

HRK



Annual Report
2015

HRK German Rectors' Conference
The Voice of the Universities

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Welcome



Professor Dr Horst Hippler

Dear Reader,
I'm delighted to present a look back at the HRK's activities during 2015 in the form of this Activity Report.

Another eventful year is behind us, and once again we have worked hard to improve the basic conditions for our member universities. Among the important issues which you can read about in my report are the improvement of the financial and legal framework for German universities, the discussion surrounding the continuation of the Excellence Initiative and the positioning of universities in an international, especially European, context.

The main challenge facing universities and Germany as a whole last year was, however, the arrival of a large number of refugees. Our universities have made, and continue to make, an important contribution to the integration of these new arrivals. Some impressive results have been achieved. We see it as part of our mission to support universities in the fulfilment of this major task. The HRK has also taken steps to counter the increasingly noticeable atmosphere of xenophobia in Germany. It was for this reason that I launched the initiative "Universities for openness, tolerance and against xenophobia", which is supported by the member universities of the HRK and has also been very positively received by the general public.

I hope you find this report both useful and interesting.

A handwritten signature in blue ink, appearing to read 'H. Hippler'. The signature is fluid and cursive, written in a professional style.

Professor Dr Horst Hippler
President of the German Rectors' Conference (HRK)

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Financial and Legal Framework Conditions



Implementation of the Amendment of Art. 91b of the Basic Law

Following the overdue amendment of the Basic Law in December 2014, expanding the opportunities available to the federal and state governments for cooperation in higher education funding, the German Rectors' Conference (HRK) developed a set of proposals for concrete measures. The General Meeting in Kiel in November identified basic funding, overhead funding and university construction as appropriate starting points (see p. 56). Firstly, the General Assembly called for a continuous and reliable increase in basic funding for higher education along the same lines as funding for non-university research institutions, whose budgets from federal resources increase by 3% annually. Secondly, it was suggested that the so-called overhead funding, established within the previous legal framework to cover the indirect costs of publicly funded third-party projects, should be made permanent and significantly increased. Studies show that on average these costs account for over 40% of project totals, but currently only 22% is covered. This is an unacceptable situation, because more and more basic funding is having to be used to fill the gap. Consequently, research is being funded at the cost of teaching. Thirdly, the General Assembly believes that greater financial commitment is urgently needed from the federal government for construction, renovation and technical infrastructure. Due to the high demand for higher education, the availability of space is presenting a growing concern and the conditions for studying are deteriorating rapidly. Furthermore, digitisation requires major investment of a magnitude which can only be realised in the long term by a joint commitment from the federal government and

the federal states. The payments from the federal government to university facilities to compensate for construction costs, a joint task which was abolished in the federalism reform, will come to an end in 2019. They amounted to €700 million per annum. This will result in a further deficit for construction and infrastructure measures, potentially jeopardising the competitiveness of universities¹ in comparison with national and international partners. („University“ is used as generic term comprising all types of higher education institutions.)

University Funding

Public funding for research has increased steadily over the last seven years thanks to the "Pacts for Science" (the Higher Education Pact, the Joint Initiative for Research and Innovation, and the Excellence Initiative).

The Higher Education Pact made it possible for higher education to be opened up in response to significant extra demand. In December 2014, the federal and state governments approved the Higher Education Pact III (2016-2020) and at the same time a top-up of the Higher Education Pact II (2011-2015). For the total period of the Higher Education Pact (2007- 2020), the federal and state governments are now making over €38 billion available. The HRK welcomes this substantial commitment on the part of politicians.

However, the HRK was critical of some points in the Higher Education Pact III. The agreed maximum funding limit of the federal government means that, in the event of the number of new students exceeding the number allowed for in the Pact, the federal government will not increase its share of the funding.

The HRK has also expressed criticism of special arrangements for individual states. It is ultimately sceptical about the new focus on degree completion, as this may result in study places being moved to subjects which experience shows have a high number of graduations and/or to a lowering of standards in the quality of degrees.

Amendment of the Academic Fixed-Term Contract Law

After the federal government approved a draft to amend the Academic Fixed-Term Contract Law (Wissenschaftszeitvertragsgesetz, or WissZeitVG) in September, in October the Executive Board and the Senate of the HRK were consulted on the cabinet proposal. During this process it became evident that the draft was not fully adequate to support universities in their efforts to encourage early career researchers and achieve staff development to the necessary extent. The system of temporary contracts offered in higher education should of course guarantee transparency and reliability for early career researchers, but this cannot be linked to a guaranteed career path because in the research community, the principle of choosing the best must be upheld. In order to fulfil their mandates, universities require both permanent and temporary staff. It must obviously be possible for staff in qualification phases or engaged in third-party projects to be offered temporary contracts, since any qualification measure or third-party project has a clearly defined end point. Due to the sheer range of qualification opportunities and project formats, it would be counterproductive to impose detailed legal provisions for fixed-term contracts for academic and artistic staff. Instead, the HRK believes it is necessary for supervisors and university management teams to exercise their responsibility for staff and university policy. The HRK Senate strongly opposed the deletion of Clause 2 of Section 2 Para. 2 of the Academic Fixed-Term Contract Law intended in the draft, which would have meant that fixed-term contracts for non-academic and non-artistic staff, whose posts are mainly funded from third-party financial resources, would no longer have been possible in accordance with this legislation. The Senate emphasised that these members of staff are employed at a project-linked additional cost which would not exist without third-party-funded projects.



Equal Opportunities for Men and Women in the Research System

University management culture needs change if a high number of talented women are to remain working in research and science. This was the result of a conference entitled “A university management culture suited to both men and women”, which saw the HRK invite female leaders of universities and non-university research institutions to the University of Göttingen. At least half of all students are female. Through a range of measures, the proportion of women gaining doctoral degrees and postdoctoral qualifications and working as non-professorial teaching staff has increased significantly over the past two decades, but 80% of professorships are still held by men. Furthermore, the proportion of women in professorships has only increased by an average of 1% per year over the past 15 years. If this rate of increase continues, a roughly equal participation of women and men will not be achieved until the middle of the century.

The conference revealed that women still face structural and cultural disadvantages in academia. In the appointment process, concerns that are not directly research-related are not uncommonly voiced and many selection criteria are geared towards men.

Financial and Legal Framework Conditions



Changes in university management culture are necessary in order to effectively overcome these traditional impediments. There must be a systematic preparation for leadership functions; researchers appointed to management positions must receive training in order to acquire the necessary skills. At the same time, the importance of equality, diversity and staff development to the success of the individual institution must be emphasised. Networking among female university managers is an essential step towards changing the management culture. This is the only way to break through the 'glass ceiling' that faces many hopeful female early career researchers and to make it normal for women to be appointed to professorship roles.

Amendment of the Higher Education Statistics Act

During the course of 2015, the Federal Ministry of Education and Research presented drafts for an amendment of the Higher Education Statistics Act. Among other features, these drafts envisage the introduction of study pathway statistics, the expansion of student and examination statistics, and the enlargement of the survey to include doctoral candidates and early career researchers. In its written and verbal statements, the HRK acknowledged the need for changes to the Higher Education Statistics Act because valid data is required on the transition from bachelor's to master's degrees and on student success, particularly due to the two-tier degree structure.

The HRK also believes that more reliable data is needed on doctoral degrees and early career research. However, due to the significant and complex changes, it called for the implementation periods to be extended.

The HRK also commented on the removal of pseudonyms in study pathway statistics, which on the one hand is necessary for reasons of data protection but on the other hand limits the potential for documenting further academic training and lifelong learning. Finally, the HRK pointed to the added costs involved in gathering the data and called for the necessary funding to be made available to universities.

National Licensing Project / DEAL

The aim of the National Licensing Project / DEAL is to establish a national consortium managed by universities and non-university research institutions for the purpose of licensing negotiations with major academic publishers. It is intended that the aggregation of demand on the part of research institutions will enable them to negotiate better value for money and curtail steadily rising licensing costs. In summer 2015, the project group carried out a survey among the libraries of universities, other higher education institutions, non-university research institutions and other institutions (e. g. government research departments) on the contract situation and the financial volume of journal subscriptions in connection with the major academic publishers. The results will enable the project group and the project steering committee to develop a workable funding concept for the agreement of a national licence. At the last meeting of the project steering committee, led by the HRK, further framework conditions for the establishment and mandating of a national consortium were also approved, for example the minimum number of participating institutions and the makeup of the negotiation group. Finally, the HRK has already held initial discussions with the BMBF on so-called bridging funds for the initial phase, although no concrete commitments have yet been received.



Copyright Law

Following the publication of the results of the pilot project by the University of Osnabrück on the single entry of the use of text in accordance with Section 52a of the Copyright Act (UrhG), the HRK presented its views to the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK). The HRK expressly underlined the fact that, while it recognised the advantages of single-case settlement, the process trialled at the University of Osnabrück was disproportionate due to the high costs involved and preference should therefore be given to flat-rate remuneration. The KMK referred to the input of the HRK and individual universities in its negotiations with the collecting company (VG Wort) on a framework agreement for remuneration for the use of text in accordance with Section 52a of the Copyright Act. In 2016, the federal states will once again pay out remuneration on a flat-rate basis in line with Section 52a. A simplified process for single-case recording and remuneration will be tested at other pilot universities.

As part of the Alliance of Science Organisations in Germany, the HRK has also expressed its support at national level for the rapid implementation of a general rule for education and science in copyright law. In statements to Federal Ministers Johanna Wanka (BMBWF) and Heiko Maas (Federal Ministry of Justice and Consumer Protection), the HRK called for the inalienability of exceptions, a straightforward remuneration solution, the technology neutrality of the legal provisions and the removal of text and data mining from copyright protection.

At European level the HRK also participated in the discussion process surrounding the reform of European copyright law. Together with the other science organisations in the Alliance, the HRK called on Günther Oettinger, the Commissioner for Digital Economy and Society, to harmonise copyright regulations at European level and to declare the existing exceptions in favour of education and science binding for all EU member states. Some of the points championed by German science organisations have already been addressed in the EU Commission memorandum published in December 2015.

Amendment of Engineering Legislation

A number of federal states have prepared amendments to state legislation governing engineer status. This move was prompted by the EU Directive on the Recognition of Professional Qualifications. The aim is to speed up recognition procedures and improve the mobility of qualified professionals within the EU. However, the draft legislation also includes other amendments relating to the professional designation "engineer".

In October, the Senate of the HRK therefore drew up a number of key points, which it hopes will serve as a guideline for the state legislation governing engineer status (see p. 56). The prerequisites for recognition as an "engineer" in all states should be brought more into line with one another.

Research and Young Researchers



The Excellence Initiative

In December 2014, the heads of the federal and state governments decided to continue the Excellence Initiative with a third joint agreement. However, details will not be available until the international expert commission (known as the Imboden Commission) set up by the Joint Science Conference (GWK) has published its evaluation report, due in January 2016. Aware that it would be extremely difficult to achieve a seamless transition from the second phase to the third phase in autumn 2017 on the basis of a science-led process, the HRK bodies set to work in January of the reporting year to identify the essential points for the continuation of the Excellence Initiative for the attention of both politicians and the international commission.

During this discussion process the Executive Board and the Senate agreed that it was vital not to deviate, even under extreme time pressure, from the science-led process with its review system based on very strict criteria and also to retain the initiative's focus on research. However, it was also agreed that more emphasis should be given to staff development as outlined in the HRK recommendations on early career support.

In May, the resolution "On Continuing the Excellence Initiative" was approved by a large majority by the General Assembly (see p. 36ff.). In this resolution, the HRK calls for flexible guidelines and identifies as one goal of funding the cooperation of universities with all other types of higher education institutions, non-university research institutions and companies. In particular, the funding of governance-related measures should no longer be linked to the funding of thematically designed clusters.

During the months that followed, the HRK Executive Board frequently promoted and argued in favour of the HRK's basic positions in the political dialogue. It soon became clear that a further resolution would be necessary to prevent inappropriate political moves at an early stage. Rather than promoting non-specific regional excellence throughout Germany, for instance, the aim must be to promote excellence in individual subject areas and institutions. It is also important that the dynamism of the initiative is sustained across the full breadth of subjects and regions. This is best accomplished not with political guidelines tailored to a few regional centres and specific partners, but by allowing a wide range of proposals to be generated from universities in all regions with a free choice of partners and primarily leaving it to the assessment process to identify excellent projects. In November the General Assembly therefore passed a second resolution, "General Principles for Continuing the Excellence Initiative", again with a large majority (see p. 58). The resolution underlined once again the need for a smooth transition from the current Excellence Initiative and a two-stage review process managed by the DFG.

The HRK's argumentation in relation to the Excellence Initiative is supported by the seventh edition of the DFG Funding Atlas, which shows that the initiative provides long-term support for interdisciplinary research and regional cooperation but has not adversely affected Germany's polycentric research system. In connection with the DFG Funding Atlas, it should also be noted that the HRK Research Map, drawn up without reference to the acquisition of third-party funding, has been given long-term quality assurance through a range of measures and the entries for universities of applied sciences have been actively expanded.

Cooperative Doctoral Degree Programmes

After intensive discussion in the HRK's Universities and Universities of Applied Sciences Member Groups, in May the General Assembly adopted a Recommendation for Managing Cooperative Doctoral Degree Programmes (see p. 40f.). In this recommendation, universities have committed to cooperation with universities of applied sciences being systematically institutionalised when conferring doctoral degrees. Their aim is to work towards clear rules being stipulated in university statutes and the doctoral regulations of the individual faculties and departments. An evaluation of how to implement the recommendation is expected by the end of 2018. A working group chaired by Professor Dr Ulrich Radtke, rector of the University of Duisburg-Essen, has been set up for this purpose.

Core Theses for the Orientation Framework

The support of early career researchers is still a high priority for the HRK. In May, following on from the recommendation on the orientation framework adopted in 2014, the HRK General Assembly approved a set of core theses on early career support (see p. 42f.), on the basis of which the common features of the concepts put forward by universities were worked out. Among these general principles, it was agreed that doctoral posts funded from budgetary resources should not be less than 24 months in duration with an option of a 12-month extension. For the phase directly after the doctoral degree and the following two post-doc phases, contracts funded using the university's budget should usually be concluded for a period of at least 24 months and should be related to the researcher's career goals. If academics are employed in third-party funded positions, their employment term should be based on the duration of the project. Third-party funding bodies were asked to review their approval procedures to allow the researchers' qualification goals to be achieved. Existing concepts incorporate considerations concerning staffing structures and permanent positions, as well as models for financial support during bridging phases and independent research after doctoral training. Universities are providing a wide range of additional qualifications, in particular for the non-university sector. They are demonstrating an effective approach to fixed-term contracts and striving to raise lecturers' awareness of their early career researchers and their responsibility as leaders, supervisors, and advisors.

The member universities support career planning through mentoring, coaching and systematic staff development.

The concepts presented show that universities are taking the task of supporting early career researchers very seriously. The concepts provide guidance for early career researchers and are proof of the attractiveness of a university as an employer.

