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IN HIGHER EDUCATION



FIBAA

FIBAA Annual Report 2018



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Editorial



Dear friends and partners,

FIBAA looks back on a successful business year 2018, and to my great pleasure, I hereby present to you the first Annual Report, which will inform you about the most important news and events of FIBAA over the last year. With this report, FIBAA institutionalises a further medium of publication, which will familiarise you with its activities and developments.

The core brand values of FIBAA include international orientation and employability. To strengthen the bond with the international readership the FIBAA Annual Report will be published in the first quarter of each year, including reports and thematic analyses. These short papers describe and analyse the findings of FIBAA's external quality assurance activities based on our experience on accreditation and international research literature on the higher education landscape. In order to review the last year in a few words, I would like to reflect with you on the fields of activity of FIBAA in the (1) national and (2) international area.

First, as of January 1, 2018, the new German accreditation rules for quality assurance in teaching and learning at German higher education institutions have been implemented. FIBAA has finished its first procedures in accordance to the changed German law, and gained experiences by following the modified procedures. The accreditation agency also offered workshops under the new law, organised by FIBAA Consult. The planning of various workshops has been completed. Meanwhile, dear friends and partners, FIBAA reached the year 2019 with strength. Its pool of experts has grown to almost 800 people, and its Quality Management is developing successfully. In this annual report you will get a glimpse of the Quality Report 2017, which provides information on evaluation of procedures at programme level (PROG).

Editorial

Secondly, in 2018, FIBAA was not only able to reinforce its international network but to expand it. FIBAA conducted a workshop at KIMEP University in Almaty, Kazakhstan, and provided an overview of FIBAA's accreditation methods with a special focus on employability and international outlook. As a result of the workshop FIBAA was able to conclude many new collaborations with Kazakh universities. FIBAA also joined the *Asia-Pacific Quality Network (APQN)* and closed a Memorandum of Understanding with the *Taiwan Assessment and Evaluation Association (TWAEA)*. Numerous international delegations that have been welcomed in our head office in Bonn, highlight FIBAA's active involvement in international quality assurance and quality enhancement. Regarding the matter of employability there has been an intensive exchange in 2018. During a joint workshop with AACSB in Paris, which was attended by representatives of leading international business schools, the impact of employability on accreditation stakeholders was interactively discussed from the practical point of view.

Finally, we want to highlight our activities, national and international, through the thematic analyses in this annual report. FIBAA offers you two essays: One deals with the topic "Gender Equality among the Peer Review Experts", focusing on the German higher education landscape. The other topic is "Conditions for the Accreditation of selected Study Programmes in Kazakhstan and Germany" and reflects our close ties to the universities in Central Asia. Furthermore, our regular newsletter will keep you up to date on current developments at FIBAA. Here, I take the opportunity to wish you all the best for the upcoming year and hope you have a pleasant reading of our first FIBAA Annual Report!

With kind regards,



Professor Dr. Kerstin Fink
Chief Executive Officer FIBAA

Quality Report

As an accreditation agency, we see the promotion of quality, transparency and comparability in higher education and science as our mission. Therefore, we develop methods and instruments, define guidelines and use them in all our procedures. We are geared to the principles of value orientation, target orientation and conformity with norms and standards. We see the general requirements of the *European Association for Quality Assurance in Higher Education (ENQA)* and of the *European Quality Assurance Register for Higher Education (EQAR)* as a mean to work after highest European accreditation standards. We also take account of the national standards defined by the *German Accreditation Council*. By anchoring our internal quality management in our daily activities, every member of staff is truly familiar with our concept of quality and brings it into action.¹

FIBAA's concept of quality assurance is based on the *Standards and guidelines for quality assurance in the European Higher Education Area (ESG)* and was lastly revised in 2016 as part of the last re-accreditation of FIBAA and adopted by the FIBAA Board of Trustees.²

The quality assurance of FIBAA (*QSF*) covers all of our work processes. We have developed an internal quality culture for implementation, to which all employees contribute steadily, and we constantly strive to improve the quality of their work in all areas. Every year, FIBAA compiles a quality management report which is published on our homepage and takes into account the evaluations of a calendar year. An integral part of this quality management report is an evaluation of all procedures: All FIBAA procedures are evaluated by all contributing persons, e. g. experts and project manager.

Table 1 gives you an overview with more details about the evaluation procedures:

¹ For further information about our Quality Management visit <http://www.fibaa.org/en/fibaa/fibaa30/>.

² For the Quality Assurance Concept of FIBAA visit http://www.fibaa.org/fileadmin/user_upload/QS-Konzept.pdf.

Quality Report

Table 1: Evaluation of FIBAA procedures

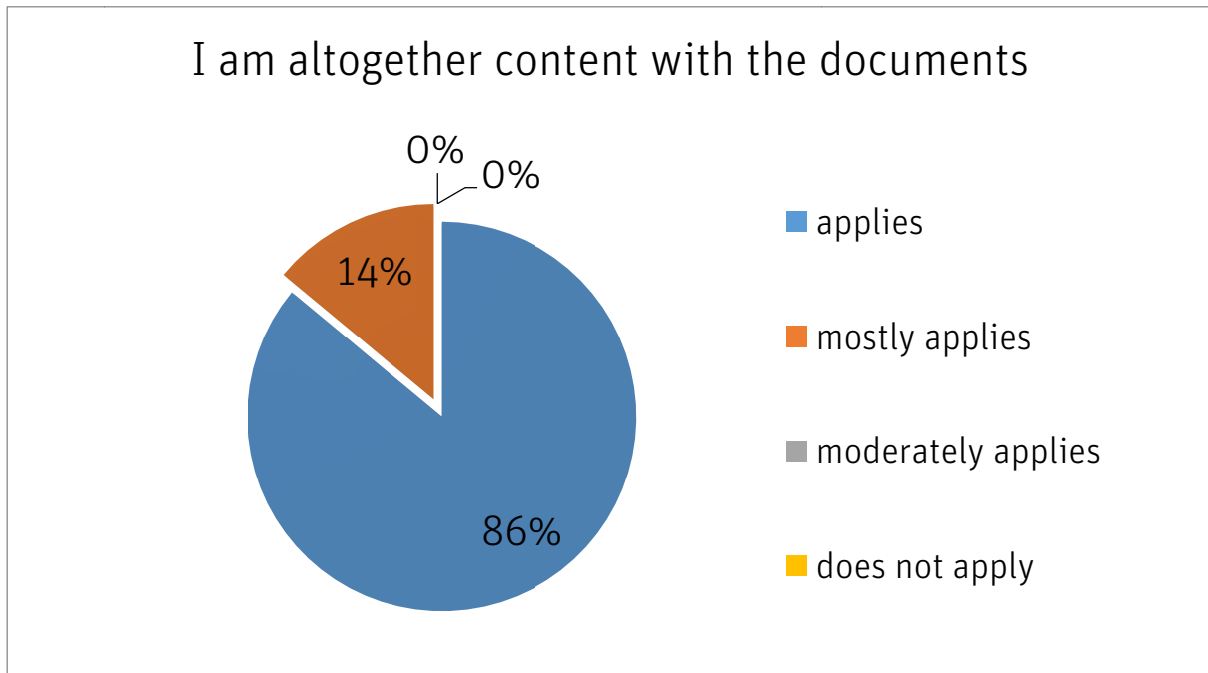
Who is evaluating	What is evaluated?	Method	How often?
Experts	Project manager, Head office, Procedure	Electronic, link via E-Mail	After the responsible commission's decision
Project manager	Expert	E-Mail	After the responsible commission's decision
Universities, Higher Education Institutions	Expert, Project manager, Head office, Procedure	Electronic, link via E-Mail	After the responsible commission's decision
Workshop participants	Presenter, Head office, Procedure	On paper	Each event
Committee members	Head office, Division manager, Documents, Procedure	On paper, link via E-Mail	Annually

For the present annual report, four surveys from the area of evaluation of procedures (PROG) were selected to take a closer look at.

