



Educational Advising Center Moldova
NEWSLETTER

No. 1-3 January - March /2010/

<http://www.eac.md>

In this issue:

- 2010-2011 Global Supplementary Grant Program (GSGP)
- Fulbright & Humphrey Fellowship Programs 2011-2012
- Carnegie Research Fellowship Program 2010-2011
- Up to 100 Rotary Peace Fellowships
- Int'l Security Studies at Yale (ISS) Pre-doctoral Fellowships
- The Lane Kirkland Scholarships in the 2010-11
- Coimbra Group Scholarship Program
- Global Student Leadership - Eastern Europe Program
- Summer Academy of the Carl Friedrich Goerdeler-Kolleg
- Int'l Master's Program in Information Technology 2010-12
- 5 Reasons to Attend a Liberal Arts College
- The Three-Year Solution
- Useful Links

**EDUCATIONAL ADVISING CENTER
OSI NETWORK SCHOLARSHIP PROGRAMS
2010-2011 GLOBAL SUPPLEMENTARY GRANT PROGRAM**

The Open Society Institute's Network Scholarship Programs (NSP) is pleased to announce the Global Supplementary Grant Program's 2010-2011 academic year.

GSGP offers supplementary grants to students from selected countries of Eastern and Central Europe, the former Soviet Union, and Mongolia. The purpose of the program is to enable qualified students to pursue doctoral studies in the Humanities and Social Sciences at accredited universities in Asia, Australia, Europe, the Middle/Near East, and North America.

ELIGIBILITY: The Global Supplementary Grant Program is available to citizens of the following countries: Albania, Armenia, Azerbaijan, Belarus, Bosnia, Croatia, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Macedonia, Moldova, Mongolia, Montenegro, Russia, Serbia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

Students pursuing doctorates in the medical, physical, chemical, technical or natural sciences as well as fine or performing arts are NOT eligible for this grant. Ineligible fields of study include:

- Business Administration/Management Training
- Computer Science
- Finance/Banking/Marketing
- Engineering
- Hard & Natural Sciences (Physics, Biology, Chemistry, etc.)
- Mathematics
- Medical Sciences

GSGP grants are for students pursuing doctorate degrees only. Students admitted to master's programs with the intent to continue, but who are not clearly admitted into a Ph.D. program, are ineligible. Please note that this is a supplementary program not intended for full funding. Applicants must be able to demonstrate additional support from other sources.

APPLYING: Further details regarding the program and guidelines for applying may be found in the application form for the Global Supplementary Grant Program 2010-2011. Paper applications may be accessed via the OSI website at:

http://www.soros.org/initiatives/scholarship/focus_areas

Applicants may also apply online using the Online Application System (OAS) at:

<http://www.soros.org/grants/oas>

DEADLINES: The application deadline for students pursuing a Ph.D. in Asia, Australia, North America, or the Middle East is April 2, 2010.

The application deadline for students pursuing a Ph.D. in Europe is June 10, 2010.

Applications will not be accepted after the appropriate deadline. Late applications will be automatically disqualified. Applications sent by mail must be postmarked by April 2nd (for GSGP North America) or June 10th (for GSGP Europe). Applications for both GSGP North American and GSGP Europe can also be sent to your local Educational Advising Center office to the address below:

Educational Advising Center
148, Stefan cel Mare Blvd, of. 22, MD 2012 Chisinau
Tel.: 373 22 221172, 221167
E-mail: eac@eac.md
www.eac.md

GSGP North America:
Global Supplementary Grant Program
Open Society Institute
1700 Broadway, 17th floor
New York, NY 10019, USA

GSGP Europe:
Global Supplementary Grant Program
Open Society Foundation
Network Scholarship Programs
Cambridge House
100 Cambridge Grove
London W6 0LE
United Kingdom

**2011-2012 FULBRIGHT PROGRAM
&
HUBERT H. HUMPHREY FELLOWSHIP PROGRAM**

The U.S. Embassy in Moldova is pleased to announce the 2010 annual competitions for the Fulbright Scholar Program, Fulbright

Faculty Development Program and Hubert H. Humphrey Fellowship Program for the 2011-2012 academic year.

THE FULBRIGHT SCHOLAR PROGRAM awards non-degree grants to senior researchers, university lecturers, or experts in different fields who have a doctoral degree or equivalent professional experience in order to conduct research in the United States. THE FULBRIGHT FACULTY DEVELOPMENT PROGRAM provides Moldovan junior university professors with at least two years of professional experience an opportunity to explore curriculum development and teaching methodology in the United States.

The HUBERT H. HUMPHREY FELLOWSHIP PROGRAM is a one-year, full scholarship program offered to mid-career professionals who have a proven track record of leadership, public service commitment, and the capacity to take full advantage of a self-defined program of independent study at one of the leading universities in the United States. The program awards a certificate from the U.S. Government, but it is not designed to deliver an advanced degree.

ELIGIBILITY REQUIREMENTS:

- Citizenship of the Republic of Moldova and permanent residence in the country (permanent residents of the Transnistrian region may be considered despite non-Moldovan citizenship)
- Eligibility for a U.S. J-1 visa (two-year home-country residence requirement)
- A detailed statement of proposed activity for research at a U.S. institution
- Proficiency in written and spoken English
- Experience in the field.

For the Fulbright Scholar Program a doctoral degree or equivalent professional training is required. For the Fulbright Faculty Development Program applicants must have at least two years of university teaching experience. A completed university degree and at least five years of substantial professional experience is required for the Hubert H. Humphrey Fellowship.

The programs offer equal opportunities to all applicants and do not discriminate on the basis of race, color, sex, religion, national or ethnic origin, native language, handicap or disability.