Early Career Pact

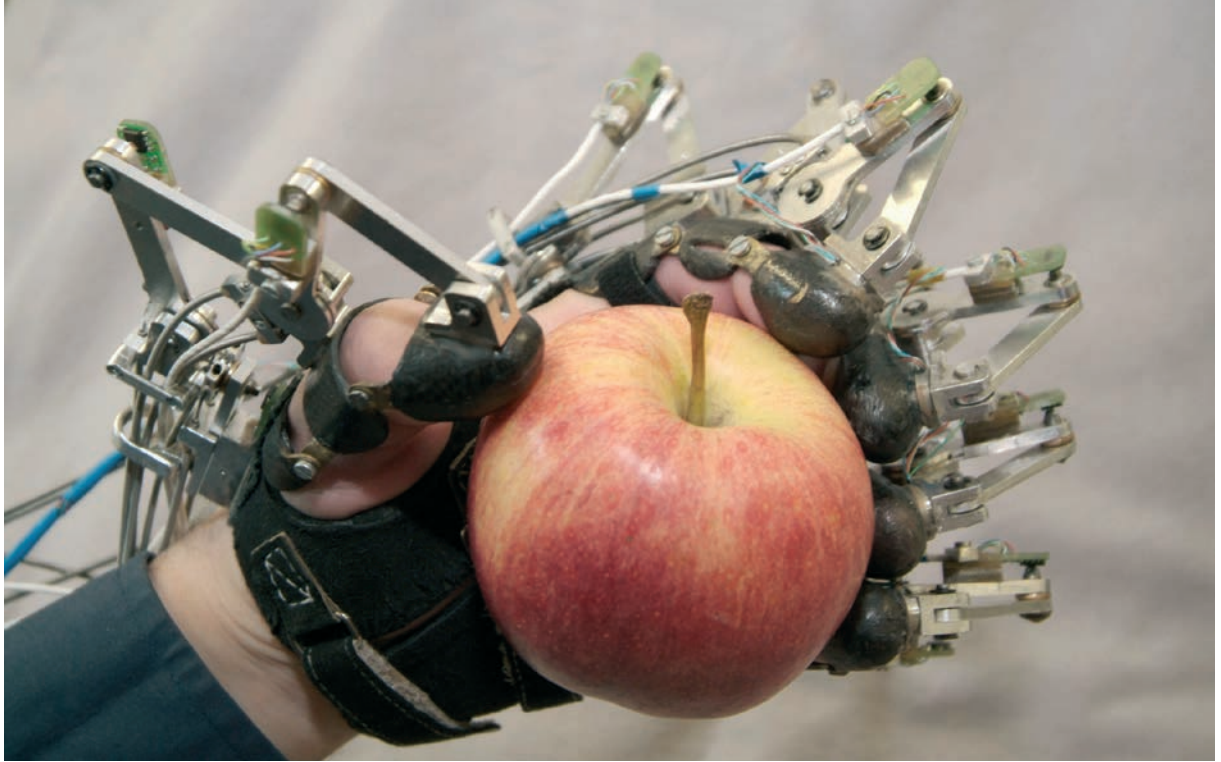
In November, after the leaders of the parliamentary parties in the government coalition agreed to fund a personnel initiative for the next generation of university researchers beginning in 2017, the HRK General Assembly called on the federal government to bear certain key points in mind in the design of such an "early career pact" (see p. 57). In order to fulfil their complex mandate in teaching, research, early career support, career development and services, universities require additional personnel on permanent employment contracts with different levels of qualification to work in positions which do not lead to professorships. These might be in research management, core facilities or in research-based infrastructure support, for example. The General Assembly noted that tenure track models are a helpful addition and can facilitate planning of career paths. However, they must not compromise the universities' capabilities to appoint strategically. Universities must be able to respond flexibly to developments in research (for example, it should also be possible to realise advanced appointments). It was agreed that an early career pact from the federal government must not be aimed only at staff and subject-related structures at the universities; the choice of funding instruments must take account of the situation and framework conditions of all the other types of higher education institution. The General Assembly concluded that full cost financing, taking into account the funding of professorships when they are created, was necessary.

Technology Transfer

The discussion in the previous year between the Senate and Professor Dietmar Harhoff PhD, chair of the Commission of Experts for Research and Innovation (EFI), revealed that the HRK needed to devote more attention to this relevant topic. In the reporting year, a Standing Committee for Innovation and Knowledge Transfer was therefore set up, which held its first meeting at the beginning of 2016.

In 2014 the Federal President promised to grant the HRK the right to submit nominations for the Deutscher Zukunftspreis für Technik und Innovation (German Future Prize for Technology and Innovation), awarded personally by the President, and the HRK was able to submit nominations for the second time.

European Research Policy



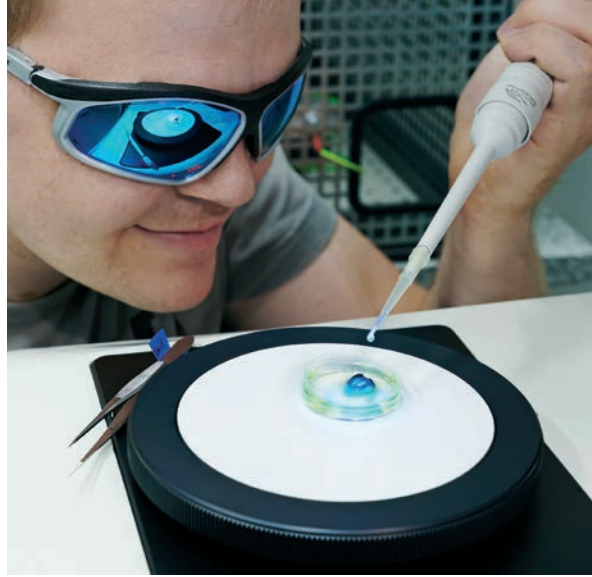
In terms of European research policy, the HRK's activities focused on three main topics: the defence of the budget for the EU Framework Programme for Research & Innovation "Horizon 2020", the in-depth discussion on a common European standard for the doctoral training phase, and the negotiations between the EU and the USA and Canada on an agreement for a transatlantic trade and investment partnership (TTIP and CETA). The EU-level budget earmarked for Horizon 2020 was the subject of attempted cuts and redistributions within the EU budget, originating with the European Council and the EU Commission, in 2014 and again in 2015.

The Commission's aim was to release funds for what is known as the Juncker investment fund. In three press statements and a letter to the editor of the Financial Times, the HRK and Sir Christopher Snowden, the president of Universities UK, called for the research budget to be protected and pointed to its importance to the EU's capacity for innovation. In this way the HRK helped to prevent planned cuts from going ahead. To name one particular example, the European Research Council (ERC), which awards grants to successful top-level researchers, was protected from cuts.



The HRK was also able to fend off attempts to modify the doctoral phase in Europe with an envisaged larger teaching and studying component. These attempts developed both in the context of the European Study Reform and in the EU Commission with the intention of making doctoral candidates better prepared for their future careers. However, there was a risk that the core element of the doctoral phase, independent research work, would increasingly take a back seat. A declaration by nine major European university associations, initiated by the HRK, on the doctoral phase had a political impact, even stimulating debate in the European media. The HRK continues to welcome efforts to enable doctoral candidates to transition to a wide range of careers both inside and outside academia, but the scope to carry out independent research must not be restricted and doctoral degrees must not become "school-like".

Through two resolutions of the General Assembly (see p. 44), the HRK engaged in the societal debate on CETA, the proposed free trade agreement between the EU and Canada, and TTIP, the equivalent EU-USA agreement. Specifically, it expressed demands relating to higher education.



The State Secretaries at the Federal Ministry of Economic Affairs and the Federal Ministry of Education and Research expressed their support for the HRK's basic position in this regard in two letters. In particular, they endorsed the demand to permit no further opening-up of the education market extending beyond the legal foundation established by the GATS agreement of 2005. Germany's universities are of the opinion that education must continue to be acknowledged as a basic public service and should be primarily state-funded in the interests of society as a whole. The debate surrounding the free trade agreements is not yet over and will continue to occupy all stakeholders for some time to come. This was also a key result of the discussion on CETA and TTIP held in the HRK Senate in June 2015 in Brussels. This was the first occasion on which the Senate had met in the European "capital".

Studying and Teaching



European Study Reform and a New nexus Project

The recommendations adopted by the HRK General Assembly in November 2013 on the further implementation of the European Study Reform contained numerous points relating to the responsibilities of the federal states and the KMK. In autumn 2014, the HRK and the KMK therefore set up a working group tasked with formulating joint positions on the study reform based on the HRK's recommendations. The working group submitted its draft to the bodies of the HRK and KMK in autumn 2015. The HRK General Assembly approved the document in November, while a corresponding resolution by the KMK is expected during the course of 2016.

In October, in response to the marked increase in interest in studying at university, the HRK invited various stakeholder groups to a round table on "Employability" to discuss how universities can better prepare their students for their future careers and to what extent they should meet the expectations of the job market while maintaining high academic standards. A joint statement by round table participants was still in preparation at the end of the year and is due for publication in the first half of 2016.

At European level the HRK continued to participate in various EU-funded projects aimed at improving academic recognition processes (STREAM, FAIR) and supporting universities in the selection of foreign applicants for master's programmes (MASTERMIND).

The issue of the transition from bachelor's to master's programmes is also addressed by an HRK-KMK working group, which, as part of a pilot project involving several universities, is aiming to create guidelines for the production of percentiles of final marks for bachelor's degrees, allowing a fairer assessment for access to master's degree courses. The working group will continue its activities in 2016.

Following preparatory work, the new project "nexus – Forming Transitions, Promoting Student Success", which is being funded by the BMBF between 2014 and 2018 (see project profile below, p. 100), got underway in autumn 2014. The dialogue between nexus and the academic community on the project's action areas was initiated at an inaugural event at the University of Konstanz in March 2015. The focus was on flexible study models, individual study pathways, mobility and lifelong learning.



Other meetings to discuss skills orientation and learning outcomes, academic recognition and credit for skills acquired outside higher education, research-based learning and the monitoring of study pathways also attracted a great deal of interest among universities. During the first year, one focus of the so-called round tables (see generally p. 100) was subject-specific debate on suitable measures in the initial study phase. Specific success factors were identified in terms of transferability and long-term maintenance from the perspective of the subject cultures involved in the project. For example, the round table on "Economic Sciences" discussed the implications of the heterogeneity of new students for the design of study orientation, suitable support services and stimulating forms of teaching and learning. The round table on "Medicine & Health Sciences" addressed the question of how joint interprofessional training can be integrated in the various degree programmes. The main focus of the round table on "Engineering Sciences" was the transition from school to higher education and the implementation of skills orientation. The transfer of successful examples in teaching was further promoted by the exchange of experiences with teaching staff outside the round table. One outcome of the round table on "Recognition" was the design of an advisory and training service for universities, which is to get underway in 2016.

The format will be tailored to suit individual institutions and will cover the following topics: legal principles, the criterion of key difference, questions relating to accreditation, and the practical implementation of transparent recognition guidelines by universities.

Ars Legendi Prize for Excellence in Higher Education Teaching

At the end of October, the 2015 Ars Legendi Prize for "Digital Teaching and Learning" was awarded to Professor Dr Jürgen Handke, professor of English in Marburg. The prize of €50 000 is awarded jointly by the Stifterverband and the HRK. From 2006 until 2012 it was presented in a different discipline each year. Since 2013, it has not been confined to one discipline and has been awarded for a specific teaching and learning situation, which this year was digital teaching and learning. The panel of judges included students and experts representing various fields, as well as university teaching staff. The winner was chosen from 56 nominees.

German Qualifications Framework

The intensive dialogue with social partners on the planned assignment of further professional qualifications which are to be given equivalent status to bachelor's or master's degrees was continued. The internal HRK working group "German Qualifications Framework" led by HRK Vice-President Professor Dr Micha Teuscher accompanied this process and developed a proposal for the revision of the German Qualifications Framework for Higher Education Degrees, which sets out the details of higher education more clearly than before.

Inclusion in Teacher Education

As the result of a conference on "Inclusion Skills for all Teachers-in-Training", the HRK and the KMK approved a joint recommendation (see p. 32ff). In this recommendation, the HRK and the KMK explain how the basic principle of inclusion can be integrated in the curricula of teacher education programmes through the collaboration of educational sciences, subject-specific didactics and academic disciplines.

Studying and Teaching



"Berlin Declaration" on Teacher Education

The HRK, Deutsche Telekom Stiftung and the Stifterverband jointly organised a conference entitled "Teacher Education – Responsibility for the Future. Challenges and Prospects". The resulting "Berlin Declaration" contains a seven-point programme for teacher education and calls for the strengthening of subject-specific didactics and greater use of the potential offered by Teacher Education Centres / Professional Schools for Education.

Developments in Quality Assurance

The HRK and the Accreditation Council held a joint event on system accreditation. The results will inform the revision of the Accreditation Council's regulations, which became necessary following the adoption of the revised version of the European Standards and Guidelines by the conference of European education ministers in Yerevan in May. During the subsequent revision process, it will be necessary to note what legal foundation for the accreditation process results from the pertinent decision by the Federal Constitutional Court.

Digital Teaching

The HRK Committee "New Media and Science Communication" turned its attention to the topic "Open Educational Resources (OER)". This term refers to freely available teaching materials which can be used, edited, reorganised and distributed by all participants. The possibilities offered by digitisation are especially relevant in the context of OER.

In September 2015 the HRK Committee held an experts' meeting on this topic, on the basis of which a position paper was drawn up for the bodies of the HRK. The committee also addressed the topic of "Digital University 2.0 – New Forms of Knowledge Conveyance and Division of Work". This choice of topic responds to both the improved availability of digital resources and the cognitive fact that learners can only absorb, process and integrate a certain amount of information. An innovative division of work between "knowledge in the head" and "knowledge in digital resources" therefore appears to be an essential future development.

Academic Career Development

The programme run jointly by the Federal Government and the Federal States entitled "Advancement through Education: Open Universities" is currently a major feature of academic career development at the universities. The HRK had called for this programme as a source of impetus and start-up funding and then assisted in selecting the university projects submitted. After the projects were approved in the second selection round, the situation in August 2014 was as follows: in both rounds, the universities submitted a total of 266 outlines for individual and group projects. From 2014 on, 97 German universities have been implementing their winning projects. The concepts include part-time and dual degree programmes and courses culminating in the award of certificates. The number of draft outlines submitted and approved projects underlines the commitment of the universities to the concept of lifelong learning and to the open university.

University Medicine



University Admission

In the past winter semester, 89 higher education institutions participated in the dialogue-oriented service procedure (DoSV) with 465 degree programmes. 183 000 applicants submitted 556 000 applications for study programmes included in the DoSV. This means that, in the past winter semester, somewhat more than half of all institutions offering admission-restricted study programmes and therefore eligible for participation took part in the DoSV.

Suggestions made by the institutions regarding the process, for example making the whole process shorter to allow the admissions procedure to be completed more quickly and allow preparatory courses to start earlier, were also largely implemented.

At a political level, the HRK appealed for the funding of the DoSV not to be left solely to universities and called for appropriate changes to be made to the interstate agreement. However, these requests have not so far been fulfilled. Instead, the Standing Conference of the Ministers of Finance approved the interstate agreement unchanged. However, some federal states have undertaken to cover all or some of the costs of the DoSV at least in the initial phase.

In May, the General Assembly of the HRK adopted the resolution "Franchising Models in Medicine and Medical Schools" (see p. 45ff.). The resolution concerns the new medical training models currently being developed in various forms in Germany. One very popular choice for medical students is to complete their training as part of a cooperation between a foreign university and a German hospital. In its resolution, the HRK welcomes the creation of new study places in medicine but also calls upon those with political responsibility to ensure that the new models offer the appropriate quality in terms of study, teaching and research.

The HRK Executive Board also appointed two other working groups relating to medicine. One is concerned with prospects and framework conditions in university medicine, in line with the consultations in the German Council of Science and Humanities, while the other is addressing issues relating to quality assurance in doctoral degrees in medicine.

The HRK also participated in the discussions surrounding the "Medical Studies Master Plan 2020" and presented its views to the Federal Minister of Education and Research, the Federal Minister of Health, the President of the KMK and the chairperson of the Standing Conference of the Ministers of Health. In its statement, the HRK expressly opposed the introduction of a so-called "rural doctor quota" in connection with course admissions.

Finally, in autumn 2015 the HRK participated in a further hearing of the German Council of Science and Humanities on its paper "Perspectives in University Medicine" and once again contributed its ideas to the discussion process.

International Affairs



The Internationalisation of Universities: Growing Diversification through Integration of Refugee Students

In 2015, Germany experienced a large influx of refugees – a development which will impact on universities. The HRK began to consider possible routes to studying for refugees at an early stage. In May 2015 it carried out a survey on the measures being taken by universities to facilitate the social and academic integration of refugees applying for study places. Over 90 institutions reported on initiatives and projects to enable applicants to acquire language skills and prepare academically for study programmes. They also recounted their experience with the provision of advice and support for the target group, with access and admission issues, as well as financial support and assistance of refugee applicants. In September the HRK invited some 100 university representatives to a workshop to present examples of good practice in the areas mentioned and discuss current challenges.

Building on the results of the meeting, the HRK repeatedly highlighted the need for financial support for universities to enable them to offer language training and other preparatory training and ongoing support for refugee students. It also called for greater coordination between education policy actors in the early provision of advice to refugees and, to this end, held meetings with representatives of professional associations and the Federal Employment Agency. To facilitate dialogue on this issue, the HRK set up a platform offering a wide range of information on the most important questions and the activities being carried out by individual universities (<https://www.hrk.de/hrk-international/refugees/>).

The HRK also participated in a KMK working group whose purpose was to update the KMK resolution on access and admission to higher education for applicants who are unable to provide evidence of entrance qualifications due to their refugee status. The KMK resolution was adopted in December 2015.

The HRK was also involved in the preparation of guidelines for universities which provide information on the residence title of refugees interested in studying, questions relating to higher education access and admission, and study preparation and funding. These guidelines will probably be published by the Federal Office for Migration and Refugees in the first quarter of 2016.