The first three figures refer to surveys of reviewers. In total, n = 140 reviewers (of N = 211 appointed experts in the PROG area) participated in the evaluation. At least 74 of the reviewers completed all questions of the evaluation. No reviewer has submitted an additional comment in addition to the questions

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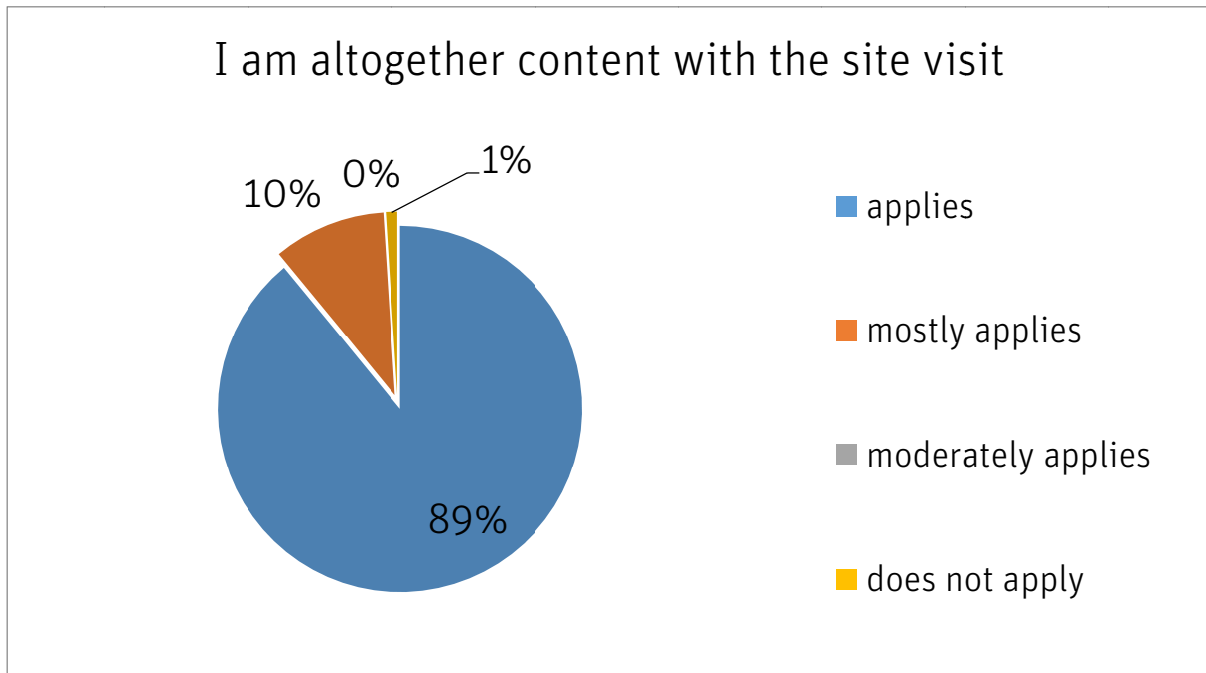
Figure 1: FIBAA Experts: Assessment of documents



Regarding the assessment of documents, the experts seem to be extremely satisfied with the implementation of the procedures. As you can see in Figure 1, 86% gave the best rating in the survey ("applies"). The remaining questions were mainly answered with "mostly applies" – the second highest rating. No one has stated: "moderately applies" or "does not apply".

Quality Report

Figure 2: FIBAA Experts: Assessment of the site visit

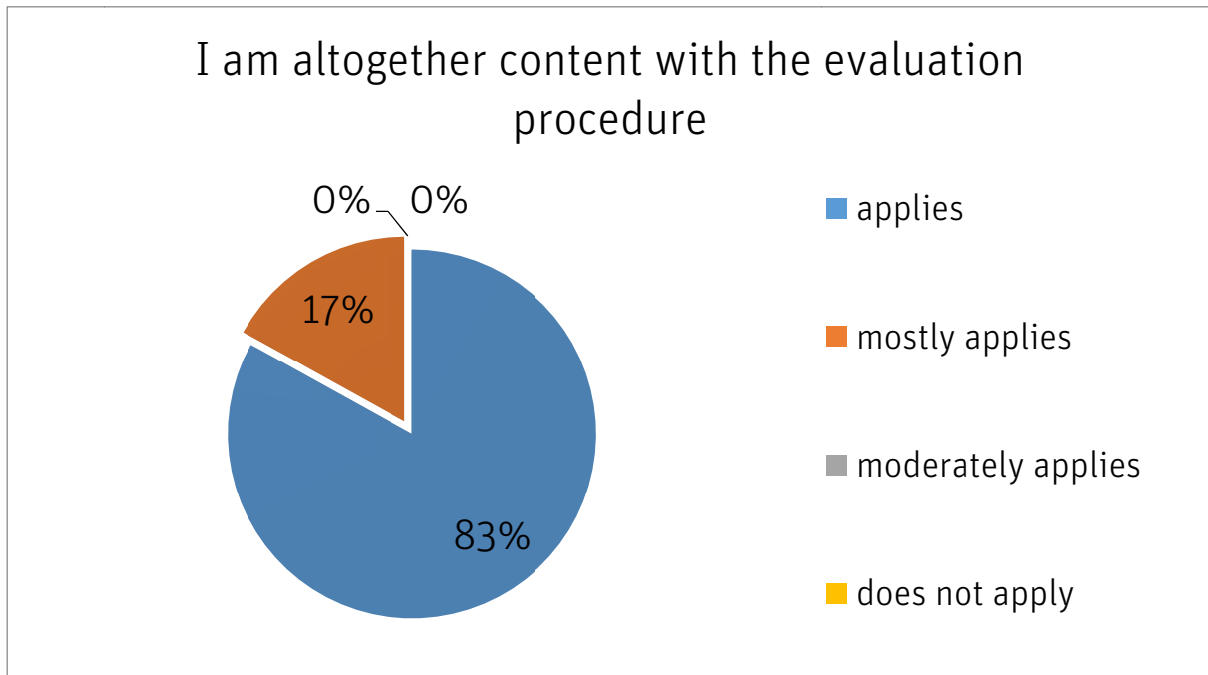


The majority of the reviewer (89 %) was also content with the site visit, as you can see in Figure 2. Only 1 % of the respondents chose the negative answer "does not apply". Although it is obvious that these are individual cases that are not representative of the overall result of the evaluation, FIBAA takes individual opinions of its experts very seriously.

But even among the experts who rated "mostly applies" it would be interesting for FIBAA to know which improvement potential they see in the process. In the course of the further development of the quality management, possibilities are discussed how further information can be generated in order to represent the opinion of the surveys better.

Quality Report

Figure 3: FIBAA Experts: Evaluation procedure (PROG)

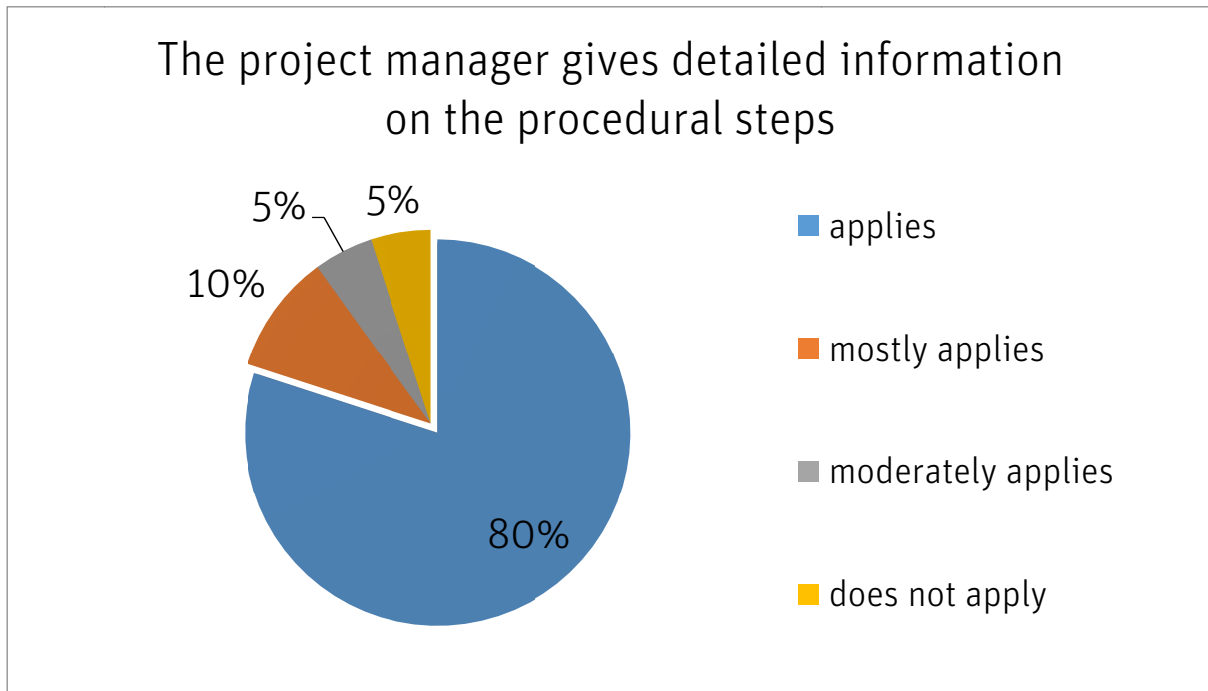


When asked whether the experts were content with the evaluation procedure, 83 % of them chose "applies" (Figure 3). However, 17% of the experts did not give the top rating. In the course of its strategic development, FIBAA is constantly looking for optimisation possibilities in order to improve the satisfaction of all participants in the accreditation process.