Applications for the Hubert H. Humphrey Fellowship Program, Fulbright Scholar Program & Fulbright Faculty Development Program must be submitted by May 1, 2010. Supporting documents for the on-line applications must be submitted by the same date to the Public Affairs Section of the U.S. Embassy in Chisinau, 103, Mateevici Street. The contact telephone number is 40 83 00.

For further information please go:

<http://moldova.usembassy.gov/pr030110a.html>

CARNEGIE RESEARCH FELLOWSHIP PROGRAM

RESEARCH OPPORTUNITIES IN THE UNITED STATES FOR SCHOLARS IN THE HUMANITIES AND SOCIAL SCIENCES

A Program of the National Council for Eurasian and East European Research (NCEEER)

In conjunction with the American Councils for International Education: ACTR/ACCELS and The Caucasus Research Resource Centers (CRRC)

Supported by a Grant from Carnegie Corporation of New York

PROGRAM DESCRIPTION: The National Council for Eurasian and East European Research is pleased to announce the competition for the Carnegie Research Fellowship Program in the United States for the 2010-2011 academic year. Scholars of the humanities and social sciences from eligible regions may apply for individual, non-degree research opportunities at universities and institutes in the United States. This competition selects university faculty,

researchers, advanced graduate students, and scholars in the social sciences and humanities from Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russia (Kaliningrad and Rostov-na-Donu and their respective oblasts only), and Ukraine. All fellows will conduct research on specific topics in the social sciences and humanities, write a 15 to 30 page academic paper upon the fellow's return home, and deliver lectures with the goal of contributing to the further development of higher education and scholarship in their regions. The Carnegie Research Fellowship Program (CRFP) is administered by the National Council for Eurasian and East European Research (NCEEER) in collaboration with the American Councils for International Education: ACTR/ACCELS (American Councils) and the Caucasus Research Resource Centers (CRRC). Participants in the CRFP will conduct research in the United States for four months.

Participants in the CRFP will receive the following:

1. round-trip airfare from their home cities to their host universities in the United States;
2. a pre-departure orientation, and an orientation program in either Seattle or Washington D.C.;
3. a monthly stipend;
4. health insurance; and
5. access to libraries and archives, and alumni activities.

Additionally, all CRFP scholars will be eligible for a scholar development fund to aid in purchasing books, technology, and other research tools, or to attend a conference and become affiliated with professional groups in the United States.

Awards for this program are contingent upon the availability of funding from the Carnegie Corporation of New York.

DEADLINE FOR SUBMISSION OF APPLICATIONS: April 30, 2010

ELIGIBILITY: Individuals who are eligible to participate in CRFP:

- Citizens of Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russia (only if residing, working, or studying in the cities of Kaliningrad and Rostov-na-Donu, and their respective regions), and Ukraine.
- Applicants whose proposals relate to the themes chosen by one of the Centers for Advanced Study and Education (CASE) in their region or country:
 - *The theme for Kaliningrad applicants:*
Kaliningrad CASE at the Kaliningrad State University – *Russia and Europe: Past, Present, Future*
 - *The theme for Rostov applicants:*
Rostov CASE at the Rostov State University – *Russia's Modernization Problems*
 - *The theme for applicants from Belarus, Moldova, and Ukraine:*
CASE at the European Humanities University – *Social Transformations in the Western Eurasia Border Region – Belarus, Moldova, and Ukraine*
 - Caucasus Research Resource Centers (Baku, Erevan, Tbilisi). *The South Caucasus Region: Armenia, Azerbaijan, and Georgia.*
- Advanced graduate students, university faculty and scholars at any stage in their careers who have not recently conducted research projects at U.S. institutions.
- Scholars who hold a "Kandidatskaya" degree or higher, or who are working towards a "Kandidatskaya" degree at the time of application.
- Scholars who have a level of proficiency in written and spoken English that is sufficient to conduct independent research and engage colleagues.
- Scholars who have publications (advanced graduate students may cite papers presented at academic conferences) in a particular field.
- Scholars who are able to receive and maintain a United States J-1 visa. Scholars who are able to begin the CRFP in the United States in September, 2010.

NCEEER, the American Councils, and the CRRC do not discriminate on the basis of race, color, sex, religion, national or ethnic origin, handicap or disability.

All applicants from Belarus, Moldova, Russia and Ukraine must submit an original and three copies of completed applications and all supporting materials to the American Councils/NCEEER office in Kyiv (see address below) by the deadline date of April 30th, 2010.

Additional information, incl. application forms, is available on <http://www.nceeer.org> (Carnegie Program) and via alexei@nceeer.org (c/o Kharlamov Alexei)!

CONTACTS:

Alexei Kharlamov

The American Councils for International Education: ACTR/ACCELS
vul. Melnykova 63

Kyiv 04050

Tel: (+380-44) 482-0221 / 482-0222 / 483-25-32 / 483-91-38

Fax: (+380-44) 482-0220

E-mail: alexei@nceeer.org

Website: <http://www.nceeer.org/>

ROTARY PEACE FELLOWSHIPS (MA OR PROFESSIONAL CERTIFICATE)

Rotary is seeking non-Rotarian professionals interested in expanding their knowledge in international relations, public administration, sustainable development, peace studies and conflict resolution or a related field. Each year, up to 100 Rotary Peace Fellowships (50 master's degree fellowships and 50 professional development certificate fellowships) are offered on a competitive basis. Participants in the master's degree program gain access to:

- Two years of Rotary-funded graduate study toward a master's degree at one of our six Rotary Centers, including Duke University and University of North Carolina at Chapel Hill.
- Training in the root causes of conflict, theories of international relations, and effective models of cooperation, conflict resolution, and negotiation.
- A growing network of committed alumni employed around the world in diplomacy, government, non-governmental organizations and private corporations.