Further Development of the HRK's International Strategy: Agreement on Shared Values at Global Level

In view of the effects of globalisation, which are increasingly influencing national higher education systems, the HRK took steps during the reporting period to ensure the adequate representation of German universities in the emerging global higher education system and thus enable them to play an active, responsible role in its development. The Hamburg Transnational University Leaders Council (HTULC) was held in June 2015 as a joint initiative of the HRK, the Körber Foundation and the University of Hamburg. The Council provided 50 selected university leaders from all over the world with a forum for discussion and opinion-forming, to enable them to engage in dialogue on the prerequisites and "game rules" of a global higher education system. During the two-day event, delegates debated a global understanding of the concept of a university and other core topics, ranging from problems in access to higher education and educational equality to the funding of teaching and research and differentiation within the higher education landscape. Having compared and analysed recent developments in the higher education sector in various countries and regions, they agreed on a list of shared values. The results of the Council are documented in the "Hamburg Protocol" (appendix to the Accountability Report by the President, see below p. 24f.). In response to the positive feedback received on the first event, the three organisations which initiated it decided to continue the Hamburg Transnational University Leaders Council.

Cooperation with Foreign Partner Organisations: Expansion of Cooperation and Strategic Coordination

As the political representative of the interests of German universities, the HRK presented its views in dialogue with foreign partners, in national and international bodies and on international platforms. Within Europe, talks were held with the university associations of Austria, France, Poland, Russia, Scandinavia, Switzerland and the UK. The HRK also championed the continued development of the Deutsch-Französische Hochschule (a network of German and French universities offering bi- and trinational degree programmes). Building on the framework agreement on university cooperation signed in 2014, the HRK in partnership with the University of Konstanz and accreditation agency ACQUIN supported attempts at reform by the Union of Rectors of Higher Educational Institutions of Ukraine, particularly with regard to quality assurance in studies and teaching.

The HRK also maintained its dialogue with non-European partners. For example, discussions on research and higher education policy were held with the university associations of Israel and Canada, the former in cooperation with Freie Universität Berlin. The partnership with university associations in Latin America focused on support for joint activities by the European Union and the countries of Latin America and the Caribbean (EU-LAC) in areas of science and the continued support of the German-Argentine University Centre. In addition to bilateral and multilateral dialogue at the level of university associations, the HRK President also received delegations of rectors from Colombia and Cuba. In a coordination meeting on university cooperation with Colombia, the possibility of further intensifying cooperation was discussed. The HRK President also travelled to Argentina, Chile and Japan to expand cooperation with partners in these countries. Among the direct outcomes of these encounters were the German-Argentinian and German-Japanese framework agreements for cooperation in higher education (see below p. 28ff. and p. 50ff.), which were signed during the reporting period. Following on from the framework agreement signed in 2014, the HRK and HESA, its partner organisation in South Africa, jointly established a German-South African contact network to initiate and intensify research cooperation in selected areas. Finally, the HRK attended the annual conference of the German Academic International network (GAIN) in San Francisco.

International Affairs



The HRK's active involvement in development cooperation was continued through the Dialogue on Innovative Higher Education Strategies (DIES), a joint initiative of the German Academic Exchange Service (DAAD) and the HRK, firstly in the form of joint events with partners in Central America and Southeast Asia and secondly in the form of participation in inter-regional measures to enlarge capacity in university management. In autumn 2015, the HRK also invited university presidents from Egypt, Jordan, Lebanon and the Palestinian Autonomous Areas to take part in an information visit to Germany on the theme "University – Business Collaboration".

German Research and Innovation Forum Tokyo: Four Years After Fukushima

As an important partner country in Asia, Japan was again at the centre of various activities in 2015. The German Research and Innovation Forum Tokyo (DWIH Tokyo), a 'one-stop shop' for German science and business run jointly by the HRK and the German Chamber of Commerce and Industry in Japan, raised the visibility of Germany in Japan and thus contributed to a permanent enhancement of German-Japanese cooperation. Over the reporting period, highlights of its work included the presentation of the German Innovation Award, a prize for Japanese early career researchers endowed every year by German companies, and a German-Japanese symposium on the dismantling of nuclear power plants organised jointly with the Technical University of Dresden, the University of Fukui and the Japanese-German Center Berlin.

Around 170 participants, representing science and industry, came together in April in Osaka to discuss the latest technical innovations, developments and trends in relation to the dismantling of nuclear plants. After the symposium, a delegation of 20 scientists and technicians from Germany visited four nuclear plants, including Fukushima Daiichi. This provided an opportunity to discuss the current state of research, the situation regarding the nuclear power station in Fukushima and potential future cooperation. Conference documentation was published at the end of the year.

HRK Audit and Re-Audit "Internationalisation of Universities": Use of Established Instruments and Differentiation of Advisory Services

During the reporting period, the HRK Audit "Internationalisation of Universities" was continued with great success. The Audit has become firmly established in the higher education system and demand from the universities continues to be high. By the end of 2015, 66 universities will have completed the audit while another ten started the audit process in this year. The HRK also developed the Audit kompakt "Internationalisation of Universities", a new instrument that allows the audit concept – which involves consultation geared towards the individual institutional profile – to be offered to smaller, specialised institutions.

As the available offering is further differentiated, the strategic orientation of institutional internationalisation can be effectively supported throughout the German higher education landscape. In summer 2016, four universities will undergo the Audit kompakt in a pilot phase.

Furthermore, 14 previously audited universities are undergoing the Re-Audit "Internationalisation of Universities". This builds on the results of the Audit and guarantees the transition from strategy development to actual implementation. The process, which takes over three years, focuses on the monitoring of the internationalisation process.

In addition to the benefits that the audited universities have gained from the advice, the aggregated findings from the individual Audits allow important conclusions to be drawn for the higher education system as a whole. The findings obtained from this meta-analysis contribute to the more effective steering of the HRK's international work in terms of "Service" and "Representation of interests". Furthermore, examples of good practice from various areas of action in the internationalisation process can be collected and made accessible to every university. September 2015 saw the publication of "Building upon International Success – The HRK-Audit 'Internationalisation of Universities': Advancing Strategic Internationalisation", which presents selected examples of good practice from audited institutions with a focus on the strategic approach used in various action areas to an international public.

At the beginning of October 2015, the audit team invited more than 50 representatives of universities, research organisations and politics from all over Europe to a meeting in Brussels. Entitled "The University between Global Vision and Local Mission", the meeting examined the tensions arising for individual universities as a result of having both an international role and a mandate to satisfy local needs, from various perspectives and in a European context.

Internationality and International Positioning of German Universities: Current Situation and Outlook

To promote the attractiveness of German universities on the international stage, the MIND study (Motivations of International Early Career Researchers in Germany) was launched under the auspices of the GATE-Germany initiative, a consortium for international higher education marketing supported jointly by the HRK and the DAAD. For the study, 1,500 international researchers who are researching and teaching at German universities were asked about their motives for coming to Germany and their assessment of their current situation and career prospects. The survey covered professional and social integration and satisfaction with the support provided by the university. The MIND study is due to be published in March 2016.

In 2015, also as part of GATE-Germany, work began on a study of international marketing at German universities. Although nearly all universities engage in international marketing, the structural and organisational conditions are very varied. To support the strategic further development of marketing at universities, the study will survey the current situation and identify examples of good practice.

As the basis for a realistic assessment of their own performance in important aspects of internationalisation, the HRK – together with the DAAD and the Alexander von Humboldt Foundation – also continued its work on the project to develop "Profile Data on the Internationality of German Universities".

Finally, during the reporting period the HRK focused on the internationalisation of teacher education. At an expert meeting organised jointly with the DAAD, the focus of discussion was on the challenges and opportunities of the integrated internationalisation of teacher education at universities. Practical examples from several European countries provided insights into successful models for the internationalisation of teacher education.

Public Relations and Communications

WELTOFFENE HOCHSCHULEN GEGEN FREMDEN- FEINDLICHKEIT

"Universities for Openness, Tolerance and Against Xenophobia" Campaign

In 2015, Germany witnessed both an unparalleled willingness to help refugees and, unfortunately, signs of growing xenophobia. Attacks on refugee accommodation and swelling Pegida demonstrations were just some of the indicators. University towns have been affected in different ways. To give member universities the opportunity to speak with one voice, the HRK invited them to join the national campaign "Universities for openness, tolerance and against xenophobia". As places of openness, international exchange, tolerance and diversity of opinion, universities have both a duty to oppose xenophobia in Germany and Europe and an interest in doing so.

HRK member universities participated in the campaign on a large scale, sending out a strong signal that attracted attention in Germany and abroad and which has also been supported by other organisations. They have used the logo provided by the HRK on their websites, on social media and in e-mail correspondence, as well as on event invitations and banners.

Annual Meeting: The Situation in the Humanities

The situation in the humanities was the focus of the HRK's Annual Assembly, to which attendees were jointly invited by the Technical University of Kaiserslautern and the University of Applied Sciences Kaiserslautern. The ceremonial address was delivered by Professor Dr Hans Ulrich Gumbrecht, Professor of Comparative Literature and of French and Italian at Stanford University. Gumbrecht pointed to the great potential offered by the humanities for society and universities, but also called for their fundamental renewal. He introduced to the discussion the ideas of more generally understandable and attractive modules for all students in the Grundstudium (basic studies stage), more courage to embark on "risky thinking" and more cooperation with the technical disciplines, as already takes place in an ideal way at medium-sized technical universities.

The choice of topic was primarily prompted by the marginalisation of the humanities in the European Higher Education and Research Area. Continuous efforts are needed to keep the humanities on the research policy agenda, as the emphasis in research funding is on utilisation and application. Some countries have stopped funding research into the humanities altogether. In Germany, too, the situation is not without difficulties. Although the importance of the humanities is expressly emphasised, drastic cost-cutting measures are increasingly resulting in the closure of small humanities departments, mainly in Germany's less financially strong federal states. This provided all the motivation needed to take another look at the subject of the humanities.

Prize for Higher Education Communication

The collaboration with publishing group ZEIT Verlagsgruppe and the Robert Bosch Foundation has proved its worth. It has produced a trusting, equal partnership, which the partners have agreed to continue in 2014. This made it possible to present the Prize for Higher Education Communication once again in 2015, this time with the theme "Our university – our town". The winners were Dortmund Technical University and Dortmund University of Applied Sciences for their communication activities in connection with the "Dortmund Science Masterplan". The Goethe University Frankfurt and the University of Applied Sciences Saarbrücken were also nominated for the award. The prize money of €25 000 was once again provided by the Robert Bosch Foundation.

Staff

In 2015 there was continuity in terms of the staff on the Executive Board. In May, the General Assembly confirmed HRK President Professor Dr Horst Hippler in office for a second three-year term, which began on 1 September 2015.

Vice-President Professor Dr Ulrike Beisiegel and Vice-President Professor Dr Holger Burckhart were also re-elected by the General Assembly in November.

Secretary-General Dr Thomas Kathöfer left to pursue new professional challenges on 1 October 2015. His successor, Dr Jens-Peter Gaul, took up his new role at the HRK in January 2016.

Our sincere thanks go to everyone who has worked hard at the HRK on behalf of German universities over the past year. This of course includes the team at the HRK's head office.

Appendix to the Accountability Report

Hamburg Protocol

At the invitation of the German Rectors' Conference, the Körber Foundation, and Universität Hamburg, university leaders from around the world met in Hamburg from 10 to 12 June 2015 to discuss the current situation of universities worldwide and their future development within the globalisation process.

In response to the globalisation process, in which higher education systems worldwide face similar challenges and increasingly have to compete across national and regional borders, convergences and divergences can be observed in the global post-secondary sector as well as the higher education systems therein. No single model should dominate over others. Diverse concepts of the university, embodying cultural identity, should be promoted, particularly in a globalised world.

United both in the aim of safeguarding the university's dual mission of generating new knowledge for humankind and educating responsible global citizens and out of concern about developments in post-secondary education systems worldwide, conference attendees have agreed upon the following analysis and recommendations:

The university leaders present at the 2015 Hamburg Transnational University Leaders Council regard it as essential:

- for the theoretical and ethical foundations of university education to strike the right balance among the acquisition of knowledge and skills essential for cultivating personal development, meeting both the needs of business and industry, and providing benefits for the society.
- for the relationship between individual researchers and their institution and the relationship between universities and the state to be shaped in such a way that academic freedom for research and teaching is continuously protected.
- for the differentiation processes in the post secondary sector to be based on decisions arising from consultation with the academic community, the institutions themselves, and appropriate to the needs of science and scholarship.

- that all persons have the opportunity to participate in higher education regardless of social backgrounds or financial means, thus facilitating social mobility.
- to act in a spirit of cooperation, stimulating the circulation of academic talent between all world regions and thus promoting the development of knowledge based societies in all parts of the world.
- to address the grand challenges facing society and the planet.

The core mission of the university

The traditional understanding of a university, the principal purpose of which is to advance science, research, and education, is currently challenged by a variety of forces that require universities to be adaptive to changing conditions in society, for instance simplistic reactions to market pressures, while preserving their core values.

Today, no simple definition of the term "university" is available, or even desirable. Rather, the core mission of the university includes at least three main aspects: research, teaching and outreach to society. Universities foster critical thinking to enable academic staff and students to adapt to new situations, solve problems and bring forward innovations.

There is a broad and desirable spectrum of diverse institutional types that depend on the social, economic, political, and regional environment. On the one hand, the university as an institution that impacts society; on the other hand, the university as a place of individual education and as a public good.

Academic freedom and university autonomy

Human development and scientific discovery are only possible when academic freedom encompassing the free movement not only of thoughts but also of people flourishes. In a university that promotes autonomy at all levels, teaching and research have to be co-determined by the university's members.

Organisational autonomy entails a commitment to take on social responsibility and ensure accountability through a continuous dialogue with society, business, and politics. Universities justify the trust bestowed upon them by grounding research, teaching, and learning on the shared values of the global academic community and by safeguarding the integrity of research, teaching, and learning.

We claim academic freedom, typically understood as the freedom to teach and the freedom to conduct research in an academic environment.

We also claim institutional autonomy, which comprises legal, financial, organisational and academic autonomy.

Differentiation in national higher education systems

Expansion and mass higher education are calling for differentiation – in the sense of diversity – in many dimensions. There is no single way to follow, flexibility is needed.

Research excellence is not the only feature of high quality: Governments should also reward other features of quality. It is within the responsibility of the universities to respond to the needs of the students and society – independently of the underlying system –, and to articulate the quality of the different university missions beyond research.

Every individual should have access to post-secondary education. For that reason, post-secondary education has to be differentiated into different kinds of institutions.

Access should not be socially selective. It should be based solely on the measurement of potential. Every effort should be made to reach and encourage participation of marginalised communities. Only the institution should decide on matters of access; more than secondary school results should be taken into account.

Access to higher education

Every individual should have access to post-secondary education. For that reason, post-secondary education has to be differentiated into different kinds of institutions.

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Financing university research and higher education

We are concerned about inadequate levels of funding by state governments. Increasing market orientation and the ensuing privatisation of higher education and university-based research lead to both restricted access to universities and the depletion of academic disciplines, particularly in the humanities and the social sciences.

Higher education and basic research are public goods. The necessity of public funding of basic research and education should therefore be acknowledged. This is the only way to safeguard the universal right to access higher education.

For planning properly, long-term budget stability is very important. Universities should be allowed to seek multiple sources of funding.

We, the attendees of the 2015 Hamburg Transnational University Leaders Council, are united in the belief that the future viability of universities depends on their responses to the common challenges to the post-secondary sector worldwide. It is thus imperative that we formulate and promote the values we hold in common for a world higher education system fit for the future. Only by working together will we succeed in achieving the equitable coexistence of locally, nationally, or regionally adapted post-secondary systems based on a set of globally shared values. We pledge – both individually and jointly – to shape this process according to these convictions.

We also expect that those making decisions governing the development of post-secondary education and basic research be guided by the shared values of the Hamburg Protocol and, within the scope of their responsibility, do everything in their power to make these values a reality.

Hamburg, 12 June 2015

HRK Resolutions 2015

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HRK Resolutions 2015



Meeting of the German Rectors' Conference (HRK), the Consejo Interuniversitario Nacional (CIN), and the Consejo de Rectores de las Universidades Privadas (CRUP)

Buenos Aires, 4 March 2015

With the shared aim of promoting academic cooperation between Germany and Argentina, the German Rectors' Conference (HRK), the Consejo Interuniversitario Nacional (CIN) and the Consejo de Rectores de las Universidades Privadas (CRUP) conclude the following agreement:

Article 1

Purpose of the Agreement

(1) The partners in this agreement will, in so far as their financial means permit, collaborate to promote cooperation and academic mobility between the universities in the two countries with regard to teaching, studying, research and development, joint publications, and also the areas of continuing professional development and knowledge and technology transfer.

Article 2

Participating Universities

- (1) Both
- Argentinian universities which are members of CIN or CRUP and
 - German universities which are members of the German Rectors' Conference (HRK) are entitled to join this agreement.

(2) This framework agreement does not exclude the conclusion of bilateral agreements between German and Argentinian universities with further accords relating to cooperation. Nor does it exclude existing agreements from continuing in force.