Other results come from the surveys of the higher education institutions, also from the area of evaluation of procedures (PROG). In total, n = 35 institutions of N = 79 completed projects in the area of PROG participated in the evaluation (several projects of a higher education institution were completed, they received several opportunities to evaluate). It can be assumed that the evaluator was not involved in all process steps and therefore might not be able to answer all questions in a meaningful way. Several higher education institutions have provided explanatory comments.

Quality Report

Figure 4: Higher Education Institutions: After the conclusion of a contract



Even though, according to the results in Figure 4, 80% of the universities are very satisfied with the information given to them by the respective project managers, FIBAA takes the fact that there are 10% who are in need of better communication very seriously. As part of its further development of quality management, FIBAA has already taken measures to optimise the exchange of information between the accreditation agency and the universities. As a first step, FIBAA has developed overviews and timetables, which are available for higher education institutions in order to make the accreditation process even more transparent.

These new overviews and timetables will be published on the FIBAA website. FIBAA continuously makes the results of the quality reports transparent in order to respond as well as possible to trends in quality development. Although the results of the evaluation have been extremely positive, FIBAA continues to work on its quality concept. The quality report is discussed in various committees to ensure quality assurance and further development.

Thematic Analysis 1

Gender Equality among the Peer Review Experts: A Reflection of the German Higher Education Landscape?

(Fields: programme and system accreditation / appointments of peer review experts / gender proportion)

Introduction

Gender equality has not lost relevance in the sector of higher education. Recently, in an online article by the German magazine *Die Zeit*, it was argued, that the German federal government systematically keeps women out of leadership positions.³ In comparison to other countries of the European Union, Germany does not perform well regarding the gender gap.⁴ On average, women earn significantly less than men in Germany.⁵ The proportion of women in the German Bundestag, for instance, is at its lowest as it has been in the recent years.⁶ Thus, the topic gender equality is clearly a factor that needs improvement in Germany. It will be relevant as well to look at gender equality in the higher education landscape and the accreditation system. FIBAA has been working on this topic for a long time.⁷

When reading the important sources of accreditation it is noticeable that there is an imbalance in the discussion of gender equality. According to the *Standards and guidelines for quality assurance in the European Higher Education Area (ESG)*, approved by the Ministerial Conference in Yerevan, 14-15 May 2015, in regard to peer review experts “[external] quality assurance should be carried out by groups of external experts that include (a) student

³ Kai Biermann/Astrid Geisler/Karsten Polke-Majewski/Sascha Venohr, Die Hans-Bremse, in: *Zeit*, 8.10.2018, online: <https://www.zeit.de/politik/deutschland/2018-09/gleichberechtigung-frauen-diskriminierung-fuehrungspositionen-ministerien>.

⁴ Statistisches Bundesamt, Gender Pay Gap 2016: Deutschland weiterhin eines der EU-Schlusslichter, online: <https://www.destatis.de/Europa>. Zur Entwicklung der Bruttoverdienste <https://www.destatis.de/DE>.

⁵ World Economic Forum, The Global Gender Gap Report 2018, online: http://www3.weforum.org/docs/WEF_GGGR_2018.pdf; Hubert Detmer, Reale Besoldung heterogen. Durchschnittsbesoldung und „gender pay gap“, in *Forschung & Lehre* 12, 2018, p. 1064-1065; Studie zur Gleichberechtigung Deutschland fällt zurück, 18.12.2018, online: <https://www.tagesschau.de/inland/gleichberechtigung-107.html>

⁶ Marcel Pauly/Caroline Wiemann, Größer und männlicher - das ist der neue Bundestag, 26.09.2017, online: <http://www.spiegel.de/politik/deutschland/deutscher-bundestag-das-neue-parlament-ist-groesser-und-maennlicher-a-1169640.html>.

⁷ The FIBAA provided, for example, data for the study: Lukas Bischof/Brankica Assenmacher, Chancengleichheit im Fokus der Qualitätssicherung - Probleme und Möglichkeiten in der Umsetzung eines Akkreditierungskriteriums, in: *Qualität in der Wissenschaft* 7, 2013, p. 15-21.

Thematic Analysis 1

member(s).”⁸ While belonging to a status group (higher education employees and students) seems to be of pertinence, gender does not appear to be a criterion for quality assurance in the *ESG*. In fact, the matter of gender (or gender equality) is not mentioned in the entire document.

However, the new German legal basis for accreditation (the *Studienakkreditierungsstaatsvertrag* entered into force in 2018 and the *Musterrechtsverordnung* specifies the criteria for accreditation), explicitly MRVO §15, addresses the topics "Gender equality and compensation of disadvantage" (Geschlechtergerechtigkeit und Nachteilsausgleich). It states that a higher education institution (HEI) should have concepts and measures on gender equality and the promotion of equal opportunities for students in special circumstances which are implemented at the level of the study programme. Gender is also an important issue in the appointment guidelines of the *German Rectors' Conference (HRK)*.⁹

FIBAA takes the realisation of this ordinance very seriously and continuously promotes establishing gender equality within the agency and when appointing teams of peer review experts. Thereby, the question arises how high the proportion of women in the expert pool of FIBAA actually is. Does the gender gap represent the German higher education landscape? Which programmes do still show significant discrepancies between male and female professors and how does FIBAA deal with this situation?

The following thematic analysis shows selected statistics on the current gender distribution in the German higher education landscape. Then, data is collected of appointments of peer review experts (in 2018) who have worked on behalf of FIBAA. On the basis of a comparison it can be finally examined, if the FIBAA expert pool is a reflection of the German higher education landscape. The results of this study will show opportunities and challenges of gender equality in the German accreditation system.

⁸ Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Brussels 2015, p. 69 (online: http://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf).

⁹ Hochschulrektorenkonferenz, Leitlinien zu der Benennung von Gutachterinnen und Gutachtern und der Zusammenstellung von Gutachtergruppen für Akkreditierungsverfahren, 2017, online: https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-01-Beschluesse/HRK_MV_Entschliessung_Benennung_Gutachter_Akkreditierungsverfahren_2017_2018.pdf, p. 7 & 10.

Actual State

A variety of literature, both print media and online articles, deals with the question of gender equality. Worth mentioning are the regular publications of the European Commission,¹⁰ *Statistisches Bundesamt*¹¹, *Eurostat*¹² or the studies of the *Network Women and Gender Studies NRW*.¹³ In addition, many individual studies were published, like “Mapping the representation of women and men in legal professions across the EU” for the *JURI* committee (different authors)¹⁴, “Women in political decision-making” by *ÖSB Consulting* (2016)¹⁵, “Vom Studium zur Juraprofessorin – ein Werdegang aus statistischer Sicht” by Juliane Roloff and Ulrike Schultz (2016)¹⁶, or regarding the first women at German universities the new monograph written by Felicitas von Aretin.¹⁷ Looking at the data on gender proportion in the higher education landscape in the past 20 years (based on the statistics of *Statistisches Bundesamt*)¹⁸, it is obviously that the total number of students and the relative proportion of women have risen almost continuously (Table 1).

¹⁰ For instance: European Commission, 2018 Report on equality between women and men in the EU, online: <https://publications.europa.eu/en/publication-detail/-/publication/950dce57-6222-11e8-ab9c-01aa75ed71a1>.

¹¹ Statistisches Bundesamt, Studierende an Hochschulen. Wintersemester 2017/2018, 2018, online: <https://www.destatis.de/DE>.

¹² Eurostat, Women in the EU earned on average 16% less than men in 2016, 07.03.2018, online: <https://ec.europa.eu/eurostat/documents/2995521/8718272/3-07032018-BP-EN.pdf/fb402341-e7fd-42b8-a7cc-4e33587d79aa>.

¹³ Studien Netzwerk Frauen- und Geschlechterforschung NRW, Geschlechtergerechte Akkreditierung und Qualitätssicherung – Eine Handreichung, 2012, online: http://www.gender-curricula.com/fileadmin/media/media-fgf/download/publikationen/Studie-14_Geschlechtergerechte_Akkreditierung_2.pdf and Gender Report für Hochschulen in NRW, online: http://www.genderreport-hochschulen.nrw.de/no_cache/statistikportal/.

¹⁴ Mapping the representation of women and men in legal professions across the EU. European Parliament. Interim Report. Committee on Women’s Rights and Gender Equality, August 2017, online: [www.europarl.europa.eu/RegData/etudes/STUD/2017/596804/IPOL_STU\(2017\)596804_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2017/596804/IPOL_STU(2017)596804_EN.pdf).

¹⁵ ÖSB Consulting, Women in political decision-making, Summary Report of the Exchange of good practices on gender equality (Slovenia 15th-6th June 2014), 2016, available online: http://ec.europa.eu/justice/genderequality/files/exchange_of_good_practice_si/summary_report_si_2016_final_en.pdf.