The 2011 Academic term deadline is 1 July 2010. Applications are available at:

http://rotarypeacecenternc.typepad.com/dukeunc_rotary_center_for/how-to-apply.html

All Rotary Peace Fellowship applications need the endorsement of your local Rotary district. You can find your nearest local Rotary Club by using the Club Locator tool on the Rotary International web site at: <http://www.rotary.org/>

INTERNATIONAL SECURITY STUDIES AT YALE 2010-11 PRE-DOCTORAL FELLOWSHIP

International Security Studies at Yale (ISS) will award up to two Smith Richardson Foundation Pre-doctoral Fellowships in Security Studies beginning in the Fall semester of 2010, contingent upon available funding for this program. Fellowships are for one academic year and will provide an opportunity for advanced doctoral candidates from universities other than Yale in the field of security studies, with particular emphasis on international, diplomatic, and military history, to benefit from a year at Yale and involvement with the ISS community. Applications from non-U.S. citizens are welcome.

Fellows will have full access to Yale's library and other academic resources, but they will not be eligible for Yale financial aid or degrees, nor will they be allowed to take or teach classes. The stipend will be \$23,000 per year, with an additional \$3,000 in research expenses. The Fellowship will provide shared office space

and single membership in the Yale Health Plan if the Fellows home institution does not provide transportable health coverage.

The deadline is March 1, 2010. Finalists may be asked to visit Yale for an on-campus interview, or to participate in a telephone interview.

For more information:

Susan K. Hennigan, Administrator International Security Studies
Yale University

Email: susan.hennigan@yale.edu

Website: <http://www.yale.edu/iss>

THE LANE KIRKLAND SCHOLARSHIPS IN THE 2010-11

Polish-American Freedom Foundation (Founder of the Program) and Polish – U.S. Fulbright Commission (Program Administrator) announce an open competition for candidates from Ukraine, Belarus, Russia, as well as Moldova, Georgia, Armenia, Azerbaijan, Kazakhstan and Kyrgyz Republic for The Lane Kirkland Scholarships in the 2010-11 academic year.

The Program is addressed to young leaders, holding MA university degrees, who are determined to be actively involved in the development of democracy, economy and civil society in their countries and the region. The program includes two semesters of study at Polish universities and 2-4 week professional internships in public and private institutions.

FIELDS:

- Economics and Management
- Administration / management (i.e. business, NGOs, culture, environment protection and healthcare)
- Public Administration (Central and Local Government Administration)
- Law
- Social Sciences (Social Psychology, Sociology)
- Political Science and International Relations
- Development Policy and Humanitarian Aid

CANDIDATES: The 2010/11 Kirkland scholarships are addressed to individuals who are able to apply the knowledge and skills obtained in Poland to economic, social and democratic changes in their home countries, and who represent the following professional groups:

- civil servants, politicians, experts and employees of central and local government institutions
- entrepreneurs, managers
- leaders of non-governmental organizations, animators in culture and civic activity
- academic teachers, researchers
- journalists

ELIGIBILITY CRITERIA:

- Citizenship and permanent residence in one of the targeted countries (individuals with a permanent residence card in Poland are ineligible)
- Master's degree
- Up to 35 years of age (in special cases up to 40)
- Polish language proficiency adequate to effectively attend lectures and seminars and prepare a diploma thesis; alternatively English - for those candidates who select a specific study program with English as language of instruction (in such cases only basic Polish is required).
- minimum 2 years of professional experience

PREFERENCES:

- candidates actively working in their professional and social fields
- candidates who have significant achievements in one of the fields listed above
- candidates who have not studied in Poland yet

REQUIRED DOCUMENTS:

- Application form

- detailed personal questionnaire
- proposed program of study in Poland explaining the purpose of participation in the Kirkland Program and including the future plans connected with its completion (not exceeding 4,000-6,000 characters)
- Two letters of reference (in Polish, English or Russian), describing the achievements and qualifications of the candidate as well as the expectations connected with the candidate's further development and work in her/his profession
- Copy of diploma (can be submitted electronically)

SELECTION PROCESS:

- Approximately 50 best individuals will be selected in a 3-stage evaluation process of candidates:
- Review of applications with regard to eligibility criteria
- Review of candidates' proposed projects of study by independent experts
- Interviews (April 14-25, 2010)
- The candidates advanced to the third stage will be notified by e-mail or phone. Information on the final nominations will be mailed to the candidates in the end of May 2010.

APPLICATION PROCEDURE: Description of the program, detailed application instructions and the application forms can be obtained directly from the following websites: www.kirkland.edu.pl They can also be requested by e-mail, mail or phone from the Fulbright Commission.

Application forms should be filled on-line (<http://kirkland.edu.pl/form>). After the on-line application is completed, the system will generate a confirmation document. The candidate is required to print out the document, sign it and send it to the Fulbright Commission by regular mail with a photo of the candidate attached. In case of problems with on-line application, please:

- Download the application form from the web-sites listed above;
- Fill in and sign the form
- E-mail scanned form together with other documents required and passport-sized photo of the candidate to: Kirkland2010@fulbright.edu.pl

APPLICATION DEADLINE: Application forms and relevant documents should be received by the Fulbright Commission no later than: March 15, 2010

Applications received after the deadline will not be considered.

FINANCIAL INFORMATION: Monthly stipend paid to Kirkland grantees in Polish currency: 1750 PLN. In addition, the scholarship covers the following costs: university fees; accommodation; insurance; one return ticket to Poland; public transportation tickets; purchase of research materials. Laptop computers provided to the grantees for the period of scholarship, can become the property of the grantees only after all the scholarship program requirements have been fulfilled.

