY

Aside from students at the three high schools in the US that offer the German *Abitur*, there is likely to be a very small market for US students wishing to complete an entire bachelor’s degree in Germany. This may change as more bachelor’s degrees in Germany are offered in English and as the cost of a US bachelor’s continues to rise.

In addition to potential language difficulties in Germany, information about how to apply to a German university can be confusing to people from outside the system. US students often face real hurdles when attempting to

ask questions about how apply with their AP credits or the length and duration of a *Studienkolleg*, for example. Additionally, since US students are not able to take out loans in Germany until residency is established, a bachelor's degree in Germany may be out of financial reach, even for programs charging little or no tuition.

In order to successfully recruit US students to bachelor's degree programs, German universities should have clear and comprehensive information about specific programs and the admissions process on their websites. Nearly every international student will visit the website at some point, so this is the most important source of information. Some topics that should be clearly outlined include:

- How or if AP credits are handled in the admissions process;
- Additional entry requirements such as courses in particular subjects such as mathematics or science;
- What level of language ability is required and which, if any, programs are offered in English;
- Duration and cost of potential preparatory courses such as a *Studienkolleg*;
- Duration and cost of bachelor's degree programs;
- Scholarship information (DAAD, Fulbright, etc.) and loan information, if relevant;
- Information about housing (including price and availability of student dorms or other forms of assistance);
- Application deadlines and process; and
- Contact information that will lead them to someone who can answer questions in English.



Source: Wikimedia

The master's degree generally lasts two academic years, or four semesters, and is often pursued part time. Depending on the field, there may be an internship or thesis component, although these are often optional. The focus of the degree is the coursework, and the amount of flexibility available to students in their choice of courses varies widely from program to program and between disciplines. The lack of curricular flexibility in many programs is one of the primary hindrances to study abroad at this level.

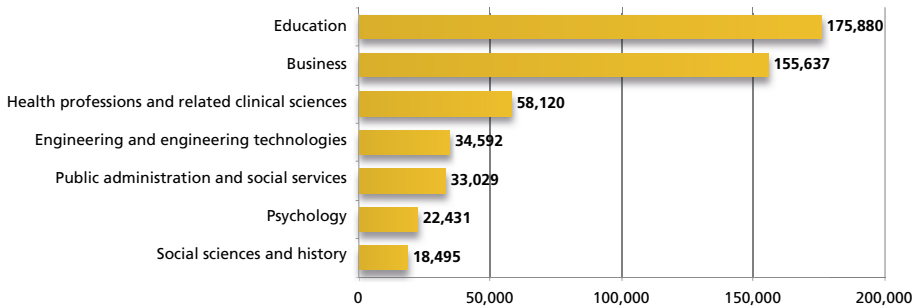
The primary difference between master's degrees in the US and Germany is that there are almost no "research" master's degrees in the US; there are almost exclusively "terminal" or "professional" degrees. This means that the master's degree is meant to be preparation for employment, and does not lead to additional advanced degrees, with few exceptions.

Because of the close link between the master's degree and employment, this is also an area where many universities seek the highest "profits," rarely giving any form of institutional financial aid and often charging the highest rates of tuition. For some fields and degrees, particularly the Master of Business Administration (MBA), an employer will contribute directly to the costs of the degree in exchange for a commitment from the employee to work a number of years after the degree.

7.1 OVERVIEW

Of the 625,000 master's degrees awarded in 2007–08, the most popular fields were education and business.⁷⁷ Reflecting the demands of the employment market and/or requirements for certification, the next most popular were in the fields of health, engineering, and psychology. This chart, unfortunately, reflects the very small number of US students who would be able to apply to a doctoral program in Germany on the basis of already having a master's degree in a related research field.

FIGURE 9: Number of Master's Degrees Conferred by Field of Study, 2007–08



Source: NCES⁷⁸

7.1.1 ADMISSIONS

General or subject-specific standardized tests, plus grades, recommendation letters, and other criteria determine the admissions procedures for master's programs. Some of the most common standardized tests are the general and subject-specific Graduate Records Examinations (GREs) administered by ETS (Educational Testing Services).⁷⁹ The GMAT is the standard test for business schools. The application deadlines are generally in December or January, and students will receive notice of admission by April—and have to submit their decisions in May. Some universities offer combined five-year bachelor's/master's degrees (similar to the former *Diplom* or *Magister* in Germany) in a small number of fields for students who know early on that they want to continue on to the master's degree.

It may be interesting to note that there is some flexibility for students who did not pursue a bachelor's degree in the field in which they want to do

⁷⁷ *Ibid.*, Table 272, http://nces.ed.gov/programs/digest/d09/tables/dt09_272.asp.

⁷⁸ *Ibid.*

⁷⁹ Educational Testing Service, *GRE Test*, <http://www.ets.org/gre/>.

their master's degree. Some programs offer summer intensive courses that allow students to complete qualifying coursework, and others may admit students from a broad range of fields. Because many students will have gained work experience before applying to the master's program, they may have shifted from their initial field of study into other interests.

7.1.2 JOINT AND DUAL DEGREE PROGRAMS

While study abroad (beyond a very short program) at the master's level occurs relatively infrequently, there is a growing interest in joint and dual degree programs in the US, fueled, in part, by the Atlantis Program, co-sponsored by the European Union and the Fund for the Improvement of Post-Secondary Education (FIPSE) in the US. The Council of Graduate Schools (CGS) recently reported that 65% of US universities already had established joint or dual degree programs with international universities, and a further 44% planned to establish them.⁸⁰

7.2 STUDY ABROAD

Although professional master's degrees are often pursued part time by students who are currently employed, they are the equivalent of two years of full-time coursework. Individual study abroad is rarely an option for master's students and structured programs are generally administered at the level of the individual program or department rather than from the study abroad office. Because of the short nature of the degree and the strict curriculum requirements, anything other than very short programs (generally faculty-led programs) or fully integrated programs (such as joint or dual degree programs), study abroad can be difficult to incorporate into a master's degree.

One of the additional challenges to longer-term study abroad is the on-campus recruitment process, which takes place during the first semester of the second year for many programs. The number and quality of firms or organizations that regularly come to campus to give information sessions and hold interviews is often an important factor for students deciding between master's programs, and this will not be something they will be willing to miss. Additionally, many larger companies, particularly in banking and consulting, have specific recruiting procedures for master's students, and missing one recruiting cycle may put a student out of the running for an entire year.

⁸⁰ D. Denecke, "Dual and Joint Degrees: A Workshop," (presentation, CGS 48th Annual Meeting, Washington, DC, December 3, 2008), http://www.cgsnet.org/portals/0/pdf/mtg_am08Denecke.pdf, p. 4.

As mentioned above, the most promising area for “study abroad” in master’s programs would seem to be the creation of fully integrated international experiences, mostly in the form of joint and dual degree programs. In the case of some programs, it may be appropriate to require a semester abroad designed to guarantee that students do not need to worry about prolonging time to degree or missing important recruiting opportunities; in fact, this could even be an important differentiating factor for a program.

7.3 RECRUITING US STUDENTS FOR MASTER’S DEGREES IN GERMANY

One of the most promising areas for recruitment from the US to degree programs at German universities is the master’s degree. Universities across Germany are quickly developing English-language master’s programs. German universities have also followed the example of British universities and designed some attractive programs at the master’s level that open access to interesting career options in growing fields such as environmental studies or sub-fields of engineering, law, and business. Because these programs tend to be relatively small, they often offer more one-on-one assistance to both applicants and current students. Many programs also integrate options that are very attractive to US students such as integrated study abroad, joint or dual degrees, and internships.

The number of US students attending master’s degree programs in Germany is still quite small and there is room for growth. The primary challenges seem to be a general lack of international mobility for higher education among the US population, lack of awareness of these offerings (that is slowly shifting), lack of suitable loan and finance options, and, as with all new programs, questions about the quality of the programs as well as the future employability of graduates.

7.3.1 “SELLING POINTS” FOR MASTER’S DEGREES IN GERMANY

The arguments that seem to be the most powerful for US students considering master’s degrees in Germany are the following:

- **Value Proposition** The master’s degree, generally a terminal degree in the US, is viewed as a standalone degree that primarily prepares a student for better employment options. Because there are rarely scholarships in the US for master’s degrees, they can entail a large investment of time and money. The low cost of most programs in Germany, along with the generally acknowledged quality of higher education in Germany, may make a master’s degree there an attractive option.

- **Alternative to Study Abroad** A master's degree lasts only two years and is a structured program that is easy to understand. For students who either studied abroad as undergraduates or who were not able to study abroad, this can be an opportunity to strengthen language abilities and deepen ties to Germany or to get new international experience that will also help their resumes. The master's is not intimidating, because the requirements are usually clear and English-language master's programs offer the possibility of learning some German without the necessity of speaking advanced German prior to entry.
- **Access to German and European Job Market** Since the master's degree is often tied directly to future employment; students who want to differentiate their resume for jobs anywhere in the world may find an international master's degree attractive. In fields where Germany is a global leader, there is clearly a strong draw to come to Germany for the actual training as well as the impact on future employability. Equally important, students who want to enter the German or European job market may see a master's as the best way to gain an easily recognized degree and access to a professional network. For fields where this is the case (particularly business), it is important to emphasize internships, connections with well-known firms, and information about where graduates have gone to work.
- **Stepping-stone to PhD** There is essentially no option in the US to "try out" advanced academic research the way you can in a research master's. Students apply and are accepted to the entire PhD program, which also represents a six- to eight-year commitment. They only graduate with a master's degree if they drop out after their coursework is completed in two years, which is not always an easy process. If a student is not quite sure if he or she would like to end with a master's or go on to a PhD, applying for a research master's in Germany can be an attractive, low-cost option. The one caveat to this option is that the coursework completed in Germany (or even at another US university) will rarely be accepted for credit toward a PhD in the US.

7.3.2 RECRUITING TOOLS AND STRATEGIES

Because, again, nearly every prospective student will visit the **program website**, it is important that online information be presented in a clear and compelling manner. The information given should be much the same as with the bachelor's degree (see above), but it is perhaps even more important to emphasize the career pathways after graduation—whether the program leads into a PhD or to employment.

Students in the US tend to work for one or two years before they begin a master's program, so it can be more difficult to reach them. There are **graduate school fairs** on campuses held in the fall, and universities see providing information about other graduate programs as an integral part of the service they provide for their students. More information about these fairs is provided in Section 11.3.4 (see below).

Students may also look at **online directories** for graduate programs. Listing programs is almost always free, and this is one area where paying for targeted advertising might make sense. MastersPortal.eu reported in December 2009 that it received over 45,000 visits from people in the US and Canada per month (nearly 33,000 from the US alone)—and this is an audience looking specifically for master's degrees in Europe. Gradschools.com is another popular US-based directory of graduate programs.

Reaching out to potential **students who have already lived in Germany** also makes a lot of sense. Spending some time to find out which universities send undergraduate students to Germany in fields that relate to the master's degree can yield multiple benefits. Short programs can be created for undergraduates while they are in Germany to get them interested in returning for a master's degree. The various alumni organizations for scholarship programs to Germany may have ways to reach their alumni. Alumniportal-Deutschland.org is an online community for anyone who has studied, worked, or researched in Germany.⁸¹

⁸¹ In the interest of full disclosure, the author has served as a consultant to Alumniportal Deutschland.



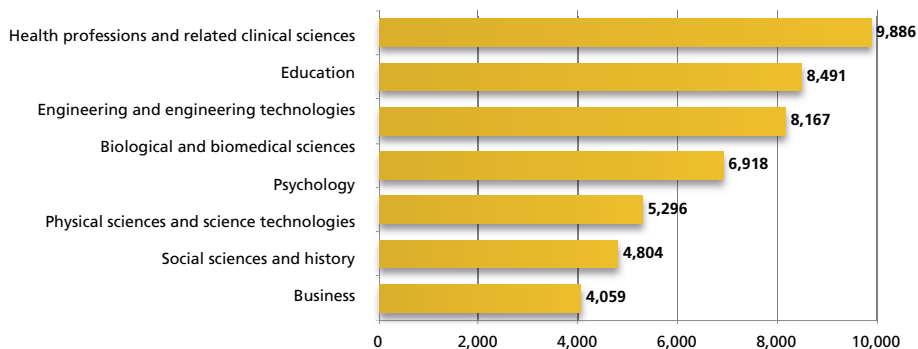
Source: Jaimie Duplass - Fotolia

8.1 OVERVIEW

Nearly 64,000 doctoral degrees were conferred in the US in 2007–08, with the most popular fields being health and education.⁸² It is important to note that perhaps one of the outcomes of having a PhD that encompasses both the coursework of the master's degree and the research phase is that people rarely undertake this six- to eight-year process without being fairly certain that they want a career in academia. A PhD even has some stigma attached to it (as being, perhaps, a bit esoteric or not focused on real-world issues), and an individual rarely uses the title of "Dr." unless he or she is a medical doctor. That said, the shrinking number of full-time or tenure-track positions in academia, along with other factors, has led to an increased number of PhDs finding jobs outside of universities and colleges. This is one of the reasons that many universities are placing increased emphasis on "soft" or "transferrable" skills in the curricula of doctoral programs. There are also some notable exceptions to this rule: in electrical engineering and mathematics, for example, individuals with doctoral degrees have long been in high demand in the financial sector for their advanced quantitative and modeling skills.

⁸² National Center for Education Statistics, *Digest of Education Statistics 2009*, http://nces.ed.gov/programs/digest/d09/tables/dt09_273.asp.

FIGURE 10: Number of Doctoral Degrees Conferred by Field of Study, 2007–08



Source: NCES⁸³

8.1.1 ADMISSIONS

To apply to a PhD program, a student generally submits recommendation letters, a personal statement or essay, a transcript of previous coursework, and GRE (Graduate Record Examinations) scores, usually for the general test as well as a subject-specific exam. Applications are generally due in December for the following fall, and all students must decide where they will attend by mid-April. This is an important deadline for German universities to note, as this is generally earlier than students can even apply to master’s programs in Germany—and the same students would be either considering a research master’s in Germany or a PhD in the US.

While rankings play a huge role in the decision-making process for undergraduate and many graduate degrees, they are less likely to have an influence at the doctoral level. One reason for this is that the most important ranking—that of the National Research Council—comes out only every 10 years. The delays for the current ranking, now set to be released on September 28, 2010,⁸⁴ have led to a nearly 15-year gap between published results. Potential doctoral candidates are more likely to rely on the general reputation of the university and on the opinions of their peers and respected faculty members and advisors from their undergraduate program.

⁸³ National Center for Education Statistics, *Digest of Education Statistics 2009*, http://nces.ed.gov/programs/digest/d09/tables/dt09_273.asp.

⁸⁴ National Research Council, “Report Release Announcement”, *Research Doctorate Programs, Board on Higher Education and Workforce* website, August 23, 2010, <http://sites.nationalacademies.org/PGA/Resdoc/index.htm>

8.1.2 DEGREE STRUCTURE AND DURATION

The doctoral degree in the US is, in contrast to Germany, a combination of coursework and research, and takes an average of five to nine years to complete.⁸⁵ The coursework is generally concentrated in the first two to three years of the program, and represents the equivalent of the master's degree, preparing students for the research-only phase of the PhD program. Students may or may not be awarded an actual master's degree en route to the PhD, but those who decide to leave the program after completing the coursework phase are generally able to receive the master's degree.

There is no thesis at the end of the coursework that is equivalent to a German master's thesis, but students complete "comprehensive" or "general" exams or a "major publishable essay"⁸⁶ to gain the "all but dissertation" (ABD) status. They also develop their proposal for the dissertation. Students in the natural sciences generally also complete "preliminary" exams at the end of the first year.

The ABD stage is very comparable to the doctoral degree in Germany and students work either in teams or independently, mostly dependent on field, to create and publish original knowledge. It is generally not possible for students to transfer from one university to another during the PhD program, as much value is placed on the specific training of the coursework phase. It is also generally not possible to transfer from a master's program into a PhD program without having to complete all or most of the coursework.

8.1.3 FUNDING

Most PhD students, dependent in some part on the discipline, will receive some form of financial assistance that will often be part of the initial admissions offer—and serve as a major deciding factor between programs. The student applies for this funding along with entry into the program and there is an understanding that the university will assist the student in finding funding, although there are instances where doctoral candidates can bring funding with them from the National Science Foundation or other funding bodies. Most financial packages have a work requirement that is completed through research, teaching, or a combination of the two. Applicants to well-funded programs often receive attractive multiyear funding

⁸⁵ National Research Council, "Report Release Announcement," Research Doctorate Programs, Board on Higher Education and Workforce website, August 23, 2010, <http://sites.nationalacademies.org/PGA/Resdoc/index.htm>.

⁸⁶ M. Nerad, "Promovieren in den USA," *Center for Innovation in Graduate Education* website, 2004, <http://depts.washington.edu/cirgweb/c/wp-content/uploads/2008/07/promovieren-in-den-usa-english.pdf>, p. 2.

⁷⁶ *Ibid.*, p. 2.

packages with their acceptance letter. In the natural sciences and engineering, as in Germany, doctoral students are generally funded by research grants obtained by the professor.

8.2 STUDY ABROAD

“Study abroad” at the PhD level is rarely done in any formalized way, although short stays abroad to complete research or learn new techniques are common. These are informally generally arranged through personal connections with the faculty advisor. At least in part because of the structure of funding for PhD students—along with their teaching or research obligations—any “study abroad” not directly related to research almost always has to be evaluated on a case-by-case basis by the department and/or advisor(s). This does not seem likely to change in the near future.

There is small but growing interest in joint or dual PhD programs and jointly-supervised PhD programs with international universities.

8.3 RECRUITING US STUDENTS FOR DOCTORAL PROGRAMS IN GERMANY

With additional flexibility in admissions policies (“fast-track” programs, etc.) and new forms of doctoral programs in Germany, their attractiveness to potential doctoral candidates from the US is likely to grow. Doctoral studies are much shorter in Germany because they do not have the coursework component of the integral master’s degree in most US programs and they enjoy a good reputation in a number of important fields. For individuals who are considering careers in Germany or Europe, it can make sense to build networks during the doctoral phase. Additionally, quality of life considerations will definitely be part of any decision-making process and potential candidates from abroad may appreciate many aspects of life in Germany that German doctoral candidates may take for granted such as great public transportation, a different approach to the work/life balance, access to the rest of Europe, the European “charm” of cafes, weekly markets, etc.

The current market is still quite small as there are major hurdles with requiring a master’s degree for admission, lack of clarity and support through the application process, unclear funding structures (outside of the major scholarship programs), as well as the relatively low number of students from the US who pursue doctoral education. In the US, the doctoral program is also used for networking and establishing connections that will help in the future job search. For a potential doctoral candidate who wants an academic career in the US, choosing to pursue doctoral studies in Germany may be

a difficult choice to make, although there are clearly many highly-qualified researchers from Germany working in the US.

8.3.1 PRIMARY CHALLENGE: STRUCTURAL DIFFERENCES

There are simply very few students in the US who have master's degrees that would qualify them for entry into German doctoral programs because, as mentioned above, most students who are interested in a doctoral degree enter directly into a PhD program after their bachelor's program. Equally importantly, there are few universities in Germany where US students without prior knowledge of German can complete a qualifying master's degree, as many of the English-language master's programs seem to be focused on the "*nicht-konsekutive*" subjects, which often do not lead to doctoral study.

A US student looking to Germany to complete a PhD in, for example, chemistry has a small handful of universities where they could also do their master's in chemistry in English first. This fact should be seen as an opportunity for those universities that want to focus on attracting doctoral candidates in particular fields: if they can create English-language master's programs, they will be able to recruit students who may initially want to do their PhD elsewhere in Germany (at an institution, for example, that does not offer master's degrees in English—or any master's degrees at all, as in the case of the non-university research institutions). Having students on campus for two years can give the university time to convince the best students to stay on for the PhD, and, at the very least, the students will remain part of the overall international network, regardless of where they complete their doctoral degree.

8.3.2 INTERDISCIPLINARY FIELDS

For fields that are more interdisciplinary or that could be a natural next step for some of the terminal master's degrees in the US, a PhD in Germany could be a very attractive option. A student who completed a master's in German studies or international relations, for example, might not be able to have this coursework counted if he or she decides to enter a PhD program in the US. Coming to Germany, on the other hand, would be an opportunity for this student to focus directly on research and to complete his or her PhD in much less time. The one caveat to this is that many of those students may not have completed a master's thesis, which is often a requirement for entry into a German program.

It would be worthwhile to determine which master's programs in the US might feed into particular PhD programs in Germany. Some universities may not even offer the option to continue with a PhD, so they might be happy to offer their students a structured option to do a master's in the US

and a PhD in Germany. Such a university might even wish to create a formal articulation agreement that would allow a certain number of the best students to qualify for entry into a German program. This type of model could help build institutional bonds and ensure a steady flow of new doctoral candidates with a known background.

8.3.3 FAST-TRACK OR COMBINED DOCTORAL PROGRAMS

Although fast-track programs are new and somewhat controversial in Germany, universities are increasingly offering ways for students to apply to a doctoral program with only a bachelor's degree. Students are required to complete certain coursework, but less than a full master's degree. This option could be extremely attractive to US students interested in completing a PhD in Germany. Language may remain a hurdle as coursework requirements are based on the individual and the courses needed may not be offered in English.

Programs that model the US system by essentially combining the master's and doctoral degree are another new development in Germany. Students are admitted to the PhD program after the bachelor's degree, complete a certain amount of coursework and comprehensive exams to be awarded a master's, and then proceed to the doctoral phase. This option is easy to understand for anyone considering programs in both the US and Germany, there is a clear sense of being part of a cohort of students moving through a degree program, and there are no linguistic barriers to entry. Just as in the US, admission to the actual research phase of the PhD program is always "qualified"; a student has to do well enough in the initial phase to move on to the dissertation. This may allow this model to work within the confines of existing degree requirements in Germany, as it is more a question of how the degree is packaged than of the actual content.



Source: creativ collection

There is no doubt that interest in study abroad is growing fairly dramatically in the US from students, higher education institutions, and the US government. The number (see section 9.2) of students studying abroad have a clear upward trend and there is every indication that this will continue as students demand more options, institutions “push” students from all disciplines toward new international experiences, and all levels of government begin to see study abroad as increasingly important for national economic growth and security.

9.1 ADMINISTRATION OF INTERNATIONAL EDUCATION

As “international” begins to touch more and more parts of a university, international education structures are no longer confined to a study abroad office and the office working with international students and scholars.

The **most senior person for international affairs** at a university may be the head of an international office, a dean, vice dean, or vice president, depending on the structure of the institution. The membership of the AIEA, a membership organization of senior international officers, reflects the diversity of titles and portfolios for individuals in this position.

9.1.1 STUDY ABROAD OFFICE

In general, US universities have a study abroad office that focuses entirely on undergraduate study abroad opportunities. Institutions may offer their own study abroad programs, present students with a list of approved options, or simply advise students who are free to choose from any potential study abroad experience (this latter case being by far the rarest). The study abroad office budget may be allocated from the general operating expenses, but many are “self-funded” through fees tacked on to study abroad programs, fees for all enrolled students, or income from various activities. The way the finances work will have a significant impact on the kinds of programs that these offices are willing and able to support, and understanding the flow of money through the study abroad office can be key to understanding why a particular type of program is favored. There are also varied practices as to whether students who go abroad will continue to pay tuition at their home institution and/or additional fees.

Two other areas that study abroad offices are either responsible for or work closely on with other parts of the university are risk management and the recognition of academic credit. Close relations with other individuals and units such as the chief operating officer, health services, housing, the general counsel, financial aid office, and the academic departments are critical to the success of most international initiatives, including study abroad programs and options.

9.1.2 INTERNATIONAL STUDENT AND SCHOLAR SERVICES

Most universities have a separate office that works with incoming international students, usually called “International Student (and Scholar) Services.” The primary role of these offices is ensuring compliance with visa and immigration issues, although they generally provide an additional layer of support for international students who may need extra help navigating the university. These offices may help international students find on-campus employment or housing or find creative ways to integrate international students into campus life (and assist in the overall “internationalization” of the institution) with events, mentoring programs, and other support activities.

9.2 GROWING NUMBERS OF US STUDENTS ABROAD

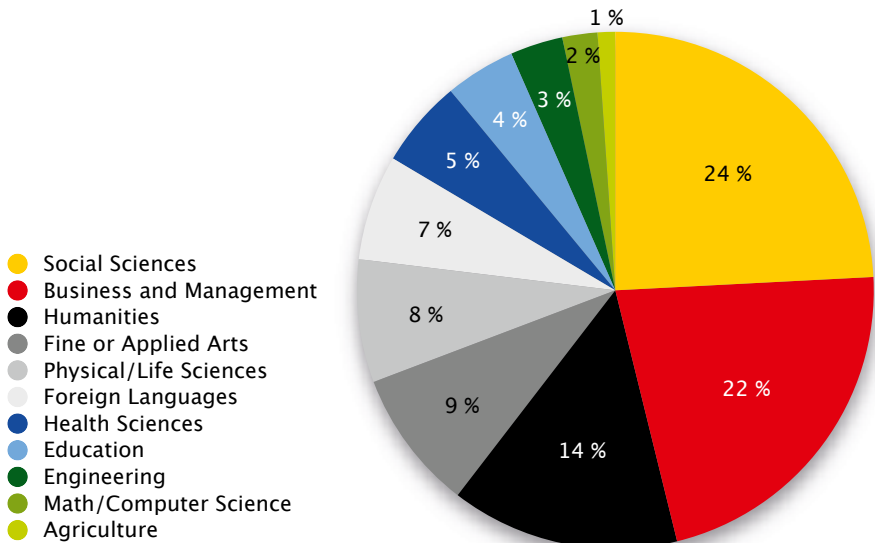
The number of US students studying abroad continues to increase as study abroad reaches more nontraditional students and fields. It is worth noting that the most widely used statistics in the US, those published by the Institute of International Education (IIE) in its annual *Open Doors* reports, count the number of students who earned credit at their home institution while

abroad. This methodology does not include “free movers” or students who go abroad for full degree programs.