¹⁶ Juliane Roloff/Ulrike Schultz, Vom Studium zur Juraprofessorin – ein Werdegang aus statistischer Sicht, Hamburg 2016.

¹⁷ Felicitas von Aretin, Mit Wagemut und Wissensdurst. Die ersten Frauen in Universitäten und Berufen, München 2018

¹⁸ Statistisches Bundesamt, Studierende an Hochschulen. Wintersemester 2017/2018, 2018, p. 13, online: <https://www.destatis.de/DE>.

Thematic Analysis 1

Table 2: Statistics of *Statistisches Bundesamt*

Wintersemester ¹	Insgesamt		Davon an ...									
			Universitäten ²		Gesamt-hochschulen ³		Kunst-hochschulen		Fach-hochschulen ⁴		Verwaltungsfach-hochschulen	
	insges.	weibl.	zus.	weibl.	zus.	weibl.	zus.	weibl.	zus.	weibl.	zus.	weibl.
Studierende insgesamt												
1996/1997	1 838 099	783 415	1 223 305	566 805	145 569	54 562	29 430	15 877	397 192	127 308	42 603	18 863
1997/1998	1 824 107	794 467	1 211 775	572 741	145 043	56 113	29 838	16 298	399 282	132 763	38 169	16 552
1998/1999	1 801 233	801 282	1 191 316	572 848	143 716	57 244	29 771	16 445	403 175	140 076	33 255	14 669
1999/2000	1 773 956	803 794	1 159 514	566 924	141 220	57 650	30 064	16 862	411 436	147 752	31 722	14 606
2000/2001	1 799 338	829 201	1 171 600	582 073	139 390	58 228	30 159	17 020	425 585	156 729	32 604	15 151
2001/2002	1 868 666	873 230	1 210 162	609 686	141 655	60 425	30 444	17 347	453 297	169 503	33 108	16 269
2002/2003	1 939 233	918 624	1 391 363	701 091	-	-	31 325	17 993	479 720	180 750	36 825	18 790
2003/2004	2 019 831	958 129	1 436 679	728 157	-	-	31 211	17 925	513 483	192 534	38 458	19 513
2004/2005	1 963 598	937 182	1 372 531	704 788	-	-	30 960	17 737	523 808	196 347	36 299	18 310
2005/2006	1 986 106	948 818	1 386 784	715 039	-	-	31 593	18 088	535 127	199 499	32 602	16 192
2006/2007	1 979 445	946 600	1 377 444	712 472	-	-	31 100	17 835	541 924	202 075	28 977	14 218
2007/2008	1 941 763	926 854	1 338 556	691 313	-	-	30 519	17 636	546 013	204 531	26 675	13 374
2008/2009	2 025 742	967 747	1 365 927	705 258	-	-	31 565	18 154	600 568	230 612	27 682	13 723
2009/2010	2 121 190	1 014 731	1 416 379	731 581	-	-	32 237	18 521	644 778	250 990	27 796	13 639
2010/2011	2 217 604	1 059 917	1 470 910	757 768	-	-	32 929	18 913	683 947	268 632	29 818	14 604
2011/2012	2 380 974	1 125 602	1 571 832	797 830	-	-	33 569	19 169	743 447	292 824	32 126	15 779
2012/2013	2 499 409	1 185 392	1 638 956	832 767	-	-	34 719	19 730	792 837	316 622	32 897	16 273
2013/2014	2 616 881	1 245 241	1 701 800	865 030	-	-	35 184	19 969	846 517	343 737	33 380	16 505
2014/2015	2 698 910	1 290 376	1 733 048	882 488	-	-	35 326	20 172	896 187	370 429	34 349	17 287
2015/2016	2 757 799	1 323 673	1 756 452	893 578	-	-	35 536	20 285	929 241	391 444	36 570	18 366
2016/2017	2 807 010	1 353 385	1 775 100	904 252	-	-	35 980	20 531	956 717	408 849	39 213	19 753
2017/2018	2 844 978	1 380 335	1 782 173	910 157	-	-	36 086	20 569	982 188	427 252	44 531	22 357

While the numbers of students indicates that the gender proportion continues to equalise, current data of the employees of German universities shows that there are still significantly fewer women than men.

Table 3: Full-time and artistic staff (all)¹⁹

Status	number
Professors	24.432
Lecturers and assistants	2.134
Research assistants	172.291
Lecturers with specific duties	6.384
Total number	205.241

Among the full-time and artistic staff (205.241), the largest group is “Research Assistants” (172.291). This group is followed by the professors with 24.432, the lecturers with specific duties with 6.384 and finally the lecturers and assistants with 2.134. Table 3 contains the same status groups, but only applies to women:

¹⁹ Statistisches Bundesamt, Bildung und Kultur. Personal an Hochschulen. Vorläufige Ergebnisse, 1.12.2017, online: <https://www.destatis.de/DE>, p. 92.

Thematic Analysis 1

Table 4: Full-time and artistic staff (only women)²⁰

Status	number
Professors	5.828
Lecturers and assistants	801
Research assistants	72.900
Lecturers with specific duties	3.569
Total number	83.098

Particularly regarding the number of professors, the discrepancy between men and women is striking. Only in the area of lecturers with specific duties the number of women is higher than the one of men; the area deals more with teaching and less with scientific activities than the others.

It should be mentioned that all of this data represents only a macro-perspective. The proportion of women in the different departments and study programmes is rather divergent. This finding can be illustrated by two examples (Table 4 and 5).

Table 5: Engineering

Status	All	Women
Professors	3.587	156
Lecturers and assistants	259	24
Research assistants	30.606	2.354
Lecturers with specific duties	245	31
Total	34.707	2.565

Looking at engineering, the women in all status groups are only a small minority. The number of female professors is around 4.35%. Compared to the humanities, you notice a significant difference: In humanities the number of female professors is at least 37.78% (Table 5).

²⁰ Statistisches Bundesamt, Bildung und Kultur. Personal an Hochschulen. Vorläufige Ergebnisse, 1.12.2017, online: <https://www.destatis.de/DE>, p. 92.

Thematic Analysis 1

Table 6: Humanities²¹

Status	All	Women
Professors	4.092	1.546
Lecturers and assistants	265	134
Research assistants	12.270	6.705
Lecturers with specific duties	2.096	1.289
Total	18.723	9.674

Nevertheless, it is obvious that the numbers of employees in total do not match the fact that 48,53% of the students are female.

FIBAA regards gender equality as a main objective. For this reason, the foundation states about itself: “All persons linked to FIBAA (committee members, experts, employers etc.) are committed to equal opportunities and do not discriminate against anyone, neither explicitly nor implicitly, and in particular not on the basis of ethnicity, religion, conviction, disability, age, sexual identity or sex.”²²

In the following, it shall be examined whether this claim of FIBAA is also expressed in its pool for peer review experts.

New peer review experts of the FIBAA

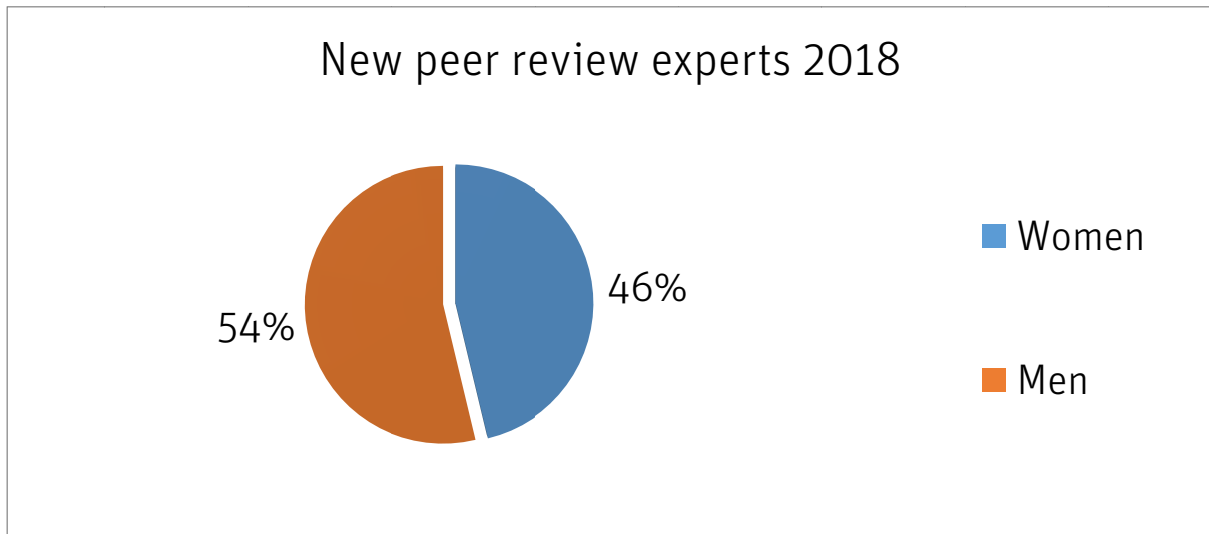
The following figures are based on a survey of the numbers of new assessors appointed in the period January to November 2018. It was examined how large the proportion of women in the various status groups was.

