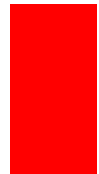


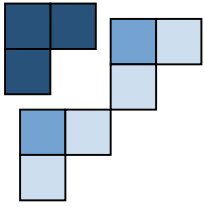
UWM/UP Joint Study Program: Experience, Problems, and Future Perspectives

Prof. Dr. Hans-Georg Petersen
University of Potsdam/DIW Berlin



German-French Council of Economic Advisers





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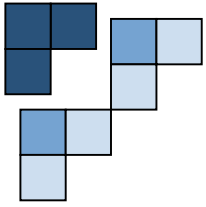
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DIW Berlin





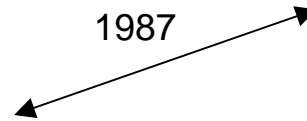
I. Introduction

400 YEARS



JUSTUS-LIEBIG-
 UNIVERSITÄT
GIESSEN

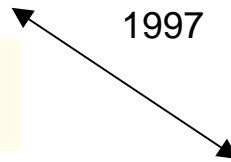
1987



16 YEARS

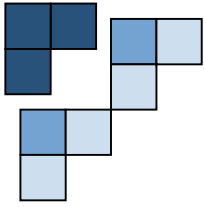


1997



UNIVERSITY of WISCONSIN
UWMILWAUKEE CELEBRATING
50 YEARS





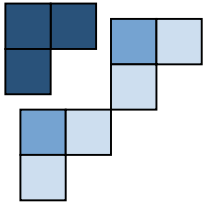
II. Historical Background, Challenges and Obstacles



Brief History

- 1987: Staff exchange JLU and UWM
- 1989: First JLU students at the UWM, supported by the IAS Program of DAAD
Implementation of the Giessen Summer Course for UWM Students supported by the Albert-Oswald Foundation
- 1997: First UP students at the UWM, supported by the IASP Program of the DAAD
- 2000: First UP student as teaching assistant at the UWM
- 2004: First PhD student from the UP at the UWM
- 2005: Partnership contract in between the UWM and the UP
- 2005: First UWM students participating in the Potsdam Summer Academy (PoSA) implemented in 2004 with support of the DAAD (German Summer Academies Program)
- 2006: First self-paying PU students at the UWM
- 2007: 10th anniversary of the UWM/UP exchange





II. Historical Background, Challenges and Obstacles



Cultural and administrative differences

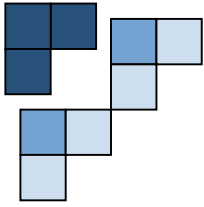
Professional administrative structures (UWM)
versus
cooperative self-administration of professors (UP)

Autonomy and self-responsibility (UWM)
versus
bureaucratic steering by ministry (UP)



extended negotiations and a long process
of developing mutual confidence





II. Historical Background, Challenges and Obstacles



Different periodical term structures

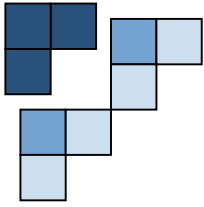
UWM: Winter term September to December
Spring term January to May
Summer session June to August

UP: Winter term October 15 to February 15
Winter break February 16 to April 14
Summer term April 15 to July 15
Summer break July 16 to October 14



Overlapping of the terms for 6/ 9 weeks





II. Historical Background, Challenges and Obstacles



Different periodical term structures

Easy solution in case of unidirectional exchange for the German students

Serious problems in case of mutual exchange:

Start of the German study program for UWM students at a later date and teaching the course program in a condensed mode (organizational problems, room problems, additional burden for the students, etc.)

Extending the summer term for six weeks (summer course program), which is in conflict with the prevailing vacation time in Europe

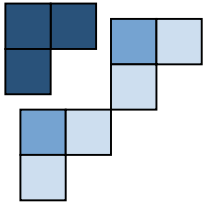
Disadvantages for the teaching staff in Germany (no recognition for the teaching load of the single professor, no related remuneration, reduced time for own research, just an individual "Freizeitvergnügen")

In a "tuition free world" more (international) students are an additional burden while in the US each student directly contributes to the faculties budgets

International students are more demanding than German because of the better teacher/student relation they are used to have

The US course structure is much more class room oriented and lecturer steered than a German "Vorlesung", which demands self-depending learning and study organization from the students without precise homework





II. Historical Background, Challenges and Obstacles



Differences of academic degrees, length of the respective study programs

USA:

BA after four years study program

Germany:

Pre-diploma after two years (four terms) = basic study program

Diploma after 4.5 years (five terms) = main study program

Problem:

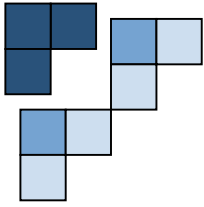
Which degree is equivalent to the BA?