SCHOLARSHIP PROGRAM:

- Inauguration of the Program (middle of September 2010)
- Orientation (10 days)
- Classes at universities (two semesters) in leading Polish academic centers, such as Warsaw, Kraków, Poznań, Lublin or Wrocław
- Preparation of two semester papers and one diploma paper
- Integration seminars for all Kirkland grantees – presentation of the grantees' experiences
- Training for future leaders and individual development workshops
- Professional internship (2-4 weeks) usually upon completion of the academic program

- 4th Kirkland Alumni Conference (end of June 2011 in Warsaw)
- Closing ceremony – final diplomas (end of June 2011 in Warsaw)

THE PROGRAM PATRON: The Program is named after Lane Kirkland, who passed away in 1999, the legendary trade union leader (AFL-CIO), member of the Polish-American Enterprise Fund Board of Directors and promoter of the Polish-American Freedom Foundation. In the 1980's, he wholeheartedly supported the Solidarity movement and backed it during the underground years. He also supported the aspirations for freedom of other peoples of Central and Eastern Europe. He was awarded the highest distinctions, including the American "Medal of Freedom" and the Polish "Order of the White Eagle".

POLISH-AMERICAN FREEDOM FOUNDATION (Program Founder) The Foundation launched its activity in 2000. The main goal of the Foundation is to advance democracy, civil society, equal opportunities and market economy in Poland, as well as share Polish experiences in transformation with Central and Eastern European countries. PAFF finances its activities from revenues generated by its endowment (\$250 million), the source of which is assets of the Polish-American Enterprise Fund. Since 2000, the Foundation has disbursed over \$70 million for its programs.

The Foundation's programs are administered by various Polish non-governmental organizations in line with the Foundation's principles and procedures. All these initiatives are carried out within the framework of the following programmatic fields: Education; Support for Local Communities; Citizen in a Democratic State of Law; Sharing of Polish Experiences in the Transformation.

The Lane Kirkland Scholarship Program, launched in 2000 and administered by the Fulbright Commission in Warsaw since 2001, is a long-term endeavor of the Polish-American Freedom Foundation. Additional information: <http://www.pafw.pl>

POLISH – U.S. FULBRIGHT COMMISSION (Program Administrator)

The activities of the Fulbright Commission are based on the agreement signed by the governments of the Republic of Poland and the United States on March 22, 1990 (renewed on March 10, 2008). The Polish Fulbright Program is the largest in Central and Eastern Europe as well as the most prestigious academic exchange program between Poland and the United States. The general objective of the Commission is to conduct educational and cultural exchange between the two countries. Through its 16 exchange scholarship programs, the Commission supports studies, research and other academic and cultural activities as well as exchanges of students, trainees, scholars and teachers. In this way the Polish - U.S. Fulbright Commission contributes to the central goal of the Fulbright Program: to increase mutual understanding between the peoples of different nations through the sharing of ideas, knowledge, skills, and experience by means of educational and cultural exchange. The Commission's activity is funded by governments of the U.S.A. and Poland. During the 50 years of the Fulbright Program in Poland more than 1900 Poles studied, conducted research or lectured at American universities; a similar number of Americans visited Poland lecturing, doing research or studying at Polish institutions of higher education.

**COIMBRA GROUP SCHOLARSHIP PROGRAM
FOR YOUNG RESEARCHERS
FROM EASTERN NEIGHBOURING COUNTRIES**

Universities of the Coimbra Group offer short-term visits to young researchers from higher education institutions from Eastern neighbouring countries. The main aim of this scholarship program is to enable scholars to undertake research in which they are engaged

in their home institution and to help them to establish academic and research contacts.

The eligible countries for the 2010 edition are the following: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, FYROM, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Moldova, Mongolia, Montenegro, Serbia, Tajikistan, Turkmenistan, Ukraine and Uzbekistan.

ELIGIBILITY: The scheme is intended for younger academics (normally those under the age of 35). Applicants should be current or recent staff members of a university located in one of the above-mentioned eligible countries or an equivalent higher education institution. Furthermore, in most cases they should be of postdoctoral or equivalent status, although some institutions may offer opportunities to doctoral students. Candidates not currently working at a university should continue to be involved in academic activity and be intending to return to university employment in the future.

APPLICATION PROCEDURE: Please note that in this new edition of the Scholarship Program only on-line applications will be accepted.

Candidates may apply for one university only. Applicants will be able to fill in the on-line registration form from 1 February until 15 March 2010 on the Coimbra Group web site:

www.coimbra-group.eu/sp/

Please read the brochure carefully before applying!

Applicants are not expected to provide any documents at this stage, although they may be requested to do so by the university they have applied for at a later stage. Candidates should always indicate the name and contact details of a tutor at the host university. Please note that some universities request applicants to provide, besides name and contact details of a tutor, also proof of acceptance by this tutor (see brochure). Please read the brochure carefully before applying, as each university has specific eligibility criteria.

Information should be submitted in English. After submitting the on-line application a confirmation message will automatically be sent to the e-mail address provided by the candidate. This will be your acknowledgement of receipt. The Coimbra Group Office will not individually acknowledge each application received.

SELECTION PROCEDURE: The administrative check of applications will be undertaken by the Coimbra Group Office in order to select candidates who meet the eligibility criteria. The selection of candidates will be undertaken by the host universities. When selection has been agreed upon, the host university may send a letter of invitation directly to the successful candidate. The Coimbra Group Office will contact all candidates and inform them about the result of their application. Successful candidates currently employed by a University are responsible for ensuring that their home institution will grant them leave of absence to undertake the proposed visit.