Article 3

Mobility of Students on Undergraduate and Post-Graduate Degree Programmes and of Doctoral Candidates

(1) The universities of both countries which joined this agreement - will support the mobility of students on undergraduate and post-graduate degree programmes and of doctoral candidates between Germany and Argentina, taking into account the recommendations set out in the Appendix.

(2) Participating students on undergraduate and post-graduate degree programmes and doctoral candidates:

- (a) shall have the same rights and obligations during their stay at the admitting university as students and doctoral candidates belonging to the admitting university, subject to any special provisions for foreign students and doctoral candidates
- (b) shall take out health insurance for the full duration of their stay, including travel to and from the host university before their arrival at the host university
- (c) shall be responsible for paying all costs relating to their travel and stay, including any insurance necessary, and other costs incurred, either from their own private means or from grants or similar funding
- (d) shall comply with legal, health-related and legal immigration regulations that apply in the country of the host university.

Article 4

Cooperation relating to Teaching and Research and Development

(1) The universities in the two countries which join this agreement will endeavour to increase cooperation beyond academic mobility by collaborating in teaching and joint research projects with the aim of providing researchers in the early stages of their career with training and career development including the transfer of knowledge and technology.

Article 5

Support

(1) Cooperating universities will endeavour to provide university teachers, researchers and students with the support they require during their stay as part of programmes or activities based on this agreement.

(2) The admitting university will enable university teachers, researchers and students who become involved in activities on the basis of this agreement to use academic and scientific facilities and services, and also provide work opportunities (access to archives, museums, libraries, laboratories, computer facilities and communication services etc.), in the same way as its own members in the equivalent group.

(3) The admitting university will inform university teachers, researchers and students about the regulations and formalities that they must comply with, to enable them to enter the country, and during their stay and their work at the host university, and help them in their dealings with the relevant authorities.

Article 6

German-Argentine University Centre

(1) Both parties to the contract emphasise the importance of the German-Argentine University Centre in the academic cooperation between the two countries. They affirm their intention to support the universities involved in their joint projects in the future, including, but not limited to, developing joint degree programmes.

Article 7

Coordination

(1) Coordination tasks required for the implementation of this agreement will be undertaken on behalf of Argentina by CIN and CRUP, working with the Ministerio de Educación de la Nación, and on behalf of Germany by the HRK, working with the Central Office for Foreign Education – Zentralstelle für ausländisches Bildungswesen (ZAB) – in the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK).

Article 8

Duration of Validity

(1) This agreement is valid for five years. The validity period will each time be extended by another five years unless one of the partners terminates the agreement, in writing, at least six months before the end of the validity period.

(2) If the agreement is terminated, the students admitted to undergraduate and postgraduate degree programmes in accordance with Art. 3, and also doctoral candidates, will be permitted to complete their courses under the terms of the agreement.

Article 9

Final Provisions and Commencement

(1) This agreement will come into force after both sides have completed the necessary agreement procedures and notifications thereof have been exchanged.

(2) This agreement will be drawn up in German and Spanish languages. Both texts are equally binding.

Buenos Aires, 4 March 2015

For the German Rectors' Conference
Professor Dr Horst Hippler
President

For CIN
Dr Ing Oscar Nasisi
Chairman of the Committee for International Affairs at CIN

For CRUP
Dr Juan Carlo Mena
President



**Appendix:
Recommendations concerning the Recognition of
Academic Degrees and Qualifications and the Admission of
German and Argentinian Graduates for a Master's Degree
or Doctoral Training**

1. The host universities will decide on the eligibility of students with German qualifications to be admitted to Argentinian universities and of students with Argentinian qualifications to be admitted to German universities.
2. Recommendations to recognise qualifications, concerning decisions on eligibility for admission made by member universities of the HRK, CIN and CRUP, will be reviewed from time to time, so that they can be updated, where necessary, to reflect any changes to the university systems in the two countries.
3. The following recommendations do not exclude the eligibility for certain degree programmes at individual universities being made dependent on the fulfilment of additional requirements, nor the possibility that certain degree programmes at individual universities ask for additional requirements.

Clause 1 - Language Proficiency

(1) Argentinian or German students who wish to study on an undergraduate or a postgraduate degree programme either at a German or an Argentinian university must be sufficiently proficient in the languages in which the study programme is taught. The same applies to doctoral training. Should the teaching language differ from the language of the country, students on an undergraduate or postgraduate degree programme and doctoral candidates are expected to acquire a basic knowledge of the language of their host country.

Clause 2 - Eligibility for Admission to Master's, "Diplom" and "Magister" Study Programmes at German Universities

- (1) Taking into account the relevant examination regulations, holders of a "Licenciado" (Bachelor's) degree or equivalent vocational degree from an Argentinian university shall be eligible for admission to German universities
- to study programmes concluding with a Master's degree. The admitting university in Germany may also, at its own discretion, recognize credits achieved in Argentina for the Master's programme in question.
 - to study programmes which conclude with the award of a "Diplom" degree, a "Magister Artium" degree or "Staatsprüfung" (state examination) degree. The admitting university will decide in which semester of the programme the student shall be placed.

Clause 3 - Eligibility for Admission Doctoral Training at German Universities

- (1) Holders of a "Maestria" (Master's) degree from an Argentinian university shall be eligible directly for admission to a doctoral training at German universities which have the right to confer doctoral degrees, in accordance with the doctoral regulations at the admitting university or faculty.
- (2) Holders of a Licenciado or equivalent degree from an Argentinian university awarded after a five-year course with a final thesis, shall be eligible directly for admission to doctoral training at German universities which are right to confer doctoral degrees, in accordance with the doctoral regulations at the admitting university or faculty.



(3) In special cases, holders of a Licenciado degree acquired after a four-year course, or after a study programme without a final thesis, shall be eligible for admission to doctoral training at the discretion of the admitting university, and taking into account the prerequisites defined by the admitting university.

Depending on the courses they have already taken, the subject in which they intend to take their doctoral training, and the subject of the dissertation, applicants may be required to take supplementary courses in parallel with their doctoral training. The duration of the supplementary courses should not, as a rule, exceed two to three semesters. These supplementary courses, or the results achieved in them, are not a condition for prior eligibility for admission and acceptance as a doctoral candidate.

Clause 4 - Eligibility for admission to Maestria (Master's) Study Programmes at Argentinian Universities

(1) Holders of a German Bachelor degree shall be eligible for admission to Maestria degree programmes in Argentina in accordance with the provisions of the relevant higher education law, and taking into account the requirements imposed by the admitting university in Argentina. Depending on previous courses, the admitting university may require the applicant to undertake supplementary courses which must be completed before the Maestria programme is concluded. These supplementary courses are not a prerequisite for prior eligibility.

Clause 5 - Eligibility for Doctoral Training at Argentinian Universities

(1) Holders of a German Master's or equivalent degree shall be eligible directly for admission to doctoral training in accordance with the doctoral regulations at the admitting university in Argentina.

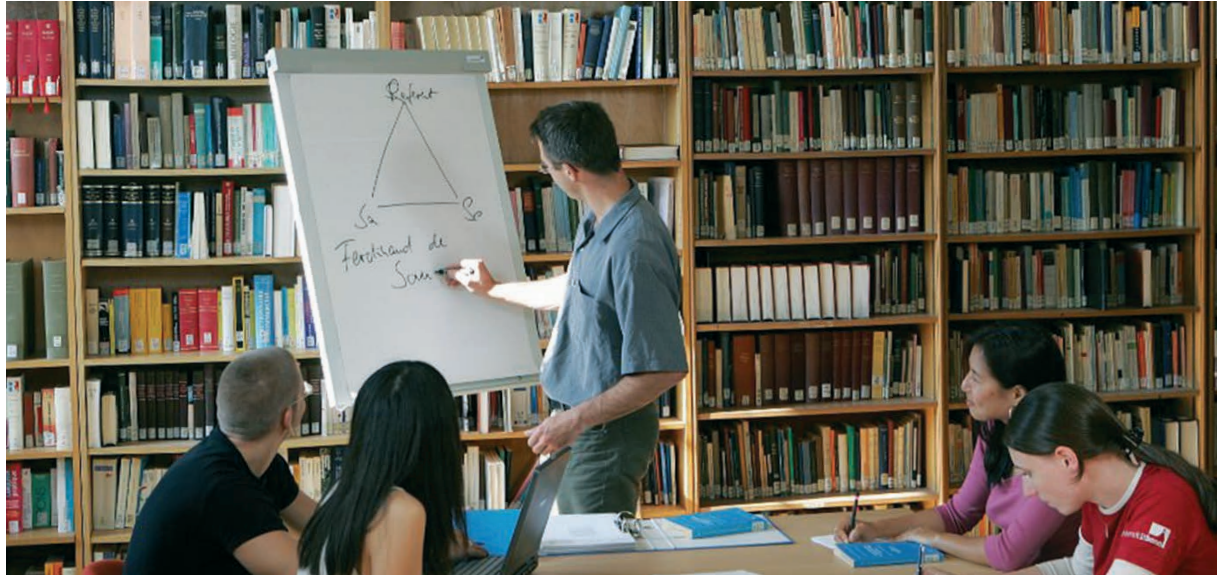
(2) In special cases, holders of a German Bachelor degree shall be eligible for admission to doctoral training in Argentina in accordance with the provisions of the relevant higher education law and taking into account the requirements imposed by the admitting university in Argentina.

Depending on the courses they have already taken, the subject in which they intend to take their doctoral training, and the subject of the dissertation, applicants may be required to take supplementary courses in parallel with their doctoral training. The duration of the supplementary courses should not, as a rule, exceed two to three semesters. These supplementary courses, or the results achieved in them, are not a prerequisite for prior eligibility and acceptance as a doctoral candidate.

Clause 6 - Study Visits

(1) The universities in the two countries which join this agreement will promote academic cooperation through exchange of students and by accepting students for study visits without seeking a formal final qualifications.

(2) For exchanges in accordance with para. 1 of this clause, the universities involved should agree on, and guarantee, in advance, recognition of the credits achieved at the admitting university and the way in which they will be documented and verified.



**Educating teachers to embrace diversity
Joint recommendations by the German Rectors' Conference (HRK) and the Standing Conference of the Ministers of Education and Cultural Affairs of the States in the Federal Republic of Germany (KMK)**

**Resolution passed by the KMK on 12 March 2015
Resolution passed by the HRK on 18 March 2015**

Inclusion: enabling participation and a successful education for everyone

The development of inclusive education in mainstream schools aims to make the education of every pupil as successful as possible, to promote social cohesion, social participation and to avoid any kind of discrimination. Diversity in the wider meaning of the word is part of the real world and the responsibility of all schools. Consequently, schools also need to take the different aspects of diversity into account. These include disabilities within the meaning of the Convention on the Rights of Persons with Disabilities⁽¹⁾ and inherent conditions such as language, living situation, cultural and religious orientation, gender as well as special gifts and talents.

At any school, it is the teachers who will create an environment in which diversity is acknowledged and appreciated as normality and as a strength. Teachers need professional competences to allow them to recognise pupils' special gifts and any disadvantages, impediments and other obstacles that they might exhibit or experience and to put in place appropriate pedagogical measures for prevention or support. Cooperation and communication between teachers in different teaching functions and between the various professions are gaining in importance. Therefore, degree programmes which lead to a teaching position in any type of school and at any level of schooling should prepare prospective teachers cooperatively to take a constructive and professional approach to diversity.

Diversity needs diversity: education paths for teachers in inclusive schools

With its "University for All" recommendations of 21 April 2009 and those on teacher education of 14 May 2013, the German Rectors' Conference (HRK) provided the initial impetus for dealing with diversity in its own institutions and in the courses these institutions offer. The Standing Conference of the Ministers of Education and Cultural Affairs of the States in the Federal Republic of Germany (KMK) issued a recommendation entitled "Inclusive education of children and young people with disabilities in schools" in 2011, the 12 June 2014 reworking of "Standards for Teacher Training in the Educational Sciences" and the "Jointly Issued Content Requirements of the Federal States for Academic Disciplines and Subject-specific Didactics in Teacher Education" thus creating the necessary framework that now needs to gain substance and authority in the curricula for teacher education.

To facilitate and promote this task, the KMK and the HRK held a joint conference on 1st December 2014 which was attended by researchers in educational sciences, special-needs education, various subject-specific didactic and academic disciplines as well as by representatives from the ministries responsible for schools and for higher education. The key findings of the debates that took place at the conference are included in this recommendation.

Both organisations are keen to ensure that including people with different learning needs, capacity and educational history in shared learning processes and shared locations is not perceived primarily as a burden, but as a benefit. This includes paying particular attention to learners who are at risk of marginalisation, exclusion and underachievement. The recommendation is intended to provide guidance on inclusion to higher education institutions, ministries and authorities as part of teacher education and to encourage all those involved to engage with the issue.

It should be noted that the starting points from which the federal states and the higher education institutions and teacher education institutions approach school and education structures are very heterogeneous. Federalism and the different profiles of higher education institutions and degree programmes make it possible to achieve the same objective of obtaining the fundamental competences required to create inclusive learning environments and schools in which diversity is embraced in different ways. It is indispensable that the content of teacher training programmes be comparable so that the mutual recognition of teacher training qualifications as well as the mobility of qualified teachers can be guaranteed.

Dealing with inclusion professionally: teacher education in cooperation with colleagues

The demands made on teachers have changed significantly with the desire to ensure that education and intellectual development take better account of the many aspects of diversity. Dealing professionally with inclusion will become a general requirement of teacher education. Educating teachers to embrace inclusive schooling is therefore a cross-sectional task for educational sciences, subject-specific didactics and academic disciplines which must be dealt with cooperatively and mutually agreed upon for all types of teaching. Classroom practice in the second phase of teacher education should develop appropriate concepts for teaching methodologies which view the heterogeneity of the groups of learners as the accepted standard.



The continuing education and career development of teachers who are already working in schools should be given particular consideration. The required competences for teachers include not only knowledge, abilities and skills. Teachers should also exhibit an attitude and a disposition towards diversity which is to be developed through professional processes of reflection, based on experience and supported by theory, and made tangible by practical experience.

All teachers should be educated and continuously trained in a way that will allow them to acquire fundamental transferable competences in general teaching and in special needs education. This should also enable them to develop a professional approach to dealing with diversity in schools, particularly in the areas of educational diagnostics and special programmes to foster and support their pupils. These competences will be substantiated and consolidated by studying subject-specific didactics and academic disciplines and will be analytically and practically put to the test and also be reflected on in a task-based teaching practice. Subject-specific didactics also have a key part to play in the development and implementation of concepts of differentiated teaching. It remains essential that teachers provide in-depth expertise in special-needs teaching that goes beyond basic competences.



Professional cooperation between different strands of the teaching profession and/or professional groups is a crucial factor in the success of inclusive schools. It is therefore recommended that multi-professional teams be formed that will fulfil the complex professional duties when dealing with diversity, cooperation and networking within the school community and beyond. A professional attitude to the limits of their own competence, the knowledge of the potential offered by other professions and the readiness to work with colleagues are essential elements of a career in teaching. These elements are acquiring greater significance and university teachers must take account of them so they can set good examples themselves.

To enable higher education institutions to meet the expectations associated with educating teachers for inclusive teaching, the higher education institution, faculty or department management need to give the issue the necessary priority. Discourse within the higher education institutions on educational sciences, special-needs education, subject-specific didactics and academic disciplines in order to develop the teacher education curricula is indispensable. This discourse should facilitate the processes of change and use the tools available to higher education institution management to reinforce and safeguard positive approaches in research and teaching. The cooperation of higher education institutions, teacher training institutions, schools, institutions offering continuing education and cooperation partners outside of schools in this area will contribute to the success of further development.

Inclusion as a mission statement in teacher education: recommendations for implementation

It depends on the situation prevailing in the higher education institutions whether additive concepts (basic qualification modules) or integrative concepts (integration in education sciences, subject-specific didactics and academic discipline modules, lectures and other teaching) in the teacher education degree programmes are more suitable for the implementation of topics specifically related to inclusion in the curricula. It is recommended that additive concepts are complemented by integrated concepts and that an overall design for inclusion in teacher education is implemented. Curricular coordination and cooperation between educational sciences, subject-specific didactics, academic disciplines and practical studies are particularly important. Intertwined curricula will enable students to gain specialist knowledge in educational sciences and academic disciplines, transfer this knowledge to specific issues in subject-specific didactics, apply and reflect it in practice. Inclusion and dealing with diversity can become a main subject matter for existing modules, lectures and other teaching or provide material for reflection and observation in training sessions for teaching practice or be prioritised in teaching practice itself.