Some key statistics from *Open Doors 2009*, the most recent edition, include:

- The number of students studying abroad has increased by roughly 136% in a decade to around 260,000 students in 2007–08;
- 56% of students chose to study in Europe;
- 56% of all students went on programs that lasted only two to eight weeks; 39% for one semester or two quarters; and 4% for an academic or calendar year;
- The top 3 destinations for US students were the UK (33,333 students), Italy (30,670), and Spain (25,212); and
- Germany was the 8th most popular destination, with 8,253 students.

FIGURE 11: Fields of Study for US Students Studying Abroad, 2007–08

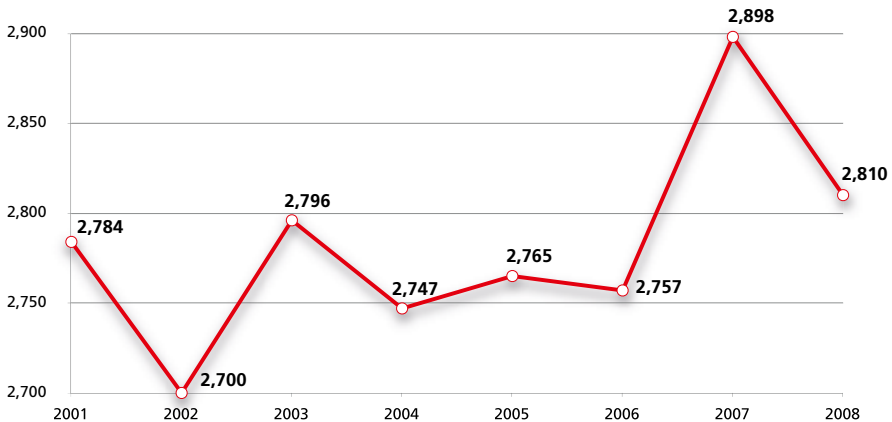


Source: Open Doors 2009⁸⁷

⁸⁷ R. Bhandari, P. Chow, *Open Doors 2009: Report on International Educational Exchange* (New York: Institute of International Education, 2009).

UNESCO, which counts students earning credit in other countries, reports a different order for the most popular destinations: United Kingdom, Canada, Germany, France, and Australia.⁸⁸ And, perhaps more importantly, *Wissenschaft weltoffen* looks at actual numbers of *Bildungsausländer* (students who did not receive their qualifying degree for secondary education in Germany) who earn credit in Germany. The 2,898 US students enrolled in German institutions in 2007 represent roughly one-third of the IIE total, indicating that many students study in Germany as part of programs that do not require them to be enrolled at a German university. These can be island programs run by third-party providers or faculty-led trips (see below).

FIGURE 12: Number of US Students in Germany, 2001–08



Source: *Wissenschaft weltoffen 2009*⁸⁹

9.3 TYPES OF STUDY ABROAD PROGRAMS

As noted above, statistical and anecdotal evidence indicates that a large number of US students earn credit in Germany without ever being enrolled at a German university. They are likely enrolled in programs organized by external providers or their home institutions. These are taught entirely, or at least partially, in English, sometimes in conjunction with a German university.

⁸⁸ UNESCO, *Global Education Digest 2009: Comparing Education Statistics Across the World*, (Montreal: UNESCO Institute for Statistics, 2009), http://www.uis.unesco.org/template/pdf/ged/2009/GED_2009_EN.pdf, p. 47.

⁸⁹ DAAD/HIS, *Wissenschaft weltoffen 2009* (Bielefeld: Deutscher Akademischer Austauschdienst, 2010), <http://www.wissenschaft-weltoffen.de/daten/2009/1/2/7?lang=en>.

9.3.1 BILATERAL EXCHANGE PROGRAMS

In particular, it is worth mentioning here that bilateral exchange programs, which require a student to enroll at the German university, are losing favor in the US because of their lack of scalability and the general administrative challenges of dealing directly with international institutions. Successful exchange programs often require more symmetry in areas such as levels of student interest, fees, course structures, and academic calendars than is present between Germany and the US compared with Germany and other European partners.

9.3.2 INSTITUTIONS' OWN PROGRAMS

For larger universities, creating their own study abroad programs can be the best way to keep costs down and ensure quality. Some universities generate significant amounts of revenue by offering programs open to students from outside their own institution. Universities may have full campuses abroad, or at least maintain a residential director who is responsible for the logistics and serves as the primary point of contact for students.

Some universities have created such successful programs that they effectively act like “third-party providers” (see below) by taking on a large number of students from other institutions. Boston University and New York University are two of the best known. Wayne State University, located in Detroit, operates the oldest study abroad program in Germany for US students, a program in Munich that is one of the largest study abroad programs in Germany. Over 3,500 students from a large number of US universities have gone through the Wayne State program to Munich.⁹⁰

9.3.3 THIRD-PARTY PROVIDERS

More and more frequently, US institutions prefer programs run by third-party providers such as Arcadia University, Butler University, CIEE, and IES University.

The third-party providers offer institutions—which are dealing with staffing pressures—a comfortable and scalable solution that is often very attractive. They make sure that the list of available courses is presented in time for a student to go through the approval process (January or February for a fall study abroad program), they offer the kinds of services that US students are accustomed to, and they make sure that transcripts are provided quickly at the end of the program.

Some international universities have been able to offer the same kinds of packages as third-party providers, and may even generate significant

⁹⁰ Wayne State University, “Junior Year in Munich,” <http://www.jym.wayne.edu/tradition.html>.

revenue for their institutions or easily fill their bilateral exchange commitments. This has not happened much in Germany yet, although the growing number of summer programs for international students is a step in this direction. The FUBiS summer program at the Free University of Berlin is one of the largest examples of summer programs for international students with significant growth fueled by both their professional administration as well as the attractiveness of the location.

9.3.4 FACULTY-LED PROGRAMS

The rapid increase in popularity of faculty-led study abroad programs is being driven by a number of factors, in particular the institutional desire to have more students study abroad, but also the growing demand of students to go abroad for shorter amounts of time. These programs are generally roughly two weeks in duration and are created and led by a faculty member, often with the support of their department and the study abroad office. The student participants generally cover costs, and the curriculum is determined by the faculty member and designed to deliver some number of credits.

9.3.5 RESEARCH

An increasing focus on undergraduate research or research internships may also be driving this trend. The rapid success of DAAD's RISE program is just one indication that students may be eager to combine research experience with study abroad. As faculty and universities increasingly deem both to be critical parts of an undergraduate education—and students' time to pursue either remains limited—this trend is likely to continue. Research internships can also serve as a useful tool for graduate student recruitment.

9.3.6 INTERNSHIPS

In a very similar vein to undergraduate research, completing an internship abroad can allow students to maximize their time and resources by gaining work experience along with intercultural competency or language skills. Summer vacation (generally between late May and the end of August) is the most popular time to do an internship abroad. Internships can be relatively short in duration and vary greatly in terms of how structured they are for credits, academic requirements, etc. US students are used to taking unpaid internships, and will occasionally pay a substantial fee to organizations that can help them locate good work experience opportunities at home or abroad.

Because German companies often require fluency in German and a relatively lengthy internship of at least several months, it can be very challenging

for US students to find suitable internships in Germany. CDS International provides a variety of internship opportunities in Germany for US students, but the number of participants is relatively small. DAAD also offers the RISE professional program, giving students and recent graduates in the natural sciences and engineering fields a chance to work at a German company, and InternExchange, an internship program in Berlin for journalism students in the US.

9.4 SCHOLARSHIPS FOR STUDY ABROAD

The largest scholarship programs for study abroad are administered on behalf of the federal government by IIE, which is not an organization that represents the US higher education system, but a truly international non-profit that supports all aspects of international education and exchange.

9.4.1 FULBRIGHT PROGRAM

The Fulbright Program, funded by the Department of State plus additional sponsors in the US and abroad, is the "US government's flagship international exchange program."⁹¹ Fulbright sponsors incoming and outbound recent graduates, scholars, and teaching assistants. Roughly 1,500 outbound US "students" (anyone who has a bachelor's degree is eligible to apply, there is no age limit) are awarded Fulbright scholarships to study, research, or serve as language assistants each year.⁹²

9.4.2 BENJAMIN A. GILMAN INTERNATIONAL SCHOLARSHIP

The Gilman Scholarship, launched in 2001 to enable a diverse group of students to study abroad in "nontraditional" destinations, is also funded by the US Department of State. Over 1,700 scholarships will be awarded in 2010 for undergraduate students. Although programs of at least four weeks in duration are eligible, students are encouraged to seek out longer programs. Gilman also "...encourages students to choose non-traditional study abroad destinations, especially those outside of Western Europe, Australia and New Zealand."⁹³ Students who can demonstrate financial need, students with "diverse ethnic backgrounds," students from a diverse

⁹¹ Institute of International Education, "Fellowship and Scholarship Management," *IIE Network: Open Doors* website, November 16, 2009, <http://opendoors.iienetwork.org/?p=150649>.

⁹² Institute of International Education, "Fulbright US Student Program Overview," *Fulbright Program* website, <http://us.fulbrightonline.org/overview.html>.

⁹³ Institute of International Education, "Program Overview," *Benjamin A. Gilman International Scholarship* website, <http://www.iie.org/en/Programs/Gilman-Scholarship-Program/About-the-Program>.

range of institutions (particularly community colleges), and students with disabilities are encouraged to apply.⁹⁴

9.4.3 BOREN AWARDS

The US Department of Defense created the Boren Awards⁹⁵ as part of the National Security Education Program. Boren Scholarships support undergraduate students who want to study in areas that are “critical to US interests,” while the Boren Fellowships assist graduate students with the acquisition of “critical” languages or area studies knowledge. Both scholarship and fellowship recipients agree to a service requirement of work within the federal government of at least one year. The Language Flagship program, also part of the Boren Awards program, primarily funds institutions, but has a large scholarship and fellowship component for students to study abroad to gain fluency in “languages critical to US competitiveness and security,” including Arabic, Chinese, Hindi/Urdu, Persian, and Russian.⁹⁶

9.5 FUNDING FOR STUDY ABROAD TO GERMANY

Because study abroad is generally thought of in the context of undergraduate education, most funding for study abroad is available to undergraduates and recent graduates. In addition to resources at DAAD’s global website (<http://www.daad.de>) and website for the US and Canada (<http://www.daad.org>), one of the most comprehensive listings of scholarships for study abroad in Germany can be found at <http://www.studyabroadfunding.org/>.

9.5.1 DAAD

DAAD is the largest funder of US study abroad in Germany, with options for all academic levels from undergraduates to faculty. The programs in the US mirror DAAD’s usual offering, except for the focus on undergraduate education. Programs for which undergraduates are eligible include the DAAD Undergraduate Scholarship, RISE program, RISE professional, *Hochschulsommerkurse*, and the German Studies Research Grant.

9.5.2 FULBRIGHT PROGRAMS IN GERMANY

One unique attribute of the Fulbright program is the co-funding by international partner governments. The German government has long been

⁹⁴ Ibid.

⁹⁵ National Security Education Program, “The Language Flagship Fellowships,” *Boren Awards* website, http://borenawards.org/the_language_flagship.

⁹⁶ Ibid.

the most generous participant in this program and, as such, has the largest numbers of individuals exchanged with the US; the program has sponsored the exchange of more than 40,000 Americans and Germans since it began in 1952.⁹⁷ In addition to 80 US students per year arriving with “Fulbright Full Grants,” an additional 140 come as language assistants with the joint Fulbright/Pädagogische Austauschdienst grants.

9.5.4 OTHER PROGRAMS

Additional fellowship programs that allow US students and recent graduates to gain work experience in Germany include the **Robert Bosch Foundation Fellowship Program**, the **Congress-Bundestag Youth Exchange (CBYX)**, the **Internationale Parlaments-Praktika (IPP)** program, and a number of others administered by CDS International. Most of these programs have strong alumni organizations in the US, and participants may be interested in and qualified for further study or employment in Germany.

Of course, the **Alexander von Humboldt Stiftung (AvH)**, the **German Research Foundation (DFG)**, and the **European Union** have prestigious funding programs that attract US researchers from the postdoctoral level and up, although this would not generally be considered “study abroad.”

9.6 RECRUITING US STUDENTS FOR STUDY ABROAD

A common problem in bilateral exchange programs is a perpetual imbalance—more German students want to study in the US than the other way around. This seems to have already started to shift with the shorter bachelor’s degree in Germany. At the same time, US universities are also trying to increase their overall numbers of students going abroad, and may be looking to shift from a model of sending a handful of students to a large number of potential partners to one that concentrates their students with a few partners, on their own programs or with third-party providers.

By creating full-service study abroad programs, German universities can tip the exchange balance in their favor while generating enough revenue to cover the additional costs. The key is to guarantee a critical mass of students by creating programs that fill gaps in partners’ existing offerings, or to make it easy for students to recommend the program. Funding, academic recognition, and risk management are important criteria for success from both a student and an institutional perspective. While courses in English are often attractive for students, German institutions might be even better off to incorporate student research and internships, or to focus on

⁹⁷ Fulbright Kommission, “The German-American Fulbright Program,” *Fulbright Kommission website*, <http://www.fulbright.de/commission/about-the-program/description-of-the-program.html>.

specific topics in which Germany has a reputational advantage, including environmental/sustainability topics, engineering, and the natural sciences.

International offices and academic departments (as well as parents) in the US will need to know that their students will be well cared for and able to get the academic credits that they need. This means that course offerings should be published several months in advance (with descriptions in English), an English-language transcript should be sent soon after the end of the program, and students should be offered language courses, cultural programming, and support services. Offering a package rate including housing, meals, and some excursions will help potential university partners and students decide if they can participate. Institutions will then offer the package to their students with their own charges for tuition, fees, and possibly flights or other related expenses.

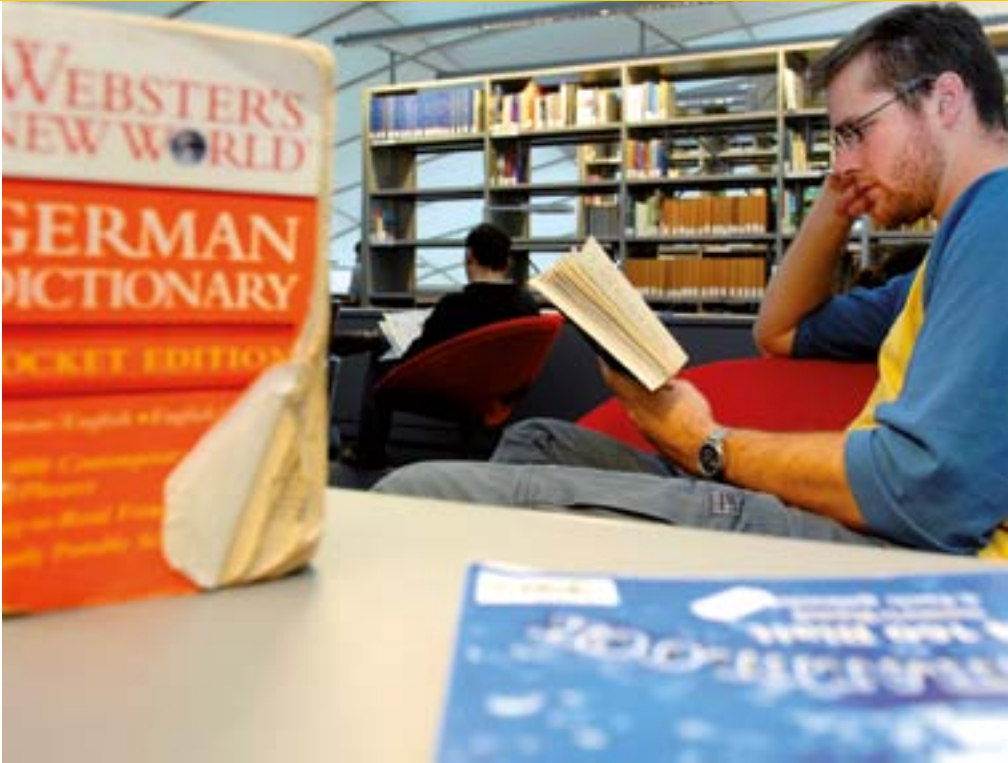
The same principles hold true for summer or semester programs, and the easiest way to get a quick sense of student expectations in the US is to look at the websites and marketing materials of the most successful third-party providers.

Primary “influencers” and “gatekeepers” for study abroad include advisors (both within the study abroad office and in the department) and faculty members. Information about the RISE program was initially spread through professional associations such as the American Chemical Society. This meant that students heard about this program from enthusiastic faculty members, which likely led to its early and continued success. Faculty members and advisors can also deter a student from a particular program if they don’t feel it is appropriate or worthwhile for the student, for whatever reason.

Because students can generally only go on “approved” study abroad programs, the best way to attract a critical mass of students from the US is to approach universities directly and try to get on their list of approved options. Bilateral exchange relationships are always on the list of approved options (if not for every major), but for programs in Germany that can charge tuition and/or fees to cover their costs, there are different financial models for a one-way flow of students where US universities send students to specific programs abroad.

There is usually more flexibility for summer programs, but sending brochures to study abroad offices where there are no existing institutional linkages can be a waste of time and money, as these institutions will promote what they consider their own programs first.

For programs in disciplines that are not offered in many other locations, going directly to the departments or even the professional associations can be an effective way to recruit both students and institutional partners.



Source: Ausserhofer/Himsel/DAAD

10.1 GERMAN-LANGUAGE LEARNERS

The number of students learning German in the US, which had dropped for years, seems to have stabilized. Some important statistics from the Goethe-Institut⁹⁸ on the state of German-language learning in the US in 2005, the last year for which such statistics are available, include:

- 7,500 high schools offered German language lessons;
- 332,995 students in high school took German;
- Over 40,000 fewer high school students took German in 2005 than in 2000; and
- 7,000 students majored in German at US universities.

⁹⁸ StADaF, *Deutsch als Fremdsprache weltweit: Datenerhebung 2005, 2006*, <http://www.goethe.de/mmo/priv/1459127-STANDARD.pdf>.

The US-based Modern Language Association (MLA) put out a report in 2007 on language enrollments.⁹⁹ It showed a general upward trend, with enrollments in foreign language courses increasing 12.9% in 2006.¹⁰⁰ German increased by 3.5% to 94,264 students,¹⁰¹ and is the third most popular language taught at the university level, behind Spanish (822,985 students) and French (206,426 students).

10.2 REPUTATION OF GERMAN HIGHER EDUCATION IN THE US

Although there is no comprehensive market research data to draw from, the German higher education system seems to enjoy a solid reputation in the US.

At least in part due to the predominance of German multinational brands like Bosch and Mercedes-Benz, Germany is particularly well regarded for the natural sciences, technology, and engineering. Germany is also seen as a leader in fields related to sustainability, and news reports in the US frequently cover, for example, German advances in recycling, public transportation, and solar and wind energy.

There is growing awareness in the US about the Bologna Process and the new degree structures in Germany and across Europe. In particular, students are starting to become aware of new opportunities to study in Germany in English. DAAD New York, for example, has seen a dramatic rise in the percentage of graduate scholarship applicants applying to complete a master's degree in Germany in the past few years.

US students often express surprise when they hear that there is little or no tuition in Germany for both domestic and international students—and that DAAD and Fulbright offer a comprehensive suite of scholarship programs for the best-qualified students. Particularly those students researching non-US-based master's degrees will find this in marked contrast to programs in the UK, the most popular current destination.

Contrary to expectations, the lack of tuition may also be met with suspicion or concerns about the quality of a “free” education. It is often helpful to stress that German taxpayers subsidize higher education for highly qualified international students because there is a widespread belief that internationalization is critical to the quality of the German higher education system.

⁹⁹ N. Furman, D. Goldberg, and N. Lusin, *Enrollments in Languages Other Than English in United States Institutions of Higher Education. Fall 2006* (Modern Language Association, 2007), http://www.mla.org/2006_flenrollmentsurvey.

¹⁰⁰ *Ibid.*, p. 2.

¹⁰¹ *Ibid.*, p. 13.

Study in Germany may be seen as a way to gain entry into the European job market or improve employment prospects in the US. One of the primary drivers of international student enrollments in the US has been access to the US job market, and it would be difficult to imagine many students choosing to study in Germany without at least some thought of returning as an employee, PhD student, faculty member, or business partner.

One critical “selling point” for German higher education is the European lifestyle and Germany’s location at the center of Europe. Once prospective students or faculty feel that their requirements for cost, quality of education and facilities, and future employment prospects, have been met, the next questions will be ones of quality of life. Many German institutions underestimate how attractive the German lifestyle can be to US students and faculty. *The Chronicle of Higher Education*, the major higher education publication in the US, recently launched a new section of their website called “Academic Destinations” to showcase the “soft factors” (e.g., culture, climate, economy) that influence the decision-making process of both prospective students and faculty members.

It may feel painfully cliché to show images of half-timber houses or castles, but primarily showcasing laboratories, modern architecture, or skylines may actually detract from Germany’s unique sense of place—and make it difficult to identify that a program is in Germany. Relatively “banal” activities for Germans, such as riding a bike around town, shopping at a local market, attending excellent theater and opera performances, or hopping on a plane or train for a weekend in Spain or France, are what differentiates living in Germany from living in the US or elsewhere.

Additional market research is required to test these observations and to tailor them to particular target groups.



Source: Hub/DAAD

The US and Germany have been such close partners in higher education for so long that there is a large and solid basis of collaboration to build upon. At the same time, this sense of familiarity may lead to an underestimation of just how much the system have changed and how universities in both countries are impacted by a relatively new emphasis on global competition.

It seems clear that the rising cost of higher education in the US and an increasing awareness about new English-language opportunities abroad will begin to drive students to look outside the US for degree programs, particularly at the master's level. On a radio program in April 2010, the British Council reported a 17% increase from 2009 to 2010 in applications from US students to UK institutions for undergraduate degree programs. A representative from Canada said that the number of degree-seeking students from the US has grown in that country from 3,000 to 10,000 between 2000 and 2010.¹⁰²

There are also new opportunities for German universities to take advantage of growing numbers of US students seeking experiences abroad as part of a degree program at home.

¹⁰² "Americans Getting Degrees Abroad," *Kojo Nnamdi Show*, April 22, 2010, <http://thekojonnamdishow.org/shows/2010-04-22/americans-getting-degrees-abroad>.

11.1 COST TO RECRUIT

The fact that there is little or no tuition in Germany for most programs may also lead to one of the biggest challenges for recruitment. The lack of a clear economic reason to bring students from the US to Germany seems to make it much more difficult to justify allocating resources to recruiting and admissions. Figures published by the Noel-Levitz consulting firm in 2005¹⁰³ indicate that the median cost to recruit one single student in the US was \$455 for public institutions and \$2,073 for private ones. The National Association for College Admission Counseling (NACAC) in 2008¹⁰⁴ broke the figures down even further, showing that a public university spent, on average, \$342.54 per applicant, \$470.21 per admitted student, and \$1,002.02 per enrolled student. The same figures for private universities were \$668.23 (applied), \$976.67 (admitted), and \$2,894.65 (enrolled).

Taking into consideration the fact that these US universities have far more brand recognition among their prospective target audiences than the German universities, one could imagine that it would cost significantly more to recruit a US student to Germany. Although there are very few programs in Germany that could justify this kind of expense, it is all the more important to be strategic, creative, and fully use the low- or no-cost channels that are readily available to universities, many of which have been discussed in the various sections on degree programs and study abroad above.

11.2 RECRUITMENT FUNNEL

When thinking about recruiting students, understanding the “recruitment funnel” is critically important. For every student who actually enrolls in a program, a certain number of “leads” will need to be generated. Of all the leads that request an application, have a conversation with someone at a recruitment fair, or sign up for an electronic newsletter, only a certain percentage will decide to apply. Of the students who decide to apply, only a certain percentage will be admitted. Of the students who are admitted, only a certain percentage will actually enroll. (And, of course, only a certain number will graduate, speak highly of your program, and become active alumni.)

The first step in this process should be becoming familiar with the ratios mentioned above, so that decisions can be made about where to use limited funds and time most effectively. If many people are visiting the program website, but almost none are applying, that may speak to different

¹⁰³Noel-Levitz, Inc., *Cost of Recruiting Report: Summary of findings for two-year and four-year institutions*, 2006, <http://www.noellevitz.com/NR/rdonlyres/B3EB8C48-8886-4457-9B9E-514E30B88A3E/0/CostofRecruitingReport.pdf>.

¹⁰⁴D. Hawkins, M. Clinedinst, *State of College Admission 2008 Report*, 2008 (PowerPoint slides), <http://admin.nacacnet.org/EventsTraining/NC10/2008NationalConference/Documents/2008%20Educational%20Session%20Materials/D403.pdf>.

problems—and potential solutions—than having few come to the website in the first place. An increase in the number of initial inquiries or applications may simply mean extra work if the majority of calls or applications are coming from prospective students who are not appropriate for the program and will not be admitted. At each stage of the process, there should be clear ways to measure success and to test changes to the marketing message, the marketing mix, or the admissions process.