²¹ Statistisches Bundesamt, Bildung und Kultur. Personal an Hochschulen. Vorläufige Ergebnisse, 1.12.2017, online: <https://www.destatis.de/DE>, p. 92; 183.

²² <http://www.fibaa.org/fibaa/?L=1>.

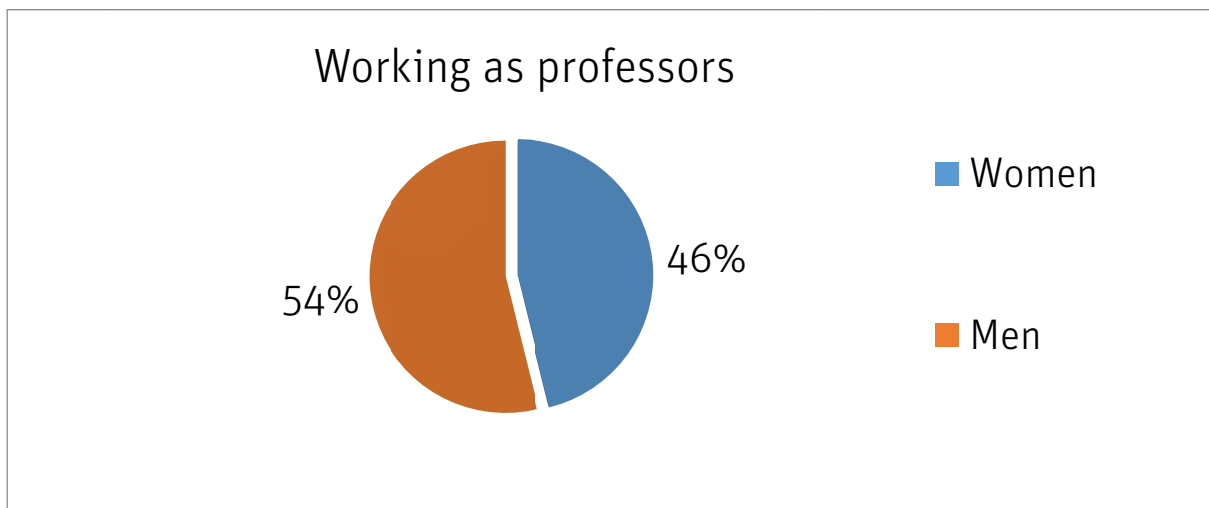
Thematic Analysis 1

Figure 5: 62 women out of 134



Looking at the total number of new experts, FIBAA approaches a parity (figure 5). Probably more women than men will be acquired in the next two years to make the ratio in the pool of experts more equal. In 2018 the percentage of women is 46%. In Figure 6, it is all about the subgroup of newly acquired professors.

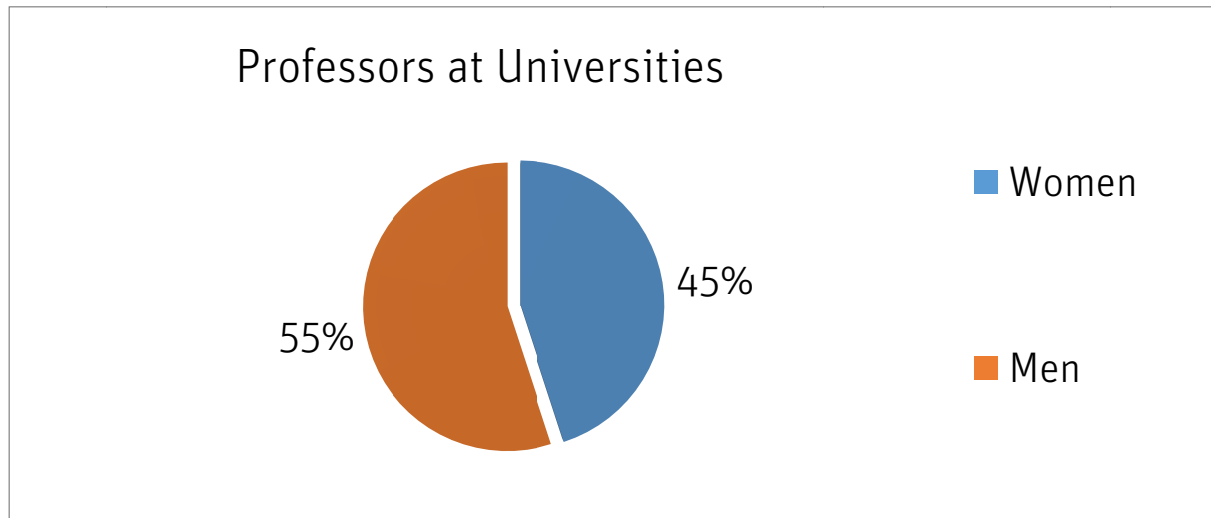
Figure 6: 24 women out of 52



Again, the percentage of women is 46%. In the following two figures (7 & 8), which are subsets of figure 6, is differentiated between Universities and Universities of Applied Sciences.

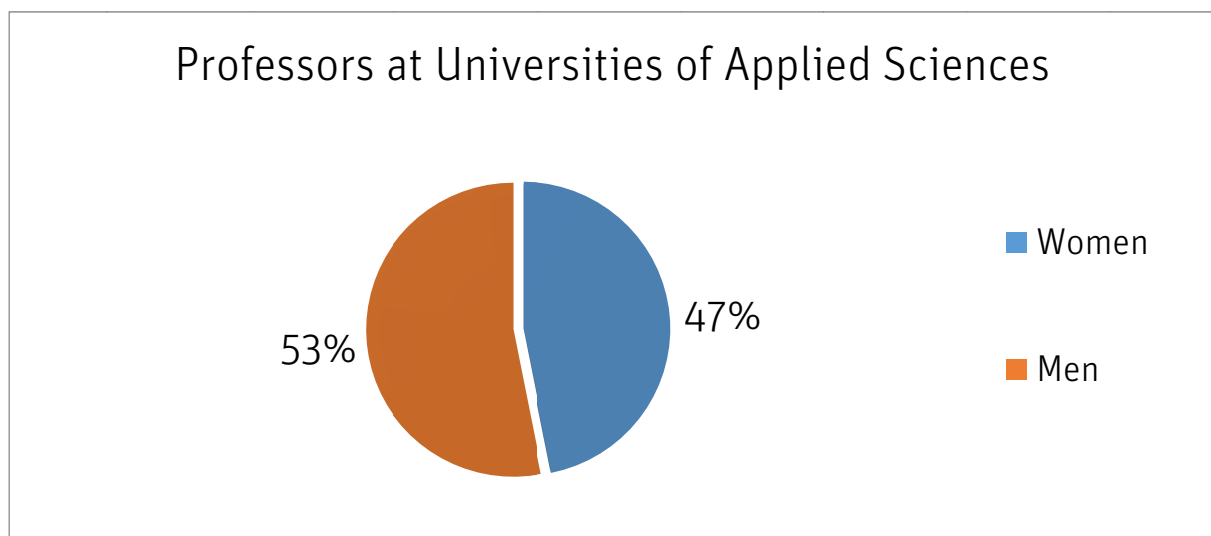
Thematic Analysis 1

Figure 7: 9 women out of 20



Looking at the newly acquired professors from Universities alone (Figure 7), the proportion of women is 45%. Figure 8 only considers professors from Universities of Applied Sciences:

Figure 8: 15 women out of 32



Overall, the numbers of professors from Universities and Universities of Applied Sciences do not differ significantly. In the FIBAA expert pool only the student group shows an equivalent ratio of gender: There are 22 women out of 41 students. FIBAA conforms to the requirements of the *German Rector's Conference*, asks frequently for expertise, and expands its pool. All numbers had been collected during the year 2018.

Thematic Analysis 1

Results

Although there has been a great deal of effort in 2018 to create the same gender balance in new acquisitions, there are still fewer women than men among the new reviewers. However, all the data presented show a proportion of women of at least 45%. But overall, there are many more men than women in FIBAA's expert pool. There are different approaches of explanation for this imbalance:

- First of all, the imbalance within FIBAA's pool of experts (scientists and professionals) at programme level (esp. university professors) and even more important in institutional procedures is diachronically grown. It will take time to compensate for this historical development.
- Numerous long-time established professors and emiriti who are available for most of the times, confirm quickly to appointments and have an ensured reserve fund to perform as an honorary expert.
- Also with young professors and professionals: Men tend to acknowledge appointments more than women and give faster confirmation. Women take longer to respond to appointments and often cancel because of other projects (research and teaching).
- We receive unsolicited applications almost solely from men.
- Recommendations are almost without exceptions from men for men.
- Even the student accreditation pool "KASAP", that pays special attention to gender-balance, proposes more male than female student reviewers.
- In reaccreditation procedures, we are obliged to use reviewers from former procedures and thus enforce the imbalance.
- Most female professors in FIBAA's pool of experts are from North Rhine-Westphalia, Baden-Württemberg, Bavaria and Berlin. For projects in these regions we must exclude these women because of the regulation on states.