For further information please contact Anna Quici:

quici@coimbra-group.eu

Web: <http://www.coimbra-group.eu/sp/02-ENC-Hospitality.php>

Brochure: <http://www.coimbra-group.eu/sp/doc-hospitality/2010/ENC%202010%20new.pdf>

GLOBAL STUDENT LEADERSHIP - EASTERN EUROPE PROGRAM

Manhattanville College is calling for applications for its Global Student Leadership - Eastern Europe Program, which will be held in Serbia in collaboration with the University of Nis on May 2-15, 2010. The Global Student Leadership (GSL) program was created to encourage young people to make changes in their communities. The GSL program has a worldwide network of young leaders with business skills and the self confidence to become leaders for social change in their communities.

Leaders who complete the GSL program are empowered to make a difference the world and understand who they are and where they are going. This self-knowledge and self-confidence allows them to take action and implement their dreams. Through the program, participants acquire the relevant skills to be effective and compassionate leaders with and for the people.

During the program, the participating students will interact with various inspiring role models and mentors, as well as explore different styles of leadership.

Every student participating in GSL program will graduate with new leadership and enterprising skills and business plan designed to improve their community, their country and their world.

This two-week residential course, which is in English, is open to students between ages 18 and 30. The course includes accommodation, food and tuition. Every successful student who participates and completes the program will receive full scholarship and a certificate of completion.

The only cost required is a registration fee of 20 Euros, payable only by applicants who have been accepted to the program.

DEADLINE: Applications must be received by April 8, 2010.

All applications will be reviewed by the GSL board!

The GSL application is available at: www.mville.edu/GSLApplication & <http://www.mville.edu/SocialAction/GlobalStudentLeadership/Programs/EasternEuropeSerbia.aspx>

(The application can be found under Resources on the right side of the page.)

SUMMER ACADEMY OF THE CARL FRIEDRICH GOERDELER-KOLLEG

For Young Executives from the Countries of the Eastern Partnership June 28 – July 18, 2010 in Berlin and Central Europe

Theme: *Eastern Partnership and Good Governance*

- Do you work in the public sector and would like to actively shape cross-border relations?
- Do you wish to continue your education and connect with committed Europeans?
- Do you take pleasure in developing and implementing new ideas and innovative concepts?

The first Summer Academy 2010 of the Carl Friedrich Goerdeler-Kolleg for participants from Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine deals with Eastern Partnership (EaP) and Good Governance.

15 young executives from the public sector (public administration, public companies, non-profit-organizations, etc.) of these countries are invited to participate in a two-week seminar in Berlin and a one-week observation in the public sector in Central Europe from June 28 until July 18, 2010. In follow-up projects they will contribute to future cooperation in Europe.

The participants will deal with the following topics:

- How can the EU, Germany and the EaP countries successfully cooperate?
- Which interests do the neighboring countries (Central Europe, Russia and Turkey) have?
- How can administrative reforms and Good Governance be supported in the framework of the Eastern Partnership?
- Can the transition process in the new EU countries serve as an example for the EaP countries?

ELIGIBILITY:

- Armenian, Azerbaijani, Belarusian, Georgian, Moldovan or Ukrainian citizenship,
- university degree with outstanding grades,
- first professional experience in the public sector (where applicable related to the EU),
- awareness of social responsibility and commitment,

- motivation and ambition to spend time in Germany and Central Europe, leadership qualities, and
- very good knowledge of German and good knowledge of English.

The Robert Bosch Stiftung covers the costs for journey, accommodation and the seminar.

For more information on the application and the schedule go to: www.goerdeler-kolleg.de

APPLICATION DEADLINE: February 28, 2010

The *Carl Friedrich Goerdeler-Kolleg* is an international intensive professional development program for young executives from the public sector (public administration, public companies, non-profit organizations, etc.) from Central Europe.

Since 2001, more than 200 executives from ministries, local administrations and non-governmental organizations have been trained who now form an expert network from Poland to Hungary to Bulgaria.

The college is named after the administrative lawyer and member of the resistance Carl Friedrich Goerdeler (1884-1945). Goerdeler was Lord Mayor of Leipzig from 1930 to 1936, making him one of only a handful of municipal leaders who were not members of the Nazi Party. After his resignation in protest over the National Socialist policy in Leipzig he was employed by the Robert Bosch Company which permitted him to play an active role in the resistance against the Nazi regime. As the co-founder of the civilian underground opposition, he wrote memorandums in which he formulated new constitutional plans and blueprints for a European Union. After the failed assassination attempt of July 20, 1944, Goerdeler was executed in Berlin on February 2, 1945.

The *Robert Bosch Stiftung* is one of the major German foundations associated with a private company. Established in 1964, it represents the philanthropic and social endeavors of Robert Bosch (1861-1942) and fulfils his legacy in a contemporary manner. The Robert Bosch Stiftung works predominantly in the fields of International Relations, Health and Education.

The *Center for Central and Eastern Europe* of the Robert Bosch Stiftung at the DGAP organizes conferences, expert and background discussions on current political developments in Central and Eastern Europe. It supervises various programs of the Robert Bosch Stiftung to promote future decision-makers and young scholars from Central and Eastern Europe and Germany.

The *Alumni Association SKARB e.V* is a network of former scholarship holders of the college, comprising more than 150 members from public institutions in Europe. It promotes the exchange between public and civil society organizations in Germany and Central and Eastern Europe.

Contact: Rafał Kocot skarb@goerdeler-kolleg.de

The Summer Academy is conducted as a joint project with the Representation of the European Commission in Berlin and the German Council on Foreign Relations (DGAP).