In US universities, more resources go into “yield management” than into the initial stage of recruitment which reflects on the importance of moving students successfully through every stage of this process. Timely replies, administrative flexibility, polite and friendly communications, and appropriate timelines are key considerations for students. There is a sense that every applicant counts and that their opinions are important. As mentioned above, this sense is even stronger for admitted students. At even the most selective US universities, there is a two-way “dance” with the student vying for one of a small number of slots and the institution equally committed to attracting *and* enrolling the best students from the pool.

It is important to remember that this point is not only important for recruiting students from the US, but also for competing with US institutions for the best global talent.

Much of the admissions process may be handled entirely outside of the university by uni-assist, which certainly can help manage the process, but diminishes the ability of the individual university or program to influence its outcome.

11.3 REACHING PROSPECTIVE STUDENTS

When it comes to reaching prospective students, it is important to clearly define the target audience and learn as much as possible about how to reach that group effectively. Casting a wide net in a large and competitive market such as the US will prevent the development of a clear strategy where time and resources are used on activities that generate the best results. Undertaking **market research** may sound daunting and/or expensive, but spending time on activities based on “hunches” can be far more costly. Plus, while there are certainly excellent companies that focus on providing research for universities, program administrators and institutions can glean a lot of information by using low-cost or free Web survey tools, convening informal focus groups, or even engaging marketing students or departments in research.

Rankings are certainly imperfect tools, but any external indicators of the excellence of a program or university can provide valuable information to prospective students and help them sort through the huge number of programs they may encounter. Including information about such topics as

ranking positions, awards, famous alumni, and collaborations with prestigious universities and industry partners can help overcome the natural hesitation that prospective students have about attending a university they are not personally familiar with.

Even more important are **recommendations from peers**, so testimonials from current and past students, faculty, or employers of alumni can also provide a more positive context for prospective students. US graduate programs often invite prospective students to campus so they can see if it's the right fit. Scheduling social activities with current students is an important part of the process.

The importance of the campus visit is also to help a student experience the **quality of life** of a particular program, something that is much more critical for lesser-known destinations. If budgets or distance don't allow for a personal visit, having photos and information about what life will be like both in and outside the classroom is a critically necessary part of painting the complete picture that will allow a student to make a decision. Looking at most US university websites, the focus is much less on text and far more on images of the campus, students, and faculty.

Being extremely clear about what makes a **program and university unique** can help cut through the noise in the international marketplace for students. The best way to decide on your marketing messages is by conducting market research and testing potential messages. Even without taking this step, having a good sense of where a program stands compared to its competitors and what the genuine "unique selling points" are can help focus your efforts, saving time and money.

Particularly if the program is taught in English, errors or awkward phrasing can make a bad first impression and cause prospective students to question the ability of the institution or the program to deliver the teaching in English. It is important that the **language of all marketing materials be compelling and error-free.**

It also important to always **include essential information** such as tuition and fees (including information about DAAD and other scholarships), application deadlines and procedures, and the structure of any program. If the location is not that well known, it should be immediately clear that the program or the institution is in Germany.

Because students likely make **decisions based on location** before they choose a particular program, it is also important to capitalize on the strengths of Germany and Europe as a destination. Photos, videos, testimonials, and colorful language about the lifestyle in the university's town as well as Germany overall should be included in nearly all marketing materials. Germany's academic reputation seems to need little "marketing" and yet many programs and institutions in Germany focus entirely on academic

excellence in lieu of painting a picture of what life as a student will be like—this is an important picture for prospective international students.

Institutions can also take advantage of **national scholarship and marketing programs** by organizations such as DAAD by providing links to further resources and distributing brochures and materials that are applicable to the program at hand.

11.3.1 PRINT MEDIA

The high cost of print ads in nationwide publications and the large size of the country make advertising in print an unattractive option for most German universities. The two exceptions to this would be for very **specialized programs** where there are widely read academic or other publications that have lower-cost ads, as well as print ads in **college newspapers**, particularly newspapers on the campuses of partner universities. Ads in student papers are relatively inexpensive, and a German university partner would already enjoy some brand recognition on campus through study abroad and other programs. Asking returned study abroad students to write articles for their campus newspapers (that can be later linked or downloaded from your website) is an even more effective and lower-cost way to get attention. Even students who did not attend a study abroad program may have access to peers on campus who can tell them about their experiences at the German institution if they see an advertisement for a master's program, for example, that seems interesting.

11.3.2 RADIO AND TV

Radio and television ads have many of the disadvantages of print advertising and are unlikely to produce a reasonable return on investment for German universities.

11.3.3 INTERNET

In terms of marketing, there is no way to overestimate the **importance of the university or program's own website**. There are clearly new considerations in terms of having a presence on social networking sites such as Facebook or Twitter, but the first priority needs to be on having a professional, clear, and compelling Web presence. If the site is in English, the English needs to be of the highest standard or else it will immediately raise red flags for the prospective student about the ability of the program to deliver the courses and services in English. Looking at a few US websites will quickly give programs a sense of the information that students need to make decisions, such as information about the application process

(deadlines, requirements, process), cost, scholarships, courses, network, and employability of alumni.

Monitoring and reviewing the metrics (e.g., page views, visitors, time spent per visit) on the website will be a critical step in understanding if other actions are working. Free tools such as Google Analytics can provide a vast amount of information about where site visitors are coming from, what they do on the site, and when they leave. Of course, testing the website with actual current or prospective students can also provide critical information about how people use the site, and should be done prior to making major changes or when it seems as if the desired result is not being achieved.

11.3.3.1 SEARCH ENGINE OPTIMIZATION (SEO)

The way that search engines find and display websites based on keyword searches is not public information, and in fact is constantly changing. There are, however, certain basic strategies that can be used to help ensure that a program has the best chance of being found. There are plenty of publications about SEO best practices, as well as agencies who specialize in SEO. It should be noted that the more specific the program is, the more likely it will be able to reach new students this way new degree in business administration in Germany will be competing with tens of thousands of other programs around the world, whereas a more “niche” study abroad program in wind energy may have far fewer competitors. Optimizing for keyword searches will likely have a far bigger impact on the latter program. It should also be noted that the keywords will need to be terms that US students use when they look for programs, which may differ from some of the English-language vocabulary commonly used in German higher education.

11.3.3.2 WEB ADVERTISING

For niche programs, buying ads on websites such as **Google** and **Facebook** can be a low-cost and very effective way to generate new leads, although they require creativity and skill to write the ads, to test them, and to adjust them to the results. Placing the ads requires little technical knowledge and advertisers can decide on specific demographics (age, location, language, etc.) as well as set budgets for a specific time period based on cost-per-click or CPM (cost per thousand impressions of the ad). The words in the advertisements themselves plus keywords selected by the advertiser determine when they will be displayed.

As in the example with SEO, programs in more saturated markets may find that the cost is too high to justify this kind of advertising. Very expensive MBA programs, for example, are willing to pay a lot to appear on the first page of results for a certain Google search. That said, adding “Germany,”

“German,” and/or the city name of the program to the keywords may make this specific enough to be feasible.

As mentioned above, websites such as MastersPortal.eu or IIEPassport.org also offer advertising possibilities for students looking for specific programs, and there may be opportunities in subject-specific publications.

Because the information generated is so immediate, there is an excellent opportunity with online advertising to test keywords and images and continue to improve on results. Tying ads to tracking tools on the program or university websites can provide an even greater yield of information about whether someone who clicks actually requests a brochure or what pages they visit.

11.3.3.3 SOCIAL NETWORKS

Online social networks such as **Facebook**, **Twitter**, or **LinkedIn** (similar to Germany’s Xing.de) present some of the most interesting opportunities and challenges for marketers, because a certain amount of control nearly has to be relinquished in order to reap the maximum benefits. This is a much bigger topic than can be covered in the scope of this publication, but having a presence on these sites can give institutions and programs a constant source of information about what people are saying about them, as well as give them an opportunity to participate in that conversation.

Having clear goals for each of the social networks the institution decides to participate in, as well as tying those goals to the overall marketing strategy, is important. Knowing what people are saying about the program or institution in question is likely more critical than spending time actively participating in Facebook or Twitter, if time and resources are limited. Using free monitoring tools such as TweetDeck for Twitter or Google Alerts (which goes beyond social networks to search through websites, blogs, press releases, etc.) can make it easy to stay on top of—and react to—the online discussion.

11.3.4 RECRUITMENT FAIRS

Many institutions offer **on-campus study abroad fairs** that are only open to approved programs and partners. Because most universities discourage students from attending programs not on an approved list, there are no major off-campus study abroad fairs for students from multiple institutions. There is at least one company, **Recruitment-Tours.com**, which represents programs at the roughly 50 on-campus study abroad fairs that are open to any participants.

Current students may also find out about **graduate or master’s programs** at on-campus career or graduate study fairs, and in this case, also,

there are also very few off-campus offerings. For programs in certain fields such as international development, international affairs, environmental science, and urban planning, **Idealist.org**, the primary website for job seekers in the nonprofit sector in the US, offers “Graduate Degree Fairs for the Public Good,” which draw around 10,000 attendees across the US. The **QS World Grad School Tour** is planning five stops in the US in 2010 for both master’s and PhD programs. RecruitmentTours.com also offers custom shared booths for 20 graduate fairs across the US.

11.3.5 PARTNER UNIVERSITIES AND RELATED ORGANIZATIONS

Existing **partner universities** in the US will certainly have an interest in helping recruit for study abroad programs that they have approved or that are a part of bilateral exchange agreements. They may also be able to help their German partner universities participate in any on-campus graduate school or career fairs.

Some of the **international education, professional, and disciplinary organizations** listed above can be very helpful partners in terms of providing feedback on potential activities or helping promote new programs or initiatives. The American Chemical Society, for example, runs Graduate Recruiting Fairs at their national meetings, which provide a forum for universities to present PhD programs. Other disciplinary organizations are likely to have similar events, in addition to publications aimed at undergraduate students that may be open to articles and/or advertising about graduate programs abroad.

11.4 “SERVING” US STUDENTS

US students are used to a relatively **high standard of service across the university**. If they are excited by a brochure or the website and call to find out more information, they should be able to reach someone who can answer questions helpfully and in a friendly and professional manner—in English. They, or their parents, may have questions about the application process or the program that are more detailed than those of their German counterparts. It is useful to keep in mind that students with a bachelor’s degree from the US may have lived on campus for much of their experience, purchased a “meal plan” to take care of all of their meals in cafeterias, and been used to libraries open 24 hours a day, robust career services offices, a financial aid office to discuss funding options, high-quality fitness facilities, and more—all organized by the university itself.

When they arrive at the institution, they may need (or simply expect) more help than German students with issues such as housing, finding a job, deciding on courses, and getting their immigration issues sorted out. If they

face a mountain of paperwork and a confusing bureaucracy upon arrival—and feel that they have to face it alone—they may not continue with the program or may, at least, have a negative feeling about it from the start.

Finding the US applicants is only the first step. As can be seen in the admissions funnel, students can drop out of the process at any point, and the director of a study abroad or degree program generally has no control over various other offices in the institution. In order to successfully admit, enroll, and graduate students from the US, it is important for the institution to look at all their points of contact with the institution and to be realistic about where the weak points may be. Sometimes institutions can make up for weaknesses by implementing such simple solutions as additional information on the website or even having a clear contact person for international students to turn to for help.

11.5 FINAL THOUGHTS

For a university system that largely has little or no tuition, the cost to recruit students from the US may seem hard to justify. And yet, the US continues to be an important target country for many German institutions for study abroad and degree programs. This is a large, diverse, and wealthy higher education market where students and families are used to paying for higher education. There is a need for robust bilateral exchange relationships (which may take on new formats) as German students continue to want to spend time in the US without having to pay the high tuition. New degree programs taught in English were created, at least in part, to attract a broad international audience, and having students from the US may add an important perspective in the classroom.

Also, when looking at the US, it is important to think about universities as not only potential sources of new students, but also as primary competitors for internationally mobile students from anywhere in the world. As just one example, if German institutions have application deadlines in July and notify students in August for an October start date, they will lose out on the entire pool of applicants who have applied to US universities and accepted admissions by May for a September start. If a student without German-language ability looks at websites for doctoral programs in physics in Germany and the US, they will be comparing the English-language pages of the German website with the entire website in the US.

Taking the time to question past assumptions is equally necessary for German and US higher education administrators. This is a changing world, and universities are at the forefront of that change. German universities have new ways to reach students in the US and new study abroad and degree opportunities to offer them. There is an increasing awareness of the value

of study abroad (for a short period of time or an entire degree) on the part of individuals, institutions, and government agencies in the US, and a long and fruitful bilateral relationship between the two countries. This, combined with Germany's excellent reputation in a number of academic fields, creates a solid foundation on which to build. Students and institutions will be the first beneficiaries of these increased opportunities and collaborations, but the creation of new knowledge and new international networks stand to benefit a far wider audience.

Megan Brenn-White is Director of The Brenn-White Group, which provides marketing, editorial, translation, and strategy services to help universities and NGOs reach international audiences. Current and former clients include major European research universities, the German Academic Exchange Service (DAAD), the Institute of International Education, Baden-Württemberg International, *The Chronicle of Higher Education*, Swisscontact, the American Chemical Society, the Alcoa Foundation Conservation and Sustainability Fellowship Program, and the Partnership for Higher Education in Africa. Ms. Brenn-White is a frequent panelist at international education conferences such as AIEA, NAFSA, and the Forum on Education Abroad.

Prior to founding The Brenn-White Group, Ms. Brenn-White served as Deputy Director of the DAAD office in New York City, Executive Director of the Hessen Universities Consortium New York Office, and Director for International Partnerships at Parsons School of Design—in addition to senior roles in marketing and content at major international websites. She received a bachelor's degree from Harvard College and a master's degree from the London School of Economics.

FIGURE 1: Distribution of Full-Time Undergraduates at Public and Private Not-for-Profit Four-Year Institutions by Published Tuition and Fees, 2009–10	17
FIGURE 2: Number of Students Enrolled in US Higher Education Institutions (in thousands)	29
FIGURE 3: Student Enrollment in Higher Education by Race/Ethnicity, 2008	30
FIGURE 4: Total Enrollment by Attendance Status at Four-Year Institutions, 2008	32
FIGURE 5: Total Number of Degree-Granting Institutions by Type, 2009	34
FIGURE 6: Student Enrollment by Type of Institution, 2007–08	36
FIGURE 7: Number of Associate’s Degrees Awarded by Field of Study, 2007–08	47
FIGURE 8: Number of Bachelor’s Degrees Awarded by Field of Study, 2007–08	52
FIGURE 9: Number of Master’s Degrees Conferred by Field of Study, 2007–08	56
FIGURE 10: Number of Doctoral Degrees Conferred by Field of Study, 2007–08	62
FIGURE 11: Fields of Study for US Students Studying Abroad, 2007–08	69
FIGURE 12: Number of US Students in Germany, 2001–08	70

Note: All cited websites were accessed in March, April, and August 2010.

"Americans Getting Degrees Abroad." *Kojo Nnamdi Show*,
April 22, 2010, <http://thekojonnamdishow.org/shows/2010-04-22/americans-getting-degrees-abroad>.

Association of American Universities. *AAU Facts and Figures*, retrieved from
<http://www.aau.edu/search/default.aspx?searchtext=facts and figures>.

Bell, Nathan. *Graduate Enrollment and Degrees: 1998 to 2008* (Washington, DC: Council of Graduate Schools, 2009),
http://www.cgsnet.org/portals/0/pdf/R_ED2008.pdf.

Blumenstyk, Goldie and Alex Richards. "149 Nonprofit Colleges Fail Education Department's Test of Financial Strength," *The Chronicle of Higher Education*, August 11, 2010,
<http://chronicle.com/article/149-Nonprofit-Colleges-Fail/123878/>.

Bhandari, Rajika and P. Chow, *Open Doors 2009: Report on International Educational Exchange* (New York: Institute of International Education, 2009)

Central Intelligence Agency. *The World Factbook 2009*,
<https://www.cia.gov/library/publications/the-world-factbook/index.html>.

Central Intelligence Agency. *The World Factbook 2009: United States*,
<https://www.cia.gov/library/publications/the-world-factbook/geos/us.html>.

Cheeseman Day, Jennifer. "Population Profile of the United States: National Population Projections," *US Census Bureau*,
<http://www.census.gov/population/www/pop-profile/natproj.html>.

College Board. *Trends in College Pricing 2009* (New York: The College Board, 2009), http://www.trends-collegeboard.com/student_aid/pdf/2009_Trends_Student_Aid.pdf.

College Board. "Tuition Increases Continue to Slow at Public Colleges According to the College Board's 2006 Reports on College Pricing and Financial Aid," *College Board* website, October 24, 2006,
<http://www.collegeboard.com/press/releases/150634.html>.

College Board. *Trends in College Pricing 2009* (New York: The College Board, 2009), http://www.trends-collegeboard.com/college_pricing/pdf/2009_Trends_College_Pricing.pdf.

Council for Higher Education Accreditation, *Council for Higher Education Accreditation...Accreditation Serving the Public Interest*,
http://www.chea.org/pdf/chea_glance_2006.pdf, p. 1.

DAAD/HIS. *Wissenschaft weltoffen 2009* (Bielefeld: Deutscher Akademischer Austauschdienst, 2010), <http://www.wissenschaft-weltoffen.de/daten>.

Damast, Alison. "State Universities Brace for Another Brutal Year," *Bloomberg Businessweek*, February 11, 2010, http://www.businessweek.com/bschools/content/feb2010/bs20100211_635552.htm.

Delevingne, Lawrence. "Harvard and Yale Endowments Clobbered," *Business Insider*, September 11, 2009, <http://www.businessinsider.com/harvards-endowment-down-11-billion-2009-9>.

Denecke, Daniel. "Dual and Joint Degrees: A Workshop," (presentation, CGS 48th Annual Meeting, Washington, DC, December 3, 2008), http://www.cgsnet.org/portals/0/pdf/mtg_am08Denecke.pdf.

Educational Testing Service. *GRE Test*, <http://www.ets.org/gre/>.

Federal Register, July 20, 2010, Volume 75, Number 138, <http://www.nasfaa.org/publications/2010/frforeign072110.html>.

Federal Student Aid, "Direct Loans," <http://www2.ed.gov/offices/OSFAP/DirectLoan/index.html>.

Fischer, Karin. "Graduate-Admissions Offers to Foreign Students Bounce Back," *The Chronicle of Higher Education*, August 19, 2010, <http://chronicle.com/article/Graduate-Admissions-Offers-to/123987/>.

Fulbright Kommission. "The German-American Fulbright Program," *Fulbright Kommission* website, <http://www.fulbright.de/commission/about-the-program/description-of-the-program.html>.

Furman, Nelly, David Goldberg, and Natalia Lusin. *Enrollments in Languages Other Than English in United States Institutions of Higher Education. Fall 2006* (Modern Language Association, 2007) http://www.mla.org/2006_flenrollmentsurvey.

Hawkins, David and Melissa Clinedinst. *State of College Admission 2008 Report*, 2008 (PowerPoint slides), <http://admin.nacacnet.org/EventsTraining/NC10/2008NationalConference/Documents/2008%20Educational%20Session%20Materials/D403.pdf>.

Hebel, Sara. "State Cuts Are Pushing Public Colleges into Peril." *The Chronicle of Higher Education*, March 14, 2010, <http://chronicle.com/article/In-Many-States-Public-Higher/64620>.

Institute of International Education. "Program Overview," *Benjamin A. Gilman International Scholarship* website, <http://www.iie.org/en/Programs/Gilman-Scholarship-Program/About-the-Program>.

Institute of International Education. "Fellowship and Scholarship Management," *IIE Network: Open Doors* website, November 16, 2009, <http://opendoors.iienetwork.org/?p=150649>.

- Institute of International Education. "Record Numbers of International Students in U.S. Higher Education," *IIE Network: Open Doors* website, November 16, 2009, <http://opendoors.iienetwork.org/?p=150649>.
- Institute of International Education. "Fulbright U.S. Student Program Overview," *Fulbright Program* website, <http://us.fulbrightonline.org/overview.html>.
- López-Rivera, Marisa. "Paychecks Stagnate for Presidents of Many Public Universities," *The Chronicle of Higher Education*, January 18, 2010, <http://chronicle.com/article/Pay-Stagnates-for-Many/63546/>.
- National Research Council, "Report Release Announcement," *Research Doctorate Programs, Board on Higher Education and Workforce* website, August 23, 2010, <http://sites.nationalacademies.org/PGA/Resdoc/index.htm>.
- National Security Education Program. "The Language Flagship Fellowships," *Boren Awards* website, http://borenawards.org/the_language_flagship.
- Nerad, Maresi. "Promovieren in den USA," *Center for Innovation in Graduate Education* website, 2004, <http://depts.washington.edu/cirgeweb/c/wp-content/uploads/2008/07/promovieren-in-den-usa-english.pdf>.
- Noel-Levitz, Inc. *Cost of Recruiting Report: Summary of findings for two-year and four-year institutions*, 2006, <http://www.noellevitz.com/NR/rdonlyres/B3EB8C48-8886-4457-9B9E-514E30B88A3E/0/CostofRecruitingReport.pdf>.
- Organisation for Economic Co-operation and Development (OECD). "Table B2.1. Expenditure on educational institutions as a percentage of GDP, by level of education (1995, 2000, 2006)" *Education at a Glance 2009: OECD Indicators*, http://www.oecd.org/document/24/0,3343,en_2649_39263238_43586328_1_1_1_1,00.html.
- StADaF. *Deutsch als Fremdsprache weltweit: Datenerhebung 2005*, 2006, <http://www.goethe.de/mmo/priv/1459127-STANDARD.pdf>.
- Strauss, Valerie. "Community Colleges Get Student Influx in Bad Times," *The Washington Post*, May 31, 2009, <http://www.washingtonpost.com/wpdyn/content/article/2009/05/30/AR2009053001762.html>.
- The Carnegie Foundation for the Advancement of Teaching. *Classification Descriptions*, <http://classifications.carnegiefoundation.org/descriptions>.
- The Chronicle of Higher Education. "College Costs and Financial Aid," *Almanac of Higher Education 2009-10*, 2009, http://staging3.texterity.com/almanac/almanac200910/?pm=1&zin=161&u1=texterity&sub_id=sYadNu5lq1Kp&pg=12&z=128.
- The World Bank Group. *Ed Stats Data Query*, 2009, <http://ddp-ext.worldbank.org/ext/DDPQQ/member.do?method=getMember&userid=1&queryId=189>.

UNESCO. *Global Education Digest 2009: Comparing Education Statistics Across the World* (Montreal: UNESCO Institute for Statistics, 2009), http://www.uis.unesco.org/template/pdf/ged/2009/GED_2009_EN.pdf.

United Nations Department of Economic and Social Affairs. "World Population Prospects," <http://esa.un.org/unpp>.

University of California, Los Angeles. "How UCLA Is Funded ... And Why It Matters to All of Us," *UCLA Newsroom*, <http://newsroom.ucla.edu/portal/ucla/budgetmyths1.aspx>.

University of Massachusetts, Amherst. "Full-Time Undergraduate Tuition and Mandatory Fees Per Semester 2009-2010," <http://www.umass.edu/bursar/full%20time%202009-2010.pdf>.

University of Phoenix. "University of Phoenix website," <http://www.phoenix.edu>.

US Census Bureau. *Foreign Trade Statistics: Top Trading Partners – Total Trade, Exports, Imports, Year-to-Date December 2009, 2009* <http://www.census.gov/foreign-trade/statistics/highlights/top/top0912yr.html>.

US Department of Education. *Federal Student Aid: FAFSA*, <http://www.fafsa.ed.gov/>.

US Department of Education. National Center for Education Statistics, *Digest of Education Statistics 2009* (NCES 2010-013), <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010013>.

US Department of Education. National Center for Education Statistics, *Fast Facts*, <http://nces.ed.gov/fastfacts/display.asp?id=40>.

US Department of Education. National Center for Education Statistics, *High School Dropout and Completion Rates in the United States: 2007* (NCES 2009-064), <http://nces.ed.gov/pubs2009/2009064.pdf>.

US Department of Education. *Student Aid on the Web*, <http://studentaid.ed.gov/>.

US Department of State. *Background Note: Germany*, March 2010, <http://www.state.gov/r/pa/ei/bgn/3997.htm>.

Wayne State University. "Junior Year in Munich," <http://www.jym.wayne.edu/tradition.html>.

Wingfield, Brian and Daniel Indiviglio. "The Most Expensive U.S. Colleges," *Forbes*, February 3, 2009, http://www.forbes.com/2009/02/03/most-expensive-colleges-business-0203_colleges.html.

NOTE ON UNIVERSITY PROFILES

The following profiles are provided to give a more in-depth picture of various institutions in the US in order to give a better picture of the system as a whole. The universities were selected based on the most popular ranking in the US: the *US News & World Report* University Rankings. The top six public institutions, top six private institutions, and top three liberal arts colleges for 2010 are included here.

Information about these institutions was gathered in March and April 2010 through research conducted on the institutions' own websites as well as through phone interviews. The information presented has not been fact-checked beyond what the institutions themselves reported. Fields marked with a * represent areas where information was not publicly-available.