An important point has not yet been adequately depicted in the analysis: Subject-specific differences do exist but cannot be generally stated. Therefore, the methodologic challenge is to prepare a systematisation of subjects. Data can currently be systematised by the reviewing experts' (professors') status and the type of the higher education institution (HEI). A categorisation into subject groups (main groups like humanities or a specific study

Thematic Analysis 1

programme) implies great effort, though. However, this data is necessary to prove what programmes are below the average numbers.

Now the question may arise: Can the results be considered as a trustworthy mirror of the sector of higher education or are the agencies unable to serve as a dynamic instance in further developments? Examining the numbers of earlier years, the analysis shows a positive trend. Although FIBAA has similar problems in the same disciplines (such as engineering) like the HEIs, there are also positive effects resulting from the effort: The gender equality in the expert pool of FIBAA is slowly becoming more balanced.

But time alone will not improve the situation, actions must be taken. FIBAA's goal is to establish gender equality in more areas over the next few years. There are several requirements to be met for this project. First, we need more data mapping the gender proportion more accurately. This applies, for example, to the areas of expert appointments and our expert pool for particular study programmes. Secondly, the amount of data that already exists must be systematised so that gender proportions across the databases are easier to map. It would be desirable if other agencies published their data about gender proportion in order to extend the analysis to the entire accreditation system in Germany. For further studies it would be also interesting to know if there exists a co-relation between gender balance and conditions for accreditation. Questions like these can contribute to diversity in the higher education and accreditation system. But they can only be answered if the work on gender equality in HEIs continues.

Thematic Analysis 2

Conditions for the Accreditation of Selected Study Programmes in Kazakhstan and Germany

(Fields: international relations / programme accreditation)

Introduction

In 2018, FIBAA could not only strengthen its international network but expand it. Several collaborations have been concluded, amongst others with universities in Kazakhstan. So far, FIBAA has accredited almost 100 study programmes at various universities and other higher education institutions (HEIs) in the country. With regard to quality assurance and enhancement, these collaborations have proven to be very productive for the Kazakh higher education landscape. The assessment reports and decisions for awarding the FIBAA Quality Seal²³ for study programmes at different universities in Kazakhstan are all transparent and available online.²⁴

A thematic analysis based on data obtained through the accreditation procedures seems to be of particular interest: Kazakhstan, the ninth largest state in the world by area, has historically been under the influence of various nations due to its geographical location in Central Asia.²⁵ The particular culture of Kazakhstan certainly reaches also the academic tradition in Kazakhstan and the various groups of subjects and study programmes. The Kazakh education system had been largely designed by the Soviet Union for the longest period of the 20th century, then in the post-Soviet phase, there was a stronger orientation towards Western

²³ FIBAA awards several seals: For study programmes which have successfully been accredited according to our international quality standards, the accreditation agency awards the FIBAA Quality Seal for programmes (Information about the Principles for Awarding the FIBAA Premium Seal are available online:

https://www.fibaa.org/fileadmin/files/folder/PROG/2017_Premium_PROG_en.pdf. Further, FIBAA is the only accreditation agency that awards a Premium Seal for established degree programmes which have demonstrated their outstanding quality. Further informations about the FIBAA Seals are available online: <https://www.fibaa.org/en/procedures-at-programme-level/prog-according-to-fibaa-quality-standards/quality-seals/>.

²⁴ An overview of the study programmes accredited by the FIBAA is available online: <http://www.fibaa.org/nc/en/procedures-at-programme-level/prog-according-to-fibaa-quality-standards/accredited-programmes.html?menu=weitere>.

²⁵ Further informations about Kazakhstan: Beate Eschment, Kasachstan (LIPortal), online: <https://www.liportal.de/kasachstan/>; Campus France, Focus pays: Kazakhstan, online: https://ressources.campusfrance.org/publi_institu/agence_cf/focus/fr/focus_kazakhstan_fr.pdf; Federal Foreign Office, Bilateral Relations and German Missions, online: <https://www.auswaertiges-amt.de/en/aussenpolitik/laenderinformationen/kasachstan-node>;

DAAD-Länderinformationen: Kasachstan, online: <https://www.daad.de/laenderinformationen/kasachstan/de/>. About the history: A. H. Dani/V. M. Masson et al. (Hrsgg.): History of Civilizations of Central Asia, 6 Bde. Paris 1992–2005, online: <http://www.unesco.org/new/en/social-and-human-sciences/themes/general-and-regional-histories/history-of-civilizations-of-central-asia>. Further reading: Sebastian Schiek, Widersprüchliche Staatsbildung. Kasachstans konservative Modernisierung, Baden-Baden 2014; Jonathan Aitken, Kazakhstan: Surprises and Stereotypes After 20 Years of Independence, New York 2012.

Thematic Analysis 2

university models. The Russian language continues to dominate and is, together with Kazakh, the official language of the country, both languages are taught at the schools. In recent years, the Kazakh language has been particularly promoted, while in the higher education landscape, the importance of English continues to increase.²⁶

In the past years Kazakhstan has taken important steps to reform the higher education and align it with international standards. In 2010, the country committed itself to the objectives of the Bologna Process and became the 47th member of the European Higher Education Area.²⁷

In the same year, the State Programme of Education Development in the Republic of Kazakhstan for 2011 – 2020 was adopted. The main objectives of the Kazakhstan State Programme are to increase competitiveness and to develop human capital through access to quality education.²⁸

The strategy "Kazakhstan – 2050" aims at the rise of Kazakhstan in the top 30 of the world's strongest economies. The corresponding strategy also attaches particular importance to the development of human capital and the research-intensive economy.²⁹

The internationalisation of higher education is therefore a declared state goal. This is also served by various government scholarship programmes, such as *Bolaschak* ("Future") which finances Master's and PhD programmes as well as research stays at selected foreign universities. The programme "Academic Mobility" includes two funding lines: firstly, funding of guest lectureships of foreign scientists at universities in Kazakhstan, secondly sending Kazakh students to study abroad.³⁰ Accreditation by international accreditation agencies also provides evidence of the progressive internationalisation of Kazakh higher education system.

²⁶ Further informations about the Kazakh education system: DAAD-Bildungssystemanalyse. Kasachstan. Daten & Analysen zum Hochschul- und Wissenschaftsstandort, 2017, online:

https://www.daad.de/medien/der-daad/analysen-studien/bildungssystemanalyse/kasachstan_daad_bsa.pdf.

²⁷ Bundesministerium für Bildung und Forschung, Bologna Prozess: Die Entwicklung von den Anfängen bis heute; online: <https://www.bmbf.de/de/die-entwicklung-von-den-anfaengen-bis-heute-1042.html>

²⁸ State program of education development in the Republic of Kazakhstan for 2011–2020, Presidential Decree No. 1118 of 7 December 2010, online: www.akorda.kz/upload/SPED.doc

²⁹ Presidential Decree No 732 of 17 January 2014, online: <http://strategy2050.kz/en/>

³⁰ DAAD-Bildungssystemanalyse. Kasachstan. Daten & Analysen zum Hochschul- und Wissenschaftsstandort, 2017, online: https://www.daad.de/medien/der-daad/analysen-studien/bildungssystemanalyse/kasachstan_daad_bsa.pdf

Thematic Analysis 2

Following the *State Program of Education Development*, the structure of education has been changed in accordance with the International Standard Education Classification. Further a National System of Education Quality Assessment has been established. This system includes the elements of independent external assessment (licensing, confirmation, accreditation, rating, Unified National Testing, Intermediate State Control, and Comprehensive Testing of Applicants).³¹

The State Programme dictated that by 2020 the accreditation of the higher educational institutions shall be conducted by the non-commercial and non-government accreditation organisations, which will be included in the Register of an authorised body and into *European Quality Assurance Register (EQAR)*.³² Already since August 2015 Kazakhstan is governmental member of *EQAR*. The recognised Kazakh accreditation bodies *Independent Agency for Accreditation and Rating (IAAR)* and *Independent Quality Assurance Agency for Education (IQAA)* are members of *Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA)*.

Only for a few years international agencies have been able to apply for a registration for accreditation in Kazakhstan. Due to the approval of a digital signature FIBAA has a top standing because the agency has the permission to set contracts directly with state-run Kazakh universities.³³

Approach and Method

The procedures supported by FIBAA at the Kazakh universities enable the generation of data for various fields of research. The present analysis focuses on the conditions for the accreditation of study programmes in order to answer the following questions: Are there more or less conditions than in comparable study programmes at German universities? In terms of content, are the conditions the same as those for the accreditation of programmes at German universities? Finally, do the conditions for the programmes in Kazakhstan have any other special characteristics?