Internships for teaching practice offer a number of different options for learning, experiencing and thinking about diversity in the regular routine of a school, depending on when they are placed during the study process and on their length, the level of supervision and integration in the degree programme. Practical elements at the start of the course offer orientation and the initial opportunity to contemplate the demands placed by diversity on the professional role of teachers. Teaching practice over a longer period, on the other hand, offers the opportunity to gain awareness of the complex demands of teaching in a school, which can be analysed and systematically associated with the courses in educational science, special-needs teaching and subject-specific didactics. Throughout the different phases, the use of reflection tools such as portfolios, can encourage potential teachers to reflect upon their own professional image with reference to their conduct and their attitudes to the issue of inclusion in schools.

Furthermore, changes to the content of teacher education require different forms of teaching and learning to be established, and also a new way to define and assess competences. It is recommended that competence-led and cooperative assessment formats to be used both during and at the conclusion of the courses are developed in every higher education institution offering teacher education courses.



Implementing competence-orientation in higher education institutions requires adequate time and resources for designing the teaching and examinations and also ongoing training for and an exchange of information between lecturers. Successful teaching of inclusion-specific topics needs to rely on more research into the handling of heterogeneity and inclusion (in discipline-related diagnostics and inclusive subject-specific didactics, for example) and appropriate qualification of early career researchers to reach an adequate number of professors. Research programmes on a national scale are needed to achieve this.

Concepts throughout and across higher education institutions support them to assess the requirement for adequate material and personnel resources for research and teaching and to secure these resources. Use should be made of the options made available by the "Quality Offensive in Teacher Education" initiative.

In the second phase of teacher education, future teachers must be enabled to apply diagnostic procedures, to offer a range of ways to make learning accessible in the classroom in the form of different exercises and topics at different levels and to evaluate their own teaching.

The HRK and KMK point out that in many cases teachers in schools are already facing the current challenges of inclusion and that extending the opportunities for the further qualification of teachers already working in schools should be examined.

More opportunities for high-quality career development should be made available to teachers who are working in schools and to school management to support them to put inclusion into practice at their schools. The potential of the higher education institutions should be used for measures of this kind when teachers embark on their careers and in their ongoing training and career development. The establishment of study courses for professional development should be examined.

The HRK and KMK are aware that the implementation of these recommendations will entail fundamental changes at higher education institutions, particularly in teacher education degree programmes. They recommend to address the necessary changes in a dialogue between schools, teacher training institutions, higher education institutions and ministries in order to fully use the available possibilities.

Evaluation procedures aimed at enhancing quality can support the further development of degree programmes. Procedures for (re-)accreditation will allow the higher education institutions to demonstrate that potential teachers can obtain the competences required by an inclusive school at their institution.

The HRK and KMK urge everyone involved in teacher education to fulfil their responsibility for creating the institutional and conceptual basis and content of teacher education that will allow teachers to embrace diversity. They agree to evaluate the progress of the implementation and subject it to consideration at appropriate intervals.

⁽¹⁾ "United Nations Convention on the Rights of Persons with Disabilities" of 13 December 2006



18th General Meeting of the HRK, 12 May 2015

Resolution On Continuing the Excellence Initiative

I. Initial situation

1. Under the Excellence Agreements of 2005 and 2009, the federal government and federal states launched the Excellence Initiative funding instrument in 2006 with its three funding schemes for “graduate schools”, “clusters of excellence” and “institutional strategies” and will continue it until 2017. On average, funds of €385 million per year are available for this initiative, 75% of which is supplied by the federal government. The annual funding represents 1.4% of public spending on higher education institutions (figures for 2014). 99 projects at 44 universities are currently being funded. Since 2012, 29 projects – 12 graduate schools, 12 clusters of excellence and five institutional strategies – have received funding for the first time.

2. The Deutsche Forschungsgemeinschaft (DFG, German Research Foundation), which supervises the funding programme, and the Wissenschaftsrat (German Council of Science and Humanities), which was responsible for evaluating the institutional strategies, will submit a report on implementing the Excellence Initiative in summer 2015.

An independent International Expert Commission appointed by the Gemeinsame Wissenschaftskonferenz (GWK, Joint Science Conference) and chaired by Prof. Dieter Imboden (ETH Zurich) will evaluate the funding instrument and its impact on the German research system by the end of 2015.

In December 2014, the heads of the state governments and of the federal government deemed that the Excellence Initiative “very successfully brought a new dynamic into the German research system”. By utilising the new scope for action offered by the constitution, they are therefore striving to “continue to provide as a minimum the current amount of funding to support excellent top-level research in higher education institutions”. With this in mind, in April 2015 the governing parties in the German Bundestag came to an agreement that the Excellence Initiative should be extended by ten years and receive an annual minimum investment of €400 million.

3. In the past, the German Rectors' Conference has often emphasised that this focussed programme offered by the federal government and the federal states stimulated a dynamic spiral of academic performance using a relatively small amount of funds and that this has also attracted attention from outside of Germany. German universities have greatly increased their international visibility and competitiveness, honed their institutional profiles, advanced their differentiation processes, increased their research productivity, established or expanded their cooperation with non-university partners and, last but not least, recruited highly qualified staff.

The wide acceptance in the research system of the initiative as an instrument for encouraging top-level research is also due to the global recognition and outstanding reputation of the reviewers. The international nature of the evaluation is an important feature of the Excellence Initiative.



I. Recommendations

The HRK emphatically argues the case for the long-term continuation of the Excellence Initiative on a competitive basis in order to safeguard the successes that have already been achieved and to keep in motion the spiral of academic performance which is necessary to maintain Germany's competitive edge.

The HRK would like to thank the heads of the federal government and of the state governments for their willingness to continue funding "excellent top-level research" with the current level of financial resources as a minimum going forward in accordance with Article 91 of the Basic Law as amended in December 2014. It also strongly welcomes the earmarking of budgetary resources for this research funding by the governing parties in the German Bundestag.

The HRK recommends that the following basic principles are implemented when developing the successor programme:

1. Aim and purpose

The purpose of the long-term funding concept, in accordance with the highest international standards, is to strengthen top-level research in the universities to maintain its international competitiveness – this research being the product of an autonomous, bottom-up approach. In particular, the programme will enable the universities to hire the most highly qualified researchers from Germany and abroad. The competitive programme supports the universities in their function as regional research centres.

It reinforces their role in the research system and promotes cooperation between universities and all other types of higher education institutions, non-university research institutions and companies. A funding proposal is only approved on the basis of scientific excellence.

Along with advancing excellent research, the measures also aim for the promotion of framework conditions for research which take account of institutional governance, research-based teaching, career paths for early career researchers and the transfer of knowledge, thereby respecting gender equality.

2. Funding measures

The successful process of developing distinct institutional profiles is supported by three types of competitive research funding measures. The three funding measures each enable a considerable financial spectrum. There is no systematic hierarchy between them; they are considered to have equal value and can be combined.

a) Broad-based and thematically defined key research areas
The current 'clusters of excellence' have been a great success in that they have stimulated internationally visible cooperation between an ample number of excellently qualified staff in specific regions. However, in order to bring the best cooperation partners together to work on profile-defining research topics, it is often advisable that work is shared with partners without a specific association with the region; these partners might be higher education institutions, non-university research institutions or private companies.



Further funding for the clusters of excellence as the core of the successor programme therefore enables greater flexibility in organising the cluster, so that it is arranged as a focussed centre or perhaps as a contractually regulated regional or supra-regional alliance. It is invariably crucial for this process that very careful coordination ensures excellent progress in the research at each individual institution at all times, and that the thematic profile of each institution is enhanced.

The set up and operation of major key research areas involve, in particular, interdisciplinary approaches to research. In line with the HRK's 'Guidelines', the proposals also make substantial statements about the personal development of the postdoctoral candidates involved (phase II).

b) Institutional funding

Achievements which are characteristic of a university's research profile and the capability of a university to cooperate on research with external partners are only attained if there are targeted strategies and suitable organisational and governance structures in place at the institution. These strategies and structures usually relate to the university as a single research institution but may also relate to universities as centres of institutional alliances that include non-university partners and other higher education institutions. Forming regional alliances of research institutions may increase the efficiency of the research system and further improve the international visibility of the German research landscape.

The precisely conceived optimisation of the relevant institutional structures has a major influence on the achievable research performance so that the relevant projects directly exemplify research funding at the highest level.

c) Training of early career researchers

Doctoral candidates and young post-doctoral candidates (in accordance with phase I of the HRK's Guidelines) advance research through their own work and then make their technical and methodical skills available to serve the community, perhaps by continuing to use them in the immediate academic environment. Therefore, it makes sense on a thematic as well as on a strategic level to support early career researchers in their fields of study and to support their development on an organisational level through a version of the funding instrument 'graduate school'. Cooperative doctoral degree programmes with universities of applied sciences are also envisaged here.



3. Organisation and procedure

The success of the current joint initiative of the federal government and the federal states means that two issues need to be emphasised as vital when it comes to the organisation and procedure:

a) Approval based on scientific excellence

The funding is awarded in an open and long-term competition. It is overseen by the DFG and supported by the German Council of Science and Humanities in an advisory role. The competition is based on a purely research-driven procedure with one mandatory criterion: scientific excellence.

The involvement of the most highly qualified reviewers in the world is vital. However, the involvement of this international group of people can only be successfully achieved if other non-scientific criteria are excluded (e.g. requirements by governments concerning regional concentration or distribution).

b) Moderate modifications

The rules of the procedure will only ever be modified on a gradual basis subject to appropriate evaluations. The continuity of the procedure is necessary so that new proposals can be linked in a useful, practical way to previous projects. This is particularly important for the 29 projects that first received funding in 2012 and that have now been awarded the option to apply for a continuation of funding in accordance with the Joint Science Conference's resolution (cf. I.2.). The same excellence criteria that apply to applicant universities continue to apply to all partners and/or recipients of project funding.

However, in order to take account of the level of differentiation within as well as between institutions at any one time and to be able to react to proposal requirements faster than was previously possible, it would be advisable for the cycle of approval rounds to be shortened from the current five (and in some cases six) years, regardless of the time frames required by the proposals' contents (five years or more).

In any event, it must remain guaranteed that the evaluation will be undertaken in several stages: The results from the subject-specific (and/or interdisciplinary) review panels are discussed in a comparative evaluation round. Here the peer reviewers will decide which projects with which specifications will be submitted to the grants committee for a final decision. The grants committee comprises representatives of the federal and the state governments, but the majority of the members of this committee are representatives from the world of science.



18th General Meeting of the HRK, 12 May 2015

Recommendation Managing Cooperative Doctoral Degree Programmes

I. Preamble

One of the key issues in the relationship between the two biggest Member Groups – Universities and Equivalent Higher Education Institutions – is the ability to confer doctoral degrees as a unique selling point.

II. Initial situation

The task assigned to the universities and universities of applied sciences in federal state legislation is the starting point for discussing the entitlement to confer doctoral degrees and the inclusion of universities of applied sciences. This task has changed as the university landscape has started to differentiate. Universities have been given the task of cultivating and developing the sciences using a combination of research, teaching, study and further education. Universities of applied sciences are tasked with cultivating and developing the application of science and with using applied sciences to adopt a practical approach to teaching. Their remit includes research and development tasks. Various models can be implemented as a response to the efforts made to reinforce the role of universities of applied sciences in conferring doctoral degrees.

In its Recommendations for the Role of Universities of Applied Sciences in the Higher Education System, the German Council of Science and Humanities pointed out that universities have an obligation to cooperate with universities of applied sciences when it comes to conferring doctoral degrees⁽¹⁾.

III. Recommendations for the cooperation model

In 2007, the Senate of the HRK required universities and higher education institutions with the authority to confer doctoral degrees to create opportunities for cooperative doctoral degree programmes with universities of applied sciences. This included professors working at universities of applied sciences being able to act as supervisors, reviewers and examiners for doctoral degree programmes. The aim was to also develop these research and teaching relationships in regional groups of universities and universities of applied sciences⁽²⁾.

Future development

1. In order to create more transparency in the cooperative doctoral degree system, universities in the HRK are committed to systematically institutionalising collaboration with universities of applied sciences when cooperating to confer doctoral degrees. They are also committed to including this cooperation in university and doctoral regulations.



2. University management boards are working towards clear, anti-discriminatory regulations being incorporated into framework doctoral regulations and/or doctoral regulations. These regulations include stipulations on conferring doctoral degrees for graduates of universities of applied sciences as well as professors working at universities of applied sciences being entitled to supervise in these doctoral degree programmes.

3. Cooperative doctoral degree programmes may also be seen in the form of professors working at universities of applied sciences becoming board members at universities⁽³⁾ and/or a PhD board deciding to accept a researcher working at a university of applied sciences as a doctoral candidate and/or a PhD board being designed to include representatives from universities of applied sciences. The creation of joint graduate schools specialising in certain subjects could enable professors working at universities of applied sciences who have a strong research background to become more heavily involved in conferring doctoral degrees and make it easier for doctoral candidates to accept offers made during their doctoral studies.

4. For these cooperation models, multidisciplinary degree standards must be developed for quality assurance purposes.

IV. The future

The HRK is monitoring this process. The implementation of this recommendation is expected to be evaluated by the end of 2018.

V. Assessing other models

No joint stance has been adopted by the Universities and Universities of Applied Sciences Member Groups in the HRK regarding models that go beyond agreements for cooperative doctoral degree programmes between institutions (see III. above) and describe the various forms of independent practice of conferring doctoral degrees at universities of applied sciences.

⁽¹⁾ "Recommendations for the Role of Universities of Applied Sciences in the Higher Education System" (available only in German), German Council of Science and Humanities, 02 July 2010.

⁽²⁾ "Recommendation for Doctoral Degrees for Graduates of Universities of Applied Sciences" (available only in German), resolution by the Senate of the HRK on 13 February 2007.

⁽³⁾ Cf. the Recommendation by the Conference of Hessian University Presidents on Cooperative Doctoral Degree Programmes (available only in German), 30 July 2014.



18th General Meeting of the HRK, 12 May 2015

Recommendation

Core Theses for the “Guidelines for the Advancement of Early Career Researchers and for the Development of Academic Career Paths in Addition to that of a Professorship”

In order to accomplish their complex range of tasks in teaching, research, promoting early career researchers, further education and services, universities require staff with varying levels of qualification who are hired in various forms of employment. For science departments it is essential that innovation, flexibility and quality – including that of the university itself – are ensured. The universities have a responsibility towards early career researchers which requires structured qualification paths that move through defined stages. This means that fixed-term employment contracts are required to continually advance early career researchers and attract more newcomers to the institutions. Fixed-term positions are also available for specific projects. By contrast, permanent employment should be given to relevant, long-term roles. Quality-driven, objectifiable and transparent selection procedures should be established for appointments to permanent positions. Based on their remit and organisational development, universities set up their staff structure and development in accordance with the following measures:

- I. The initial fixed-term employment contract for research staff must be calculated in due consideration of the researcher being able to achieve their qualification. For positions financed using budgetary resources and held by those studying for a doctoral degree, the employment period is usually at least 24 months with the option to extend by a further 12 months. Doctoral regulations usually stipulate that a doctoral candidate's employment contract should be flanked by a supervision agreement to ensure the framework conditions.
- II. Fixed-term employment contracts after completion of the doctoral degree are used in an initial post-doc phase of continued scientific qualification, described as the “training phase”, and in the second post-doc phase of independent research – the “decision phase”. If contracts are funded using budgetary resources, the initial fixed-term contract period is usually no less than 24 months and adjusted to the researcher's career goals.
- III. If contracts receive third-party funding, the fixed term of the employment contract is adjusted to each financing phase (the duration of the project). In this process, the various third-party funding bodies should review the different approval procedures, which sometimes differ completely, to ensure that there is suitable balance between the project's research goals and the time frames required by the various phases of the qualification.



IV. The universities ensure that there are appropriate contact partners and offers to support professional career development through mentoring and coaching programmes, especially in the initial phase after gaining a doctoral degree. They offer opportunities to gain further qualifications and make researchers aware of available external qualifications. By cooperating with other higher education institutions, non-university research institutions and private companies, universities are opening up opportunities for researchers to get to know various career paths and to try them out in practical terms.



V. The universities organise their staff structure in such a way that attractive, permanent positions can be offered to early career researchers. This process involves every person who has a relevant role to play. If cooperation agreements exist between partners, it is ensured that these regulations are observed.

VI. The universities encourage diversity and have an equal-opportunities approach to access to research positions, contractual framework conditions, career development offers and the development of staff structures.



18th General Meeting of the HRK, 12 May 2015

Resolution

The Transatlantic Trade and Investment Partnership (TTIP): Exclude Education from Negotiations

Decision:

1. The HRK calls on the European Commission to wholly exclude education from the free trade agreement TTIP.
2. The HRK calls on the federal and state governments in Germany to ensure, by lodging objections with the European Commission, that they retain their powers with regard to both state and private education.