PUBLIC UNIVERSITY PROFILES

University of California, Berkeley	100
University of California, Los Angeles (UCLA)	106
University of North Carolina, Chapel Hill	113
University of Michigan-Ann Arbor	119
University of Virginia (UVA)	125
The College of William & Mary	131
California Institute of Technology (Caltech)	137

PRIVATE UNIVERSITY PROFILE

Harvard University	142
Massachusetts Institute of Technology (MIT)	151
Princeton University	157
University of Pennsylvania	164
Yale University	170

LIBERAL ARTS COLLEGE PROFILE

Amherst College	175
Swarthmore College	178
Williams College	182

PUBLIC UNIVERSITY PROFILE: UNIVERSITY OF CALIFORNIA, BERKELEY

TYPE OF UNIVERSITY: Public
YEAR FOUNDED: 1868
ADDRESS: University of California, Berkeley
 Berkeley, CA 94720
WEBSITE: <http://www.berkeley.edu/>
CARNEGIE CLASSIFICATION: RU/VH: Research Universities (very high research activity)
 2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 21

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	21%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	68%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:
 A&S-F/HGC: Arts & sciences focus, high graduate coexistence

Total number of undergraduate students	25,151
Full-time students	97%
Part-time students	3%
Declared German majors, 2008–09	41
Degrees conferred between July 2007 and June 2008	
Social sciences	20%
Engineering	13%
Biological/life sciences	13%
English	6%
Interdisciplinary studies	5%
Business/marketing	5%
Psychology	4%
Visual and performing arts	4%
Architecture	3%
Area and ethnic studies	3%

Foreign languages and literature	3%
Mathematics	3%
Physical sciences	3%
History	3%
Natural resources/environmental sciences	2%
Communications	2%
Law/legal studies	2%
Health professions and related sciences	2%
Computer and information sciences	1%
Philosophy, religion, theology	1%
Public administration	1%

Graduate Students

Carnegie Classification of Graduate Instructional Program:

CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)

Total number of graduate students	10,300
in German Studies or German Language	34
Full-time students	90%
Part-time students	10%
Enrollments by Academic Unit, Fall 2009	
General Campus	9,493
Health Sciences	807

INTERNATIONAL STUDENTS

Total Undergraduate	1,520
Total Graduate	1,899
from Germany	75
Top 3 Sending Countries	
from South Korea	595
from China	477
from India	299

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	1,591
With tenure	1,110
On tenure track	255
Not on tenure track	226
Without faculty status	654
Number of faculty in the German Department	
	11 full professors

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS AND INITIATIVES IN EUROPE

International Visitors and Exchange Program

“The International Visitors and Exchange Office oversees the development of bilateral and multilateral exchange agreements that allow for graduate student and faculty exchange with international partner institutions. The International Visitors and Exchange Office also coordinates the visits of high-level international visitors and delegations to the UC Berkeley campus, including heads of state, government officials and senior academic officials.”

For a list of partnerships, visit: http://iveo.berkeley.edu/international_partners

Source: <http://iveo.berkeley.edu/>

International Programs at UCB Professional Schools

Haas School of Business

- Haas Global Management Concentration
- Clausen Center for International Business & Policy

School of Public Health

- Institute for Global Health (IGH)
- Global Center for Health Economics and Policy Research (GCHEPR)
- Center for Entrepreneurship in International Health and Development (CEIHD)
- Bay Area International Group

Goldman School of Public Policy

- Executive and International Programs (EIP)

School of Law – Boalt Hall

- Center for the Study of Law and Society
- International Human Rights Law Clinic

Graduate School of Journalism

- Program in International Reporting
- The Goldman Forum on the Press and Foreign Affairs

College of Engineering

- International Computer Science Institute
- Source: http://ias.berkeley.edu/additional_intl_resources

EXCHANGE PROGRAMS AND PARTNERSHIPS IN GERMANY**UC Education Abroad Program**

“Since 1962, the University of California Education Abroad Program (EAP) has been the UC systemwide international exchange program. Serving all ten campuses, EAP supports the mission of the University of California through instructional activities and exchange relationships around the world. ”

Education Abroad Programs in Germany include: Fall/Spring in European Studies at the Free University of Berlin (BEST), Fall/Spring/Year programs at the Free University of Berlin, Graduate Studies for Fall/Spring/Year at the University of Göttingen, Fall/Spring/Year at Humboldt University of Berlin, Spring in Language and Culture at the University of Potsdam, Fall/Spring/Year at the Technical University of Berlin.

Source: http://eap.ucop.edu/our_programs/countries/germany/

“The Department of German is a founding member of the PhD-Net »Das Wissen der Literatur« established at the Humboldt University Berlin in 2008. The network includes the Departments of German at the Humboldt University Berlin, UC Berkeley, Harvard University, and Princeton University. It offers graduate students the possibility to study one or two semesters at a partner institution and to participate in the shared thematic emphasis on the relationship between literature and forms of knowledge. The international collaboration offers students the possibility to work with renowned scholars at several research institutions and to engage in theoretical discussions about recent work in Europe and in the US. Currently, two graduate students from UC Berkeley are participating in a research seminar at the Humboldt University. For more information, see: <http://www2.hu-berlin.de/wissen-literatur/index.php>.”

Humboldt University, Berlin

“The Department of German is a founding member of the PhD-Net »Das Wissen der Literatur« established at the Humboldt University Berlin in 2008. The network includes the Departments of German at the Humboldt University Berlin, UC Berkeley, Harvard University, and Princeton University. It offers graduate students the possibility to study one or two semesters at a partner institution and to participate in the shared thematic emphasis on the relationship between literature and forms of knowledge. The international collaboration offers students the possibility to work with renowned scholars at several research institutions and to engage in theoretical discussions about recent work in Europe and in the US. Currently, two graduate students from UC Berkeley are participating in a research seminar at the Humboldt University. For more information, see: <http://www2.hu-berlin.de/wissen-literatur/index.php>.”

University of Konstanz

"The Department of German is a founding partner in the newly designed MA program "Kulturelle Grundlagen Europas" at the University of Konstanz. This program offers students who specialize in questions of literature, migration, and globalization the possibility to pursue their studies and research projects with expert faculty at both universities. For more information, see: <http://www.exc16.de/cms/europa-studiengang.html>."

Ludwig-Maximilians-Universität, Munich

"A recently designed agreement of cooperation between UC Berkeley and the Ludwig-Maximilians-Universität in Munich offers graduate students and faculty at both universities a new platform for international cooperation and exchange."

Berkeley-Tübingen-Vienna-Harvard working group

"Graduate students at the Department of German are members of the Berkeley-Tübingen-Vienna-Harvard working group, an international cooperation of graduate students supported by the Townsend Center at UC Berkeley. This working group focuses on specific topics in literary theory and history. It organizes an annual international conference."

Source: <http://german.berkeley.edu/graduate/networks.php>

OTHER "PROJECTS" FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

International Graduate Student Exchange

"International graduate students from a partner institution who wish to come to UC Berkeley on the exchange program must be nominated by his or her home university within the quota and deadlines described below. Students should contact their institution's International Exchange Administrator for information on their institution's internal procedures. To learn about UC Berkeley's academic departments and research units please refer to the following website: <http://www.berkeley.edu/academics/departments/a.html>. Please note that the admissions, enrollment procedures, and some privileges described on other sections of the UC Berkeley website DO NOT APPLY to exchange students coming to UC Berkeley through the IVEO-administered exchange program. Berkeley Summer Sessions is not included in the exchange program."

Berkeley Graduate Student Exchange

"The exchange process varies by exchange. Please contact IVEO directly with specific questions. Please note that IVEO does not provide funding to support graduate student exchanges."

Faculty and Researcher Exchanges

"These are best accomplished through direct communication and collaboration between partner institution colleagues. Please refer to the UC Berkeley website for links to Berkeley academic departments and research centers. General administrative support to facilitate the exchange can be provided by IVEO."

Source: http://iveo.berkeley.edu/exchange_programs

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

Mission Statement

"Founded in the wake of the gold rush by leaders of the newly established 31st state, the University of California's flagship campus at Berkeley has become one of the preeminent universities in the world. Its early guiding lights, charged with providing education (both "practical" and "classical") for the state's people, gradually established a distinguished faculty (with 20 Nobel laureates to date), a stellar research library, and more than 350 academic programs."

"... The National Research Council, in the most recent version of its highly regarded report on U.S. public and private universities, ranked Berkeley no. 1 nationally in the number of campus graduate programs (35 out of 36) among the top 10 in their fields.

"In accordance with UC's "public" character, the university has long served talented individuals regardless of means. As early as 1897, financial aid was available for "needy and deserving" students. More than a century later, UC Berkeley combines outstanding teaching and research programs with broad access for students of all means — educating more federal Pell Grant recipients from low-income families than all eight Ivy League universities combined. Close to 30 percent of UC Berkeley freshmen are the first in their families to attend college."

Source: <http://berkeley.edu/about/hist/index.shtml>

PUBLIC UNIVERSITY PROFILE: UNIVERSITY OF CALIFORNIA, LOS ANGELES (UCLA)

TYPE OF UNIVERSITY: Public
YEAR FOUNDED: 1919
ADDRESS: 405 Hilgard Avenue
 Los Angeles, CA 90095
WEBSITE: <http://www.ucla.edu>
CARNEGIE CLASSIFICATION: RU/VH: Research Universities (very high research activity)
 2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 24 (tie)

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	23%
Graduate acceptance rate (average, 2004–08)	29%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	63%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:
 A&S-F/HGC: Arts & sciences focus, high graduate coexistence

Total number of undergraduate students	26,536
Full-time students	97%
Part-time students	3%
Degrees conferred in German, 2008–09	9
Degrees conferred between July 2007 and June 2008	
Social sciences	28%
Biological/life sciences	14%
Psychology	11%
History	8%
English	6%
Engineering	6%
Visual and performing arts	5%
Interdisciplinary studies	5%
Area and ethnic studies	4%
Foreign languages and literature	3%

Mathematics	3%
Business/marketing	3%
Philosophy and religious studies	2%
Physical sciences	2%
Computer and information sciences	1%
Health professions and related sciences	1%
Natural resources/environmental science	1%
Liberal arts/general studies	1%

Graduate Students

Carnegie Classification of Graduate Instructional Program:

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary

Total number of graduate students	11,684
in German Studies or German Language (2006)	14
Full-time students	97%
Part-time students	3%
Enrollments by College/Field of Study, 2006	
Letters and science	2,813
Engineering	1,306
Health sciences	1,302
Law	1,034
Education and information studies	896
Management	754
Medicine	616
Public affairs	458
Theater, film, and television	397
Arts and architecture	365
Dentistry	357

INTERNATIONAL STUDENTS

Total Undergraduate	434
Total Graduate	~1,600 (17%)
from Germany	*

Top 4 Sending Countries	not known
China, India, South Korea, Japan	*

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	2,909
With tenure	1,505
On tenure track	277
Not on tenure track	1,127
Without faculty status	625
Number of faculty in the German Department	16
Core faculty	10
Part-time faculty	2
Affiliated faculty	4

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS AND INITIATIVES IN EUROPE

Note: Some programs marked “Universitywide Education Abroad Program” are part of the University of California system’s Education Abroad Program and available to all University of California students.

Belgium	Flemish Interuniversity Council (VLIR)	History
Croatia	University of Zadar	Graduate School of Education & Information Studies
Denmark	University of Copenhagen	Universitywide Education Abroad Program
France	Ecole Normale Supérieure, Paris	Universitywide Education Abroad Program
France	Institut d’Etudes Politiques (Sciences Po)	Universitywide Education Abroad Program
France	Institut d’Etudes Politiques d’Aix en Provence	School of Law
France	L’Ecole des Hautes Etudes en Sciences Sociales (EHESS) (2)	Social Sciences Division
France	The École Normale Supérieure	Department of Linguistics, Department of Philosophy
France	Université de la Sorbonne Nouvelle, Paris III	French and Francophone Studies
France	University of Bordeaux	Universitywide Education Abroad Program
France	University of Lyon	Universitywide Education Abroad Program

Germany	Free University of Berlin	Universitywide Education Abroad Program
Germany	Georg-August University of Göttingen	Universitywide Education Abroad Program
Germany	Humboldt University Berlin	Universitywide Education Abroad Program
Germany	Ludwig-Maximilians-Universität München	Program in Indo-European Studies
Germany	Technical University	Universitywide Education Abroad Program
Germany	University of Cologne	Program in Indo-European Studies
Germany	University of Potsdam	Universitywide Education Abroad Program
Hungary	Eötvös Loránd University	Universitywide Education Abroad Program
Ireland	National University of Ireland, Galway	Universitywide Education Abroad Program
Ireland	Trinity College Dublin	Universitywide Education Abroad Program
Ireland	University College Cork	Universitywide Education Abroad Program
Ireland	University College Dublin	Universitywide Education Abroad Program
Italy	University of Bologna	Universitywide Education Abroad Program
Italy	University of Commerce Luigi Bocconi	Universitywide Education Abroad Program
Italy	University of Ferrara	School of Public Health, School of Public Affairs
Italy	University of Padova	Universitywide Education Abroad Program
Italy	University of Siena	Department of Linguistics
Italy	University of Trieste	Department of Psychology
Netherlands	Maastricht University Faculty of Economics & Bus. Admin.	Universitywide Education Abroad Program
Netherlands	Maastricht University Faculty of Psychology	Universitywide Education Abroad Program
Netherlands	University College, Maastricht	Universitywide Education Abroad Program
Netherlands	University College, Utrecht	Universitywide Education Abroad Program
Netherlands	University of Utrecht	College of Letters and Science
Netherlands	Utrecht University	Universitywide Education Abroad Program
Norway	University of Tromsø	School of Law
Spain	Autonomous University of Barcelona	Universitywide Education Abroad Program
Spain	Carlos III University	Universitywide Education Abroad Program
Spain	Complutense University of Madrid	Universitywide Education Abroad Program
Spain	Universitat Pompeu Fabra	School of Law
Spain	University of Alcalá	Universitywide Education Abroad Program
Spain	University of Barcelona	Universitywide Education Abroad Program
Spain	University of Cádiz	Universitywide Education Abroad Program
Spain	University of Córdoba	Universitywide Education Abroad Program
Spain	University of Granada	Universitywide Education Abroad Program

Sweden	Karolinska Institutet	Campuswide
Sweden	Lund University	Universitywide Education Abroad Program
Switzerland	The Graduate Institute of International and Development Studies	School of Law
Switzerland	University of Applied Sciences Western Switzerland	School of Public Affairs
Switzerland	University of Berne	Department of English
Switzerland	University of Geneva	School of Public Affairs
Switzerland	University of Geneva	Institute of the Environment
Switzerland	University of Geneva	Campuswide
United Kingdom	Imperial College London	Universitywide Education Abroad Program
United Kingdom	Southampton University	Department of Mechanical and Aerospace Engineering
United Kingdom	University of Bristol	Universitywide Education Abroad Program
United Kingdom	University of Cambridge, Pembroke College	Universitywide Education Abroad Program
United Kingdom	University of Durham	Universitywide Education Abroad Program
United Kingdom	University of East Anglia	Universitywide Education Abroad Program
United Kingdom	University of Edinburgh	Universitywide Education Abroad Program
United Kingdom	University of Glasgow	Universitywide Education Abroad Program
United Kingdom	University of Kent	Universitywide Education Abroad Program
United Kingdom	University of Leeds	Universitywide Education Abroad Program
United Kingdom	University of London, King's College	Universitywide Education Abroad Program
United Kingdom	University of London, Queen Mary	Universitywide Education Abroad Program
United Kingdom	University of Manchester	Universitywide Education Abroad Program
United Kingdom	University of St. Andrews	Universitywide Education Abroad Program
United Kingdom	University of Surrey	Chancellor's Office
United Kingdom	University of Sussex	Universitywide Education Abroad Program
United Kingdom	University of Warwick	Universitywide Education Abroad Program
United Kingdom	University of Warwick	Division of Humanities
United Kingdom	University of York	Universitywide Education Abroad Program

Source: <http://mou.international.ucla.edu/default.aspx>

EXCHANGE PROGRAMS IN GERMANY

(See also information about UC Systemwide Education Abroad Programs in Germany on p. 103)

German Studies:

Vienna, Munich, Berlin, German Culture Accross Europe

“Take courses in German art, culture, and history (taught in English) as you move from Vienna to Munich and on to Berlin. You may also opt to take any level of German language. You will enjoy seeing three of the great cities both of contemporary Europe and of European history. The program is designed for students of all backgrounds and majors. We will learn through exploration: In Vienna we trace the footsteps of Gustav Klimt, Sigmund Freud, and others in the streets and coffee houses. In Munich we try to understand how a cultural capital of Europe could give rise to avant-garde art as well as the Nazi party. In Berlin, we will explore the dynamics of a city still healing from decades of war and division while also becoming a city so essential for the future that Barack Obama spoke there before the election. For language students there will also be plenty of opportunities to practice your skills outside of the classroom!

“**Scholarships:** To help cover the cost of the program, the Department of Germanic Languages will offer limited scholarships based on merit and need. The scholarship application includes a one-page personal statement demonstrating a solid commitment to German studies, a current DPR, and financial aid statement. Information about applications will be provided to students registered in the program. Last year, the Department of Germanic Languages offered \$2000 in scholarships.”

Source: <http://www.ieo.ucla.edu/TravelStudy/German-Europe/overview.htm>

OTHER “PROJECTS” FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

The UCLA International Institute

“The International Institute serves as the focal point for international research and teaching at UCLA. Through its multidisciplinary centers and programs dedicated to the study of world regions and global issues, the Institute fosters learning about and active participation in the contemporary world. It also coordinates formal agreements concerning student exchange and research collaboration between UCLA and foreign universities.

“At the core of the International Institute is a cluster of eighteen multidisciplinary centers and programs focusing on world regions and global issues. The Institute and its centers offer public events and lecture series, bringing dignitaries, politicians, scholars, artists, and activists to campus. Serving varied constituencies and communities in metropolitan Los Angeles and beyond, it provides knowledge about the contemporary world and promotes lifelong learning through accredited training programs and resources made available on its website. The Institute advises members of the news media on issues of global concern, and its website conveys scholarly findings and other information to the public.

“Hundreds of UCLA faculty members are affiliated with the International Institute through its centers and programs. Most of the faculty are well-established specialists in humanities and social sciences departments and

professional schools; many have received prestigious awards and seen their works translated around the globe. The Institute's constituent centers and programs stimulate and distribute innovative work by affiliated faculty and outside scholars through collaborative research, conferences, symposia, and publications programs. The Institute also funds research projects with grants available to faculty and graduate students.

"In operation for more than a quarter-century, the Institute's outreach programs serve K-12 educators and community college teachers around the Los Angeles metropolitan area. UCLA language, education, technology, and area studies experts provide teacher training and professional development on campus, at school sites, and overseas with teacher study tours. In addition, the Institute and its multidisciplinary centers conduct training programs tailored to the needs of businesses and government agencies."

Source: <http://www.international.ucla.edu/about.asp>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

"UCLA offers immediate, first-year access to a virtually limitless selection of studies that only a world-class university can provide. UCLA's strength is its size, allowing for unimagined diversity, unmatched breadth and depth of scholarship, and limitless possibility. UCLA offers 130 majors, 3,000 undergraduate courses taught by 3,800 faculty, and more than 880 student organizations. At UCLA, 31 academic programs are ranked among the top 20 in their fields, representing all the most popular undergraduate majors. The undergraduate experience at UCLA can begin with participation in a year-long Freshman Cluster -- a stimulating multidisciplinary exploration of a contemporary topic. And students can choose among 200 small group seminars taught by top faculty, or specialized honors courses and seminars. Or, undergraduates can conduct research in close collaboration with UCLA scholars -- sometimes as early as the freshman year. The Honors Program provides an enriched educational experience through interdisciplinary seminars, engaging classroom presentations, individualized mentoring, and special honors courses designed to encourage and reward critical thinking. At UCLA, community service is a cornerstone of undergraduate education; students can participate in local, state, or national programs that combine a volunteer experience with academic coursework. UCLA is the arts and cultural center of the western U.S., and students can choose from more than 1,000 events annually. By building fresh new perspectives and encouraging new ways to wonder, UCLA continues to define what a university can be."

Source: <http://colleges.usnews.rankingsandreviews.com/best-colleges/los-angeles-ca/ucla-1315>

PUBLIC UNIVERSITY PROFILE: UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

TYPE OF UNIVERSITY: Public

YEAR FOUNDED: 1789

ADDRESS: 311 Carr Building, CB# 3350
Chapel Hill, NC 27599-3350

WEBSITE: <http://www.unc.edu>

CARNEGIE

CLASSIFICATION: RU/VH: Research Universities (very high research activity)

2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 28

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	34%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	51%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:

A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence

Total number of undergraduate students	17,895
Full-time students	95%
Part-time students	5%
Number of majors and minors in Germanic Studies	~100
Degrees conferred between July 2008 and June 2009	
Social sciences	16%
Communications/journalism	12%
Psychology	9%
Business/marketing	8%
Biological/life sciences	8%
Health professions and related sciences	7%
Area and ethnic studies	6%
Foreign languages and literature	5%
History	5%
English	4%
Parks and recreation	4%
Physical sciences	4%

Visual and performing arts	3%
Education	2%
Mathematics	2%
Philosophy and religious studies	2%
Public administration and social services	2%
Natural resources/environmental science	1%
Interdisciplinary studies	1%
Computer and information sciences	1%
Family and consumer sciences	1%
Liberal arts/general studies	1%

Graduate Students

Carnegie Classification of Graduate Instructional Program:

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary

Total number of graduate students	10,672
in German Studies or German Language	18
Full-time students	63%
Part-time students	37%
Enrollments by School, Fall 2009	
Arts & Sciences	2,111
Off-Campus Studies	1,476
Public Health	996
Business	747
Medicine	747
Continuing Studies	596
Information & Library Science	372
Education	360
Nursing	257
Social Work	222
Inter-Institutional Visitors	138
Pharmacy	117
Dentistry	93
Journalism & Mass Communication	91
Government	63

INTERNATIONAL STUDENTS

Total Undergraduate	332
Total Graduate	1,268
from Germany	*
Top 3 Sending Countries	*

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	2,969
With tenure	1,372
On tenure track	418
Not on tenure track	1,179
Without faculty status	*
Number of faculty in the German Department	20
Professors	5
Other faculty	15

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

INTERNATIONAL PARTNERSHIPS AND INITIATIVES IN EUROPE

DEPARTMENTS, CENTERS & PROGRAMS

Center for European Studies and European Union Center of Excellence

“The mission of the University of North Carolina Center for European Studies is to advance understanding of the social, political and economic events that shape contemporary Europe, in particular the European integration project. The Center offers an undergraduate major and an innovative MA program, the Transatlantic Masters, which is run in collaboration with eight European universities. The Center has been designated a National Resource Center by the U.S. Department of Education and disseminates knowledge about contemporary Europe by funding new faculty and graduate student research and by developing original teaching materials for use in outreach programs with public schools, business and media organizations. The Center is one of 11 European Union Centers of Excellence funded by the European Commission and also runs the national network of E.U. Centers of Excellence.”

Center for Slavic, Eurasian, and East European Studies

“Established in 1991 and operated jointly by the University of North Carolina at Chapel Hill and Duke University, the Center for Slavic, Eurasian and East European Studies is one of 15 National Resource Centers (NRC) in Slavic,

Eurasian and East European Studies as designated by the International Education and Graduate Programs (IEGPS) Office of the U.S. Department of Education. The Center for Slavic, Eurasian and East European Studies supports a variety of activities including teacher training, undergraduate education, graduate student and faculty research, exchange programs, conferences, seminars and public outreach programs.”

DEGREE PROGRAMS

Curriculum in Contemporary European Studies

“The EURO curriculum is designed as a complementary major for students wishing to deepen their understanding of the issues and events currently shaping Europe. Students majoring in EURO are therefore strongly encouraged to also complete a major in an academic department.

[...]

“The EURO major is administered by the Center for European Studies, a U.S. Department of Education Title VI National Resource Center and a European Union Center of Excellence funded by the European Commission. Through CES, EURO majors can participate in a wide range of ongoing programs including guest speakers, film festivals, conferences, and cultural events. The Center also houses the TransAtlantic Masters Program (TAM), a degree program for students seeking international careers in administration, diplomacy, business, policy-making, consulting, teaching, and research.”

TransAtlantic Masters Program

“The Trans-Atlantic Masters Program (TAM) trains graduate students pursuing international careers in administration, diplomacy, business, policy-making, consulting, teaching and research. Offered by a consortium of world-renowned universities in the United States and Europe, TAM is a unique, intensive 2-year degree program that offers students the opportunity to pursue graduate study at a variety of locations on both sides of the Atlantic Ocean. TAM prepares students to assume positions of leadership in world affairs by providing them with a broad comparative understanding of EU-US politics, policy and social evolution, complemented by expertise in a particular nation or topic. The TAM partner schools include: University of North Carolina at Chapel Hill; University of Washington, Seattle; Humboldt Universität zu Berlin; Università degli Studi di Siena; Universidad Carlos III, Madrid; Charles University, Prague; Freie Universität, Berlin; University of Bath; Sciences Po, Paris; Universitat Pompeu Fabra, Barcelona; and VU University, Amsterdam.”

Source:

http://global.unc.edu/index.php?option=com_content&view=article&id=44&Itemid=51

EXCHANGE PROGRAMS IN GERMANY

Undergraduate Study Abroad Opportunities in Germany

“UNC-CH now has an agreement for student exchanges at all the universities in the southwestern German state of Baden-Württemberg (Freiburg, Konstanz, Tübingen, Mannheim, Ulm, Heidelberg, etc.), as well as successful

study-abroad programs at the universities of Göttingen, Tübingen, and Vienna. There are also science exchanges with universities in Jena and Berlin.”

