

A man in a dark suit is seen from the side, writing on a large green chalkboard. The chalkboard is covered with handwritten mathematical equations and text in white chalk. The man's right arm is raised as he writes. The background is slightly blurred, focusing attention on the man and the chalkboard.

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The German Higher Education and Research System and Recent Developments

DIES Information Visit: Internationalisation of Universities

Bonn, 3 December 2013

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The German Higher Education
and Research System –
Some Basic Facts and Figures

German Rectors' Conference (HRK): The voluntary association of state and state-recognized universities and other higher education institutions in Germany.

The HRK currently has 268 member institutions which account for 94 per cent of students in Germany.

HRK German Rectors' Conference

The Voice of the Universities



Types of Higher Education Institutions

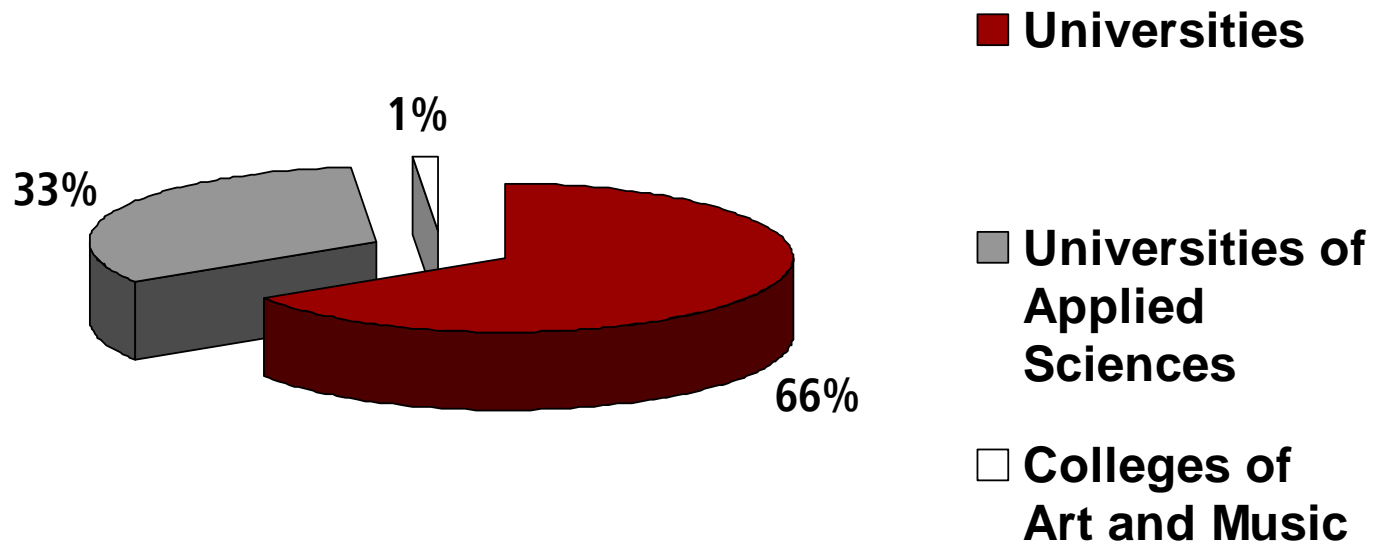
- 111 Universities and Technical Universities (incl. Teacher Training Colleges, Colleges of Theology, ...)
- 223 Universities of Applied Sciences („Fachhochschulen“)
- 57 Colleges of Art and Music

All together **391 higher education institutions**
(predominantly state institutions; few private universities,
usually with limited range of subjects)

Source: Higher Education Compass 2013

Higher Education Institutions in Germany according to Student Numbers

2.6 mio students in total (as per WS 2013/2014)



Source: Federal Statistical Office

The German Higher Education and Science System

Legal Framework:

Federal government
and State
governments



Funding for Higher Education

- **Core Public Funding: 23.3 bn €**

 - 18.7 bn € federal states

 - 2.6 bn € federal government

- **Core Funding per Student: 7,310 €**

- **Third Party Funding: 4.9 bn €**

 - (private sponsoring, industry, tuition fee, EU programs etc.)