³¹ State programme of education development in the Republic of Kazakhstan for 2011–2020, Presidential Decree No. 1118 of 7 December 2010, online: www.akorda.kz/upload/SPED.doc.

³² Ibid.

³³ The digital signature was approved in October 2018.

Thematic Analysis 2

In order to achieve a degree of comparability, this analysis is limited to procedures in which the FIBAA Quality Seal was awarded (For more information, see above, footnote 23). Furthermore, the analysis focuses on the number and contents of the conditions for accreditation of study programmes. Lastly, study programmes in Kazakhstan that are also offered at universities in Germany are selected in order to examine if there are indications of structural similarities and differences.



The approach to the content of the conditions is systemised in accordance to the [FIBAA Assessment Guide](#). The criteria for the assessments are:

- (1.) objectives (why the HEI has developed this particular study programme)
- (2.) admission (e.g. admission requirements, counselling for prospective students, selection procedure, transparency and documentation of admission procedure and decision)
- (3.) contents, structure and didactical concept of the programme
- (4.) academic environment and framework conditions (faculty, programme management, cooperation and partnerships, facilities and equipment, additional services, financing)
- (5.) quality assurance and documentation (quality assurance and quality development with respect to contents, processes and outcomes, instruments of quality assurance)

However it was difficult to find study programmes of the same name in Kazakhstan and Germany, and those found were quite different in terms of number (quantitative). In some cases, the names of the study programmes match but there is a difference in the academic degree, e. g. Management (B.Sc.) in Kazakhstan and Management (B.A.) in Germany. In the end, the data were sufficient for the comparison of three subjects: Marketing (Bachelor), Management (Bachelor) and Finance (Master).

It is obvious that this thematic analysis only represents a limited selection of all subjects in both countries. Therefore the selected data should be understood as a sample. A methodological challenge of any comparison is that it equates things which are more or less

Thematic Analysis 2

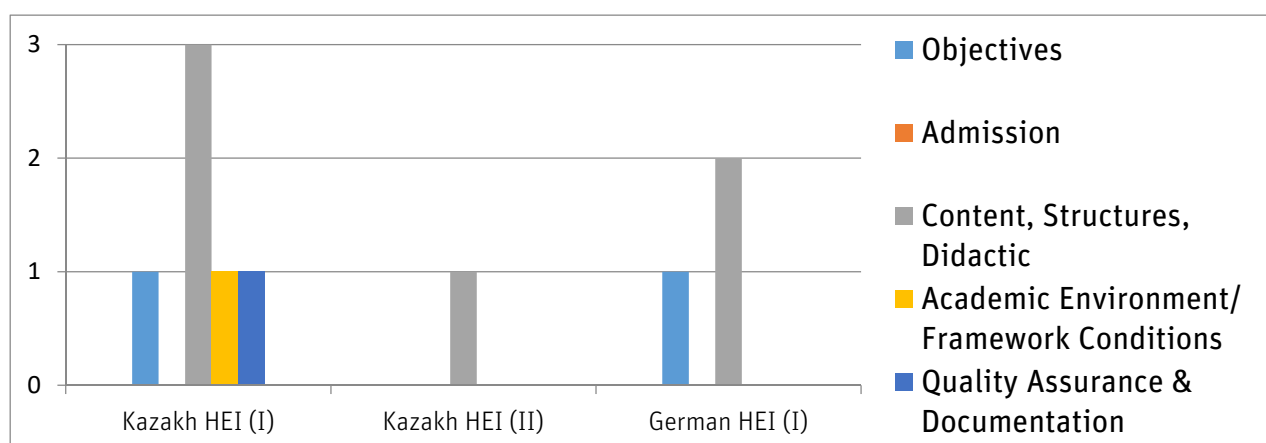
unequal, for working out particularities which establish said inequality. The authors are also well aware of another problem: The analysis does not take into account that study goals, contents and outcomes can differ significantly, even if the names of the study programmes in Germany and Kazakhstan match.

In addition, it must be considered that some HEIs may not want to be named in research studies. The HEIs are therefore anonymised in this analysis, but all data used can be checked via the FIBAA website, which makes accredited programmes transparent. Anyway all courses mentioned have been successfully accredited and the conditions have been fulfilled, so the quality assurance and enhancement is proven.

A short comment on the three comparisons shows the deviations between the academic degrees and, in addition, special study forms like distance learning.

Analysis

Table 7: Marketing (Bachelor) | Number and content of conditions

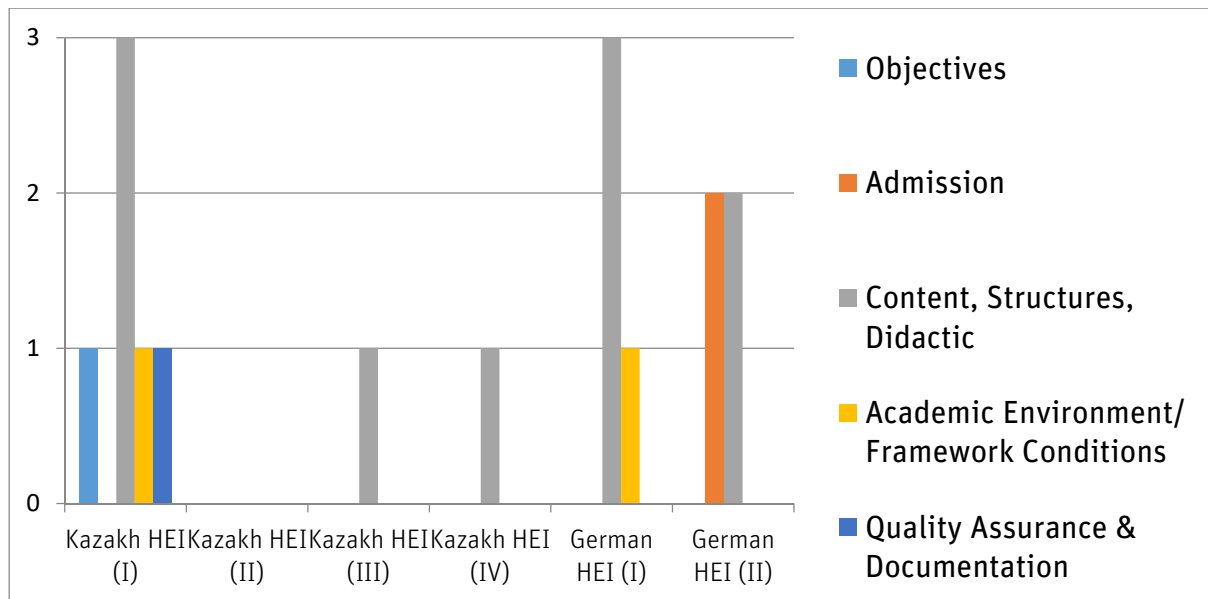


Comment

The study programme “Marketing” of the Kazakh HEI (I) leads to the academic degree of “B.Sc.”, the one of the Kazakh HEI (II) to the degree of “Bachelor of Marketing”. In the German HEI Marketing is a distance learning course and leads to the degree of “B.A.”.

Thematic Analysis 2

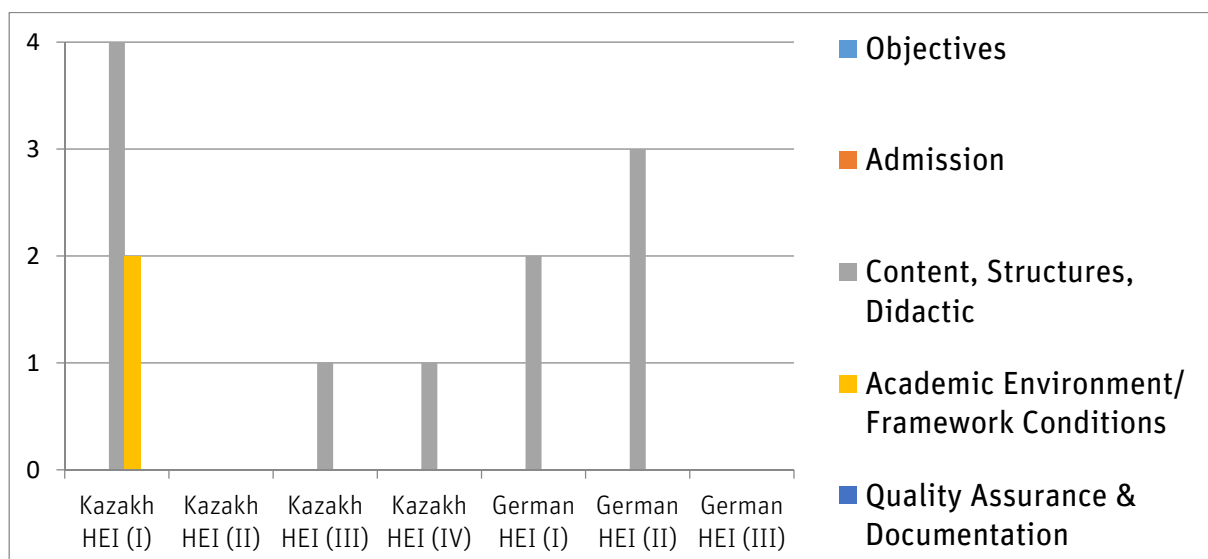
Table 8: Management (Bachelor) | Number and content of conditions



Comment

The academic degrees for the programmes in Kazakh HEIs are “B.Sc.,” “B.A.” and “Bachelor”. For both German programmes the degree “B.A.” is awarded.