Head of the program:

Markus Lux

Robert Bosch Stiftung GmbH

www.bosch-stiftung.de

CONTACT for the Summer Academy:

Marie-Lena May

Tel.: +49 (0) 30/25 42 31-13

Telefax: +49 (0) 30/25 42 31-16

m.may@dgap.org

www.dgap.org

German Council on Foreign Relations (DGAP)

Center for Central and Eastern Europe of the Robert Bosch Stiftung

Rauchstraße 17/18
10787 Berlin, Germany

2010-2012 INT'L MASTER'S PROGRAM IN INFORMATION TECHNOLOGY - FINLAND

The University of Eastern Finland is now accepting applications to its international master's degree program in IT - IMPIT.

Each year about twenty talented students from all around the world are selected to complete their master's studies in campuses of University of Eastern Finland (Joensuu, Kuopio), or at Lappeenranta University of Technology.

One of the aims of the program is that students can be employed by a Finnish ICT-company during the second year of the studies. Strong research profiles of the involved departments allow research oriented students to actively participate and obtain training for future PhD studies.

The basic admission requirements are similar to those from the previous years: IMPIT accepts students with BSc or equivalent studies completed in information technologies, computer science or related field. Since the program is taught entirely in English, a perfect knowledge of English is a must.

Please notice that there are no tuition fees for admitted IMPIT students. An estimate of the cost of living and studies for the whole duration of the studies (~18 months) is about 9000 Euro. We usually award scholarships to excellent students who show their performance while studying in IMPIT.

The deadline for applications is April 16, 2010.

The application form and instructions are available at:

<http://impit.org/index.php?page=admission-2010--2012>

With questions, please, do not hesitate and contact us at: impit@uef.fi

More details about the program are available on the web-page: <http://impit.org>

CONTACTS:

Roman Bednarik

School of Computing

University of Eastern Finland

+358 13 251 7981

E-mail: impit@uef.fi

5 REASONS TO ATTEND A LIBERAL ARTS COLLEGE

by LYNN O'SHAUGHNESSY

Yesterday I ate lunch with a West Coast mover and shaker, whose children went to Yale and whose husband is an influential and involved Yale alum.

Before the water glasses had even arrived, my lunch guest was suggesting that her children could have been better off not attending Yale. Her children graduated without knowing their professors very well and their pedigree diplomas hadn't helped their job prospects.

She then became animated when she launched into all the reasons why she loved liberal arts colleges. I found myself agreeing with every thing she said. Here are my own reasons why students, whether they are blinded by Ivy League mojo or not, should consider attending a liberal arts college:

1. *Student focused.* Liberal arts colleges exist to teach undergraduates and only undergrads. That's far different from universities that are designed to focus chiefly on faculty research and graduate students. Star professors at many universities, including the Ivies, never go near undergrads.

2. *Small classes.* At liberal art college, students can't hide in the back of a large lecture hall because there aren't any. Some introductory courses might have 40 or 50 students, but most are going to be far smaller. Especially for introductory classes, universities tend to herd hundreds of undergrads into lecture halls and often let the teaching assistants deal with these students in smaller settings.

3. *Great grad school preparation.* It's a fallacy that you have to attend a state flagship or Ivy to enjoy a good shot at grad school. Liberal arts schools dominate the list of the top 10 institutions that produce the most students who ultimately earn doctorates. Per capita, liberal arts colleges produce twice as many students who earn a PhD in science than other institutions. This shouldn't be a surprise. Liberal Arts College provides the sort of research experiences that universities often reserve for grad students.

4. *Employers value liberal arts.* One of the missions of liberal arts colleges is to teach kids how to think, talk and write. Don't all schools do that? Not necessarily. You can graduate from plenty of universities without writing essays or research papers. Who, after all, is going to grade 500 essays? In small class settings, liberal art students are more likely to be required to write papers, give class presentations and collaborate with their classmates and professors. A new employer survey that the National Association of Colleges and Employers released yesterday indicates that workplaces most value these three skills that a liberal arts education can impart:

- Communication skills
- Analytic skills
- Teamwork skills.

5. *Price discounts.* If you need financial aid, private liberal arts colleges are often more generous than state institutions, which have been spending the majority of their discretionary cash on affluent students. Rich students, however, also routinely receive a price break from most liberal arts colleges.

Bottom line: For all those Ivy worshipers out there, I'd suggest that you at least entertain the possibility that a liberal arts college could be as good as or superior to an Ivy. Even my husband, an Ivy League grad, eventually came around.

Lynn O'Shaughnessy is the author of [The College Solution](#), an Amazon bestseller, and she also writes for [TheCollegeSolutionBlog](#).

THE THREE-YEAR SOLUTION

by LAMAR ALEXANDER
NEWSWEEK, October 17, 2009

How the reinvention of higher education benefits parents, students, and schools

Hartwick College, a small liberal-arts school in upstate New York, makes this offer to well-prepared students: earn your undergraduate degree in three years (six semesters) instead of four, and save about \$43,000 - the amount of one year's tuition and fees. A number of innovative colleges are making the same offer to students anxious about saving time and money. The three-year degree could become the higher-education equivalent of the fuel-efficient car. And that's both an opportunity and a warning for the best higher-education system in the world.

During the 1960s the United States made almost all of the world's best automobiles. Detroit's Big Three - Ford, Chrysler, General Motors - sold more than 80 percent of cars in the United States. Yet that domination had its own intrinsic risks.

In *The Reckoning*, his chronicle of the American auto industry's troubles, the late David Halberstam wrote about George Romney, the square-jawed, upstart president of American Motors who saw the Big Three as a "shared monopoly ... muscle-bound and mindless in the domestic market - increasingly locked into practices that their best people knew were destructive but unable to break out of so profitable a syndrome." Romney warned, "There is nothing more vulnerable than entrenched success."