- Increasing **student numbers** expected for the coming years → some additional funding through the „**Higher Education Pact I + II**“ of federal and state governments (2011-2015: ca. 7 bn €, 2011-2018: additional 1.2-1.5 bn €)

- „**Quality Initiative in Teaching**“: 2011-2020 2 bn €

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On the Way to Autonomous
Higher Education Institutions

Changing Legal Framework Increases Autonomy

Management by objectives between **state and university** and within universities – **between university leadership and faculties** – with regard to

- introduction and/or abolishment of degree programmes
- admission of students
- appointment of professors
- salary of professors and academic staff
- management of university property
- organisational processes within the institution

Changing Funding Structures Increase Accountability

- Introduction of **lump-sum** (yearly) **budgets**
- Introduction of **performance-based** allocation mechanisms
 - between ministries and universities
 - within universities, between faculties
- Introduction of **performance criteria** for the salary of professors
- Increase of **private contributions** to higher education funding, e.g. tuition fees, private third-party funding for research, contribution of foundations, etc.

From State Control to Science-Based Quality Assurance Systems

Accreditation assures basic quality standards of study programmes.

Evaluation aims at promoting transparency, improving quality and benchmarking.

Future challenges:

- from quality assurance (minimal standards) to quality enhancement
- from input to outcome orientation
- Programme accreditation and system accreditation as alternative options for HEI
- Increasing acceptance problems (high workload and costs of accreditation)
- HRK's long-term goal is an improvement-driven Institutional Quality Audit



The Two-Level Accreditation System

Accreditation Council

HEI (4), state (4), students (2), professional practise (5), intern.experts (2)

Defining procedural requirements (ECTS, Modularisation, DS etc.)



Accreditation, Monitoring, Regulating fair competition

Accreditation Agencies

Independent, with or without subject specification (10)

Conducting accreditation procedures

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A Diversifying Higher
Education Landscape

University Profiles are Changing

Increasing **diversity** of the German HE system as result of

- **international trends** (higher participation rates, development of (quasi-)markets in HE, Bologna Process, internationalisation, etc.)
- changes in the **national higher education policy framework** (financial pressures to public budgets, increasing autonomy and accountability of institutions, introduction of science-based quality assurance mechanisms and rankings: CHE Ranking, DFG Research Ranking, Excellence Initiative, Rating of the Science Council, etc.)

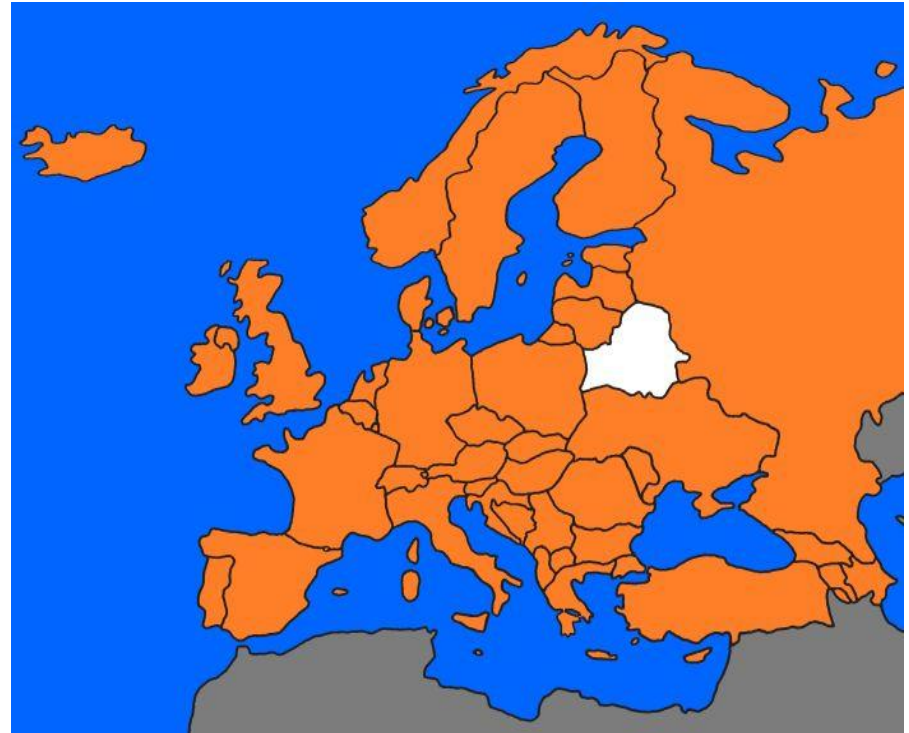
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The European Dimension:
From Bologna to Bucharest