The European Union is currently negotiating a free trade agreement (TTIP) with the US government. The main negotiator is the European Commission. The purpose of the TTIP negotiations is to harmonise trade, investment and public procurement rules between the EU and the US. In signing the TTIP agreement the member states of the EU will surrender part of their sovereignty, because state regulation will become impossible or limited in sectors where free trade applies. The so-called 'services of general interest' are currently not specifically excluded from the TTIP negotiations. In the logic of free trade agreements, education services are not 'public services'.

Previously the HRK has expressed its views on the TTIP negotiations at European level through the European University Association (EUA) as well as other channels. In January 2015 the EUA drew attention to the risks, particularly in relation to education, in the form of a declaration signed by the presidents of all the European rectors' conferences.

The HRK is now going beyond the EUA declaration calling on the European Commission, the German federal government and the federal state governments to exclude higher education from the negotiations due to culturally anchored conflicting understandings of the role of the state and the individual and their respective responsibilities for education on each side of the Atlantic. While in Germany and many parts of Europe, education, art and culture are recognised as social responsibilities which should be funded by society as a whole, in the USA, higher education is viewed as a private investment by the individual. The incompatibility of these two approaches to education therefore forms the starting point for the demand to exclude the education sector from the terms of the free trade agreement and therefore prevent the increased commercialisation of education to the point where it becomes a service paid for by the individual.

By calling for the education sector to be excluded from the TTIP negotiations, the HRK is expressing its conviction that education should be available to all on the basis of ability. The HRK does not fundamentally oppose private education, which can provide a useful complement to existing state provision. However, the framework for private education providers must be defined through sovereign decisions by state bodies. There must be political means to correct undesirable developments should they occur. This would be impossible in the case of uncontrolled deregulation.



18th General Meeting of the HRK, 12 May 2015

Resolution Franchising Models in Medicine and Medical Schools

I. Preliminary remarks

Die Mitgliederversammlung der Hochschulrektorenkonferenz hat At its session on 19 November 2013, the General Meeting of the German Rectors' Conference adopted a set of recommendations on the franchising of study programmes. The meeting approved guidelines on selection criteria, reporting and transparency requirements and academic standards for franchise-issuing institutions and their university and non-university partners. It also called on the Standing Conference of the Ministers of Education and Cultural Affairs of the States in the Federal Republic of Germany and the Accreditation Council to ensure a nationally consistent approach and to develop uniform standards and assessment criteria for the accreditation of franchised study programmes. This recommendation makes detailed reference to the general questions and problems relating to the franchising of study programmes. The resolution now presented directs the focus towards cross-border franchising in medical training while laying down principles for the establishment of new private medical schools.

In recent years new models have emerged in medical studies, many of which comprise a cross-border element – usually in the form of cooperation between foreign universities and private or municipal hospitals in clinical training or the complete provision of the curriculum by a German cooperation partner. This has prompted a lively debate on the legal evaluation of the various structures. In the case of cross-border cooperations a distinction must be made between 'academic franchising', whereby a programme offered by a university is delivered by a university or non-university cooperation partner and the academic degree is conferred by the university itself, and the freedom of settlement protected under European law⁽¹⁾. The legal powers of the state legislator vary depending on the model of cooperation. Non-autonomous branches of European universities are covered by the right of freedom of settlement. Branches of EU universities are privileged under European law; qualitative or structural inspections are only justified where there is reason to suspect circumvention. However, if the sponsors are companies (GmbH) registered in Germany, the establishment cannot be considered a branch of a foreign university.



A distinction should also be made between the above cooperations and the establishment of private medical schools in Germany⁽²⁾. However, many of the problems associated with franchising may also apply to such institutions.

It is undisputed that these models can usefully complement conventional medical training at state universities. However, the recognised academic standards must be upheld. State legislators have a particular duty to ensure this – without neglecting European legal requirements in relation to freedom of settlement and the recognition of professional qualifications from an EU member state, which is linked to compliance with defined quality standards.

With this resolution, the HRK is engaging in the debate surrounding the new models of study in medicine and appealing to the federal states to ensure a high standard of quality in academic medical training in Germany through suitable legislative measures. The HRK reserves the right to issue statements on other aspects of the study of medicine which are currently the subject of public debate, such as the ratio of classroom hours to practice in doctor qualification and the imminent shortage of individual rooms, in due course.

II. Guidelines

1. Traditional medical degrees are now complemented by a wide range of model and reformed study programmes as well as franchised study programmes.
2. However, in the case of cross-border franchised programmes, in order to establish uniform quality standards in medical training, state legislation on qualitative and organisational matters is essential.

3. The states are requested, in future, to have franchised study programmes appraised by the German Council of Science and Humanities (WR) on the basis of available medical expertise. For new private medical schools, mandatory institutional accreditation by the WR should be introduced.

4. The scientific standards of university medical training must be upheld in accordance with the EU directive on the recognition of professional qualifications, both in medical degree programmes at private universities and in franchised study programmes. This obligation applies to both the university which confers the degree and the German institution which delivers the course.

5. All information relating to the course must be presented transparently and made publicly available for students to consult. German regulations on university access and admissions must be respected for student enrolment.

6. Freedom of research and teaching and academic autonomy must be safeguarded in franchised study programmes and at private medical schools as in any other context.

III. Notes

1. Complementary Training Structures

Demand for places on medical courses in Germany remains high. For some years the number of applications has exceeded the available places by four to one. Even the Higher Education Pacts have not produced a relevant increase in the number of places available. Consequently, the waiting time for a place at medical school for applicants with average entrance qualifications has increased to 12 or 13 semesters. In this unsatisfactory situation, private and cooperative models of medical training may present a useful complement to existing structures.

However, the imbalance of supply and demand in medical school places is not reflected in the availability of medical professionals in Germany. Approximately 10 000 people graduate in medicine from leading universities in Germany every year⁽³⁾. Between 2000 and 2011, the number of physicians in Germany rose continuously by around 2% per year. There is therefore no general under-supply; but there are distribution problems leading to shortages in rural areas⁽⁴⁾. However, this will not be discussed further in this resolution.



2. Legal Requirements

European Union but cooperations between recognised universities and the sponsors of German hospitals or a subsidiary of such sponsors⁽⁵⁾. According to the above definition, these structures are therefore franchising models, subject to regulations which are different from those governing the establishment of a branch of a foreign university⁽⁶⁾. Consequently, state legislators have the option of introducing qualitative and organisational regulations for the provision of study programmes in medicine with due consideration of Article 24 of the EU directive on the recognition of professional qualifications.

Against this background, in order to establish uniform quality standards for medical studies, it is necessary for the federal states to introduce statutory provisions in state higher education legislation to define the prerequisites for a cooperative delivery of study programmes of this kind, as has already happened in some states⁽⁷⁾. It must be made clear through nationwide and ideally uniform standards, also with regard to the obligations arising from Article 24 of the EU directive on the recognition of professional qualifications, that cross-border franchising models are not branches of foreign universities and therefore the science ministries of the federal states have greater supervisory rights to maintain quality standards.

Ultimately, the sponsor which funds the training facility must be clear. According to Article 24 Paragraph 2 of the EU directive on the recognition of professional qualifications, this must generally be a university. Non-university institutions – usually hospitals – can only be involved in training for the acquisition of clinical experience⁽⁸⁾. EU law does not permit non-university training at hospitals only. The study of medicine must take place at university.

3. Accreditation and Quality Assurance

The requirement for quality assurance of franchised study programmes in medicine must be incorporated in federal state law in response to the relevant professional standards and European legislation. The appraisal by the WR of universities and institutions which offer programmes in human medicine and dentistry plays an important role in compliance with recognised academic standards. As there is no accreditation agency in Germany with the necessary expertise for programmes in medicine, systems should be in place to ensure that compliance with recognised academic standards (see III. 4.) in franchised study programmes is monitored by the WR. For new private medical schools, mandatory institutional accreditation by the WR must be introduced.

4. Academic Content of Medical Degree Programmes

An individual can obtain a degree in medicine by following a course of academic study at a university. The relevant quality requirements are set out in the implementation of the EU directive on the recognition of professional qualifications (Article 24 Paragraph 2) in the Federal Regulation on Medical Practitioners (Bundesärzteordnung) and the Regulation on Licences to Practise Medicine (Approbationsordnung für Ärzte)⁽⁹⁾. The model is the academically and practically trained physician⁽¹⁰⁾. The association of research, teaching and healthcare is the constituting element of university medicine. The acquisition of scientific skills at university is a necessary precondition for the responsible practice of the medical profession⁽¹¹⁾.

However, the new models of medical studies – be it a cross-border cooperation or a new private medical school – do not make it possible to adequately discern whether quality standards in research and teaching are being upheld. In many places – where information is available about teaching staff, which is not always the case – clinical subjects are mainly taught by physicians who work in clinical practice; clinical-theoretical subjects do not appear to be covered. When new medical schools are founded on an academic franchising model and mandatory accreditation is carried out, it must be assessed whether staff possess the necessary academic qualifications and have access to adequate technical and personal resources and the necessary infrastructure to deliver research-based teaching⁽¹²⁾. To achieve this, a sufficient number of full-time professors must be recruited through a regular appointment process in which scientific achievements are given priority. Basic research experience among the academic teaching staff is also essential in the clinical phase.

5. Students

In its recommendation of 19 November 2013, the HRK noted that the university which confers a degree bears responsibility for students enrolled in franchised study programmes. It ensures that all information relating to the programme is accessible to students. This includes transparency as to admissions, study conditions, the suitability and approval of training facilities, the curriculum, degrees and their recognition, but also the qualifications of teaching staff⁽¹³⁾. Legislation must be introduced in the federal states to ensure that applicants commencing a franchised study programme in medicine fulfil the admission requirements for an equivalent state or state-recognised institution (higher education entrance qualification)⁽¹⁴⁾.

The university which confers the degree ensures that students have followed the necessary studies and passed the required examinations. The decision on the state recognition of private medical schools should be published along with the reasons for the decision.

6. Academic Autonomy

Legislation should be introduced in the federal states to ensure appropriate academic self-governance both in private medical schools and in franchised study programmes in medicine. This includes in particular autonomous decision-making by researchers and tutors in the academic core area, separate from healthcare interests, and allows students appropriate participation in the design of the programme. This is especially important when training mostly takes place not at the university itself but at a hospital.



⁽¹⁾ Hence the HRK recommendation "Academic Franchising" of 19 November 2013; also Leusing, "McUniversity", HM 2/2012, 53; Geis, "Franchising-Modelle in der Medizin und Medical Schools" (Franchising Models in Law Relating to Medical Training), OdW 2014/2, 55.; Sandberger, "Kooperationen von staatlichen und nichtstaatlichen Einrichtungen im deutschen und internationalen Bildungsmarkt" (Cooperations Between State and Non-state Institutions in the German and International Education Market), OdW 2014/3, 132.

⁽²⁾ The most recent example is Medizinische Hochschule Brandenburg Theodor Fontane (recognised by the Brandenburg Ministry for Science, Research and Culture through a decision in July 2014).

⁽³⁾ Deutsche Hochschulmedizin e. V.: Landkarte Hochschulmedizin (map of medical schools in Germany; last accessed on 17/2/2015).

⁽⁴⁾ German Council of Science and Humanities, Empfehlungen zur Weiterentwicklung des Medizinstudiums in Deutschland auf Grundlage einer Bestandsaufnahme der humanmedizinischen Modellstudiengänge (Recommendations on the further development of medical studies in Germany based on a survey of model study programmes in human medicine), p. 17 f.

⁽⁵⁾ Asklepios Medical School Hamburg; Kassel School of Medicine; Paracelsus Medical School Nürnberg.

⁽⁶⁾ Cf. Narr, Ärztliches Berufsrecht, as at Nov. 2014, II 1 d, Rn 20.

⁽⁷⁾ Cf. § 72a Para. 2 LHG BW.

⁽⁸⁾ Cf. Narr, l.c., Rn 6-8.

⁽⁹⁾ Art. 24 Para. 2 and 3, Directive 2005/35 EC, § 3 p. 1 No. 4 in conjunction with p. 2 BÄO, § 1 ÄApprO.

⁽¹⁰⁾ § 1 Para. 1 ÄApprO.

⁽¹¹⁾ German Council of Science and Humanities, l.c., p. 7f.

⁽¹²⁾ The same view is expressed by the German Council of Science and Humanities (2005) in its "Stellungnahme zu Leistungsfähigkeit, Ressourcen und Größe universitätsmedizinischer Einrichtungen" (Statement on the capabilities, resources and size of university medical institutions) (p. 45 f.).

⁽¹³⁾ Cf. § 72a Para. 5 LHG BW.

⁽¹⁴⁾ Cf. § 72a Para. 2 LHG BW.



Framework Agreement between the HRK, the Japan Association of National Universities (JANU), the Japan Association of Public Universities (JAPU) and the Federation of Japanese Private Colleges and Universities Associations (FJPCUA)

Tokyo, 26 June 2015

The Japan Association of National Universities (JANU), the Japan Association of Public Universities (JAPU), the Federation of Japanese Private Colleges and Universities Associations (FJPCUA) and the German Rectors' Conference (HRK), united in the aim of promoting academic links between the two countries, and in the awareness that a furthering of cooperation in the academic sphere is in the interest of the higher education institutions in both countries, make the following framework agreement.

Article 1

Purpose and Membership

(1) The partners to this agreement intend to promote cooperation in the areas of teaching and study, research and development, exchange of students, placement of doctoral candidates, exchange of senior and junior teaching staff and researchers.

(2) A higher education institution which is represented in the Japan Association of National Universities (JANU), the Japan Association of Public Universities (JAPU), and the Federation of Japanese Private Colleges and Universities Associations (FJPCUA) on the one side, and in the German Rectors' Conference (HRK) on the other side is entitled to cooperate directly in accordance with the terms of this agreement with any signatory from the other country.

(3) This framework agreement shall be supplemented by details of partnership arrangements negotiated bilaterally between cooperating institutions in each country. While signatories are expected to promote cooperation, no higher education institution is expected to enter into partnership obligations beyond its resources.



Article 2

Fields of Cooperation

Cooperation is to be sought especially:

- in the exchange of undergraduate and graduate students;
- in the placement of Japanese and German graduates and doctoral candidates respectively, and in the placement of researchers;
- in the fostering and implementation of cooperation in the curricular design and implementation of study programmes;
- in the development of joint programmes at bachelor and master level, ending with either a joint or double degree;
- in the fostering of bi-nationally supervised doctoral thesis (“cotutelle de thèse”);
- in the fostering and implementing of joint research projects;
- through participation in joint academic events such as symposia, conferences, colloquia, etc.; and
- in establishing contacts in research and teaching, and in exchanging research information via publications, teaching materials, and electronic networks.

Article 3

Student Exchange

(1) Japanese and German students who study at the host institution in the framework of structured exchange programmes will receive a tuition waiver, if agreed bilaterally by the higher education institutions concerned.

(2) Exchanges will be arranged at the individual institutional level. Each participating institution will be responsible for managing its reciprocity requirements.

(3) The host institutions will provide to the home institution a statement/transcript of study undertaken and/or credit point achievements of each exchange student.

Article 4

Admissions

(1) The basis for entry of students will be agreed between each home and host institution, with each taking into account applicants' records of achievement, goals and the comparability of courses to be undertaken. To guide admission decisions, the Japan Association of National Universities, the Japan Association of Public Universities, and the Federation of Japanese Private Colleges and Universities Associations on the one side and the German Rectors' Conference on the other side will engage in further consultations to set up recommendations for admission for Japanese and German students and graduates at the higher education institutions in both countries, including the admission to doctoral work/programmes. These recommendations shall become part of this agreement as Appendix 1.

Article 5

Staff Exchange

(1) Proposals regarding the attachment of academic staff or researchers to a host institution shall be agreed in writing between the departments and institutes concerned well in advance of the period of stay.

(2) The parties to the agreement share the view that due consideration should be given to the wishes of both parties regarding the exchange of personnel and connected matters.

Article 6

Arrangements and Support

(1) The partner institutions, agreeing on exchanges and attachments, shall attempt to provide every necessary support to participants in the exchange during their stay. They shall allow the participants to use – as far as possible – the host institution's academic resources and amenities on the same terms as members of the host institution in the same category.

(2) The host institution shall endeavour to help participants gain access also to necessary facilities such as archives, libraries, museums, and laboratories, including computer facilities, which are required for the successful completion of their academic programme or research in the host institution.

(3) Participating students will enjoy the same rights and privileges and be subject to the same regulations and discipline as students of the host institution.

Article 7

Programme Implementation

(1) Details of the implementation of programmes in partner institutions shall be jointly worked out by the appropriate academic institutes and departments and approved by appropriate authorities in those institutions. Specific work programmes of this kind do not rule out additional academic contacts.