We know the rest of the story. The Big Three kept producing gas guzzlers while the Europeans and Japanese perfected smaller, fuel-efficient cars. Some of Detroit's best people even left to help. Ford vice president Marvin Runyon's team moved to Smyrna, Tenn., to build Nissan's start-from-scratch plant. Fifteen miles away, in Spring Hill, General Motors invested \$5 billion in Saturn, hoping side-by-side competition would help the Americans beat the Japanese. But GM was still too muscle-bound. Meanwhile, Nissan's liberated

managers and nonunion employees operated the most efficient auto plant in North America. Today, American taxpayers are bailing out GM and Chrysler, foreign competitors make most of the world's best cars, and the Big Three account for less than half the cars sold in the United States.

American higher education could learn from Romney's warning to the Big Three a half century ago. The United States has almost all of the world's best universities. A recent Chinese survey ranks 35 American universities among the top 50, eight among the top 10. Our research universities have been the key to developing the competitive advantages that help Americans produce 25 percent of all the world's wealth. In 2007, 623,805 of the world's brightest students were attracted to American universities. Not long ago, a few Senate colleagues and I had supper with former Brazilian president Fernando Henrique Cardoso, who was completing a year as scholar-in-residence at the Library of Congress. One senator asked Cardoso what memory he would take back to Brazil about his time in the United States. "The American university," he replied. "The greatness and the autonomy of the American university. There is nothing in the world quite like it."

Yet, as with the auto industry in the 1960s, there are signs of peril within American higher education. It is true that the problem with car companies was monopoly, whereas U.S. colleges compete in a vibrant marketplace. Students, often helped by federal scholarships and loans, may choose among 6,000 public, private, nonprofit, for-profit, or religious institutions of higher learning. In addition, almost all of the \$32 billion the federal government provides for university research is awarded competitively.

But as I discovered myself during my four-year tenure as president of the University of Tennessee in the late 1980s, in some ways, many colleges and universities are stuck in the past. For instance, the idea of the fall-to-spring "school year" hasn't changed much since before the American Revolution, when we were a nation of farmers and students put their books away to work the soil during the summer. That long summer stretch no longer makes sense. Former George Washington University president Stephen J. Trachtenberg estimates that a typical college uses its facilities for academic purposes a little more than half the calendar year. "While college facilities sit idle, they continue to generate maintenance, energy, and debt-service expenses that contribute to the high cost of running a college," he has written.

Within academic departments, tenure, combined with age-discrimination laws, make faculty turnover - critical for a university to remain current in changing times - difficult. Instead of protecting speech and encouraging diversity and innovative thinking, the tenure system often stifles them: aspiring professors must win the approval of established colleagues for tenure, encouraging like-mindedness and sometimes inhibiting the free flow of ideas.

Meanwhile, tuition has soared, leaving graduating students with unprecedented loan debt. Strong campus presidents to manage these problems are becoming harder to find, and to keep. In fact, students now stay on campus almost as long as their presidents. The average tenure of a college president at a public research university is seven years. The average amount of time students now take to complete an undergraduate degree has stretched to six years and seven months as students interrupted by work, inconvenienced by unavailable classes, or lured by one more football season find it hard to graduate.

Congress, acting with the best of intentions, has tried to help students with college costs through Pell Grants and other forms of tuition support. But some of their fixes have made the problem worse. The stack of congressional regulations governing federal student grants and loans now stands twice as tall as I do. One college president lamented to me that filling out these forms consumes 7 percent of every tuition dollar.

Because of the recession, Harvard is laying off workers and Stanford is selling a billion dollars of its endowment. Declining state support makes the pain in public universities even worse. From 2000 to 2006, total state higher-education funding rose only 17.6

percent while average tuition at public four-year institutions went up 63.4 percent. The main cause of declining state support was the runaway costs of Medicaid, which rose over the same period by 62.6 percent. And Congress is now considering a health-care reform bill that would shift even more Medicaid costs to the states. The recent federal stimulus dollars offer only temporary relief. Tennessee Gov. Phil Bredesen described the situation in his March budget address: "When this money ends 21 months from now, our campuses will suddenly need to begin operating with about \$180 million less in state funding than they had this year."

For all of these reasons, some forward-looking colleges like Hartwick are rethinking the old way of doing things and questioning decades-old assumptions about what a college degree means. For instance, why does it have to take four years to earn a diploma? This fall, 16 first-year students and four second-year students at Hartwick, located halfway between Binghamton and Albany, enrolled in the school's new three-year degree program. According to the college, the plan is designed for high-ability, highly motivated students who wish to save money or to move along more rapidly toward advanced degrees.

By eliminating that extra year, three-year degree students save 25 percent in costs. Instead of taking 30 credits a year, these students take 40. During January, Hartwick runs a four-week course during which students may earn three to four credits on or off campus, including a number of international sites. Summer courses are not required, but a student may enroll in them - and pay extra. Three-year students get first crack at course registration. There are no changes in the number of courses professors teach or in their pay.

In April, Lipscomb University in Nashville also announced a three-year option, along with a plan for veterans to attend tuition-free and make it easier and cheaper for community-college students to attend Lipscomb. Lipscomb requires its three-year-degree students to take eight semesters, which means summer school is required. Still, university president Randy Lowry estimates that a three-year-degree student saves about \$11,000 in tuition and fees.

The three-year degree is starting to catch on, but it isn't a new idea. Geniuses have always breezed through. Judson College, a 350-student institution in Alabama, has offered students a three-year option for 40 years. Students attend "short terms" in May and June to earn the credits required for graduation. Bates College in Maine and Ball State University in Indiana are among other colleges offering three-year options. Later this month the Rhode Island Legislature is expected to approve a bill requiring all state institutions of higher education to create three-year bachelor programs.