The European Higher Education and Research Area

The Bologna Declaration

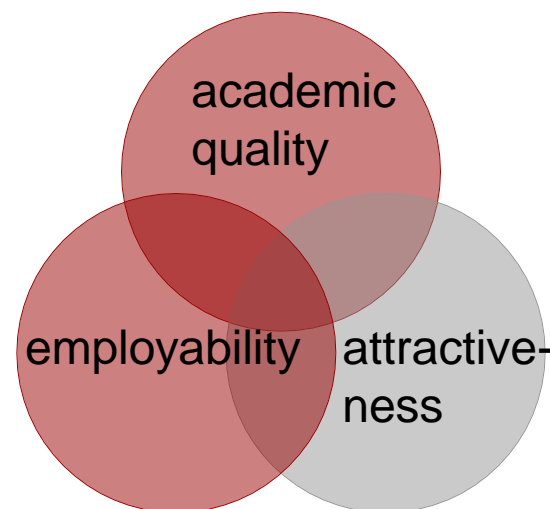
- A system of easily readable and comparable degrees
- A system with two main cycles
- A system of credits
- Promotion of mobility
- Promotion of European co-operation in quality assurance
- Promotion of the European dimension in higher education



→ currently 47 Signatories

Which Goals are the Driving Forces for Universities?

1. Enhancing academic quality
2. Preparing graduates for the European labour market
3. Competitiveness and attractiveness of the national systems of higher education



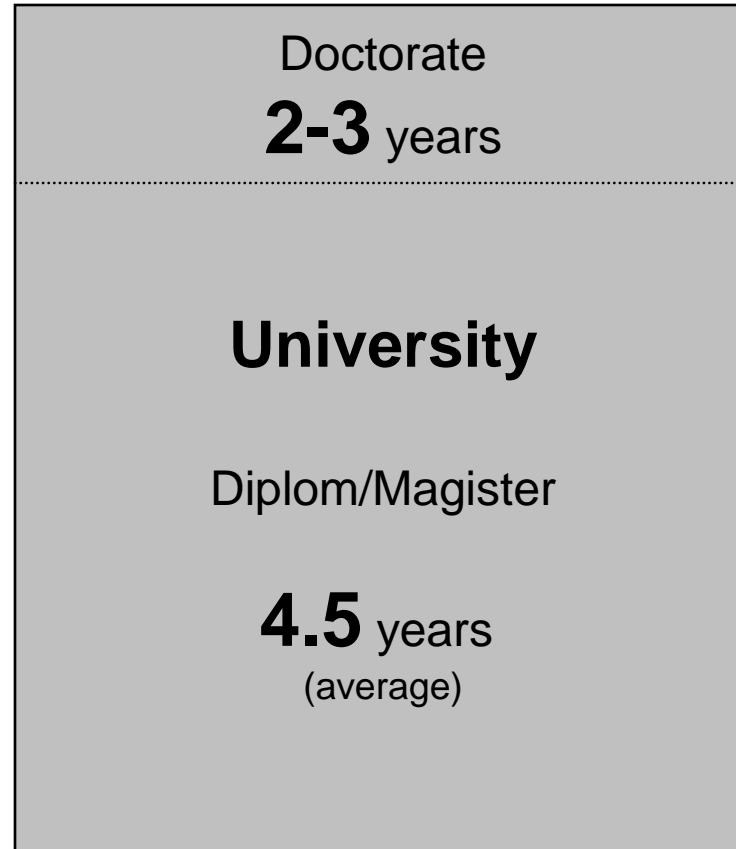
What Does „Bologna“ Mean for University Faculties in Germany?