(2) The Japan Association of National Universities, the Japan Association of Public Universities, and the Federation of Japanese Private Colleges and Universities Associations on the one side and the German Rectors' Conference on the other side may facilitate broad national academic contact and exchange programmes with varying patterns of voluntary involvement of signatory institutions in the two countries, utilising the good offices of allied bodies.

Article 8

Consultation

Representatives of the Japan Association of National Universities, the Japan Association of Public Universities, and the Federation of Japanese Private Colleges and Universities Associations on the one side and the German Rectors' Conference on the other side shall consult at regular intervals to consider the progress of cooperation and to investigate further projects. General information on both national higher education systems is provided in Appendix 2*. (*Not included here. We will send Appendix 2 on request.)

Article 9

Duration

This agreement shall be valid for five years. It shall be renewed for a further five years unless one of the parties gives written notice of discontinuation at least six months before the date of its termination. Any amendments shall be agreed in writing after joint consultations.

Article 10

This agreement shall come into operation after each party has gone through the appropriate procedure of assent and authorisation and after the signed texts of agreements have been exchanged.

The English version is the valid one and both sides may produce translated versions (Japanese/German) for dissemination purposes.

Bonn/Tokyo, 26 June 2015

Japan Association of
National Universities (JANU)
Prof. Dr. Susumu Satomi
President

German Rectors' Conference
(HRK) (HRK)
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President



Appendix 1:

German-Japanese Academic Links Agreement

Recommendations for Admission to Higher Education Studies

Decisions on admission of students with German qualifications to Japanese higher education institutions and students with Japanese qualifications to German higher education institutions will be made by the receiving institution according to the national higher education regulations.

To assist institutions in the decision-making process, the Japan Association of National Universities (JANU), the Japan Association of Public Universities (JAPU), and the Federation of Japanese Private Colleges and Universities Associations (FJPCUA) on the one side and the German Rectors' Conference (HRK) on the other side have agreed to the following recommendations.

They are aware that changes of structures and standards in both systems may require, from time to time, a review of these recommendations.

(1) Language of Tuition

German and Japanese students wishing to study in the other country shall demonstrate an appropriate level of competence in the language of tuition.

(2) Recognition of Qualifications Giving Access to Higher Education

Japanese and German higher education institutions shall recognize the qualifications issued by the other party meeting the general requirements for access to higher education, unless a substantial difference can be shown between the general requirements for access.

(3) Recognition of Periods of Study and Credit Transfer

In principle, periods of study at higher education institutions in Japan or Germany shall be regarded as comparable and recognized on a working load basis, unless substantial differences can be shown.

However, there are programmes and awards in each system which do not lend themselves to direct comparisons with awards in the other system and these shall be considered on a case-by-case basis.

Also, individual institutions may have specific standards, such as grades or other evaluation requirements, to be satisfied as prerequisites for admission to particular programmes of study.



(4) Recognition of Higher Education Qualifications

To the extent that a recognition decision is based on the knowledge and skills certified by the higher education qualification, each party shall recognize the higher education qualifications conferred in the other country, unless a substantial difference can be shown.

(5) Admission of Students and Graduates

Admission of Japanese Students and Graduates

Holders of a Japanese gakushi degree shall be eligible for admission to German graduate programmes in accordance with the profile of their prior studies, subject to the requirements of the receiving institution.

Holders of a Japanese shūshi degree shall be considered for doctoral work in Germany (Doktorand), subject to the requirements of the receiving institution.

Other students shall be assessed on a case-by-case basis.

Admission of German Students and Graduates

Holders of a German bachelor's degree shall be eligible for admission to Japanese graduate programmes in accordance with the profile of their prior studies, subject to the requirements of the receiving institution.

Holders of a German master's degree shall be considered for doctoral programmes in Japan, subject to the requirements of the receiving institution.

Holders of a German Diplom or Magister degree or a Staatsprüfung shall be considered for doctoral programmes in Japan, subject to the requirements of the receiving institution. Holders of a German Diplom FH shall be eligible for admission to Japanese graduate programmes in accordance with the profile of their prior studies.

Other students should be assessed on a case-by-case basis.

(6) Doctoral Degrees

Doctoral degrees awarded by Japanese and German institutions shall be regarded as being equivalent.

In the context of bi-nationally supervised doctoral thesis ("cotutelle de thèse"), the partner universities recognize the respective selection criteria of the participating institutions. In order to enhance cooperation at doctoral level, the participating institutions are encouraged to investigate the possibility of employing English as Lingua franca in cotutelle procedures.



(7) Music and the Arts

In the disciplines of music and the arts, individual musicianship and artistic talent are, beyond formal requirements, the decisive criteria for admission and have to be demonstrated in special entrance examination procedures.

In Germany, these disciplines are offered at Universities of Art/Music and in specialized Schools/Academies of Music and Schools/Academies of Arts, which are both part of the higher education system. Musicology and history of arts, though, are predominantly offered at universities. Universities of Art/Music and some of the Schools/Academies of Music and Schools/Academies of Arts are also doctorate-granting institutions. In particular in the field of music (composition, instruments, voice, conducting, etc.) and the arts, the designation of formal awards for corresponding types of qualifications may vary from school to school.

(1) Holders of a Japanese Bachelor's degree in music or the arts shall be eligible for admission:

- to programmes in fields of musical performance or the arts leading to a Master's degree (or a Magister Artium degree or Diplom degree) completed by a Künstlerische Abschlussprüfung or equivalent qualifications, subject to the requirements of the receiving institution. Depending on individual qualifications, applicants may be granted advanced standing, but may also be expected to fulfill specific additional study requirements.

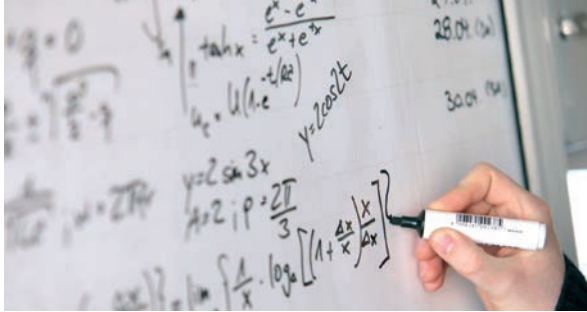
- to programmes in musicology and arts studies leading to a Master's degree (or a Magister Artium degree or Diplom degree), subject to the requirements of the receiving institution. While advanced standing may be granted, necessary proficiency in various languages and/or other prerequisites may require additional studies.

(2) Holders of a Japanese Master's degree in music or the arts shall be eligible for admission:

- to advanced programmes in fields of musical performance or the arts leading to the Konzertexamen (Concert Examination) or the status of Meisterschüler/in, subject to the requirements of the receiving institution. Depending on individual qualifications, applicants may be expected to fulfill specific additional study requirements.
- to doctoral work in musicology or history of art, subject to the requirements of the receiving institution. Aside from general conditions for doctoral work, necessary proficiency in various languages and/or other prerequisites may require additional studies. Students seeking a doctoral degree may consider prior participation in (parts of) the relevant Master's programme useful for the fulfillment of additional study requirements.

(3) The German qualification Diplom awarded by a university or an equivalent higher education institution in a field of music or the arts should be considered as equivalent to the degree "Master of Arts".

(4) The German qualification Konzertexamen or the status of Meisterschüler/in awarded after the completion of advanced studies in a field of music or the arts, or equivalent qualifications, should be considered as equivalent to the degree "Doctor of Musical Art" and "Doctor of Arts", respectively, with regard to relevant professional work as well as qualification for teaching the subject.



131st Senate of the HRK, 15 October 2015

Resolution

Key points for revision to legislation governing engineer status

I. Rules in legislation governing engineer status must not inappropriately restrict the autonomy of universities. Quantitative definitions for the proportion of subject modules in degree programmes in engineering legislation impermissibly restrict the freedom of universities to shape their courses as a result of scientific freedom protected by the German Constitution and are therefore not acceptable.

II. For German universities, it is essential that the design of legislation governing engineer status directly authorises use of the designation "engineer" without this requiring a further legal act, for example the awarding of the occupational title by a professional chamber or similar establishment.

III. All graduates of a relevant course in a technical, engineering or natural sciences discipline at a German university lasting at least six semesters must be entitled to call themselves an engineer. Membership of a professional chamber must not be required in order to use this designation. Die inhaltlichen Voraussetzungen für die Anerkennung der Berufsbezeichnung "Ingenieur" müssen weiterhin länderübergreifend angenähert bleiben.

IV. In their graduation certificates and diploma supplements, universities state that the graduates may use the designation "engineer" in accordance with the legislation governing engineer status of the relevant state. This provides sufficient transparency and clarity.

19th General Meeting of the HRK, 10 November 2015

Resolution

Application of the reworded Art. 91 b of the Basic Law

The 19th General Meeting of the German Rectors' Conference (HRK) calls upon the federal government to address the reworded Art. 91 b of the Basic Law and suggests the following permanent financing models:

1. Within the framework of a programme based on Art. 91 b of the Basic Law, the federal government and the federal states together undertake the annual 3% increase in basic funding for universities analogous to the financing for the non-university research institutions (where basic funding is €20 billion, in the initial stages a programme of this nature would have to amount to €600 million p.a.).
 2. The federal government and the federal states consolidate the future overhead flat-rate funding for all the research projects funded under a third-party arrangement from public money. This is currently 22%. However, since overhead costs amount on average to at least 40%, a substantial percentage increase of the funding (to 30% or even 40%) is necessary. Increasing overhead funding by 8% or 18% would require funding expenditure of €200 or €400 million p.a.
 3. The federal government again bears some of the cost of the construction of universities (including renovation) and of the technical infrastructure. When the compensatory payments for the joint task of higher education facility construction (which was abolished with the federalism reform) cease in 2019, there will be a deficit of just under €700 million per annum in this area and it appears doubtful that the federal states will be able to make up this shortfall. Besides the construction of higher education facilities, the development of data infrastructure in particular requires a great deal of money. In addition to the purchase of the hardware, high operational costs must be taken into account; some of these could also be absorbed by greater financial commitment from the federal government.
- For all the models, it must be ensured that the federal states do not respond to the funding from the federal government by cutting the higher education budget by an equivalent amount and that there is no offsetting against existing funding programmes (such as the higher education pact or the joint federal government-federal state programme for the construction of research facilities).



19th General Meeting of the HRK, 10 November 2015

Resolution

Key points for the design of a pact for early career academics

The 19th General Meeting of the HRK calls on the federal government to take account of the following key points in the design of a pact for early career academics:

- As stated in the guidelines for the advancement of early career researchers in the post-doctoral phase and for the development of academic career paths in addition to that of a professorship: in order to fulfil their complex mandate in teaching, research, early career support, career development and services, the universities require additional personnel on permanent employment contracts with different levels of qualification to work in positions which do not lead to professorships. These might be in research management, positions in core facilities or in research-based infrastructure support, for example.

- Tenure track models are a helpful addition and can facilitate planning of career paths. However, they must not result in compromising the capability of universities to appoint strategically. Universities must be able to respond flexibly to developments in science (it should also be possible to realise them as advanced appointments, amongst others).

- An early career pact from the federal government must not be aimed only at staff and subject-related structures at the universities; the choice of funding instruments must take account of the situation and framework conditions of all the other types of higher education institution.

- Full cost financing is necessary with all the funding models. They must not be a burden on future generations. When professorships are created, their funding must also be taken into account in financing.



19th General Meeting of the HRK, 10 November 2015

Recommendation General Principles for Continuing the Excellence Initiative

The continuation of the Excellence Initiative beyond 2017 is currently the subject of intense debate by the federal government and the federal states. In this regard, the HRK is affirming the resolution of its 18th General Meeting "On Continuing the Excellence Initiative" of May 2015 and formulating here in four points some essential principles for the continuation of the Excellence Initiative with reference to the status of the discussions and with a view to designing a successful programme.

1. The purpose of the Excellence Initiative is to promote top-level research in universities with a strictly science-driven process including peer-review at the highest international level. Funding is provided for thematic projects across the full spectrum of disciplines and for governance-related measures to improve the framework conditions for top-level research and to increase international visibility (brand development, successful rankings).

2. The acknowledged dynamic of the current Excellence Initiative arose from the judicious restraint of political input that allowed for the design of a research-driven programme which has promoted valuable measures through which every university has cultivated an institutional profile. Each university which submits an excellent proposal must have a chance to obtain approval without any consideration of its size, its location or the availability of partners. The dynamic and justification of the Excellence Initiative would be lost if certain regions, cooperation partners or institutional characteristics were to be given preference even indirectly through political input. Only a comparative evaluation using the excellence criterion may determine whether a project is worthy of funding; this includes an examination of the extent to which suitable partners are involved. As the Excellence Initiative is continued, it must offer the universities of applied sciences the opportunity to be involved as partners.

3. The political input, which is essential for the call for entries in the competition, can and should be designed to be very flexible, given the strict evaluation. Generally speaking, when funding top-level research it is appropriate to set quality standards high but to reduce quantitative specifications to a minimum. Broad financial corridors are important because the projects should not be designed to comply with overly narrow financial specifications. For the clusters, a financial corridor of three to twelve million euros appears appropriate.

However, the universities and the other higher education institutions involved should explain not only for governance-related projects but also for thematically designed clusters how the inclusion of early career researchers and the general development of the personnel and organisation associated with the project is structured and how responsibility for them are borne by the institution.

4. To allow plans for institutional development and for subject-specific priorities to be productive, close integration with the current Excellence Initiative must be guaranteed. To do this, two-stage application and review procedures under the supervision of the DFG are essential.



**19th General Meeting of the HRK,
10 November 2015**

**Recommendation
How university management can guide the
development of research data management.
Orientation paths, options for action and
scenarios**

Brief Overview 59
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Brief overview

Developments occurring as a result of digitisation, which is seeing very dynamic progress in every area, are having a significant influence on research processes. This is particularly noticeable in the topic of "research data management (RDM)" which will play a key role in many scientific activities in the future. Various kinds of activities have already been observed in this area: while researchers around the world are networking in the "Research Data Alliance"⁽¹⁾, the Alliance of Science Organisations in Germany, as part of the Priority Initiative "Digital Information", is urging the establishment of sustainable structures for RDM⁽²⁾. The Council for Scientific Information Infrastructures has also put this subject towards the top of its agenda⁽³⁾. Similarly, the federal government is addressing the subject as part of the "Digital Agenda", the "IT summit" and the German Internet Institute which is currently in planning⁽⁴⁾.



In its "Guidelines on the Handling of Research Data", the DFG draws attention to the urgency of the tasks still to be tackled⁽⁵⁾. Among the federal states, Baden-Württemberg, for example, is committing to establishing and developing RDM under its e-science funding programme⁽⁶⁾. On an international level, the European Commission has made the subject an important funding priority within the "Horizon 2020" Framework Programme for Research and Technological Development⁽⁷⁾. Given the large number of stakeholder groups, the HRK sees an urgent need for coordination and agreement between the higher education institutions on the establishment of a structure for RDM which can be used by every federal state and is internationally compatible. The aim must be to involve every higher education institution as far as possible.

As early as in May 2014, the HRK had announced that management of research data was a key strategic challenge for university management⁽⁸⁾. There is consensus that the potential that digitisation offers research must be increased. The ability of researchers at every university, as far as possible, to access national and international developments in scientific communities must be guaranteed. However, abstract demands are of little help. In this recommendation, the many-layered developments and challenges are discussed in the form of practical directions for action from an organisational point of view. This will be the first time that university management has been provided with a concrete guideline for developing RDM at their own institutions and within alliances.

It describes orientation paths, options for action and scenarios which, from the point of view of university management, arise when establishing and developing institutional RDM.

The following describes the step-by-step process to be used ideally in a typical situation:

- (1) Provide orientation: it is not only research data policies that should be agreed at the higher education institutions. Management should also specify frameworks for action or ask researchers to provide suitable specifications for themselves.
- (2) Strengthen the data culture: university management should describe the benefits to researchers of allowing open access to their data and create appropriate incentives.
- (3) Develop a strategy: a review of the current status should include all stakeholder groups and operational levels at the higher education institution and take account of the alliances, cooperative arrangements and networks in which the higher education institution plays a part. When the strategy is drawn up, particular use should be made of the great potential of research data management for the strategic positioning of the higher education institution.
- (4) Organise the implementation: University management must decide how the current structures and activities in various locations in the institution can be merged to form a well coordinated structure for the whole institution and which additional structures still need to be established. Plans should be based on a clear concept for governance. The need for communication in particular should not be underestimated here.

(5) Develop infrastructures: the requirements of the researchers are crucial in determining how research data infrastructures are established and developed. The inclusion and use of subject-related and overarching solutions are highly recommended. One particularly important aspect of the infrastructures is the development and provision of services at the higher education institution in question.

(6) Improve skills: The process should take account of options for modifications and updates. All the stakeholder groups at the university should develop their research data management skills. This applies to students, teachers and researchers in every phase of their academic career and to the staff in the central administration departments.