Source:

<http://www.unc.edu/depts/german/undergraduatestudiesopportunities/studyabroad.html>

Graduate Study Abroad – Carolina-Duke Graduate Program in German Studies

“Both Duke University and the University of North Carolina at Chapel Hill have strong, long-standing partnerships with German universities.

“Duke offers student exchanges with the Free University of Berlin and the University of Potsdam, programs in which graduate students in German Studies regularly participate. Additionally, Duke University’s Department of Germanic Languages and Literatures has initiated a graduate student exchange with the University of Duisburg-Essen, which typically takes the American graduate students to Essen for four weeks of intensive study in May or June, with a corresponding visit of German students to Durham in September. Finally, select graduate students will be invited to serve as mentors, instructors, and/or program assistants in the undergraduate Duke study abroad summer program in Berlin.

“The University of North Carolina at Chapel Hill has partnerships with German universities, including exchanges with Göttingen, Tübingen, and the state of Baden-Württemberg. Its German department has a TA-exchange with the University of Tübingen, annually sending one graduate student to Tübingen to teach English and pursue further graduate studies. Further, graduate students in German at Duke University and the University of North Carolina at Chapel Hill have a strong track record for successful DAAD and Fulbright fellowships for study abroad.”

Source: <http://www.german.duke.edu/carolina-duke-grad/program/?p=studyabroad>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

“Since opening its doors as the nation’s first public university in 1789, the University of North Carolina at Chapel Hill has earned a reputation as one of the best universities in the world. Our unique school spirit has been forged through more than two centuries of academic excellence, public service, and athletic, professional, and personal achievement. Often called a ‘public ivy,’ Carolina is known best for: One of the strongest and most diverse student bodies in the nation - a community, composed of students from every state and more than 100 countries, that has produced more Rhodes Scholars over the last five years than any other public university and the seventh most overall. Academic opportunities that will prepare students to change the world - innovative programs not found anywhere else, such as our respected and inclusive Honors Program, and opportunities to contribute to ground-breaking research and study abroad in more than 70 countries. Best value in the nation among public universities by Kiplinger’s Personal Finance eight consecutive times—outstanding merit-based scholarships, such as the Morehead-Cain, Pogue, and Robertson, as well as a need-based aid program that meets full need and enables qualified low-income students to graduate debt-free through the Carolina Covenant. One beautiful campus—a classic university

setting within the dynamic town of Chapel Hill, where friendly classmates, exciting events, and state-of-the-art resources are only a short walk away.”

Source: <http://colleges.usnews.rankingsandreviews.com/best-colleges/chapel-hill-nc/unc-2974>

PUBLIC UNIVERSITY PROFILE: UNIVERSITY OF MICHIGAN-ANN ARBOR

TYPE OF UNIVERSITY: Public

YEAR FOUNDED: 1817

ADDRESS: The University of Michigan
Ann Arbor, MI 48109

WEBSITE: <http://www.umich.edu/>

CARNEGIE

CLASSIFICATION: RU/VH: Research Universities (very high research activity)

2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 27

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	50%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	79%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:

A&S-F/HGC: Arts & sciences focus, high graduate coexistence

Total number of undergraduate students	25,994
Full-time students	97%
Part-time students	3%
Degrees conferred in German, 2002–03	27
Degrees conferred between July 2007 and June 2008	
Social sciences	18%
Engineering	15%
Psychology	11%
Biological/life sciences	6%
Business/marketing	6%
Foreign languages and literature	5%
English	5%
Visual and performing arts	5%
Interdisciplinary studies	4%
Communications/journalism	3%
Parks and recreation	3%

Health professions and related sciences	3%
History	3%
Architecture	2%
Area and ethnic studies	2%
Computer and information sciences	2%
Education	2%
Mathematics	2%
Natural resources/environmental science	1%
Liberal arts/general studies	1%
Philosophy and religious studies	1%
Physical sciences	1%
Public administration and social services	1%

Graduate Students

Carnegie Classification of Graduate Instructional Program:

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary

Total number of graduate students	15,034
in German Studies or German Language	17
Full-time students	87%
Part-time students	13%
Enrollments by Academic Unit, Fall 2009	
**Figured available include undergraduates	
Literature, science and the arts	18,224
Engineering	8,250
Business	2,957
Medicine	2,324
Law	1,176
Music	1,043
Nursing	924
Public Health	917
Kinesiology	866
Dentistry	662
Rackham Intercollege	641
Architecture and Urban Planning	633

Education	557
Art & Design	539
Social Work	535
Information	416
Pharmacy	398
Natural Resources and Environment	299
Public Policy	293

INTERNATIONAL STUDENTS

Total Undergraduate	1,495
Total Graduate	3,624
Total First Professional	163

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	5,290
With tenure	1,859
On tenure track	614
Not on tenure track	2,817
Without faculty status	*
Number of faculty in the German Department	23

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS AND INITIATIVES IN EUROPE

Exchange Programs for International Students and Scholars

“U-M offers a number of international exchange programs. These programs, usually one or two semesters long, admit international students from partner institutions abroad as non-degree students.”

Finland	University of Turku
France	Institut d’Etudes Politiques d’Aix-en-Provence
France	Université de Provence (Aix-Marseille I)
France	Sciences Po
Germany	Albert-Ludwigs-Universität Freiburg

Germany	Eberhard Karls Universität Tübingen
Italy	Università degli Studi di Padova
Netherlands	University of Leiden
Spain	University of Seville
Sweden	Uppsala University
Sweden	Stockholm University
Switzerland	University of Lausanne
United Kingdom	University of Essex
United Kingdom	University of Sussex
United Kingdom	University College London (Geology only)

Source: <http://globalportal.umich.edu/exchange.html>

EXCHANGE PROGRAMS IN GERMANY

Foreign-Language Internships in Germany

“The German Department offers its students help in finding internships in German-speaking countries. We attempt to find jobs that match students’ abilities, interests, and career choices, ranging from auto companies to bio-tech firms to museums and nature reserves.”

Source: <http://www.lsa.umich.edu/german/german/internships>

Academic Year in Freiburg

“The program begins with a month-long intensive language program in September. At the start of the academic year in October, students choose courses from the following options:

- German language, literature, and history courses offered specially for program participants
- Deutsch als Fremdsprache classes, designed for visiting international students at the university
- Full range of courses available to all students at the Albert-Ludwigs Universität”

“Host university web link: Academic Year in Freiburg”

Source: http://www.lsa.umich.edu/oip/Programs/Flyers/germany_freiburg.html

Academic Year in Tübingen

“Participants select from the full range of courses offered at the University of Tübingen and are fully integrated into German student life. Students begin the program in mid-September with two weeks of preparatory language classes and then enroll in regular university courses in mid-October. Those wishing for more intensive language preparation may enroll in a month-long pre-enrollment course (beginning the first of September) for a fee.”

Source: http://www.lsa.umich.edu/oip/Programs/Flyers/germany_tuebingen.html

Winter Term in Tübingen

“The program begins in late January with a ten-week course of intensive German at the Hermann-Hesse-Kolleg in Horb, Germany, followed by enrollment in April for the “Sommersemester” at the Universität Tübingen. Students will earn nine credits of intensive German for the Horb component and an additional nine credits (three classes of three credits each) for their term at the Universität Tübingen.”

Source: http://www.lsa.umich.edu/oip/Programs/Flyers/germany_tubingen_winter.html

Turkish-German Studies

“The University of Michigan hired a significant number of faculty who specialize in Turkish-German Studies, a field that has become one of the most stimulating in German Studies. Recognizing this unique opportunity, 12 faculty members and graduate students in German, Comparative Literature, Anthropology, Sociology, History, Political Science, Architecture, Linguistics, Near Eastern Studies, the Center for African and African-American Studies, the Center for Middle Eastern and North African Studies, and the Residential College founded the Turkish-German Studies Group in the Fall of 2001. The group builds the foundations for a sustained dialogue between scholars, artists, and academics at the University of Michigan and those in Europe. This is particularly important given the distinctive configuration of scholars at the University of Michigan and the dearth of this type of collaboration at either German or Turkish Universities. The group is unique in both the range of expertise represented by the group and in the ways in which it seeks to explore dimensions of on-going cultural and linguistic contact between Germany and Turkey. It is also unique in its dedication to a sustained, international conversation about Turkish-German issues that involves a broad cross-section of people outside the academy, including writers, artists, and political activists.”

Source: <http://lsa.umich.edu/umich/v/index.jsp?vgnextoid=51332e66e12b5210VgnVCM100000a3b1d38dRCRD>

OTHER “PROJECTS” FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS**Research Abroad**

“The U-M community is engaged extensively in research across the range of academic disciplines, and U-M is ranked among the top universities in the world in securing research funds. There are opportunities for students, faculty, and staff to participate in research projects with a global focus, on and off campus.

- Center for Global Health
- Education: Center for the Study of Higher and Postsecondary Education Research and Development Initiatives
- Medicine: Student Biomedical Research Program
- MHIRT
- Social Work, Office of Global Activities
- University Library”

Global Intercultural Experience for Undergraduates (GIEU)

“The Global Intercultural Experience for Undergraduates (GIEU) at the University of Michigan funds global educational projects that expand learning beyond traditional classroom boundaries, creating new opportunities for short-term (3 or 4 week) intercultural study of a global nature at field sites. Since its inception in 2002, GIEU has sent groups of 12-15 undergraduates (GIEU Student Scholars) and faculty members (GIEU Teaching Fellows) to exciting locations in the U.S. and around the world. The program enables undergraduates and faculty to learn in rich cultural environments, while gaining a greater understanding of global situations and processes. **GIEU is now part of the University’s new Center for Global and Intercultural Study (CGIS).”**

Source: <http://www.gieu.umich.edu/about/index.html>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

“The University of Michigan is a global leader known for advancing all aspects of life: health, law and public policy, the arts and humanities, science and technology.

[...]

“The essence of the University is the academic diversity of our schools and colleges, many of which are among the best in the country, and the degree of interdisciplinary cooperation among them. Our schools of Business, Education, Engineering, Information, Law, Medicine, Music, Nursing, Public Health, and Social Work are ranked among the best in the country. No other university can make such a claim.

“Students live and study amidst a panoply of political views, languages, ideas and cultures. Their peers are among the brightest in the nation—and the world—and bring a richness to the University that cannot be found elsewhere. They work alongside the most advanced minds, faculty whose excellence has been rewarded with Pulitzer Prizes, MacArthur Fellowships, Fulbright Scholarships and coveted memberships in the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine.”

Source: <http://vpcomm.umich.edu/aboutum/research/index.php>

PUBLIC UNIVERSITY PROFILE: UNIVERSITY OF VIRGINIA (UVA)

TYPE OF UNIVERSITY: Public

YEAR FOUNDED: 1819

ADDRESS: PO Box 400727
Charlottesville, VA 22904-4727

WEBSITE: <http://www.virginia.edu/>

CARNEGIE

CLASSIFICATION: RU/VH: Research Universities (very high research activity)

2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 24 (tie)

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	32%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	54%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:

A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence

Total number of undergraduate students	15,208
Full-time students	95%
Part-time students	5%
Degrees conferred in German, 2008–09	4
Degrees conferred between July 2007 and June 2008	
Social sciences	21%
Engineering	9%
Business/marketing	7%
Liberal arts/general studies	7%
History	7%
Psychology	7%
English	6%
Biological/life sciences	6%
Foreign languages and literature	5%
Visual and performing arts	4%
Physical sciences	4%
Philosophy and religious studies	3%

Health professions and related sciences	3%
Architecture	2%
Mathematics	2%
Natural resources/environmental science	1%
Area and ethnic studies	1%
Computer and information sciences	1%
Interdisciplinary studies	1%
Parks and recreation	1%

Graduate Students

Carnegie Classification of Graduate Instructional Program:

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary

Total number of graduate students	9,333
in German Studies or German Language	24
Full-time students	67%
Part-time students	33%
Enrollments by Academic Unit, Fall 2009	
Arts and Sciences	1,475
Law	1,174
Education	797
Graduate Business	790
Engineering	651
Medicine	564
Basic Medical Sciences	327
Nursing	299
Commerce	257
Architecture	166
Continuing and Professional Studies	68
Leadership and Public Policy	30

INTERNATIONAL STUDENTS

By Country of Citizenship

Total Undergraduate	1,272
----------------------------	--------------

Total Graduate	1,074
Total First Professional	42
from Germany	31
Top 3 Sending Countries	
from China	511
from South Korea	293
from India	263

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	2,171
With tenure	1,075
On tenure track	357
Not on tenure track	739
Without faculty status	*
Number of faculty in the German Department	15

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS AND INITIATIVES IN EUROPE

UVA Darden School of Business Partnerships in Europe

- International Graduate School of Management, University of Navarra, IESE, (Spain)
- Stockholm School of Economics, SSE (Sweden)
- Solvay Graduate Business School (Belgium)
- Rotterdam School of Management of Erasmus University, RSM (Netherlands)
- London Business School, LBS (United Kingdom)
- Cranfield School of Management, CSM (United Kingdom)
- SDA Bocconi (Italy)

Source: http://www.darden.virginia.edu/html/news_article.aspx?id=6744

Study Abroad in Europe

UVA EFL Teaching Practicum: Besançon	Besançon	France
UVA in Lyon (Semester)	Lyon	France
UVA in Lyon (Summer)	Lyon	France

January Term: UVA in Berlin: Geography of a Modern Metropolis	Berlin	Germany
UVA Engineering: Braunschweig: Global Ingenuity 21	Braunschweig	Germany
UVA in Germany: Global Technology Practice	Stuttgart	Germany
January Term: UVA in Ireland	Dublin, Galway	Ireland
UVA Commerce: Special Topics in International Accounting (COMM 4160/GCOM 7351)	Donegal County	Ireland
UVA Architecture: Venice, Italy	Venice	Italy
UVA Architecture: Vicenza, Italy	Vicenza	Italy
UVA in Florence at the Palazzo Rucellai	Florence	Italy
UVA in Italy: Photography and Contemporary Art History	Castiglion Fiorentino, Rome, Venice	Italy
UVA in Siena (in affiliation with CET)	Siena	Italy
January Term: UVA Art in Italy	Florence	Italy
UVA Architecture: Sustainable Cities Field Study: Spain	Multiple locations	Spain
UVA in Valencia	Valencia	Spain
UVA Architecture: Bern, Switzerland	Bern	Switzerland
January Term: UVA Theater in London	London	United Kingdom
UVA Commerce: Business, Politics & Culture of the European Union (COMM 4650)	Bath, Brussels, London, Paris	United Kingdom
UVA Commerce: International Finance (COMM 4742)	London	United Kingdom
UVA in London (in affiliation with NYU)	London	United Kingdom
UVA in London: Culture of London: Past and Present	London	United Kingdom
UVA in Oxford	Oxford	United Kingdom
UVA in St. Andrews (Semester)	St. Andrews	United Kingdom

Source: <http://www.studyabroad.virginia.edu/>

EXCHANGE PROGRAMS IN GERMANY

Dortmund

“For a number of years, UVA’s German Department and the University of Dortmund’s American Studies Department have enjoyed a successful and productive exchange program. One advanced student from each department is selected to participate each year. The graduate student selected by UVA to go to Dortmund teaches two seminars in German and American literature, in addition to other duties. Since these seminars are crosslisted, being offered under both the German and the American Studies Departments, there is frequently a strong interdisciplinary aspect. The subject matter is chosen by the

graduate student and approved by Professor Walter Grünzweig of the University of Dortmund's *Institut für Anglistik und Amerikanistik*. The student chosen by the University of Dortmund to come to Charlottesville lives in and is a supervisor of the Max Kade German House. In addition, the student serves as an instructor for intermediate grammar and conversation courses at UVa."

Bonn

"We also have recently established an exchange program with the University of Bonn, which was founded on October 18, 1818 by King Friedrich Wilhelm III (incidentally just a year after the foundation of the University of Virginia by Thomas Jefferson). ... Today, the *Rheinische Friedrich-Wilhelms-Universität Bonn* is among the largest universities in Germany. It ranks as the third largest in the state of North-Rhine Westphalia with around 38,000 students. Approximately 2,400 foreign students from more than 100 countries and a large number of foreign visiting instructors, including roughly 100 Humboldt Research Fellows annually, lend an international dimension to teaching and research. The *Seminar für deutsche Literatur- und Sprachwissenschaften der Universität Bonn* has always enjoyed an excellent reputation in both Germany and abroad. This reputation was first established and later continued by scholars like Benno von Wiese, Richard Alewyn, Beda Allemann, Peter Pütz and others. The graduate exchange program is limited to one student per academic year. While the UVa graduate student works as a *Wissenschaftliche Hilfskraft* assigned to a faculty member in Bonn, the student from Bonn is offered a TA position in the UVa German Department. Thus the exchange provides them with opportunities and job experiences they would not be able to make otherwise. It is the intention of both departments to maintain, intensify and expand our contacts."

Mannheim

"Starting with the 2003-04 academic year, the Department of Germanic Languages and Literatures at UVa established an exchange program with the *Abteilung für Neuere deutsche Literaturwissenschaft* at the University of Mannheim. Typically, students spend an academic year in Mannheim, where they are also employed as a research assistant or *Wissenschaftliche Hilfskraft*. One advantage of studying in Mannheim is the reciprocity agreement between Mannheim and Heidelberg, enabling students to take courses offered at both universities and giving access to two superb libraries at once."

Source: http://www.virginia.edu/german/Graduate/Study_Abroad.html

OTHER "PROJECTS" FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

International Studies Office

"The International Studies Office (ISO) is a University-wide resource that supports U.Va.'s international mission by developing and coordinating activities and services designed to create and enhance a globally aware, culturally diverse education and research environment."

Source: <http://www.virginia.edu/iso/>

Universitas 21

"Universitas 21 ('U21') is an international network of 21 leading research-intensive universities in 13 countries. Collectively, its members enroll over

650,000 students, employ over 130,000 staff and have over two million alumni. The network's purpose is to facilitate collaboration and cooperation between the member universities and to create opportunities for them on a scale that none of them would be able to achieve operating independently or through traditional bilateral alliances."

Source: <http://www.virginia.edu/universitas21/>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

"The University of Virginia is distinctive among institutions of higher education. Founded by Thomas Jefferson in 1819, the University sustains the ideal of developing, through education, leaders who are well-prepared to help shape the future of the nation. The University is public, while nourished by the strong support of its alumni. It is also selective; the students who come here have been chosen because they show the exceptional promise Jefferson envisioned.

"The University of Virginia is made up of eleven schools in Charlottesville, plus the College at Wise in southwest Virginia. U.Va. offers 51 bachelor's degrees in 47 fields, 84 master's degrees in 67 fields, six educational specialist degrees, two first-professional degrees (law and medicine), and 57 doctoral degrees in 55 fields.

"The University of Virginia remains the No. 2 best public university in the 2009 edition of the *U.S. News and World Report* rankings. In the 12 years since *U.S. News* began ranking public universities as a separate category, U.Va. has ranked either No. 1 or No. 2. U.Va. continues to rank in the Top 25 among the best of all national universities, public and private."

Source: <http://www.virginia.edu/Facts/>

PUBLIC UNIVERSITY PROFILE: THE COLLEGE OF WILLIAM & MARY

TYPE OF UNIVERSITY: Public

YEAR FOUNDED: 1693

ADDRESS: P.O. Box 8795
Williamsburg, VA 23187-8795

WEBSITE: <http://www.wm.edu>

CARNEGIE

CLASSIFICATION: RU/H: Research Universities (high research activity)

2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 33

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	34%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	59%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:

A&S-F/SGC: Arts & sciences focus, some graduate coexistence

Total number of undergraduate students	5,850
Full-time students	99%
Part-time students	1%
Degrees conferred in German	*
Degrees conferred between July 2007 and June 2008	
Social sciences	23%
Business/marketing	12%
Interdisciplinary studies	10%
Psychology	9%
English	8%
History	8%
Biological/life sciences	5%
Visual and performing arts	5%
Area and ethnic studies	4%
Foreign languages	4%
Physical sciences	4%

Parks and recreation	3%
Philosophy	3%
Mathematics	2%
Computer and information sciences	1%
Public Administration	1%

Graduate Students

Carnegie Classification of Graduate Instructional Program:

Doc/STEM: Doctoral, STEM dominant

Total number of graduate students	2,042
in German Studies or German Language	0
Full-time students	77%
Part-time students	23%
Enrollments by Academic Unit, Fall 2009	
W&M School of Law	661
Mason School of Business	484
Arts and sciences	415
School of Education	337
School of Marine Science	96
Non-degree seeking graduate enrollment	45

INTERNATIONAL STUDENTS

Total Undergraduate	228
Total Graduate	124
from Germany	4
Top 3 Sending Countries	
from China	126
from India	69
from South Korea	59

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	611
With tenure	388
On tenure track	119
Not on tenure track	104
Without faculty status	17
Number of faculty in the German Department	5

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS AND INITIATIVES IN EUROPE

Study Abroad and Exchange Partnerships in Europe:

- Cádiz, Spain
- Cambridge, England
- Florence, Italy
- Galway, Ireland
- Montpellier, France
- Morelia, Mexico
- Potsdam, Germany
- Prague, Czech Republic
- Rome/Pompeii, Italy
- Siracusa (Sicily), Italy
- Austria: Vienna University of Economics & Business
- England: University of Exeter
- England: University of Manchester
- England: University of Nottingham
- France: L'Institut d'Etudes Politiques de Lille
- Germany: Münster University
- Netherlands: Leiden University
- Scotland: St. Andrews University

Source: <http://www.wm.edu/offices/revescenter/studyabroad/programs/summer/index.php>

Reves Center Sponsored Semester Programs

"W&M students may study at six international universities with which the Reves Center has built special relationships. In La Plata and Sevilla, students enroll in one or two courses designed jointly by local and W&M faculty, and select remaining courses from the full university catalog. At Peking University, students enroll in a special semester-long program in Chinese language and

culture, while at Oxford, St. Andrews, and Adelaide, students select from a broad range of regular course offerings. Students pay a fixed program cost (or, in the case of St. Andrews and Adelaide, pay host school tuition and costs directly) and a \$75 registration fee. La Plata and Sevilla coursework appears as William & Mary credit and grades on transcripts; other sponsored semester programs yield transfer credit, and grades are not posted on transcripts.”

- Argentina: Universidad La Plata
- Australia: University of Adelaide
- China: Peking University
- England: Hertford College, Oxford University
- Scotland: St. Andrews University
- Spain: Universidad Pablo Olavide

Source: <http://www.wm.edu/offices/revscenter/studyabroad/programs/index.php>

EXCHANGE PROGRAMS IN GERMANY

Summer Study Abroad in Potsdam, Germany

“In the summer of 2009, William and Mary will launch its very own summer study abroad program in the historic city of Potsdam, located 20 miles south-west of Berlin, with frequent and fast access to the city with both R[egional]-Bahn and S-Bahn. An historic city and fulcrum of the German Enlightenment, the city of Potsdam now has its own cultural life quite apart from Berlin. The town center of approximately two square miles, including the famous Dutch-Quarter, has numerous restaurants, cafes, shops and galleries. The surrounding area is the site of the famous Sans Souci Palace, the summer residence of Frederick the Great, the river Havel, numerous lakes and the Neuer Palais, now the campus of the Universität Potsdam.

“The program is open to students who have completed GRMN 102 or the equivalent. There are three tiers of study: for those who have completed GRMN 102, for those who have completed 202, and for those who have completed 205 or 206. The first two groups will engage in intensive language study during the morning and take the course offered by our resident director four afternoons a week. Students who have completed 205/206 will select two courses at the Universität Potsdam and undertake a research project.

“Students will live in private ‘homestays’ during their time Potsdam to maximize their contact with spoken German and to get a first-hand experience of German life.

“Students will be able to earn up to 9 credits for the 6.5 week program with intensive language study, the cultural studies course offered by the RD, and options for study at the Universität Potsdam (DaF and regular German classes). A one-credit orientation course in which students explore various cultural and historical aspects of Potsdam, Berlin, and Brandenburg is required for all participants during the Spring semester.”

Source: <http://www.wm.edu/as/modernlanguages/german/studyabroad/potsdam/index.php>

Junior Year or Semester in Münster

“Each year the German faculty of the Department of Modern Languages and Literatures selects up to five William and Mary students to study during their junior year at the *Westfälische Wilhelms-Universität* in Münster, Germany. By agreement with the university’s *Akademisches Auslandsamt* (Foreign Student Office), these students are automatically admitted for the academic year. The German faculty also designates one of the students to receive a full maintenance scholarship (EURO 500 per month for 10 months) provided through the *Akademisches Auslandsamt*.”

[...]

Living and Academic Arrangements

“The students live in university dormitories, generally in single rooms with individual or shared kitchen and lavatory facilities. There is no on-site director from William and Mary, but assistance is available from three sources:

- The *Akademisches Auslandsamt*.
- The William and Mary German House tutor, who is selected each year by the English department at the University of Münster and returns to the university in the following year.
- The *Deutsch-Amerikanische Gesellschaft*, a group of families and individuals in Münster who have a strong interest in fostering German-American relations and thus ‘adopt’ the William and Mary students.”

Source: <http://www.wm.edu/as/modernlanguages/german/studyabroad/munster/index.php>

OTHER “PROJECTS” FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

Reves Center Faculty Fellows

“The Faculty Fellows program supports faculty and students engaged in international collaborative research and community engagement. Each year, the Reves Center designates faculty fellows in International Student-Faculty Research, and International Community Engagement and Scholarship.”

International Research Grants

“The Reves Center is pleased to provide research grants of up to \$500 for graduate and undergraduate students conducting international research. These grants are administered by the Charles Center through its Student Research Grant program.”