- Reform of degree programmes
- Change of paradigm: from teacher to learner perspective (modularisation of study programmes, calculation of overall student workload, focus on learning outcomes and competencies)
- Introduction of ECTS and Diploma Supplement
- Introduction of quality assurance procedures
- Employability of graduates as an explicit goal
- Strengthening of the European dimension in teaching, learning and research

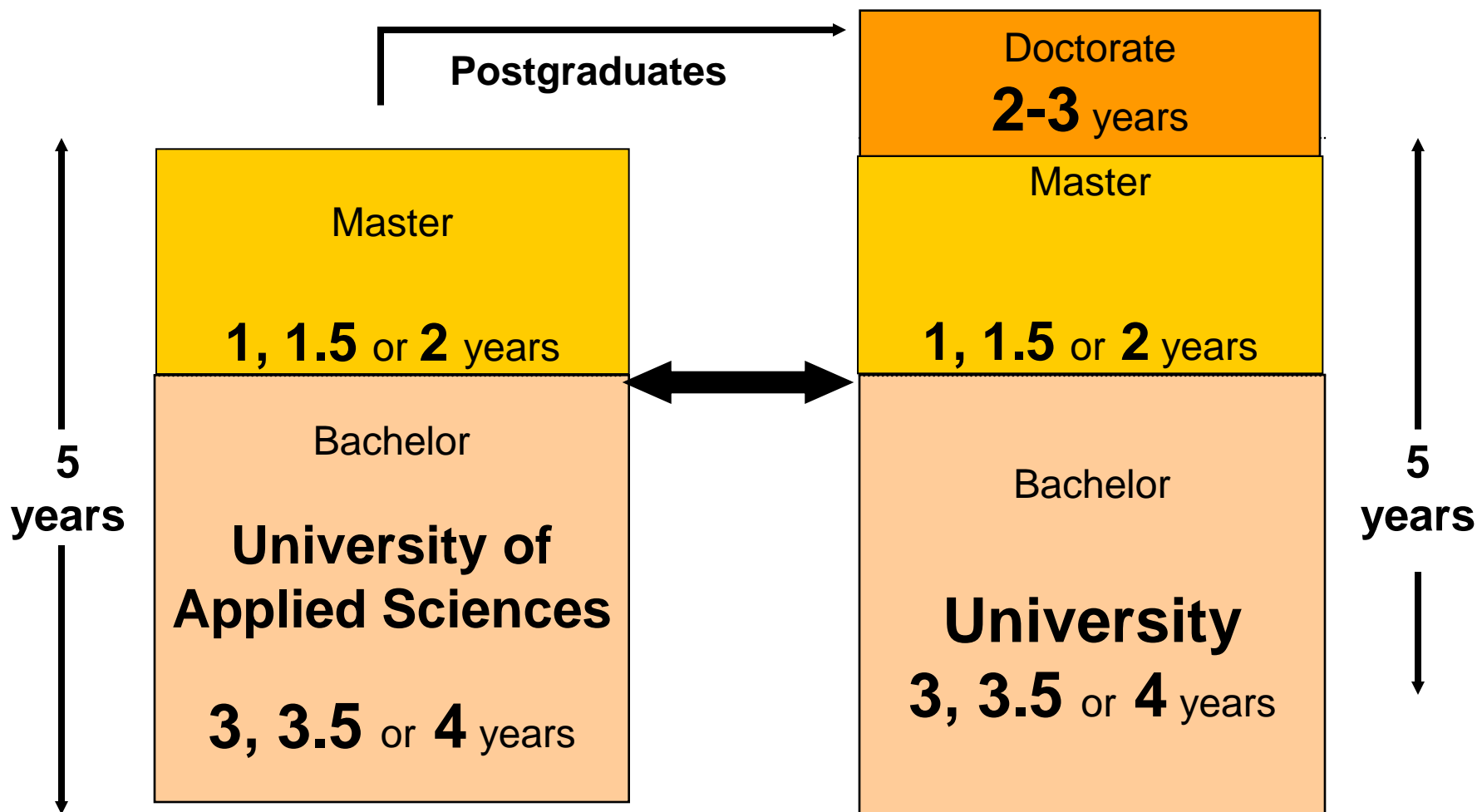
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The Reform of Undergraduate Education