Table 9: Finance (Master) | Number and content of conditions



Comment

The academic degrees for the programmes in Kazakh HEIs are “M.Sc.,” “Master” and “M.A.”. The German courses lead to the academic degree of “M.Sc.”.

Thematic Analysis 2

Results

It seems that the academic title appointment in Germany is more uniform than in Kazakhstan. This finding shows that the education system in Kazakhstan is actually centrally organised. In Germany, a consistent title assignment takes place despite different higher education forms.³⁴ Against the background of the Bologna Process and the progressive internationalisation of the Kazakh HEI system, it remains to be seen whether any changes concerning the title appointment will be made in Kazakhstan.

With regard to the conditions, it can be stated that the number of conditions at Kazakh HEIs, which were part of this study, is not significantly higher than at examined German HEIs. For example, Kazakh (HEI II) had even neither in the study programme “Management” nor in the study programme “Finance” any conditions.

There is also no significant indication that conditions related to certain assessment criteria have a country-specific character. On the contrary, all three study programmes at both Kazakh and German universities point out, that conditions are placed in particular in the area of Content, Structure and Didactic.

In summary, the differences in the conditions are more related to the different HEIs and their education forms. There is no reference to structural national divergences in the examined sample.

It should also be noted that the present study examined German and Kazakh study programmes that have been awarded the FIBAA Quality Seal. In Germany, the FIBAA Quality Seal is a special achievement that goes beyond the "standard criteria" of the *German Accreditation Council*. The Kazakh HEIs were thus compared with particularly high-performing German HEIs. No procedure had to be suspended in the examined sample and the HEIs could fulfil all the conditions.

³⁴ The condition for this is certainly the “Musterrechtsverordnung” (§ 6 MRVO) of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.

Thematic Analysis 2

The analysis is meant to be an outline, which shows the possibilities of potential studies of structural differences between countries, if more data could be provided. It would be desirable to have cooperation with Kazakh HEIs, which would provide their data for further analyses.

Such analyses offer the opportunity to prove the quality in the European Higher Education Area. Against the background of the Bologna Process, there should be no significant differences between HEIs in the European Higher Education Area.

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New Project Managers

In 2018 FIBAA welcomed four new project managers in its head office in Bonn. Ms. Katharina Bläser and Mr. Daniel Günther complete the programme accreditation staff and already have successfully managed numerous accreditation procedures. Ms. Viktoria Tischanski took over the duties in the field Markets & Acquisition and Dr. Tino Shahin is working for FIBAA Consult and acts as new Division Manager Expert Management.

Katharina Bläser finished her Bachelor's degree in Multilingual Communication with focus on English and Spanish in 2014 at the TH Köln. This was followed by a Master of Arts double graduation programme at the University of Regensburg and the Universidad Complutense de Madrid in Intercultural European Studies, which she successfully completed in 2018. In the frame of her studies Ms. Bläser spent long terms in Seville and Madrid where she improved her language skills as well as her abilities in intercultural relations. At her new job at FIBAA, Ms. Bläser is looking forward to pursuing her interests in Higher Education systems in a highly international environment.



Daniel Günther has joined FIBAA's team and enriches it with his knowledge of the international and national tertiary education sector. He finished his Bachelor's degree in January 2018 at the HS Fulda in Social and Cultural Sciences with focus on intercultural relations. Degree-related and voluntary periods abroad took Mr. Günther to South America, South East Asia and New Zealand. As a member of the Student Council at his university, he was also able to gain valuable experience in the higher education sector. Mr. Günther will contribute his great interest in higher education development to upcoming accreditation procedures.

New Project Managers

Dr. Tino Shahin is working as a project manager for FIBAA Consult. Dr. Shahin has studied Political Science and earned his PhD in History at the University of Bonn, where he has held several positions as a post-doctoral researcher and lecturer. In addition to his academic degrees in History and Political Science at RWTH Aachen and in Asian Studies at the University of Bonn, he completed an exchange semester at Cairo University, in Egypt.



At FIBAA, Dr. Shahin will contribute his rich knowledge of higher education and research to FIBAA Consult's advisory and evaluation activities. Furthermore, Dr. Shahin will develop new accreditation-relevant workshops and work on FIBAA's publications. Dr. Tino Shahin also accompanies FIBAA Experts as the new Division Manager Expert Management with his team through the accreditation procedures.



Viktoria Tischanski acts as Project Manager for Markets & Acquisition. She graduated with a master's degree in Economics and an interdisciplinary degree in Economics and Law from the University of Münster, and has gained international experience as part of study stints at the Saint Petersburg State University of Economics, in Ohio and as part of an internship at the German-Russian Chamber of Commerce in Moscow. Ms. Tischanski's track record further includes an internship in the field of "Internationalising Vocational Education" at the Federal Institute of Vocational Education in Bonn as well as professional training with a law firm. At FIBAA, Ms. Tischanski will focus on the agency's European and international markets (particularly Russian-speaking countries and Central Asia, the Asia-Pacific region, and the Middle East). Moreover, Viktoria Tischanski will coordinate joint activities with domestic and international stakeholders from the fields of higher education, accreditation and quality enhancement.

Summary

In 2018, a total of 204 (2017: 160) study programmes were accredited by FIBAA. Two programmes were suspended (2017: none). 125 programmes received the Seal of the *German Accreditation Council*, 54 programmes received the FIBAA Quality Seal, and 14 study programmes received both seals in separate procedures. In 2018, FIBAA also accredited 57 (2017: 30) programmes outside Germany, primarily in Turkey, Switzerland, Cyprus and Kazakhstan. Regarding the institutional accreditation, six procedures were successfully completed. Finally, FIBAA has certified two continuing education courses.

In conclusion, we would like to give you a brief summary of some FIBAA's activities in the (1) national and (2) international area in 2018.

(1) FIBAA and the *Confederation of German Employers' Associations (BDA)* and *Association of German Chambers of Commerce and Industry (DIHK)* conjointly hosted an event entitled "*Higher Education Accreditation and Employability on the premises of the German employers' associations*" in Berlin. This joint event dealt with the promotion of employability in the higher education area involving all relevant stakeholders. On the occasion of the joint workshop "Perspectives of Accreditation in Germany and Europe", which was organised by the *German Federal Deans Conference (BDK)*, FIBAA and the University of Applied Sciences *UAS Niederrhein*, FIBAA's Chief Executive Officer Professor Dr. Kerstin Fink delivered a presentation on the status of current accreditation procedures that follow the new German legal accreditation system.

(2) In the course of the workshop "*The Quality of Study Programmes: FIBAA Assessment Guide for Accreditation of Programmes in Management Studies, Economics, Law and Social Sciences*" at KIMEP University in Kazakhstan FIBAA provided an overview of its international accreditation methods. At the II Central Asian International Forum on Quality Assurance in Education in Kazakhstan Professor Dr. Fink's hold a presentation on "*The Impact of Employability on International Accreditation of Study Programmes*". FIBAA has been awarded observer status in the *Asia-Pacific Quality Network (APQN)* and signed a Memorandum of Understanding with the *Taiwan Assessment and Evaluation Association (TWAEA)*. Finally FIBAA and the *Agency for Quality of the Basque University System (Unibasq)* have agreed on

Summary

future cooperation (Memorandum of Understanding), and FIBAA also participated at the *5th National Authority for Quality Assurance and Accreditation of Higher Education (NAQAAE)* conference in Cairo. Further details on all events can be found in the [Newsletter archive](#). The FIBAA Newsletter is published quarterly. For subscribing please send us a mail to info@fibaa.org.

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Imprint

Foundation for International Business Administration Accreditation (FIBAA)

FIBAA Head Office

Berliner Freiheit 20-24
53111 Bonn
Germany

Phone: +49 228 – 280 356 0

Fax: +49 228 – 280 356 20

E-Mail: info@fibaa.org

Internet: www.fibaa.org

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Editors: Professor Dr. Kerstin Fink and Dr. Tino Shahin

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