Changes at the high-school level are also helping to make it easier for many students to earn their undergrad degrees in less time. One of five students arrives at college today with Advanced Placement credits amounting to a semester or more of college-level work. Many universities, including large schools like the University of Texas, make it easy for these AP students to graduate faster. According to the U.S. Department of Education's most recent statistics, about 5 percent of U.S. undergraduates finished with bachelor's degrees in three years.

For students who don't plan to stop with an undergraduate degree, the three-year plan may have an even greater appeal. Dr. John Sergent, head of Vanderbilt University Medical School's residency program, enrolled in Vanderbilt's undergraduate college in 1959. He entered medical school after only three years as did "four or five of my classmates. I was looking at a lot of years ahead of me, eight to 10 years of medical training after college before I had a real job," he says. "My first year of medical school counted as my senior year, which meant I had to take three to four labs a week to get all my sciences in. I basically skipped my senior year." Sergent still had time to be a student senator, serve as fraternity president, and meet his wife. Today, interviewing hundreds of applicants for medical residencies, he sees several who have graduated in less than four years, mainly because of Advanced Placement credits. "Most of them use the extra time to complete a research project or to think

about what to do with their lives. It's not as clear-cut as when we were in college," he told me.

There are drawbacks to moving through school at such a brisk pace. For one, it deprives students of the luxury of time to roam intellectually. Compressing everything into three years also leaves less time for growing up, engaging in extracurricular activities, and studying abroad. On crowded campuses it could mean fewer opportunities to get into a prized professor's class. Iowa's Waldorf College has graduated several hundred students in its three-year-degree programs, but is now phasing out the option. Most Waldorf students wanted the full four-year experience - academically, socially, and athletically. And faculty members will be wary of any change that threatens the core curriculum in the name of moving students into the workforce.

"Most high governmental officials who speak of education policy seem to conceive of education in this light - as a way to ensure economic competitiveness and continued economic growth," Derek Bok, president emeritus of Harvard told *The Washington Post*. "I strongly disagree with this approach." Another risk: the new campus schedules might eventually produce less revenue for the institution and longer working hours for faculty members.

Adopting a three-year option will not come easily to most schools. Those that wish to tackle tradition and make American campuses more cost-conscious may find it easier to take Trachtenberg's advice: open campuses year-round. "You could run two complete colleges, with two complete faculties, in the facilities now used half the year for one," he says. "That's without cutting the length of students' vacations, increasing class sizes, or requiring faculty to teach more." Simply requiring one mandatory summer session for every student in four years - as Dartmouth College does - would improve his institution's bottom line by \$10 million to \$15 million dollars, he says.

Whether they experiment with three-year degrees, offer year-round classes, challenge the hidebound tenure system - or all of the above - universities are, like the automakers, slowly realizing that to stay competitive and relevant they must adapt to a rapidly changing world. Among the 13.2 million automobiles sold in the United States during 2008, just 315,761 were hybrid vehicles. Toyota alone sold three out of four, or 241,405, of these; the Big Three sold 34,042. The number of hybrids is relatively small, but Toyota's persistence and innovation in creating smaller, fuel-efficient vehicles has helped it to become the world's leading automobile manufacturer.

Just as a hybrid car is not for every driver, a three-year degree is not for every student. Expanding the three-year option or year-round schedules may be difficult, but it may be more palatable than asking Congress for additional bailout money, asking legislators for more state support, or asking students for even higher tuition payments. Campuses willing to adopt convenient schedules along with more-focused, less-expensive degrees may find that they have a competitive advantage in attracting bright, motivated students. As George Romney might have put it, these sorts of innovations can help American universities, long the example to the world, avoid the perils of success.

Alexander, now a U.S. senator, was U.S. education secretary for George H.W. Bush, president of The University of Tennessee, and governor of Tennessee.

USEFUL LINKS

COMPREHENSIVE LISTING OF WEB SITES FOR U.S. COLLEGES AND UNIVERSITIES, ARRANGED ALPHABETICALLY BY STATE:

<http://www.utexas.edu/world/univ/state/>

HOMEWORK HELP: INCLUDES STUDY SKILLS AND WRITING BETTER:

<http://www.infoplease.com/homework/>

RESEARCH RESOURCES IN GENERAL:

<http://researchresources.blogspot.com/>

NEW SEARCH TOOL TO LOCATE BOOKS:

<http://kokogiak.com/booksearch>

SOCIAL ISSUES OF THE DAY EXPLAINED:

<http://socialissues.wiseto.com/>

NEW SEARCH ENGINE TO SEARCH FOR FULL TEXT DOCUMENTS:

<http://mkey.indexdata.com/demo/>

FREE MEDICAL BOOKS FOR DOCTORS:

www.freebooks4doctors.com

ENGINEERING: FULL TEXT ENGINEERING TEXTBOOK FROM PURDUE UNIVERSITY:

https://engineering.purdue.edu/ChE/News_and_Events/Publications/teaching_engineering/index.html

MATHEMATICS LESSONS ONLINE:

http://www.accd.edu/sac/slac/ppointshows/math_0301/math_0301_review.htm

&: http://www.accd.edu/sac/slac/Handouts/math_handouts.htm

&: <http://or.amatyc.org/>

MATHEMATICS FOR EVERYDAY USE (great for studying for tests!)

<http://www.weallusematheveryday.com/tools/waumed/home.htm>

MATHEMATICS PUZZLES AND GAMES FOR DEEPER LEARNING OF MATHEMATICAL CONCEPTS:

<http://www.cut-the-knot.org/content.shtml>

MATHEMATICS: EXPLANATIONS FOR EASY USE AND APPLICATIONS: ALGEBRA, GEOMETRY, EQUATIONS...

<http://equmath.net/>

MATHEMATICS: PROBABILITY TUTORIALS (extensive series of links to actual free lessons):

<http://www.probability.net/>