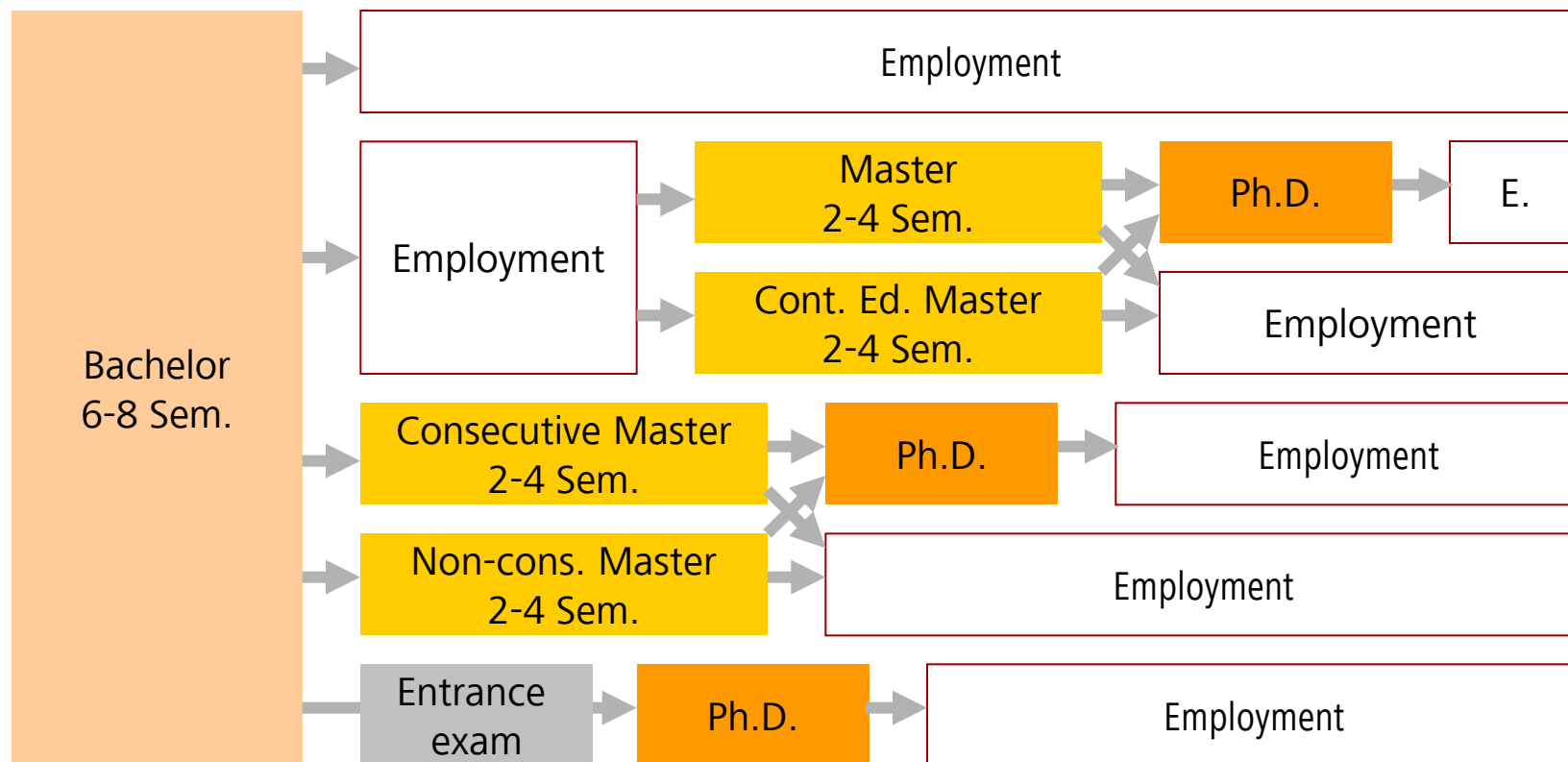
Traditional Degree Structure : Magister and Diplom