Funding Opportunities for Faculty

Distinguished Lectures

“Funds to support public lectures and performances by distinguished scholars, artists, and practitioners whose visits will contribute to international education at William & Mary.”

International Conference Grants

“Grants for W&M faculty who are presenting papers at international conferences, or presenting papers on international, global, or trans-national topics at conferences in the U.S.”

Source: <http://www.wm.edu/offices/revescenter/index.php>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

"We've been many things over the course of our 317-year history, but never has William & Mary been as vibrant, innovative and engaged as it is today.

"Our students shine brighter than ever. They come here with impressive test scores, but even more impressive ambitions. They're ready to be challenged inside the classroom and out. They see our historic dedication to community service and can't wait to put their considerable talents to work on tough, real-world problems.

"We believe in original, hands-on research, something that's missing from most liberal arts educations. That's why our undergrads—from their very first class—are given unprecedented opportunities to work with peers and experienced faculty mentors on projects that inspire them."

Source: <http://www.wm.edu/about/wmdifference/index.php>

OUR HISTORY

- Chartered on February 8, 1693, by King William III and Queen Mary II of England
- The second-oldest college in America
- Severed formal ties with Britain in 1776
- Became state-supported in 1906 and coeducational in 1918
- Phi Beta Kappa, the nation's first academic Greek society, was founded here in 1776
- We also have the nation's first Honor Code

"Three U.S. presidents—Thomas Jefferson, James Monroe and John Tyler—were educated at William & Mary. Our recent graduates include award-winning poets, a senior State Department official, a performer in the Blue Man Group, an international banker, a crazy number of Peace Corps volunteers and Fulbright scholars, and some dude named Jon Stewart."

Source: <http://www.wm.edu/about/wmataglanace/index.php>

PUBLIC UNIVERSITY PROFILE: CALIFORNIA INSTITUTE OF TECHNOLOGY (CALTECH)

TYPE OF UNIVERSITY: Private not-for-profit

YEAR FOUNDED: 1891

ADDRESS: 1200 East California Boulevard
Pasadena, CA 91125

WEBSITE: <http://www.caltech.edu>

CARNEGIE

CLASSIFICATION: RU/VH: Research Universities (very high research activity)

2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 4 (four-way tie)

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	17%
Graduate acceptance rate (2009–10)	
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	74%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:

A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence

Total number of undergraduate students	921
Full-time students	100%
Part-time students	0%
Degrees conferred in German, 2007–08	0
Degrees conferred between July 2007 and June 2008	
Computer and information sciences	10%
Engineering	30%
Biology/biological sciences	14%
Mathematics	9%
Neuroscience	2%
Physical sciences	34%

Graduate Students

Carnegie Classification of Graduate Instructional Program:

Doc/STEM: Doctoral, STEM dominant

Total number of graduate students	1,205
in German Studies or German Language	0
Full-time students	100%
Part-time students	0%
Degrees Awarded, Fall 2009*	
BS	215
PhD	193
MS	117
Engineer	2

*Numbers by academic division are not publicly available

INTERNATIONAL STUDENTS

Data about international students from specific countries is not publicly available. Caltech's undergraduate population is 13.49% international.

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	373
With tenure	234
On tenure track	46
Not on tenure track	93
Without faculty status	549
Number of faculty teaching German	1

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS WITH INSTITUTIONS IN EUROPE

Dual master's degree program in Aerospace Engineering or Aeronautics and Fluid Mechanics: A joint partnership between the California Institute of Technology and Ecole Polytechnique

"The California Institute of Technology (Caltech) and Ecole Polytechnique (EP) in Paris launched in 2007–2008 a dual master's degree program in Aerospace Engineering or Aeronautics and Fluid Mechanics. The syllabus spans over two academic years, with the following original features: participating students

spend one full year at each institution with two points of entry into the program. Internships in academic or industrial laboratories are an important component of the program. This model collaborative effort has been recognized and financially supported by the Partner University Fund (PUF) at the French Embassy in Washington, DC.”

Source: http://www.iienetwork.org/file_depot/0-10000000/0-10000/1710/folder/85405/Caltech.nomination.pdf

Caltech-University of Iceland Summer Undergraduate Research Exchange Program

“The California Institute of Technology (Caltech) and the University of Iceland Undergraduate Research exchange began in 2008. Currently, up to three students from each university can participate annually.”

Source: <http://www.sfp.caltech.edu/exchange/iceland/index.html>

Undergraduate Study Abroad

Caltech currently offers five official undergraduate study abroad programs:

- Cambridge Scholars Program
Cambridge University
Cambridge, England
- London Scholars Program
University College London
London, England
- Copenhagen Scholars Program
Copenhagen University & Danish Technical University
Copenhagen, Denmark
- Edinburgh Scholars Program
University of Edinburgh
Edinburgh, Scotland
- Ecole Polytechnique Scholars Program
Ecole Polytechnique
Paris, France

EXCHANGE PROGRAMS IN GERMANY

Caltech currently does not offer any official exchange programs or study abroad opportunities in Germany.

OTHER “PROJECTS” FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

Caltech-Japan Internship Program

“The Japan Internship Program (JIP) pairs student-scholars with Japanese company researchers to collaborate on industrial projects. Students will also have the opportunity to experience Japanese culture in a business environment as well as in day to day life.”

Source: <http://www.hss.caltech.edu/humanities/jip>

The Caltech-Indian Institute of Technology Kanpur Summer Undergraduate Research Exchange Program

“The California Institute of Technology (Caltech) and the Indian Institute of Technology Kanpur (IITK) exchange began in 2006. Currently, up to three students from each university can participate annually.”

Source: <http://www.sfp.caltech.edu/exchange/india/index.html>

The Caltech-National University of Singapore Undergraduate Research Exchange Program

“The California Institute of Technology (Caltech) and the National University of Singapore Undergraduate Research exchange began in 2003. Currently, up to three students from each university can participate annually.”

Source: <http://www.sfp.caltech.edu/exchange/singapore/index.html>

Caltech-Hong Kong Undergraduate Research Fellowships Program

“Caltech will nominate up to three students to participate in the Caltech-HKURF exchange. Preference will be given to those who are not from Hong Kong or students of Hong Kong descent seeking to spend the summer at home.

“Students may be matched with a faculty mentor from one of several schools:

- Chinese University of Hong Kong
- City University of Hong Kong
- Hong Kong Polytechnic University
- Hong Kong University of Science and Technology
- University of Hong Kong
- Hong Kong Baptist University
- Lingnan University”

Source: <http://www.sfp.caltech.edu/exchange/hong-kong/index.html>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

“Highly regarded as one of the world’s preeminent institutions of science and engineering, the California Institute of Technology is home to some of the brightest students and faculty, who share the mission of investigating ‘the most challenging fundamental problems in science and technology.’ Caltech, a small, focused institution, provides one of the best student-to-faculty ratios (3:1) and has long promoted innovative interdisciplinary collaboration, making exceptional research opportunities accessible for undergraduates. Its faculty and alumni have received 32 Nobel Prizes. For students with a passion for science and engineering, Caltech offers the consummate learning experience. A beautiful, quaint campus, nestled in the heart of Pasadena, enjoying a year-round pleasant Southern California climate, Caltech also operates comprehensive off-campus facilities including Jet Propulsion Laboratory (JPL) and the Palomar and Keck Observatories.”

Source:

<http://colleges.usnews.rankingsandreviews.com/best-colleges/pasadena-ca/cal-tech-1131>

“Caltech grants degrees in most fields of science, engineering, and social science. The graduate program offers superb research training along with a strong but flexible curriculum of course work. We especially welcome applicants from groups that have historically been underrepresented in academia.

“We have an outstanding faculty—including several Nobel Laureates—and state-of-the-art laboratories, computing, library, and astronomical research facilities. Graduate students at Caltech also have the opportunity to collaborate with scientists and engineers at the Jet Propulsion Laboratory and other research centers.

“Admission to Caltech is highly competitive; there are currently only about 1200 students enrolled in the 22 graduate options. The vast majority of entering graduate students are offered full financial support. There are a large number of fellowships available, and most students are further supported by research and teaching assistantships.”

Source: http://www.gradoffice.caltech.edu/about_default.htm

PRIVATE UNIVERSITY PROFILE: HARVARD UNIVERSITY

TYPE OF UNIVERSITY: Private not-for-profit
YEAR FOUNDED: 1636
ADDRESS: Massachusetts Hall
 Cambridge, MA 02138
WEBSITE: <http://www.harvard.edu>
CARNEGIE CLASSIFICATION: RU/VH: Research Universities (very high research activity)
 2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 1 (tie)

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	7.9%
Graduate acceptance rate (2009–10)	10%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	62%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:
 A&S-F/HGC: Arts & sciences focus, high graduate coexistence

Total number of undergraduate students	7,181
Full-time students	71%
Part-time students	29%
Degrees conferred in German, 2007–08	4
Degrees conferred between July 2007 and June 2008	
Social sciences	41%
Biological/life sciences	13%
History	8%
Psychology	7%
Foreign languages	5%
English	5%
Physical sciences	5%
Mathematics	4%
Visual and performing arts	4%
Area and ethnic studies	3%
Engineering	2%
Natural resources/environmental science	1%

Computer and information sciences	1%
Liberal arts/general	1%
Philosophy and religious studies	1%

Graduate Students

Carnegie Classification of Graduate Instructional Program:

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary

Total number of graduate students	13,934
in German Studies or German Language	18
Full-time students	75%
Part-time students	25%
Enrollments by Academic Unit, Fall 2009	
Graduate School of Arts and Sciences	3,738
Law	1,987
Business	1,911
Extension	1,461
Education	992
Government	967
Public Health	831
Medical	756
Design	662
Divinity	384
Dental	245

INTERNATIONAL STUDENTS

Total Undergraduate	666
Total Graduate	3,462
from Germany	159
Top 3 Sending Countries	
from Canada	538
from China	463
from India	235

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	3,597
With tenure	980
On tenure track	731
Not on tenure track	1,886
Without faculty status	*
Number of faculty in the German Department	
	13

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

CENTERS AND INSTITUTES IN EUROPE

Center for European Studies

"The Minda de Gunzburg Center for European Studies is dedicated to fostering the study of European history, politics and society at Harvard. Through our graduates, who go on to teach others about Europe and to many other roles in society, the Center sustains America's knowledge base about Europe, an important contribution to international understanding in difficult times."

Center for Hellenic Studies

"Harvard University's Center for Hellenic Studies (CHS), located in Washington DC, was founded with an endowment made exclusively for the establishment of an educational center in the field of Hellenic Studies designed to rediscover the humanism of the Hellenic Greeks. This humanistic vision remains the driving force of the Center. CHS brings together a variety of research and teaching interests centering on Hellenic civilization in the widest sense of the term Hellenic. This concept encompasses the evolution of the Greek language and its culture as a central point of contact for all the different civilizations of the ancient Mediterranean world. Interaction with foreign cultures, including the diffusion of Roman influence, is an integral part of this concept."

Davis Center for Russian and Eurasian Studies

"The Davis Center for Russian and Eurasian Studies is Harvard University's center for interdisciplinary research and study of Russia and the countries surrounding it. The Davis Center has over 200 affiliates working in disciplines ranging from anthropology to sociology, and whose regional interests span virtually all of Russia, Eastern Europe, and Central Asia. The Davis Center believes that fascinating interdisciplinary insights emerge when a diverse group of individual scholars, each of whom is well trained in a single discipline, interact on topics related to a common theme or geographic region. The Center's goal is to foster these scholars' development and to stimulate interdisciplinary thinking by creating opportunities for them to meet and exchange views."

Dumbarton Oaks

“Dumbarton Oaks Research Library and Collection, in Washington, DC, is an institute of Harvard University dedicated to supporting scholarship internationally in Byzantine, Garden and Landscape, and Pre-Columbian studies through fellowships, meetings, exhibitions, and publications. Located in Georgetown and bequeathed by Robert Woods Bliss and Mildred Barnes Bliss, Dumbarton Oaks welcomes scholars to consult its books, images, and objects, and the public to visit its garden, museum, and music room for lectures and concerts.”

Europe Research Center

“The Europe Research Center in Paris (ERC) opened in 2003, and plays an important role in helping HBS develop and strengthen relationships with European business and academic leaders. The ERC enables Harvard Business School faculty to study more effectively one of the world’s most important economic regions during a time of significant transformation. The ERC has contributed to more than 100 faculty publications (case studies, research notes, books and articles). Research topics range from the challenges of European economic and financial integration, corporate governance, corporate social responsibility, international capital flows, investor relations, consumer marketing, to policy-making issues and the impact of new technologies on business.”

Harvard Ukrainian Research Institute

“The mission of the Harvard Ukrainian Research Institute includes the advancement of knowledge about Ukraine in the United States through research and teaching of the highest quality. With Ukraine’s independence, the Institute’s mission has broadened to include contemporary political, social, and economic issues. HURI also seeks to foster the study of the diverse religious and ethnic groups that make their home in Ukraine, to act as a bridge between Ukrainian studies and the study of Russia, Poland, Turkey, Belarus, and Moldova, and to develop close and supportive relations with Ukraine’s emerging cultural and academic institutions.”

Harvard Ukrainian Summer Institute

“The Ukrainian Summer Institute is a rigorous eight-week academic program organized by Harvard Summer School and the Ukrainian Research Institute. Participants enroll for 8 undergraduate or graduate credits. Each summer the program offers three levels of Ukrainian (Beginning, Intermediate, and Advanced). In addition, the program offers three non-language courses taught by faculty from Harvard and other academic institutions: a course in Ukrainian history, literature and a course in the field of linguistics, political science, or cultural studies. This past summer the non-language courses were: Twentieth-century Ukrainian Literature: Rethinking the Canon (G. Grabowicz, Harvard); Ukraine as Linguistic Battleground (M. Flier, Harvard); Theorizing Ukraine: Politics, Theory, and Political Theory (A. Motyl, Rutgers).”

Kokkalis Program on Southeastern and East-Central Europe

“The Kokkalis Program’s mission is to enhance the quality of stability, democracy, prosperity and institutional vitality in Southeastern and East-Central Europe. Towards the fulfillment of this aim, the Kokkalis Program supports an

integrated network of educational, research and outreach activities that prepare individuals for leadership roles in public service and bring together practitioners, scholars and students to encourage enterprising solutions to contemporary policy challenges facing the region.”

The Cyprus International Institute for the Environment and Public Health

“The Harvard School of Public Health (HSPH) and the government of Cyprus have established an international research, education, and technology initiative for the environment and public health to address key environmental issues in Cyprus and the Mediterranean region. Towards this end, two new research and training entities have been created: The Cyprus International Institute (CII) for the Environment and Public Health located in Nicosia, Cyprus, and the HSPH-Cyprus Program (HCP) located in Boston, Massachusetts, USA.”

The Kokkalis Foundation

“Established in 1998, the Kokkalis Foundation is a non-profit organization based in Athens, Greece. The Foundation honors the vision of Socrates Kokkalis, an international business leader in information technology and telecommunications, and his father Petros Kokkalis, an eminent surgeon and professor of medicine at the University of Athens. The Foundation serves the public good by promoting education and training, culture and social welfare, medical research and information technology, and athletics, both in Greece and abroad.”

Villa I Tatti

“The Harvard University Center for Italian Renaissance Studies at Villa I Tatti is devoted to advanced study of the Italian Renaissance in all its aspects: the history of art; political, economic, and social history; the history of science, philosophy, and religion; and the history of literature and music.”

Source: http://www.worldwide.harvard.edu/iws/academic_resources/index.jsp

EXCHANGE PROGRAMS IN GERMANY

Harvard Summer School Study Abroad in Munich, Germany

“Located in the heart of Germany’s most dramatic landscape and most beautiful city, the Harvard Summer Program in Munich is an eight-week intensive course on German language and the culture of Munich. Students encounter the cultural and political history of Munich at every turn: from the English Garden, larger than New York’s Central Park, to grand avenues with their classical facades, imposing arches, and elegant arcades; from baroque and neo-baroque architectural monuments to the monuments of Hitler’s rise to power; from medieval city gates, lively city streets, and colorful markets to the glass structures of the Olympic Park; from countless theaters and museums to royal palaces, churches, and cloisters. Encounters with Munich and Bavaria are both intellectual and material, occurring both in the classroom and on site as the class traces cultural and political history in readings and follows its traces on foot.”

Source: <http://isites.harvard.edu/icb/icb.do?keyword=k4326&pageid=icb.page48944>

Work-Abroad Program

"The Work-Abroad Program offers students a unique educational opportunity, a 'total immersion' in German language and contemporary German society. On the job, students learn from their daily contact with co-workers about aspects of German life not dealt with in textbooks within the walls of the university. The internship allows the students to integrate their expertise in their area of concentration with their knowledge of the German language and culture. By working in a German company, a German subsidiary of an American/International Company, a German institute or in not-for-profit, students can explore a career, gain valuable work experience in their chosen field, and learn about the German way of life – in addition to improving upon your German language skills. For a list of companies that have participated in the last years, please click here: [List of participating companies](#).

"The Work-Abroad Program is open to undergraduate and graduate Harvard students and all concentrators are welcome to apply. Although applications are accepted throughout the year, for early placement the deadline is the end of November in every year for placements in the coming summer. Applications will be accepted until all available internships are filled. Information sessions are held in the fall, the spring and upon request for students seeking information about the program. For application materials, please click here: [Application material 2009](#)

"The participating hosts in Germany fund the internship experience in Germany. The funding is sufficient to cover the living expenditures in Germany. However, the students are expected to pay for their flights to and from Germany."

Source: <http://sites.harvard.edu/icb/icb.do?keyword=k4326&pageid=icb.page18839>

Non-Harvard Programs Recommended by the German Department

SUMMER PROGRAMS IN GERMANY AND AUSTRIA

- Goethe Institute
<http://www.goethe.de/germany>
- Humboldt Universität zu Berlin Summer/Winter Short Courses
http://www.international.hu-berlin.de/an_die_hu-en/sommer-winter-unis
- Freie Universität Berlin Summer Courses (FUBiS)
<http://www.fu-berlin.de/summeruniversity/>
- iki Internationales Kulturinstitut Vienna
<http://www.ikivienna.at>

YEAR/TERM PROGRAMS

- Junior Year in Munich/Wayne State University
<http://www.jym.wayne.edu/>
- Smith College Junior Year/Semester in Hamburg
<http://www.smith.edu/>
- Duke in Berlin
http://studyabroad.duke.edu/home/Programs/Semester/Duke_in_Berlin
- Baden-Württemberg Exchange Program/UMass
http://www.ipu.umass.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10157&Type=O&sType=O

- Salzburg Program/Bowling Green State University
<http://www.bgsu.edu/departments/greal/NewAYA/undergraduate/subpages/mozarteum.html>
- Davidson in Germany
<http://www3.davidson.edu/cms/x23769.xml>
- Academic Year in Freiburg
http://www.studyabroad.wisc.edu/programs/program.asp?program_id=24&country=Germany&city=Freiburg&title=
- Berlin Consortium
http://www.columbia.edu/cu/ogp/pages/noncolumbia_students/fall-spring-ay/berlin/index.html
- Tufts-in-Tübingen
http://uss.tufts.edu/studyabroad/programsTufts/Tuebingen/tueb_index.asp

Source: <http://sites.harvard.edu/icb/icb.do?keyword=k4326&pageid=icb.page48944>

OTHER “PROJECTS” FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

President’s Innovation Fund for International Experiences

“Grants from the President’s Innovation Fund for International Experiences are available to faculty members at any Harvard school to support the development of creative and significant academic experiences abroad for Harvard College students. Funded through the generosity of David Rockefeller as part of his major commitment to support international experiences for students at the College, these grants seek to foster the participation of all Harvard graduate and professional schools, departments, centers, and other academic units in expanding international opportunities for Harvard undergraduates. This may mean involving undergraduates in an ongoing overseas project sponsored by a Harvard University graduate or professional school, department, center, or other academic unit; developing experience-based courses for students overseas or prior to and/or following their international experience; or other innovative opportunities.”

Source: http://www.provost.harvard.edu/international/innov_fund.php

Harvard Worldwide

“Harvard’s academic activities - from research to study abroad to executive education programs - touch more than 130 countries around the world. For instance:

- Harvard Worldwide has more than 1,600 international activities in its database - not including academic courses or individual faculty members - ranging from faculty research projects to executive education programs to grants for student travel abroad.
- Harvard, its schools, and its research centers have offices in 8 different countries: Argentina, Brazil, Chile, China, France, Greece, India, Japan.
- In 2007-08, 1,372 Harvard College students traveled to 93 different countries for study, research, internships, and other activities.
- In 2010, Harvard faculty are leading 27 study abroad programs to 19 different countries, via the Harvard Summer School.

“The research of Harvard faculty, the curriculum of Harvard’s schools, and the extracurricular activities available to Harvard students touch almost every country in the world.”

Worldwide Research

“Harvard faculty members are actively engaged in every corner of the globe. A tiny sampling of examples:

- Harvard research centers like the Belfer Center for Science and International Affairs at the Harvard Kennedy School, the Center for the Study of World Religions at the Divinity School and the University-wide Committee on African Studies bring scholars, students, and practitioners together to explore a limitless range of subjects.
- Professor Sugata Bose of the History Department studies the political, economic, and cultural links that have united people along the vast rim of the Indian Ocean; Biology Professor Naomi Pierce travels regularly to locations around the world, including Australia, South Africa, Borneo and Japan to study interactions between plants, pathogens, and insects; and Professor Fernando Reimers of the Graduate School of Education studies the relationship between teacher quality, educational expansion, and social inequality in Mexico.
- The Botswana AIDS Initiative in the School of Public Health trains health care professionals in Botswana and Harvard students alike, and conducts research aimed at stemming the spread of HIV in Botswana and southern Africa.
- The Global Research Centers of the Harvard Business School support faculty research and case writing in their regions, so that today, approximately one-third of the 350 cases developed each year by HBS faculty are international in scope.”

A Worldwide Curriculum

“Since Harvard faculty members have research and teaching interests worldwide, students at Harvard have the opportunity to study in and about every region of the world. A small handful of examples include:

- Each semester, hundreds of courses focused on international and transnational subjects are offered at Harvard, like ‘Modern Architecture and Urbanism in China,’ offered in the Graduate of Design; or ‘Nutrition and Rural Medicine in Latin America,’ offered in Harvard Medical School.
- The Law School’s East Asian Legal Studies program is the oldest and most extensive academic program in the U.S. devoted to the study of the law and legal history of the people of East Asia.
- Nearly 70 different languages are taught at Harvard, from African languages like Hausa and Zulu to Near Eastern languages like Arabic and Persian to Romance languages like Portuguese and French.
- Graduate and undergraduate students who complete an approved course of study can receive a Certificate in Latin American Studies from Harvard’s David Rockefeller Center for Latin American Studies.
- Harvard Summer School’s Study Abroad Programs offer undergraduate and graduate students the opportunity to take summer courses for credit

in more than 20 locations around the world, from Prague to Seoul to Buenos Aires.”

Worldwide Extracurricular Activities

“Harvard’s dynamic intellectual environment is immeasurably enriched by the numerous visiting scholars, dignitaries, politicians, and practitioners who come to Cambridge each year, and by the numerous opportunities that Harvard students and faculty have to engage with activities that link them to the wider world:

- The Harvard calendar overflows with lectures, symposia, seminars, and conferences on global subjects. These events are open to the Harvard community and range from lectures by visiting heads of state, like Mexican President Felipe Calderón, to the regularly scheduled events of the Davis Center for Russian and Eurasian Studies’ seminar series on Central Asia and the Caucasus.
- Harvard students can join literally hundreds of different student organizations, many of them devoted to the support of international students at Harvard, like the Woodbridge Society of International Students; to student service and volunteerism outside the United States, like Harvard College Engineers Without Borders; or to the study of international issues from a variety of different angles, like the Harvard International Business Club.
- Many Harvard students enhance their educational experience with internships outside the United States, like those offered by the Center for European Studies or those available around the world to students in the Master of Public Administration/International Development program at the Harvard Kennedy School.”

Source: <http://www.worldwide.harvard.edu/iws/facts/index.jsp>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

“Harvard University, which celebrated its 350th anniversary in 1986, is the oldest institution of higher learning in the United States. Founded 16 years after the arrival of the Pilgrims at Plymouth, the university has grown from nine students with a single master to an enrollment of more than 18,000 degree candidates, including undergraduates and students in 10 principal academic units. An additional 13,000 students are enrolled in one or more courses in the Harvard Extension School. Over 14,000 people work at Harvard, including more than 2,000 faculty. There are also 7,000 faculty appointments in affiliated teaching hospitals.

“Seven presidents of the United States – John Adams, John Quincy Adams, Theodore and Franklin Delano Roosevelt, Rutherford B. Hayes, John Fitzgerald Kennedy and George W. Bush – were graduates of Harvard. Its faculty have produced more than 40 Nobel laureates.”