Solution:

Third year on high school
+ pre-diploma
+ two terms in the main study program

= **BA equivalence**





II. Historical Background, Challenges and Obstacles



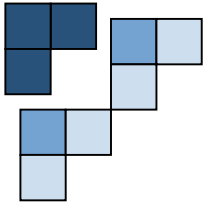
Differences of academic degrees, length of the respective study programs

The Bologna process has created a new problem:

European BA after three years study program

Problems with the MA are much less serious because at the US universities the contents of most study programs are defined by credit points and not by completed terms (favouring part-time study). The UP students complete their UWM degree within two terms (September until May in the following year). Recently more and more students without a third year on high school have been accepted by the graduation office.





II. Historical Background, Challenges and Obstacles

Tuition Fees



USA:

Tuition fees at all universities (fees at private unis generally higher than at state unis)

UWM:

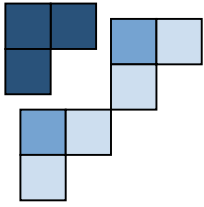
Graduate program fees

Non-residents fees per term: 11,645.90 USD

Residents (in-state) fees per term: 4,462.94 USD

The UP students have contributed about 107,000 USD in tuition fees at the UWM (with regard to the JLU students this amount is doubled. In total (taking the current amounts) the UP students have paid more than 500.000 USD, which means that the German students are financing a remarkable part of the program costs at the UWM.





II. Historical Background, Challenges and Obstacles



Tuition Fees

Germany:

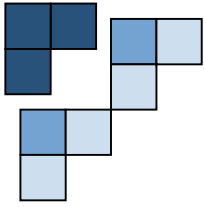
In most of the federal states no tuition fees are raised.

In 2007 to 2008 the following states **will introduce tuition fees** with the maximum amount of 500 Euros per term (ceiling recently determined by the Constitutional Court):

Baden-Wuerttemberg, Bavaria, Hamburg, Lower Saxony, North-Rhine Westphalia, and Saarland.

10 of 16 states have tuition fees for students with study periods above the standard study length (predominantly about 500 Euros per term, maximum 650 Euros in NRW)





II. Historical Background, Challenges and Obstacles

Language Barriers



Only demand for English programs in Germany

Even then at a single US university the demand is very limited:

Large internal labor market.

Supra-national integration does not play an important role.

Minimizing study length due to tuition fees.

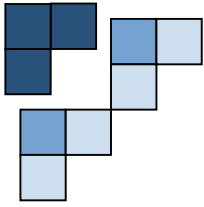
Net return of prolonged study times minor because study abroad is not yet enough evaluated in the labor markets.

But:

Substantial changes are ahead because with growing competition the knowledge of foreign management and marketing strategies will become much more profitable.

Even the internal US markets will become relative small compared to that in China and India.





III. Curriculum, Program Structures and Participation



Focus on the Graduate Study Programs

UWM:



Labor Economics

- 415 Economics of Employment & Labor Relations
- 447 Labor Economics
- 751 Labor Economics I
- 752 Labor Economics II
- 753 Collective Bargaining
- 754 Worker Participation. 3
- 755 Comparative Labor Markets and Employment Relations
- 955 Seminar: Labor Economics. (Subtitled)

Development Economics

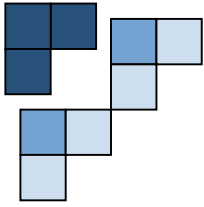
- 454 International Trade
- 455 International Finance
- 712 Urban Economic Theory
- 713 Regional Economic Theory
- 774 Economic Development - Theory
- 775 Economic Development - Policy



Accreditation of courses at the UP:

Courses up to 14 term hours (seven courses) are approved so that the students can skip at least one subject (out of five; e.g., in Business: General Economics)





III. Curriculum, Program Structures and Participation



Focus on the Graduate Study Programs at the UP

Financial Markets:

- Monetary theory
- Monetary policy
- Monetary foreign trade theory
- Special macroeconomics

Banking:

- Banking I
- Banking II
- Analysis of the capital market
- Advanced seminar banking

Insurance Markets:

- Insurance management I
- Insurance management II
- Risk management

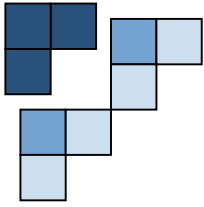
Public Economics:

- Public economics and state theory
- Social economics – theory and practice of social security
- Social policy and private insurance
- Tax and transfer systems in theory and practice

PoSA:

- Banking, Insurance and the Public Sector: Empirical experience and policy advice





III. Curriculum, Program Structures and Participation



Problems of the switch to BA/MA structures in Germany:

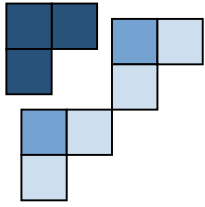
Instead of subjects (e.g., economic theory, economic policy, public finance) **study modules** (less than 1/3 of a former subject), which especially in case of business students make the exchange more difficult

Disintegration of study programs (e.g., business and economics) and loss in interdisciplinary

Prolongation of study times

Length of study programs and additional tuition fees are currently leading to **less students mobility** in Germany (HIS in DHV: Forschung und Lehre 4/2007)





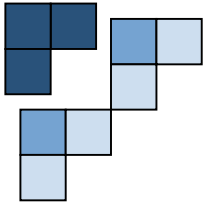
III. Curriculum, Program Structures and Participation



Table 1: Outgoing students and financial sources (UP)

Year	DAAD	TA/UWM	BAföG	Self-paying	Total Number
1997/98	2				2
1998/99	2				2
1999/00	2				2
2000/01	2	1			3
2001/02	2	2	1		5
2002/03	2	2	1		5
2003/04	2	2	1		5
2004/05	2	2	2		6
2005/06	2	2	2		6
2006/07	2	2	3	3	10
2007/08	2	2	4	4	12
Total	22	15	14	7	58



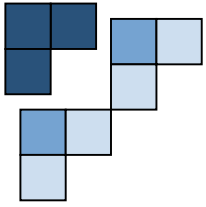


III. Curriculum, Program Structures and Participation



Happy Masters in Economics





III. Curriculum, Program Structures and Participation

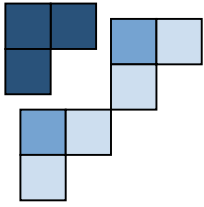


UWM Graduation Ceremony 2005



Graduation Ceremony 1998





IV. Future Perspective: Mutuality and Integration



Problems:

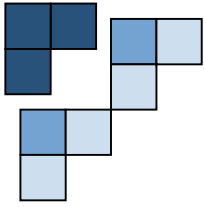
Balancing incoming and outgoing students

No similar support programs for students in the US

Cost pressures and part-time study limit the interest of US students for study programs abroad

Introduction of a sufficient study program in English at the UP





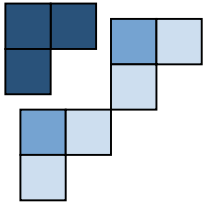
IV. Future Perspective: Mutuality and Integration



Further development:

1. Switch to BA/MA structures has delayed further negotiations
2. Combination of MA and PhD programs at the UWM and UP
3. Compliance of formal rules (study periods) at the own university solved by flexible staff exchange (teaching own courses at the partner university)
4. Harmonized conditions for admission (joint commission)
5. TOEFL-Test and basic German language program for incoming students at the UP
6. Intensified staff exchange
7. US and German Degrees, annotations in form of a diploma supplement
8. Partial reduction of tuition fees especially for DAAD scholars
9. Exchange based on the IASP program of the DAAD
10. Admittance of about five students from each partner university or integrating other US partner universities to guarantee such a number
11. Extend the exchange to business administration and social sciences





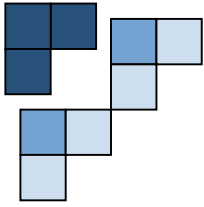
V. Remaining Problems and Cultural Differences



German View:

- International student exchange as inherent value (openness of the society)
- Vehicle to international and global integration (e.g., European integration)
- Promotion for international reputation via educating the coming opinion leaders
- Marketing for Made in Germany and Educated in Germany
- Securing the future of the German export markets by support of scholars
- Investing the peace dividend stemming from the EU integration





V. Remaining Problems and Cultural Differences



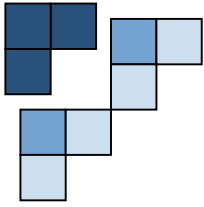
Anglo-Saxon View (???):

- Focus on the internal labor markets
- Incoming foreign students taken as payers of non-residents fees (financial aspect): **users pay concept** (short-termed)
- “Education industry” (Australia)
- Marketing the university like a brand
- “Professional” university management by decreasing influence of the professors

Possible outcome (at least in several bad examples):

- Undermining the scientific qualifications of the teaching staff (Business schools without professors but only lecturers)
- Downgrading of study programs
- Trading academic degrees
- Closing down subjects, which are not market oriented enough
- Sacrificing the character of the University and destroying interdisciplinary





VI. Summary



International programs are based upon individual links and confidence in between the colleagues, which cannot be substituted by institutional rules (e.g., Bologna)!

International students exchange is the prerequisite for mutual understanding and a peaceful future!

Hence, higher education financing cannot only rely upon the users pay principle!

Thanks for your attention!

Sans Soucie Palace at night



DIW Berlin