New Degree Structure: Bachelor and Master



The Potential of the Two-Tier System: A Wide Range of Study Opportunities



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Internationalising Higher
Education Institutions

A More Strategic Approach to Internationalisation

- Increasing **mobility** of **students** and **researchers**
- Increasing international collaboration in **research** and **technology transfer**
- Shift from **traditional** to **more structured** forms of international collaboration (integrated study semesters abroad, joint degrees)
- Increase in the establishment of **offshore campuses** and **bi- or multinational higher education institutions**
- National and international **strategic alliances**

The Internationalisation of German Universities – Strengths

- Germany is a „**global player**“ in transnational education.
- The number of **international students** has risen from 175,000 in 2000 to 245,000 in 2010 (rise by roughly 40 per cent; 11.5% of all students).
- At the same time, the number of **mobile German students** has risen from 46,000 in 1998 to 103,000 in 2008 (rise by roughly 120 per cent within a decade).
- Most **German universities** have developed or are currently in the process of formulating **internationalisation strategies**.
- **Political support** for internationalisation is high, especially at the federal level (policy support and financial incentives).

The Internationalisation of German Universities – Challenges

- **Institutional internationalisation strategies** have to be better linked with the overall profile and strategy of the institution. Coordination and communication between all groups within the university have to be enhanced.
- Transparent and effective **structures and processes** of internationalisation have to be established (including incentives).
- **Study programmes** have to be further internationalised (not only language, but also contents, „mobility windows“, double degrees, summer schools, etc.)
- **Recognition** is a key issue.

The Internationalisation of German Universities – Challenges

- **International students** have to be further **supported** in order to successfully complete their studies in Germany („National Code of Conduct on Foreign Students at German Universities“).
- The percentage of **international staff** at German universities has to be substantially increased (recruiting, administration, career paths).