Source: <http://www.news.harvard.edu/guide/intro/index.html>

PRIVATE UNIVERSITY PROFILE: MASSACHUSETTS INSTITUTE OF TECHNOLOGY (MIT)

TYPE OF UNIVERSITY: Private not-for-profit

YEAR FOUNDED: 1861

ADDRESS: 77 Massachusetts Avenue
Cambridge, MA 02139

WEBSITE: <http://www.mit.edu>

CARNEGIE

CLASSIFICATION: RU/VH: Research Universities (very high research activity)

2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 4 (four-way tie)

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	12%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	83%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:

A&S-F/HGC: Arts & sciences focus, high graduate coexistence

Total number of undergraduate students	4,153
Full-time students	99%
Part-time students	1%
Degrees conferred in German, 2007–08	*
Degrees conferred between July 2007 and June 2008	
Engineering	38%
Computer and information sciences	14%
Physical sciences	11%
Biological/life sciences	8%
Mathematics	8%
Business/marketing	8%
Interdisciplinary studies	5%
Social sciences	3%
Architecture	2%
Communications/journalism	1%
English	1%
Liberal arts/general studies	1%

Graduates

Carnegie Classification of Graduate Instructional Program:

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary

Total number of graduate students	6,152
in German Studies or German Language	*
Full-time students	97%
Part-time students	3%
Enrollments by Academic Unit, Fall 2009	
School of Engineering	2,794
Sloan School of Management	1,066
School of Science	1,065
School of Architecture and Planning	584
Whitaker College of Health Sciences and Technology	342
School of Humanities, Arts & Social Sciences	301

INTERNATIONAL STUDENTS

Total Undergraduate	391
Total Graduate	2,331
from Germany	113
Top 3 Sending Countries	
from China	452
from South Korea	288
from India	263

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	961
With tenure	724
On tenure track	226
Not on tenure track	11
Without faculty status	3,963
Number of faculty in the German Department	5

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS AND INITIATIVES IN EUROPE

“MIT has long maintained fruitful partnerships and collaborations with leading educational institutions in the region and around the world. Major programs include:

Study Abroad/Domestic Study Away

“Through Study Abroad and Domestic Study Away programs, students can spend a summer, a semester, or a year at another academic institution. The MIT Global Education Office manages the Cambridge–MIT Exchange Program, MIT–Madrid (spring term only), language programs during the Independent Activities Period, and departmental exchanges. Financial aid is portable for credit-bearing study abroad. For more information, see <http://web.mit.edu/studyabroad/>.”

Cambridge–MIT Exchange

“The Cambridge–MIT Exchange program, in its ninth year of operation, allows MIT juniors to study for a year at the University of Cambridge, England, while Cambridge undergraduates spend a year at MIT. At present, 14 MIT departments participate in CME. During the 2009–2010 academic year, students from ten MIT departments are studying at the University of Cambridge. See <http://web.mit.edu/cmi/ue/> for more details.”

MIT International Science and Technology Initiatives

“MISTI connects MIT students and faculty with research and innovation around the world. MIT’s largest international program, MISTI is a pioneer in applied international studies—a distinctively MIT concept. Working closely with a network of premier corporations, universities, and research institutes, MISTI matches over 400 MIT students with internships and research abroad each year. Internships are currently available through 10 country programs—in Brazil, China, France, Germany, India, Israel, Italy, Japan, Mexico, and Spain. For more information, see <http://mit.edu/misti/>.”

MIT–Zaragoza International Logistics Program

“A partnership between MIT, the Zaragoza Logistics Center (a research institute associated with the University of Zaragoza in Spain), the government of Aragón, and industry sponsors, this program specializes in logistics and supply chain management, offering research, industry partnerships, outreach events, and graduate and executive education taught in English. Master’s and PhD degrees are granted by the University of Zaragoza with a certificate from MIT. Linking academia with industry, the Zaragoza Logistics Center is located in the middle of Plataforma Logística de Zaragoza, one of the largest logistics parks in the world.”

Source: <http://web.mit.edu/facts/partnerships.html>

EXCHANGE PROGRAMS IN GERMANY

MIT GERMANY

Students

Universities

"The MIT-Germany Program works closely with elite universities in Germany to promote cutting-edge research and deepen cooperation between disciplines, institutions and students.

Some of our university partners include:

- Freie Universität Berlin
- Karlsruhe Institute of Technology (KIT)
- Ludwig-Maximilians-Universität München (LMU)
- RWTH Aachen

Research Institutes

"In addition to universities, we work with German research institutions:

- Fraunhofer Society
- Leibniz Association
- Max Planck Society for the Advancement of Science
- Alexander von Humboldt Foundation

Teaching Initiative

- Highlights for High Schools Program

Special Programs

- Global Engineering Internship Program

Internships in Germany

"The MIT-Germany Internship Program is open to MIT undergraduate and graduate students, as well as recent alumni. We offer three-month summer internships (June-August) or six- to twelve-month internships (after graduation or while enrolled in a Ph.D. program) with many corporations and research institutions across Germany."

Internship Hosts

"MIT-Germany works with leading German companies, universities and research institutes to place MIT interns in Germany. Visit <http://web.mit.edu/misti/mit-germany/partners/hosts.html>."

Partners

MIT-Germany Consortium

"The MIT-Germany Consortium was founded in 2000 and consists of a select group of companies whose generous financial support is crucial for the continuing work of the MIT-Germany Program.

While MIT students are placed for internships with German partner companies, the cooperation between the MIT-Germany Program and member companies of the Consortium goes beyond the internship component.

"Membership in the MIT-Germany Consortium offers participating companies considerable benefits, including member workshops, guest lectures, recruiting

events, and research cooperation. Events give member companies strong campus visibility and increased contact with the MIT community.”

Current Consortium Members

“Funding comes from: Continental, Deutsche Bahn and Lufthansa. Additional funding comes from BMBF, DAAD and Max Kade.”

Faculty

Funding for International Collaboration and Research

“The German Research Foundation (DFG) offers funding opportunities to collaborate with German faculty and research scientists.

- Initiation and Intensification of Bilateral Cooperation

“MISTI Global Seed Funds provide funding for MIT faculty and research scientists to encourage international collaboration and research anywhere in the world.”

BMBF Funding for Faculty Collaboration with German Excellence Universities

“The Bundesministerium für Bildung und Forschung (BMBF; a federal ministry for research, technology and education) provides travel funds for a group of MIT faculty to meet with colleagues at research centers or graduate schools in one of the federally funded excellence universities, excellence charters, or graduate schools. For a list of those universities, centers, and schools that were ranked top in excellence, please see the Initiative for Excellence. The visits are organized and initiated by the MIT-Germany Program in cooperation with our German partners.”

Source: <http://web.mit.edu/misti/mit-germany/>

OTHER “PROJECTS” FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

MIT International Science and Technology Initiatives

“The MIT International Science and Technology Initiatives—better known as MISTI—connects MIT students and faculty with research and innovation around the world. MIT’s largest international program, MISTI is a pioneer in applied international studies—a distinctively MIT concept.

“Working closely with a network of premier corporations, universities and research institutes, MISTI matches over 400 MIT students with internships and research abroad each year.

“MISTI Global Seed Funds provide funding for faculty to jump-start international projects and encourage student involvement in faculty-led international research.”

Source: <http://web.mit.edu/misti/what.html>

Singapore–MIT Alliance

“The Singapore–MIT Alliance is an innovative engineering education and research collaboration of MIT, the National University of Singapore, and Nanyang Technological University. Promoting global education and research, SMA is known for its distinctive use of distance education technology. Currently in its second phase, SMA offers graduate programs in advanced materials for micro- and nano-systems, chemical and pharmaceutical engineering, computational engineering, manufacturing systems and technology, and

computational and systems biology. To participate, students apply separately to MIT and one of the Singapore universities. If admitted independently to both, students are eligible to apply for an SMA graduate fellowship. All SMA students spend at least one semester at MIT.”

Source: <http://web.mit.edu/facts/partnerships.html>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

Mission Statement

“The mission of MIT is to advance knowledge and educate students in science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century.

“The Institute is committed to generating, disseminating, and preserving knowledge, and to working with others to bring this knowledge to bear on the world’s great challenges. MIT is dedicated to providing its students with an education that combines rigorous academic study and the excitement of discovery with the support and intellectual stimulation of a diverse campus community. We seek to develop in each member of the MIT community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind.

“The Institute admitted its first students in 1865, four years after the approval of its founding charter. The opening marked the culmination of an extended effort by William Barton Rogers, a distinguished natural scientist, to establish a new kind of independent educational institution relevant to an increasingly industrialized America. Rogers stressed the pragmatic and practicable. He believed that professional competence is best fostered by coupling teaching and research and by focusing attention on real-world problems. Toward this end, he pioneered the development of the teaching laboratory.

“Today MIT is a world-class educational institution. Teaching and research—with relevance to the practical world as a guiding principle—continue to be its primary purpose. MIT is independent, coeducational, and privately endowed. Its five schools and one college encompass numerous academic departments, divisions, and degree-granting programs, as well as interdisciplinary centers, laboratories, and programs whose work cuts across traditional departmental boundaries.”

Source: <http://web.mit.edu/facts/mission.html>

PRIVATE UNIVERSITY PROFILE: PRINCETON UNIVERSITY

TYPE OF UNIVERSITY: Private not-for-profit

YEAR FOUNDED: 1746

ADDRESS: Princeton University
Princeton, NJ 08544

WEBSITE: <http://www.princeton.edu>

CARNEGIE

CLASSIFICATION: RU/VH: Research Universities (very high research activity)

2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 1 (tie)

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	9.9%
Graduate acceptance rate (2009–10)	10%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	56%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:

A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence

Total number of students	5,047
Full-time students	100%
Part-time students	0%
Number in German Studies or German Language	11
Most Popular Concentrations, academic year 2008–09	
Politics	221
Economics	217
History	174
Woodrow Wilson School of Public and International Affairs	160
Psychology	118
Molecular Biology	117
Operations Research and Financial Engineering	117
English	111
Sociology	87
Ecology and Evolutionary Biology	82
Anthropology	69

Mechanical and Aerospace Engineering	69
Chemical Engineering	66
Philosophy	65
Mathematics	65

Graduate Students

Carnegie Classification of Graduate Instructional Program:

CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)

Total number of students	2,520
in German Studies or German Language	21
Full-time students	100%
Part-time students	0%
Enrollments by Academic Division, 2009–10	
Engineering	126
Natural Sciences	113
Woodrow Wilson School of Public and International Affairs	102
Social Scientists	101
Humanities	84
School of Architecture	28

INTERNATIONAL STUDENTS

Undergraduates

Total	909
from Germany	6
Top 3 Sending Countries	
from Canada	114
from South Korea	37
from China	31

Graduates

Total	528
from Germany	37

Top 3 Sending Countries	
from China	226
from Canada	85
from India	82

FACULTY AND STAFF

Number of full-time professional staff

In the university as a whole	
With faculty status	848
With tenure	539
On tenure track	167
Not on tenure track	142
Without faculty status	478
Number of faculty in the German Department	19

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS WITH UNIVERSITIES IN EUROPE

Country	Name of Program	Foreign Partner	Local Partner	Description
England	Oxford-Princeton Exchange	University of Oxford	Princeton University	Undergraduate exchange, Study abroad program, Graduate exchange, Faculty exchange
England	Royal College of Music Study Abroad Program	Royal College of Music	Princeton Study Abroad Program	Study abroad program
England	University College London Study Abroad Program	University College London	Princeton Study Abroad Program	Study abroad program
England, France	Proctor Fellowships	University of Cambridge, University of Oxford, École Normale Supérieure Paris (ENS)	Graduate School	Graduate exchange
France	Institut d'Études Politiques de Paris (Sciences Po) Exchange	Institut d'Études Politiques de Paris ("Sciences Po")	Princeton Study Abroad Program	Undergraduate exchange, Study abroad program
France	Aix-en-Provence Program in French Studies	IS Aix-en-Provence	Department of French and Italian	Study abroad program
France	Modern Human Origins in Bordeaux	University of Bordeaux	Department of Anthropology	Study abroad program

France	Fondation Nationale des Sciences Politiques (Sciences Po)	Fondation Nationale des Sciences Politiques (Sciences Po)	Graduate School	Graduate exchange
France	École Normale Supérieure Paris (ENS)	École Normale Supérieure Paris (ENS)	Graduate School	Graduate exchange
France	Ecole Centrale, Paris	Ecole Centrale, Paris	Princeton Study Abroad Program	Undergraduate exchange
Germany	Berlin Consortium for German Studies	Freie Universität Berlin	Princeton Study Abroad Program	Undergraduate exchange, Study abroad program
Germany	DAAD - German Academic Exchange Services	DAAD - German Academic Exchange Service	Graduate School	Graduate exchange
Germany	Freie Universität Berlin	Freie Universität Berlin	Graduate School	Graduate exchange
Hungary	Central European University Study Abroad Program	Central European University	Princeton Study Abroad Program	Study abroad program
Italy	Intercollegiate Center for Classical Studies in Rome	Intercollegiate Center for Classical Studies	Princeton Study Abroad Program	Study abroad program
Italy	Macerata Program in Italian Studies	University of Macerata	Princeton Study Abroad Program, Department of French and Italian	Study abroad program
Italy	Biblioteca Hertziana Research Collaboration	Biblioteca Hertziana	Department of Art and Archaeology	Study abroad program, Research project
Spain	Consortium for Advanced Studies in Barcelona	Autonomous University of Barcelona, Pompeu Fabra University, University of Barcelona	Princeton Study Abroad Program	Study abroad program
Spain	Hamilton College Academic Year in Spain	Hamilton College	Princeton Study Abroad Program	Study abroad program
Sweden	Karolinska Institute Program in Biomedicine	Karolinska Institute	Princeton Study Abroad Program	Undergraduate exchange, Study abroad program

Source: <http://www.princeton.edu/international/partnerships/linkages/list/>

EXCHANGE PROGRAMS IN GERMANY

Berlin Study Abroad Program

“Through the Berlin Consortium for German Studies, of which Princeton University is a member, Princeton undergraduates are eligible to spend either one semester or an entire academic year studying abroad at the Freie Universität Berlin for full Princeton academic credit. Students will pay normal Princeton tuition, and those on financial aid will continue to receive aid during their study abroad. Departmental students wishing to enroll in this or any other foreign study program may do so, provided they present an acceptable plan of

study that includes fulfillment of the departmental requirements for independent work and their application is approved by the Committee on Examinations and Standing. Early consultation with the Departmental Representative is strongly encouraged.”

Source: <http://www.princeton.edu/german/undergraduate/berlin/>

Princeton in Munich

“Princeton in Munich, the Department of German’s June program in Munich, Germany, offers two courses every June, German 105G (third semester) and German 107G (fourth semester). These courses combine intensive instruction at the world-famous Goethe Institut with seminars on culture led by a Princeton professor.”

Source: <http://www.princeton.edu/german/undergraduate/pim/>

DAAD - German Academic Exchange Service

“Princeton normally offers two exchange fellowships to DAAD students based upon recommendation from DAAD. One fellowship pays full tuition and required fees only; the second pays full tuition, required fees, and a standard ten-month stipend. Tenure for both of these awards is one academic year, September through June.

“DAAD permits Princeton to nominate two “priority” candidates for the Study Scholarship and/or Research Grant programs. U.S. or Canadian citizens (under 32 years of age and who have not previously held a DAAD in the previous 4 years) affiliated with colleges or universities in the U.S., in all disciplines, are eligible to apply for 6 to 10 months of support in Germany.”

Source: http://www.princeton.edu/international/partnerships/linkages/list/detail_opportunity.xml?opp_id=56

Freie Universität Berlin

“As part of the Berlin Consortium for German Studies, Princeton agrees to admit one graduate-level student from Freie Universität Berlin as a Visiting Student each year, subject to review and approval by the appropriate academic department or program. The typical student would be at the level of a first-year graduate student in the U.S.

“The Freie Universität Berlin sends the nomination of a candidate to Princeton. The Freie Universität Berlin nominee must submit an application.

“Princeton University will be responsible for paying the student’s tuition. The Berlin Consortium will contribute a stipend for the student’s room and board.

“If a currently enrolled Princeton University graduate student is doing research in Berlin for part of the academic year, it is possible to arrange an affiliation with the Freie Universität Berlin through the Office of Academic Affairs.”

Source: <http://gradschool.princeton.edu/academics/exchange/freie/>

Humboldt-Universität Ph.D. Net: Das Wissen der Literatur

“Princeton’s German Department is a founding member of the Ph.D. Net established at the Humboldt-Universität, Berlin with the support of the German Academic Exchange Service.

“The PhD-Net »Das Wissen der Literatur« is a binational doctoral program and part of the Humboldt Graduate School. Beginning with the winter semester 2008–2009, the network will offer graduate students a common research and work environment as well as the possibility of a thematically-centered teaching and advising program. The network includes the Departments of German at the Humboldt-Universität zu Berlin, Harvard University, Princeton University, and the University of California, Berkeley.

“Graduate students in the Ph.D. Net study for one or two semesters at a partner university and are co-advised by faculty members at the Humboldt and the home university. The thematic focus on the question of the relationship between knowledge and literature engages recent theoretical discussions in the literary disciplines and serves as the basis for the exchange of graduate students as well as the supervision of dissertation projects by internationally acclaimed scholars. The intensive cooperation between the partner institutions serves the consolidation of transatlantic cooperation.”

Source: <http://www.princeton.edu/german/international/>

Princeton-Oxford Research Collaboration: Benjaminian Encounters

“With the support of the Princeton-Oxford Research Collaboration, faculty and graduate students from a number of departments at Oxford and Princeton have established Benjaminian Encounters as a forum for the exchange of ideas and research on Walter Benjamin. The program includes research visits, student exchange, and jointly hosted symposia.”

Source: <http://www.princeton.edu/german/international/>

OTHER “PROJECTS” FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

Global Collaborative Research Fund

“The Global Collaborative Research Fund supports the development of international scholarly networks that engage Princeton with centers of learning worldwide. Grants are available to sustain collaborative initiatives on significant scholarly activities and research projects and to promote career development in an international context for Princeton scholars at all levels of seniority. The initiative seeks to enhance Princeton-based scholars’ efforts to participate in global research networks by offering resources for the creation and expansion of international collaborative communities.”

2009-10 Network Grants Awarded

“The council awarded six research network grants for a three-year period, beginning in Fall 2009, through its Global Collaborative Research Fund. The press release for this announcement summarizes the projects selected.

“Listed below are downloadable descriptions of the network proposals awarded.

- Twenty-First Century Infrastructure
- A Worldwide Investigation of Other Worlds
- TRAM, Training, Research and Motion Network

- Princeton Kafka Network in collaboration with Humboldt University (Berlin) and Oxford University
- State Building in the Developing World
- Five-University Research Collaboration on East Asia Security Cooperation”

Source: <http://www.princeton.edu/international/partnerships/council/research/>

Global Scholars Program

“The Global Scholars Program enables the University to recruit stellar scholars from outside the United States into recurring, multi-year teaching appointments at Princeton in all disciplines and regional studies programs. The scholars are incorporated into departments’ and programs’ curricula and events, and engage in scholarly exchange with Princeton faculty and students. These appointments bring vital new voices from abroad to Princeton departments and classrooms to inaugurate and sustain durable ties between Princeton and academic centers of excellence around the world.

2009-10 Global Scholar Appointments

“The Council for International Teaching and Research is pleased to announce and welcome the 2009-10 Global Scholars who will start their three-year appointments to Princeton, beginning Fall 2009. Information about the Global Scholars and their research interests can be found below.

- Professor Takao Someya (.pdf) will reside in the Department of Electrical Engineering.
- Professor Yasushi Suto (.pdf) will visit in the Department of Astrophysical Sciences.
- Professor Zhaoguang Ge (.pdf) will reside in East Asian Studies.”

Source: <http://www.princeton.edu/international/partnerships/council/scholars/>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

“Princeton University is a vibrant community of scholarship and learning that stands in the nation’s service and in the service of all nations. Chartered in 1746, Princeton is the fourth-oldest college in the United States. Princeton is an independent, coeducational, nondenominational institution that provides undergraduate and graduate instruction in the humanities, social sciences, natural sciences and engineering.

“As a world-renowned research university, Princeton seeks to achieve the highest levels of distinction in the discovery and transmission of knowledge and understanding. At the same time, Princeton is distinctive among research universities in its commitment to undergraduate teaching.

“Today, more than 1,100 faculty members instruct approximately 5,000 undergraduate students and 2,500 graduate students. The University’s generous financial aid program ensures that talented students from all economic backgrounds can afford a Princeton education.”

Source: <http://www.princeton.edu/main/about/>

PRIVATE UNIVERSITY PROFILE: UNIVERSITY OF PENNSYLVANIA

TYPE OF UNIVERSITY: Private not-for-profit
YEAR FOUNDED: 1740
ADDRESS: 3451 Walnut Street
 Philadelphia, PA 19104
WEBSITE: <http://www.upenn.edu>
CARNEGIE CLASSIFICATION: RU/VH: Research Universities (very high research activity)
 2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 4 (four-way tie)

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2009)	18%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	59%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:

A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence

Total number of undergraduate students	11,851
Full-time students	87%
Part-time students	13%
Degrees conferred in German, 2008–09	*
Degrees conferred between July 2008 and June 2009	
Finance	14%
Economics	7%
Nursing	5%
Political Science	5%
Others	69%
Enrollment by undergraduate school, Fall 2009	
The College at Penn (School of Arts and Sciences)	6,380
The Wharton School	1,896
School of Engineering and Applied Science	1,607
School of Nursing	544

Graduate Students

Carnegie Classification of Graduate Instructional Program:

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary

Total number of graduate students	12,256
in German Studies or German Language	17
Full-time students	80%
Part-time students	20%
Enrollments by Academic Unit, Fall 2009	
School of Arts and Sciences	2,355
The Wharton School	2,311
Graduate School of Education	1,605
School of Medicine	1,598
School of Engineering and Applied Science	1,141
Law School	901
School of Design	672
School of Dental Medicine	593
School of Nursing	512
School of Veterinary Medicine	487
School of Social Policy & Practice	380
Annenberg School for Communication	90

INTERNATIONAL STUDENTS

Total, Fall 2008	3,544
Total Undergraduate	807
Total Graduate	~2,737
from Germany	
Geographical distribution of undergraduates	
Southeast Asia	28%
Europe	18%
South Asia	16%
Canada	15%
South/Central America	10%
Middle East	6%

Africa	5%
Caribbean	1%
Oceania	1%

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	3,305
With tenure	1,159
On tenure track	403
Not on tenure track	1,743
Without faculty status	948
Number of faculty in the Germanic Department	
Core Faculty	8
Affiliate Faculty	25
Faculty Emeriti	4
Visiting Faculty	3
Lecturers	9

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS WITH INSTITUTIONS IN EUROPE

School of Nursing

"Penn Nursing is committed to a future of national and international partnerships and interdisciplinary collaborations to advance knowledge that will influence healthcare practice and policies. We envision our graduates in positions of leadership in national and international health and as academic faculty who are at the leading edge of developing, transmitting, and evaluating fundamental and translational knowledge in promoting healthy lifestyles, enhancing quality of life, and facilitating living with chronic illness for vulnerable populations and nursing care providers.

"Penn Nursing and selected peer academic Nursing institutions outside the USA recognize mutual interests in long term partnerships that are designed to build upon existing collaborations that have proven effective and mutually enriching. Our current partners [in Europe] include:

- King's College London
- School of Health and Social Care, Oxford Brookes University, Oxford
- Department of Nursing Studies, The University of Hong Kong

- Institute of Nursing Science, Faculty of Medicine, University of Basel, Switzerland”

Source: http://www.nursing.upenn.edu/gha/Pages/International_Partnerships.aspx

Wharton School

Wharton-INSEAD Alliance

“The Wharton-INSEAD Alliance extends top-quality business education across four dedicated campuses: Wharton’s U.S. campuses in Philadelphia and San Francisco, and those of INSEAD in Fontainebleau, France, and Singapore. The Alliance offers student exchange programs, a collaborative research center, and joint executive education programs.”

Source: <http://www.wharton.upenn.edu/academics/global-programs.cfm>

School of Law

Penn Law International Internship Program (PLIIP)

“Lawyers today are increasingly expected to consult international sources, draw from comparative examples, or reconcile different cultural expectations as they tackle legal issues. In response to the increasing globalization of the practice of law, Penn Law has created the Penn Law International Internship Program (PLIIP) to expose students to foreign and comparative law issues in an overseas practice setting. Working with its exceptional network of international alumni and professional connections, the PLIIP offers internship opportunities with preeminent international firms around the globe.

“Each summer, PLIIP places approximately 10 JD students in positions at local law firms around the world, giving students cross-cultural experience and a better understanding of foreign legal practice. In 2010, Penn Law interns are expected to work in firms in Argentina, Brazil, China, France, Germany, Greece, Italy, and Japan through the PLIIP program.

“International legal experience is a valued part of Penn Law’s legal education and training. With PLIIP, our highly motivated and qualified students gain valuable experience at overseas firms, and play an important role in deepening the Law School’s ties to our international alumni community.”

Source: <http://www.law.upenn.edu/international/global.html>

EXCHANGE PROGRAMS IN GERMANY

Summer Abroad in Berlin

“Penn offers a unique program that combines intensive language instruction with equally intensive cultural encounter. Since reunification, Berlin has undergone significant changes while respecting and preserving aspects of its tumultuous past. Our intensive language program is comprised of language-based content instruction that focuses on Berlin’s living history. You will have the opportunity to interview people who have lived in Berlin throughout its many changes. Working cooperatively with other students and the instructional staff, you will construct a living history profile that in turn will become the centerpiece of our website project. We will meet every day in the morning

and three days a week in the afternoon. Weekends are open for personal exploration and travel. Students will stay with host families.”