Job Possibilities and Legal Status

At least 5 % of study places are guaranteed for third country students

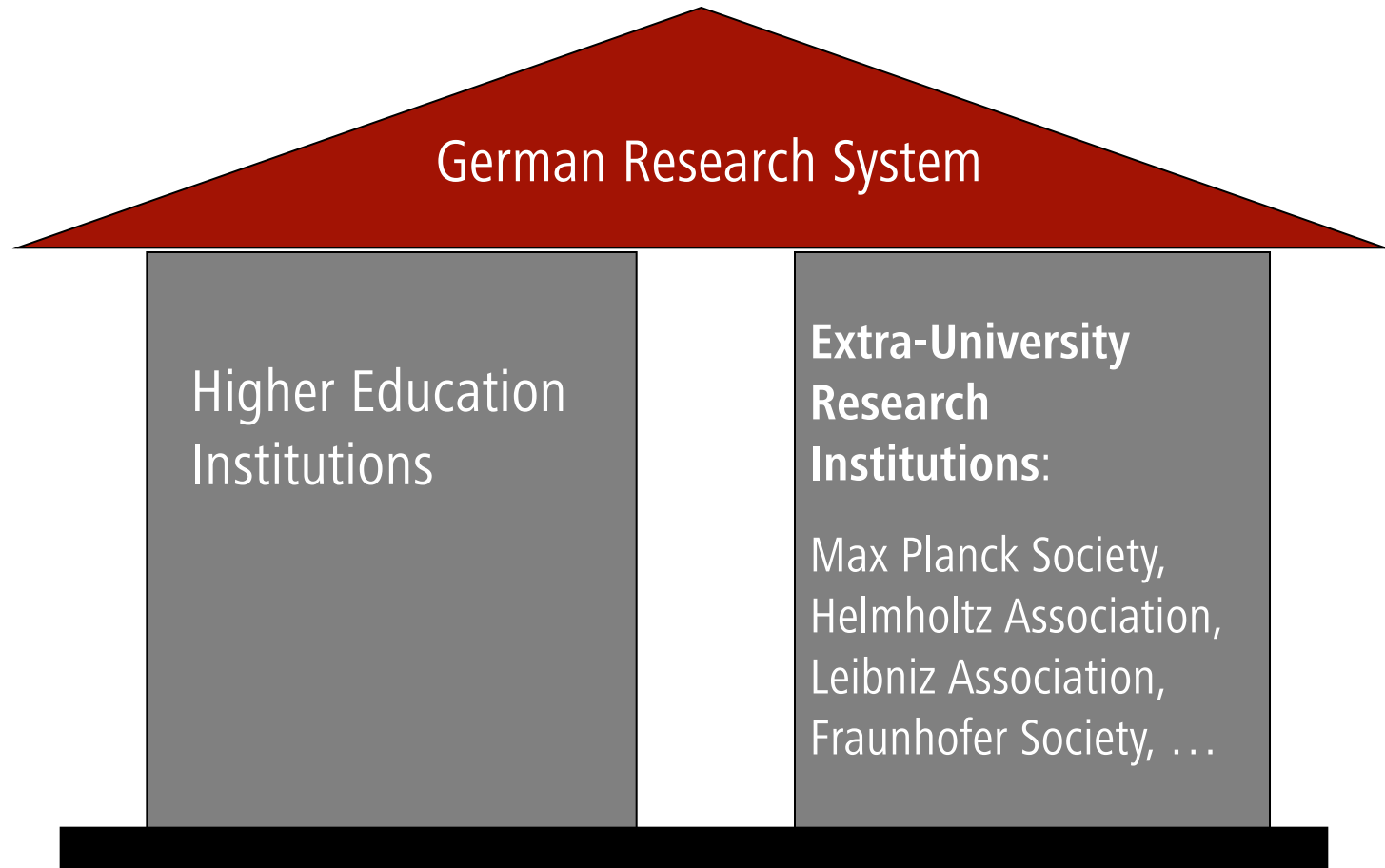
Implementation of the EU Directive on highly qualified employment (2009/50/EC) in Germany in August 2012

- ❖ 120 days a year during study
- ❖ 18 month search for an appropriate job after graduation
- ❖ Unlimited access to the labour market during this period
- ❖ Settlement permit after a period of only two years

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German Research System

University Research and Extra-University Research as the Two Pillars of the German Research System



Universities as the Core of the Research System

- Universities are at the “heart” of our research systems, supporting excellence in individuals and in structures.
- Universities in Germany spend more than 11 bn € yearly on R&D, 1.4 bn € of which are from industry.
- **Research funding** largely provided by federal government, e.g. through the German Science Foundation (DFG), but also by industry; increasing amount of competitive grants (e. g. „Excellence Initiative“)

Doctoral Training as a Core Element of Research

- **Preparing graduates** for (national and international) executive positions in industry and academia
- **Enhancing academic quality:** Building up centers of excellence and supporting of excellent students
- **Becoming more competitive and attractive:** Making German universities attractive places for study and research
- **Contributing** to scientific progress and economic prosperity



The European Dimension

The European Framework Programme for Research and Innovation
Horizon 2020" (2014-2020)

EU-„Structural Funds“

Student Mobility: „Erasmus plus“ is accepted

„European Research Area“

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Research Map

Research Map

- New map and interactive data base to search for “research priorities” of German universities
- 338 entries of 76 universities
- Information is provided by the individual institutions voluntarily
- HRK is administrating the research map



Research Map

Criteria for being listed

- At least 25 professors collaborate in a specific field of research which constitutes a distinctive part of the respective university's institutional profile
- Eligibility for inclusion is restricted to HRK member institutions
- Maximum listed priorities per university is eight



Research Map

Search

- Regional criteria: Choose location/city on the map or on the list
- Research areas (14) like: agriculture, biology, chemistry etc.
- Key terms: absorbable implants, academic achievement, accelerated cosmic expansion, acceleration, accelerator and detector design, accelerator Technology etc.

<http://www.hrk.de/activities/research-map/>

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Supporting Excellence in
Research and Teaching

The Excellence Initiative

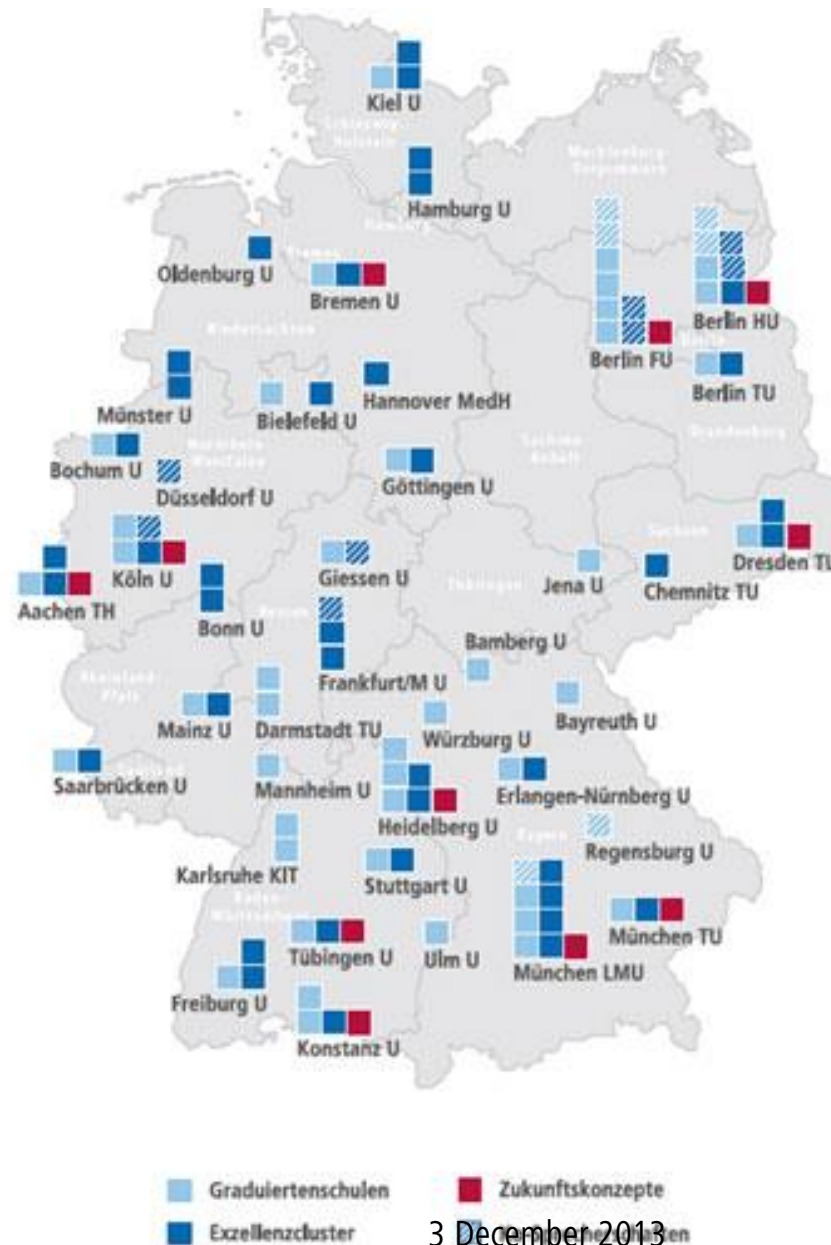
- Aims to promote top-level research and to improve the quality of German universities and research institutions in general
- Three lines of funding:
 - o Graduate schools to promote young researchers
 - o Excellence clusters to promote world-class research
 - o Plans for advancing top-level university research
- Total of 1.9 bn € in additional funding between 2006 and 2011 (75% Federal government and 25 % state governments)
- For the next round (2012-2017) 2.7 bn €

The Excellence Initiative: Results of the First Two Rounds



Source:
Wikipedia/Lencer

The Excellence Initiative: Results after Final Round 2012



Source: DFG

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Thank you!

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