Source: <http://ccat.sas.upenn.edu/german/program/summer-abroad-berlin>

OTHER PROGRAMS IN GERMANY

- Berlin Consortium for German Studies at Freie Universität & Humboldt Universität (BBN)
- J.W. Goethe Universität, Frankfurt (BFM) (Exchange Program)
- Wayne State Junior Year in Munich (BMU)

Source: <http://sa.oip.upenn.edu/>

OTHER “PROJECTS” FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

- The Penn Summit on Global Issues in Women’s Health
- Global Colloquium of University Presidents on Academic Freedom
- Penn-Tsinghua T.C. Chan Center for Building Simulation and Energy Studies

“A resolve to improve the status of women who are victims of violence, political oppression, and discrimination led Penn Nursing and Medicine to host ‘The Penn Summit on Global Issues in Women’s Health: Safe Womanhood in an Unsafe World.’ During the two-day conference, experts reassessed existing models for health promotion and illness prevention for women while proposing new strategies for empowering girls and women. Currently, in the AIDS-ravaged nation of Botswana, Penn Medicine faculty and students are providing care to HIV patients and training local doctors and nurses on how to do the same. The School of Nursing, Wharton School, School of Social Policy and Practice and Annenberg School for Communication have also contributed to the Botswana effort.

“In 2005 President Gutmann was one of 25 University presidents to participate in the first Global Colloquium of University Presidents. Launched by Columbia University, New York University, Penn, Princeton, and Yale in response to the United Nations Secretary-General’s call for the academic community to bring its expertise to bear on pressing international issues. By 2007 the colloquium had grown to include university presidents from around the world, and the group turned its attention to the role of universities in relation to climate change and post-Kyoto climate policy.

“Penn has partnered with Beijing’s Tsinghua University to create a Center for Building Simulation and Energy Studies. This innovative center is developing energy-efficient strategies that lead to high-performance buildings and sustainable environments. The T.C. Chan Center conducts research, organizes symposia, and consults on building design projects worldwide.”

Source: <http://www.upenn.edu/compact/knowledge.html#five>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

“Penn carries on the principles and spirit of its founder, Benjamin Franklin: entrepreneurship, innovation, invention, outreach, and a pragmatic love of knowledge. Franklin’s practical outlook has remained a driving force in the university’s development.”

Top Students

“Today Penn is home to a diverse undergraduate student body of nearly 10,000, hailing from every state in the union and all around the globe. Admissions are among the most selective in the country and Penn consistently ranks among the top 10 universities in the annual *U.S. NEWS & WORLD REPORT* survey. Another 10,000 students are enrolled in Penn’s 12 graduate and professional schools, which are national leaders in their fields. The Wharton School is consistently one of the nation’s top three business schools. The School of Nursing is one of the two best in the U.S. The School of Arts and Sciences, Graduate School of Education, Law School, School of Medicine, School of Veterinary Medicine, and Annenberg School for Communication all rank among the top 10 schools in their fields.”

[...]

Crossing Boundaries

“True to our roots, Penn encourages both intellectual and practical pursuits. On our unified campus, this flexible mindset makes Penn a national leader in interdisciplinary programs, crossing traditional academic and professional boundaries to engage participants in the pursuit of new—and useful—knowledge. In addition to numerous cross-disciplinary majors and joint-degree programs, Penn is home to interdisciplinary institutions such as the Institute for Medicine and Engineering, the Joseph H. Lauder Institute for Management and International Studies, and the Management and Technology Program.”

Powerful Research

“With 174 research centers and institutes, research is a substantial and esteemed enterprise at Penn. As of fiscal year 2006, the research community includes more than 4,200 faculty and 870 postdoctoral fellows, nearly 3,800 graduate students and 5,400 academic support staff and graduate assistants, and a research budget of \$660 million. The scale and interdisciplinary character of our research activities make Penn a nationally-ranked research university.”

Source: <http://www.upenn.edu/about/welcome.php>

PRIVATE UNIVERSITY PROFILE: YALE UNIVERSITY

TYPE OF UNIVERSITY: Private not-for-profit
YEAR FOUNDED: 1701
ADDRESS: Yale College
 PO Box 208241
 New Haven, CT 06520-8241
WEBSITE: <http://www.yale.edu>
CARNEGIE CLASSIFICATION: RU/VH: Research Universities (very high research activity)
 2010 *U.S. NEWS & WORLD REPORT* National Universities Ranking: 3

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	10%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	69%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:
 A&S-F/HGC: Arts & sciences focus, high graduate coexistence

Total number of undergraduate students	5,277
Full-time students	100%
Part-time students	0%
Degrees conferred in German, 2008–09	0
Degrees conferred between July 2007 and June 2008	
Social sciences	25%
History	12%
Interdisciplinary studies	10%
Biological/life sciences	9%
English	7%
Visual and performing arts	7%
Area and ethnic studies	6%
Psychology	5%
Engineering	4%
Foreign languages and literature	3%
Philosophy and religious studies	3%
Physical sciences	3%

Architecture	2%
Natural resources/environmental science	1%
Computer and information sciences	1%
Liberal arts/general studies	1%
Mathematics	1%

Graduate Students

Carnegie Classification of Graduate Instructional Program:

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary

Total number of graduate students	4,915
in German Studies or German Language	16
Full-time students	98%
Part-time students	2%
Enrollments by Academic Unit, Fall 2009	
Graduate School of Arts & Sciences	1,366
Law	368
Management	309
Medicine (M.D.)	237
Divinity	187
Architecture	123
Forestry & Environmental Studies	107
Music	102
Drama	101
Public Health	70
Art	57
Institute of Sacred Music	37
Physician Associate	26
Nursing	20

INTERNATIONAL STUDENTS

Total Undergraduate	467
Total Graduate	1,478
from Germany	95

Top 3 Sending Countries	
from China	364
from Canada	221
from South Korea	134

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	2,790
With tenure	740
On tenure track	646
Not on tenure track	1,404
Without faculty status	931
Number of faculty in the German Department	13

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS AND INITIATIVES IN EUROPE

- Centers and Institutes Focused on Europe
- European Studies Council (The MacMillan Center)
- Council on Latin American and Iberian Studies
- European Union Studies, Yale Program in
- Fox International Fellowships at Institut d'Etudes Politiques, Paris
- Fox International Fellowships at University of Cambridge
- Fox International Fellowships at the Free University of Berlin
- Fox International Fellowships at Moscow State University

EXCHANGE PROGRAMS IN GERMANY

Yale Summer Session: Berlin

"Students have the unique opportunity to enroll in an eight-week course of study in German language and culture in Berlin. Taught by Yale professors, the course will be held in New Haven for the first half and in Berlin for the latter half. Participants will have the opportunity to explore Berlin and surrounding regions on their own and through organized program activities."

Source: <http://www.yale.edu/summer/abroad/berlin/>

Non-Credit Summer Programs in Baden-Württemberg

“Students are given the opportunity to study German for 4 weeks in August in various cities in Baden-Württemberg, including Heidelberg, Freiburg, Tübingen, Konstanz.”

Source: <http://www.yale.edu/german/studyabroad.html>

Graduate Study Abroad Opportunities

“The Yale Department of German has always encouraged its students to take part in the many opportunities for study and research abroad which include the DAAD program as well as other fellowships and opportunities recently arranged with overseas institutions. External funding for study abroad can thus provide a sixth year of supported study. The Graduate School has an exchange program with Freiburg, Heidelberg, and Tübingen for which all of our graduate students are eligible. Almost all of our students find their way to a German-speaking country at whatever juncture proves most useful for the completion of their degree.

“Our department is affiliated with the Peter Szondi-Institut für Allgemeine und Vergleichende Literaturwissenschaft at the Freie Universität in Berlin which provides our graduate students studying in Berlin with a ‘home base.’

“Exchange students come to Yale every year from a number of German institutions (the Freie Universität in Berlin, Freiburg, Heidelberg, Konstanz and Tübingen have participated) and this continues to be an important force in internationalizing the graduate experience here and in forging close trans-Atlantic ties for our students.”

Source: <http://www.yale.edu/german/gradstudyabroad.html>

OTHER “PROJECTS” FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

Yale and the World

“The ‘Yale and the World’ Web site offers a gateway to the global aspects of Yale University. Whether you are a current Yale student, an international student interested in studying at Yale, a Yale faculty member, an international graduate or affiliate, or simply someone interested in international affairs, Yale has a world of opportunity easily accessible through the links of this site.”

Source: <http://world.yale.edu/index.html>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

“Yale University is located in historic New Haven, Connecticut, a port city with a population of 125,000 about 120 kilometers northeast of New York City and 200 kilometers southwest of Boston. Founded in 1701, the University consists of twelve schools: Yale College, the four-year undergraduate school; the Yale Graduate School of Arts and Sciences; and ten professional schools. Yale College, the heart of the University, provides instruction in the liberal arts and sciences. More than 2,000 undergraduate courses are offered each year by over sixty-five departments and programs, forming a curriculum of remarkable breadth and depth. The faculty is dedicated to undergraduate teaching, a commitment for which Yale has long been well known. Many of Yale’s most distinguished professors teach introductory-level courses.”

[...]

Yale Today

"Yale has matured into one of the world's great universities. Its 11,000 students come from all fifty American states and from over 110 countries. The 2,000-member faculty is a richly diverse group of men and women who are leaders in their respective fields. The central campus now covers 170 acres (69 hectares) stretching from the Nursing School in downtown New Haven to tree-shaded residential neighborhoods around the Divinity School. Yale's 225 buildings include contributions from distinguished architects of every period in its history. Styles range from New England Colonial to High Victorian Gothic, from Moorish Revival to contemporary. Yale's buildings, towers, lawns, courtyards, walkways, gates, and arches comprise what one architecture critic has called "the most beautiful urban campus in America." The University also maintains over 600 acres (243 hectares) of athletic fields and natural preserves just a short bus ride from the center of town.

"Yale is in the midst of the largest investment in its facilities since the 1930s. A new School of Art complex has opened, and new science and environmental laboratories, as well as a new athletic center and student residence, have been erected. There have been major renovations of both historic academic buildings and the undergraduate residential colleges. In the decade ahead, the University will invest an equal amount in facility improvements for the benefit of students and scholars alike."

Source: <http://world.yale.edu/about/index.html>

LIBERAL ARTS COLLEGE PROFILE: AMHERST COLLEGE

TYPE OF UNIVERSITY: Private not-for-profit

YEAR FOUNDED: 1821

ADDRESS: 220 South Pleasant Street
Amherst, MA 01002

WEBSITE: <http://www.amherst.edu>

CARNEGIE

CLASSIFICATION: Bac/A&S: Baccalaureate Colleges--Arts & Sciences

2010 *U.S. NEWS & WORLD REPORT* Liberal Arts Colleges Ranking: 2

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2008)	16%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	71%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:

A&S-F/NGC: Arts & sciences focus, no graduate coexistence

Total number of undergraduate students	4,153
Full-time students	100%
Part-time students	0%
German majors, Class of 2009	3
Degrees conferred between July 2008 and June 2009	
Social sciences	30%
Foreign languages and literature	9%
English	9%
Psychology	9%
Biological/life sciences	8%
Visual and performing arts	7%
History	6%
Interdisciplinary studies	5%
Physical sciences	5%
Law/legal studies	3%
Mathematics	3%
Philosophy and religious studies	3%

Natural resources/environmental science	1%
Area and ethnic studies	1%
Computer and information sciences	1%

INTERNATIONAL STUDENTS

Undergraduate Percentage	11%
--------------------------	-----

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	205
With tenure	121
On tenure track	35
Not on tenure track	49
Without faculty status	10
Number of faculty in the German Department	5

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS AND INITIATIVES IN EUROPE

European Studies

"European Studies is a major program that provides opportunity for independent and interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the student major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness."

Source: https://www.amherst.edu/academiclife/departments/european_studies

EXCHANGE PROGRAMS IN GERMANY

Amherst-Göttingen Exchange Program

"The Department strongly recommends study at a German-speaking university, ideally during a student's junior year. Amherst maintains an annual student exchange with the prestigious Göttingen University in Germany. Göttingen University was founded in 1737 as a University of the Enlightenment. It is internationally renowned for its great research tradition and remarkable spectrum of disciplines: 13 faculties, 120 study programs, worldwide networks.

"The Amherst College program is unique: academically outstanding and financially advantageous. Students take courses directly at the university with other German students, and not with other Americans. Every student receives

a scholarship from the German government - sufficient to pay for rent, meals, and books, but not travel. In exchange, students only pay half the tuition to Amherst College. (In 2007-08, this comes to \$17,790). In Göttingen, we have a local academic advisor at the university, and also the help of our returning Göttingen Teaching Assistants. Students in our program live in a dormitory, together with German students. While in Göttingen, students normally take a minimum of four courses per semester (i.e., they can mix and match Vorlesung, Übung, Proseminar, Seminar)."

Source: <https://www.amherst.edu/academiclife/departments/german/goettingen>

OTHER "PROJECTS" FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

Study Abroad

"For the past ten years, approximately 35-40% of the junior class studies abroad. The majority of students spend a semester abroad either by studying with a program or directly enrolling at a foreign university. Some, though, choose to spend a full year - and sometimes on two different programs. For example, a student studying German and Spanish spent one semester in each country. Another student spent a semester in France and a semester in Senegal, to study French colonialism and modern Africa."

Source: https://www.amherst.edu/academiclife/study_abroad

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

"Founded in 1821 as a nonsectarian institution for the education of indigent young men of piety and talents," Amherst College is now widely regarded as one of the premier liberal arts colleges in the nation, enrolling a diverse group of approximately 1,700 young men and women.

"Renowned for its talented students, committed faculty, and rigorous academic life, Amherst offers the B.A. degree in 35 fields of study. With a faculty-student ratio of 1 to 8, Amherst's classes are characterized by spirited interchange among students and acclaimed faculty skilled at asking challenging questions. Students participate in sophisticated research, making use of state-of-the-art equipment and facilities. And Amherst's open curriculum allows each student—with the help of faculty advisers—to chart an individual course through the more than 800 courses offered at the college; there are no distribution requirements. Honors work is encouraged and in recent years has been undertaken by nearly half of the graduating class."

Source: <https://www.amherst.edu/aboutamherst/profile>

LIBERAL ARTS COLLEGE PROFILE: SWARTHMORE COLLEGE

TYPE OF UNIVERSITY: Private not-for-profit
YEAR FOUNDED: 1864
ADDRESS: 500 College Avenue
 Swarthmore, PA 19081
WEBSITE: <http://www.swarthmore.edu/>
CARNEGIE CLASSIFICATION: Bac/A&S: Baccalaureate Colleges--Arts & Sciences
 2010 *U.S. NEWS & WORLD REPORT* Liberal Arts Colleges Ranking: 3

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2009)	17%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	48%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:
 A&S-F/NGC: Arts & sciences focus, no graduate coexistence

Total number of undergraduate students	1,490
Full-time students	99%
Part-time students	1%
Degrees conferred in German, 2008	1
Degrees conferred between July 2008 and June 2009	
Social sciences	25%
Biological/life sciences	9%
Visual and performing arts	9%
Foreign languages and literature	8%
Psychology	8%
History	8%
Engineering	6%
English	6%
Philosophy and religious studies	6%
Mathematics	4%
Computer and information sciences	3%
Education	3%
Physical sciences	3%

Area and ethnic studies	2%
Natural resources/environmental science	1%
Interdisciplinary studies	1%
Public administration and social services	1%

INTERNATIONAL STUDENTS

Total Undergraduate	111
from Germany	5
Top 3 Sending Countries	
from South Korea	26
from China	17
from India	9

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	193
With tenure	133
On tenure track	33
Not on tenure track	27
Without faculty status	*
Number of faculty in the German Department	4

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS AND INITIATIVES IN EUROPE

Swarthmore Program in Grenoble, France

"Located in SE France, at the foot of the Alps, this is an outstanding program, the best program in France and one of the few very best programs in Europe. The faculty is drawn mainly from the University of Grenoble; courses - focusing on French language, society, and culture - are available in most social science and humanities fields; instruction is in French, and students live with French families. Extensive travel in France is provided by the program, as is attendance at cultural events. There is a strong presumption that Swarthmore students studying in France will attend this program."

Poland Environmental Studies Program

"The Department of Engineering, along with the concentration in Environmental Studies, has developed possibilities for Swarthmore students to do a

semester's work in Environmental Science and Environmental Studies in Krakow and adjacent regions of Poland. Both university work and field projects will be emphasized. Instruction will also be available in the areas of Polish language and culture."

Performing Arts in Poland

"The programs in Theater Studies and Dance have jointly developed a semester program in Poland for Swarthmore students. The program will be based at the Silesian dance Theater in Bytom (Silesia), with work available at the Jagiellonian University of Cracow and other institutions in the area. The main emphasis will be dance, but work also will be available in the areas of Polish language and culture. The work in dance will include especially performance, arts administration, and scenography. For a fuller description of these possibilities, please see the College catalog, Theater Studies section and talk with Professor Allen Kuharski in the Theater Department."

The Northern Ireland Semester

"The Northern Ireland Semester will focus upon ongoing and productive efforts to foster peace in Northern Ireland. For students who attend the program, the centerpiece of the semester will entail participating with local community groups dedicated to and heavily involved with creating civil society organizations pursuing peace. The semester is based in Derry/Londonderry, but student involvement with community groups may take place elsewhere in Northern Ireland. Swarthmore students will do the program under the College's Semester/Year Abroad Program. They may do it for one semester or two. There will be possibilities for summer research and/or service work in Northern Ireland arising from participation in the program. The establishment of this program is grounded in exploratory work that has been under way for several years, involving a number of Swarthmore faculty members, partners and colleagues in Northern Ireland, colleagues from other American schools, and Swarthmore's Off-Campus Study Office. Contact the Off-Campus Study Office for more information."

Source: <http://www.swarthmore.edu/Admin/ofs/planning/programsoperatedbyswat.html>

EXCHANGE PROGRAMS IN GERMANY

"German majors are encouraged to spend a summer, semester, or year of study abroad as a vital part of their undergraduate experience. The Section currently approves the abroad programs of

- Antioch in Tübingen
- Columbia/JHU-Consortium in Berlin
- Dickinson in Bremen
- Duke in Berlin
- Macalester German Study Program
- Smith College in Hamburg
- Tufts in Tuebingen
- Wayne State in Munich
- Wesleyan in Regensburg"

Source: <http://www.swarthmore.edu/Humanities/ml/german/abroad/>

OTHER “PROJECTS” FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

Study Abroad

“Swarthmore College encourages its students to spend a semester or year studying abroad as an important part of their degree programs. Regardless of your fields of study at Swarthmore, your college education is likely to be enhanced by study abroad; and your post-graduate life, increasingly, will require of you an understanding of the international world for constructive citizenship and success in your chosen endeavors.

“In recent years, Swarthmore students have successfully completed study abroad in more than a hundred different programs organized in *Africa, Asia, the Caribbean, Continental Europe, the English-speaking world (Great Britain, Ireland, Australia, and New Zealand), Latin America and Oceania*. Approximately forty percent of Swarthmore students study abroad during their undergraduate careers.”

Source: <http://www.swarthmore.edu/Admin/ofs/index.html>

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

“Swarthmore, one of the nation’s finest institutions of higher learning, is a college like no other. Private, yet open to all regardless of financial need. American, yet decidedly global in outlook and diversity, drawing students from around the world and all 50 states. Small, yet with the financial strength to offer students and faculty generous resources to push their own and the world’s understanding of disciplines from Arabic to plasma physics, from microbiology to dance, from engineering to art history.

“Swarthmore celebrates the life of the mind. Since its founding in 1864, Swarthmore has given students of uncommon intellectual ability the knowledge, insight, skills, and experience to become leaders for the common good. And they do. Swarthmoreans are CEO patent-holders who bring technology to underserved markets, investment bankers looking for alternative forms of energy, lawyers who become college presidents, doctors who serve in Congress, winners of the Nobel Prize. A Swarthmorean founded the first liberal arts college in Ghana. Another led the team that developed the Hubble Space Telescope. Swarthmoreans invented hypertext and helped women win the right to vote.

“So much of what Swarthmore stands for, from its commitment to curricular breadth and rigor to its demonstrated interest in facilitating discovery and fostering ethical intelligence among exceptional young people, lies in the quality and passion of its faculty. Professors at Swarthmore are leading scholars and researchers in their fields, yet remain deeply committed to serving their students as outstanding teachers and mentors. A student/faculty ratio of 8:1 ensures that students have close, meaningful engagement with their professors, preparing them to translate the skills and understanding gained at Swarthmore into the mark they want to make on the world.”

Source: <http://www.swarthmore.edu/x18.xml>

LIBERAL ARTS COLLEGE PROFILE: WILLIAMS COLLEGE

TYPE OF UNIVERSITY: Private not-for-profit
YEAR FOUNDED: 1793
ADDRESS: Box 624
 Williamstown, MA 01267
WEBSITE: <http://www.williams.edu>
CARNEGIE CLASSIFICATION: Bac/A&S: Baccalaureate Colleges--Arts & Sciences
 2010 *U.S. NEWS & WORLD REPORT* Liberal Arts Colleges Ranking: 1

STUDENT STATISTICS

Undergraduate acceptance rate (Fall 2009)	20%
Full-time, first-time degree/certificate-seeking students receiving financial aid (2007–08)	51%

Undergraduates

Carnegie Classification of Undergraduate Instructional Program:
 A&S-F/SGC: Arts & sciences focus, some graduate coexistence

Total number of undergraduate students	2,072
Full-time students	99%
Part-time students	1%
Degrees conferred in German, five-year average distribution of majors, 2005–09	3
Degrees conferred between July 2008 and June 2009	
Social sciences	22%
Visual and performing arts	10%
English	9%
Biological/life sciences	8%
Mathematics	8%
Physical sciences	8%
Psychology	8%
Foreign languages and literature	8%
History	8%
Philosophy and religious studies	5%
Area and ethnic studies	3%
Computer and information sciences	3%
Interdisciplinary studies	1%

Graduate Students

Carnegie Classification of Graduate Instructional Program:

Postbac-A&S: Postbaccalaureate, arts & sciences dominant

Total number of graduate students	48
in German Studies or German Language	0
Full-time students	100%
Part-time students	0%

INTERNATIONAL STUDENTS

Total Number	46
Percent of all students	8%

FACULTY AND STAFF

Number of full-time professional staff, Fall 2008

In the university as a whole	
With faculty status	278
With tenure	171
On tenure track	73
Not on tenure track	34
Without faculty status	*
Number of faculty in the German Department	5

INTERNATIONAL PARTNERSHIPS AND ACTIVITIES

PARTNERSHIPS AND INITIATIVES IN EUROPE

Williams-Exeter Program at Oxford

"Williams College offers a year-long program of study at Oxford University in collaboration with Exeter College (founded in 1314), one of the constituent colleges of the University. As Visiting Students at Exeter College, Williams students on the program are full undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. The Williams-Exeter Programme provides students with a unique opportunity to participate fully in the intellectual and social life of one of the world's great international universities."

Source: <http://www.williams.edu/dean/oxford/>

EXCHANGE PROGRAMS IN GERMANY

German at Williams

"The department's faculty members pursue an interdisciplinary research agenda and participate in several programs on campus, including Comparative Literature, Women's Studies and International Studies. The Department offers a major in German Studies and a Certificate in German. The major consists of ten courses, counting all language courses and the Certificate consists of seven courses. Students are asked to complete their major requirements with at least two German-related courses from other fields. Our course sizes are small which allows for close student-faculty contact. Independent study courses and tutorials are available on a regular basis. Students are matched with a faculty advisor who helps them select courses and pursue their intellectual interests. In consultation with the department, students may choose a senior thesis project based on their research interests.

"We strongly encourage all our students to take a Goethe Institute or other language immersion course, and to spend a semester or the entire junior year in a German-speaking country. We offer personalized advising for study abroad, and our contacts at the universities of Regensburg in Bayern and Graz in Austria are willing to help with placement and housing. Recent Williams students have studied in Berlin, Wien, München, Tübingen and Hamburg.

"Teaching Associates from Germany and Austria join us every year to teach conversation sections of the language courses and run German-related activities and events, ranging from excursions to the Neue Galerie New York to see expressionist art or the Tenement Museum to learn about German-American immigrant families to chocolate tasting and 'Grillabend,' our version of a cookout."

Source: <http://www.williams.edu/CFLang/dept/?faculty=German>

OTHER "PROJECTS" FOR THE EXCHANGE OF STUDENTS AND RESEARCHERS

None readily apparent on website.

ADDITIONAL INFORMATION ABOUT THE UNIVERSITY

"Established in 1793 with funds bequeathed by Colonel Ephraim Williams, the college is private, residential, and liberal arts, with graduate programs in the history of art and in development economics. The undergraduate enrollment is approximately 2,000 students.

"Williams is committed to a need-blind admission policy by which it admits students without regard to their ability to pay, and commits to meeting 100 percent of each admitted student's demonstrated financial need for four years.

"There are three academic divisions (humanities, sciences, social sciences), 24 departments, 33 majors, plus concentrations and special programs. The student:faculty ratio is 7:1. The academic year consists of two four-course semesters plus a one-course January term."

Source: http://www.williams.edu/home/fast_facts/

HRK Hochschulrektorenkonferenz

Die Stimme der Hochschulen

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

The world of global higher education has changed dramatically in the past decade, creating both new opportunities and new challenges for the traditionally strong relationship between German and American universities. As demographic changes reduce the number of domestic students in Europe and universities around the world deploy intensive recruiting practices attracting the right students and scholars to Germany will require increasingly sophisticated strategies. The US is an important potential source of students for both short term study abroad programs as well as full degree programs. It is also one of the strongest competitors for the world's best minds. This book delves into the details of the US higher education system that have the most impact on how German universities can recruit students or create healthy and dynamic transatlantic partnerships.



ISBN 978-3-7639-4730-0

 W. Bertelsmann Verlag

GEFÖRDERT DURCH



Bundesministerium
für Bildung
und Forschung