Key factors for success and management errors that can jeopardise that success are also discussed.

The "RDM scenarios" aim to distinguish between types of research activity (from an individual final thesis to cooperation with industry) and their various implications for RDM. Reference is made in each scenario to opportunities and risks that may be relevant from the point of view of university management.

Finally, the recommendation explicitly discusses the urgent requirement for a means whereby organisational structures can cooperate nationally and internationally on RDM. It also considers the high additional financial burden on the higher education institutions of setting up and operating the necessary infrastructure. The HRK is appealing to politicians in the federal government and in the federal state governments to assume a coordinating role in establishing an overarching infrastructure for RDM and to make the necessary funding available.

The funding should provide additional incentives for more cooperation between higher education institutions both within the federal states and across their borders. Firstly, the federal states should work together more intensively on joint initiatives and secondly, the opportunities for cooperation between the federal government and the federal states in accordance with the new Article 91 b (Para 1) of the Basic Law should be exploited. The HRK also expects policy-makers to make a significant contribution to the coordination of roles and functions on a national level and thus create a reliable framework which will give all the stakeholder groups the planning certainty they need.



Initiatives to create financially sound structures with the aim of securing personnel and services are therefore urgently required. Legal and fiscal obstacles which obstruct the reimbursement of services between universities, particularly where these universities are in different federal states or different countries, must be removed.

Finally, the HRK calls on policy-makers in light of the great need for training in RDM to put in place a suitable training initiative with appropriate financial support⁽⁹⁾.

1. Introduction

With the recommendation entitled "Management of research data – a key strategic challenge for university management" issued in May 2014⁽¹⁰⁾, the management of higher education institutions in Germany underlined the growing importance of research data in the research process. Firstly, careful handling of openly accessible research data is a key prerequisite for excellent research. Secondly, university management regard research data management (RDM) as a key strategic challenge for higher education institutions and acknowledge their responsibility to make the institutional infrastructure that researchers at their institutions need for high-quality research data management available to them.

This document is based on the recommendation of May 2014 and describes options for action, orientation paths, and possible implementations which arise from the establishment or development of institutional RDM from the point of view of university management. The procedure that follows for the institutional implementation of RDM is a step-by-step, "ideal-typical" process which can take different forms depending on the university. In the later operation of the RDM system, working with all the components remains a long-term task. The description views the establishment and development of an RDM system as a stimulating and productive interaction between top-down and bottom-up elements: on the one hand, university management provides binding specifications, with guidelines and frameworks for action on the basis of the governance concept⁽¹¹⁾; on the other, the researchers also shape the RDM to a large extent with their own very broad-based activities which are mostly anchored in the subject-specific communities, with their articulation of their requirements and with the development of implementation proposals⁽¹²⁾. Furthermore, with a view to creating an integral system for national RDM infrastructures, an important factor for success is that the higher education institutions do not plan measures for establishing and developing RDM in isolation. Instead, this should be carried out at an early stage in cooperation with other higher education institutions and research institutions to facilitate mutual compatibility.

2. Challenges for university management – "ideal-typical" step-by-step process

2.1. Providing orientation

- Research data policy

An important factor for success is that the university management – after internal discussion with all the stakeholder groups – starts by sending a clear, primarily internal, message that RDM will represent a key element of the university's ethos going forward. Publication of a "research data policy" in the form of strategic guidelines for RDM has often proven helpful in putting the subject of RDM at the top of the university agenda⁽¹³⁾. These guidelines can only become effective later on if they have been drawn up and agreed in advance in a participative process with the researchers at the higher education institution.



As a rule, a policy of this kind is made up of the following components:

- a definition of "research data";
- a joint commitment to handling the data openly (data sharing), pointing out that this is not only good scientific practice, but is also very important for the best use of research results and the quality of the research;
- the announcement (in the sense of an offer) by university management that it will provide researchers with reliable and efficiently usable structures for RDM;
- the designation of internal contact partners whom the researchers can contact with questions and by whom they are advised and supported;
- the announcement of skill-promoting measures (such as information events at lectures and seminars, training for doctoral candidates and standalone events to provide instruction on research methods).



- **Framework for action**

To underpin the implementation of these strategic guidelines and to firmly establish the necessary awareness of careful handling of open access research data in the institution, management should provide frameworks for action or ask the researchers to define the specifications themselves. These should describe their aims clearly and authoritatively and state the measures required to implement RDM in a series of steps. The catalogue of measures must be realistic in terms of its feasibility, where the schedule and the material aspects are concerned, particularly against the backdrop of the institution's available resources or financial options. The objective of the framework for action should be a set of regulations which offer researchers and information service staff at the institution an unambiguous code of conduct and clear guidance. On this basis, the stakeholder groups can be certain that their work on the RDM system will be safe, legal and reliable. These regulations will be included in the terms of use, statutes and project proposal rules for the provision and use of services that will eventually be established.

They should contain statements on the following topics:

- RDM steps: which rules (and, if applicable, standards) apply to creating, archiving, exchanging and publishing data? How can the interoperability with third-party data services be guaranteed?
- Legal conformity: who can claim copyright of the data? How will the stipulations of the funding bodies, data suppliers and repositories be implemented under the relevant contracts?
- Open access to data: what is permitted and what is not? What obligations are there to third parties? When should data not be disclosed (restrictions due to data privacy and patent protection)?

- Access and use: who has access privileges? What restrictions are there or should there be on use?

- Data backup and data storage: how must the providers of the IT infrastructure and associated services ensure data security and reliable storage of the data?

- Information that there should be comparable and transparent conditions (such as the same requirements for data preparation and the same opportunities to use it) for all the members of the alliances to which the institution's own researchers belong as well as a shared understanding of appropriate conduct in the group (compliance).

- Procedures for contracts with networks, platforms, repositories and journals which involve handing data over to third-parties: what are the minimum requirements of the higher education institution? Must contracts be submitted to university management? Who is liable if university management was not aware of the existence of a contract?

- Recommendation to the researchers to use open licences⁽¹⁴⁾.

At this and at all further stages of the implementation phase, university management should be supported by a steering group made up of representatives of all the people and departments involved at the university. The group can ensure that information flows between the important stakeholder groups and improve the prospect of success of the measures by their involvement and integration early on in the process. After the implementation phase, the steering group should be replaced by a smaller, permanent body which will oversee the further development of the infrastructures and the demand management with the participation of the users.

2.2. Strengthening the data culture

An important prerequisite for successfully establishing institutional RDM is that university management is convinced by its relevance. It is also important that this conviction extends as far as possible through the higher education institution. It should be seen as good scientific practice that digital research results in particular are handled carefully and with a view to their reuse. This must also be firmly established as an easily addressed topic of communication between colleagues in the daily research routine. In order to avoid fundamental misunderstandings concerning data sharing, attention should be drawn to restrictions imposed on disclosing the data by data privacy or patent protection provisions⁽¹⁵⁾.



Furthermore, access to particularly sensitive data or data which researchers feel deserves special protection should be arranged in accordance with requirements and need through a privileges management system. On the other hand, it should be emphasised that – even taking different stages of development in the subject communities into account – a gradual introduction of data sharing is possible (from releasing metadata only or disclosure only to project groups or within the university to open access to data for everyone).

Above all, however, university management should point out the advantages for researchers who disclose their data: primarily the acquisition of scientific knowledge and a better reputation in the subject community, particularly on an international level.

Furthermore, university management should create incentives which make RDM and the disclosure of their data even more attractive to researchers⁽¹⁶⁾.

2.3. Developing a strategy

• A review of the current status

The first step to developing a strategy is a review of the current status. This might involve suitable internal surveys on the activities of researchers and their requirements. In this way, university management will acquire an overview of which stakeholder groups are addressing RDM at their own institution, how they use RDM and the context in which they operate. This will presumably also reveal deficits and challenges such as unintentionally allowing third parties privileges, transferring data to private cloud providers or proprietary technical solutions at faculty level.

A review of the current status should look at all the stakeholder groups and levels of activity at the university and the interfaces to national and international partners in particular: the researchers, the departments and faculties, the information services centres of the university (above all the library and the computer centre) and the key positions of responsibility (such as vice presidents with the relevant remit, the Chief Information Officer, legal experts, the research and communications department and the university archive). As researchers as a rule manage their research data primarily with partners outside of their own university and, indeed, in networks, the current status review should take account of which alliances, cooperative partnerships and networks the university participates in. Thirdly, the review of current status should examine the forms of financing (basic funding versus project funding, public versus private finance) which support the RDM activities.

• Particular potential of RDM for the university's strategic positioning

The next step is to think about how the planned creation or development of institutional RDM can support the higher education institution's general strategy. For example, it should be asked which priorities of institutional RDM have already been revealed in the review of the current status (such as a concentration on certain subjects or on certain services from the library or the computer centre with an impact outside of the institution) and deserve to be further developed against the background of the general development wanted for the university.

Strengthening the RDM system implies considerable opportunities and chances for the university to develop its strategic positioning and its profile, particularly where international competition is concerned: research results can be reused and utilised more easily and new axes of cooperation can be established with other universities. Particularly when a university decides to develop itself into a competence centre, for certain RDM services for example, it becomes more visible and more attractive. Smaller universities can obtain the necessary services through a partnership or a regional network.

2.4. Organising the implementation

- The structural challenge

Based on a definition of objectives, university management should set out how it wants to (further) develop the RDM at its own university in the coming years. A concept for implementation of this kind will not set out all the steps in advance, but describe alternatives which can be selected depending on the situation. The biggest challenge is in deciding how the institution's structures and activities that exist in various locations can be brought together to a well coordinated integrated institutional structure, i.e. a coherent collection of procedures, roles and shared resources, and which additional structures need to be created. At the same time, it is necessary to set out which structures and services the university does not want to retain or establish itself, so that relevant services (such as the use of computer capacity and storage, virtual research environments or the archiving of data) will have to be obtained from third parties.

Furthermore, it must be taken into account that the requirements will be very different from case to case and from subject to subject and will also depend on the type of higher education institution. That is why the establishment and development of infrastructures for RDM involve creating a generic service architecture consisting of a technical platform (hardware, software and access), tools and services as a flexible basis for specific solutions.

The components of traditional project management can be applied to implementing the service architecture. In particular, this includes identifying risks and setting out alternative scenarios, then defining the organisation of the process with assigned roles and responsibilities, describing milestones in the schedule and preparing a financing plan with costs and income. As cooperative projects with third parties and alliances play a significant role in RDM, it is necessary to describe not only roles and responsibilities within the university, but also strategic cooperation with external partners (such as other universities, subject networks, and discipline-specific and higher-level data centres).



- Governance

An important pre-condition for success is that the plans are based on a clear concept for governance which describes the role of university management in its interactions with others involved in the process. RDM can only be implemented successfully across a higher education institution if the management is allowed to exert a certain amount of influence on the process. To do this, it requires the scope of action referred to as "governance". As discussed in the HRK recommendation entitled "Higher education institutions in a digital age: rethinking information competency – redirecting processes" (November 2014), governance encompasses the following elements:

- influence through strategy developments and policies;
- management and steering through regulations and
- decisions on the basis of oversight and controlling.

(Controlling is expressly not to be understood here as "control", but rather as "steering and regulating".) At the same time, "the way in which internal university decision-making is organised" should "balance the need for internal management (governance) and also for self-organisation, in particular by the faculties or departments"⁽¹⁷⁾.



2.5. Developing infrastructures

• Infrastructures for science

The research process from the perspective of the researcher and the requirements that thus arise should be the decisive orientation factor in the creation and development of research data infrastructures (with "personnel/services", "tools" and "technology" as the three layers of the service architecture). The primary aim is to create a strong service infrastructure which integrates the service architecture into the researcher's individual working environment. Researchers should be provided with the support that they need at each point in the data life cycle – that is, from the creation and management of the data, through its analysis and publication to its use in teaching and new project ideas⁽²⁰⁾. If institutional structures have become obsolete or inefficient from a research perspective, they should be restricted or dismantled. It follows that new structures needed for research should be set up flexibly and quickly. Beyond larger infrastructure requirements, university management should also examine the quality and sustainability of "distributed" infrastructure (at departmental level, for example). Further development in this respect can mean providing options for centralised forms of data storage (such as a university computer centre or library).

• Particular strengths of the higher education institutions in the overall system of information infrastructures

For financial reasons, it will only be possible for a university to provide all the infrastructure needed throughout the data life cycle in exceptional cases. Instead, certain reasonable priorities will be set. Higher education institutions in particular are predestined to offer certain services and options in the context of national and international information infrastructures: while responsibility for processing dynamic process data prior to publication (or without the intention to publish) lies with the researchers or mainly with subject-specific networks, the publication and archiving of research data is the task of institutions if no subject-specific provision is available (the "long-tail" problem).

Particularly where archiving is concerned (including long-term archiving), universities can position themselves against other providers as suitable "places for research data". Compared to project-related networks, which as a rule are short-lived and can be associated with data security problems, or commercial providers (such as Amazon, Google, Dropbox or ResearchGate) who might limit or block access, the university repositories offer a much greater degree of reliability in terms of securing access to collections of data in the long term. Regarding the documentation of data in particular, university libraries can bring to the RDM system special indexing and archiving expertise which has been proven over a long period. Finally, compared to institutions conducting research on a large scale (particularly non-university research institutes), it is clear that universities not only have a special part to play in preparing and storing big data, but also in the use of long-tail data in particular. Large research institutions on the other hand seem to be concentrating increasingly on the production and (often heavily standardised) processing of big data⁽²¹⁾.



- **University management in the field of action between institutional structures and partners outside of the university**
Planning for a university's own structures should always be preceded by an analysis of existing structures outside of the institution. These are often supraregional (infra)structures which have been developed for subjects or subject clusters in various ways. The use of such subject-related and overarching solutions is highly recommended. University management can encourage the researchers at its own institution to familiarise themselves with the existing structures for their subjects, to archive data in them and to participate in their development (by agreeing on standards for citation and for metadata⁽²²⁾, for example, or by making best practice available). In particular, they can encourage the researchers at their institution to participate in the many and varied activities of the "Research Data Alliance", a global, bottom-up operated network for promoting the open exchange of data⁽²³⁾. University management should form (possibly nationwide) alliances with other universities, for which they should agree shared arrangements⁽²⁴⁾. Where possible, they should also work towards making the provisions of their own institution non-exclusive (i.e. not just for their own members), avoiding insular solutions, and instead offering a permanent welcome to research partners.

With this in mind, all the solutions established at universities should be designed to complement existing community solutions or as starting points with as much reach as possible in relation to them. The institutional solutions (such as the institution's repository of research data) should be linked directly to the national and international structures to improve opportunities for cooperation and to increase the visibility of the data stored at that institution.

Where the information infrastructures at the institution are concerned, it is important on the one hand to use and build on existing strengths and on the other to introduce new structures. The procedures between the library and the computer centre in particular should be integrated for RDM purposes.

- **Ensuring the provision of services**

A key aspect of the infrastructures is the provision of services. The researchers rely on many services which facilitate research data management for them over the whole data life cycle – producing, transporting, processing, describing, publishing, presenting and (long-term) archiving the data. The services offered by the university should be geared as far as possible towards helping researchers to find appropriate support at every point in the data life cycle and to avoid duplicating their work. The services should be integrated as closely as possible into the researchers' working and research environment⁽²⁵⁾.

Advice is also required on legal issues (relating to international cooperation or questions of liability, for example) and on administrative tasks (such as providing RDM-relevant details for the university's research information system, quality assurance and discussions of research proposals including improving their likelihood of success and the preparation of a data management plan).

If it is not possible for the institution's facilities to deliver the support requested, they should be able to refer researchers to competent providers outside of the university. The various parts of the university – faculties and departments, the library, computer centre, e-learning centre, research department, archive and legal advice department – should work together to devise regulations for the procedures and processes. Researchers should receive comprehensible information about who at the institution is responsible for which aspects of RDM. At larger universities, a central contact point for this purpose is helpful.

2.6. Improving competences

To arrive at a good institutional system of research data management, it is necessary to develop the competences of all the stakeholder groups at the university⁽²⁶⁾. This applies first and foremost to students, teachers and researchers in every phase of their academic career. Appropriate modules or elements of modules should be integrated into all the degree programmes to improve the RDM-related information competency of students.

The information services provided by the libraries and the computer centres should be oriented even more towards RDM issues than they have been up to now. This should also include teaching elements which are accorded full ECTS credits. While the options in the Bachelor's degree programme are more generic, the research-oriented teaching at Master's level should take more account of the subject-specific and individual requirements of the students. As well as students on Master's programmes and doctoral candidates, professors also need knowledge and skills so that they can handle their data correctly. Similarly, all those involved must receive sufficient instruction on legal and ethical questions.

Fundamentally, each individual should decide to what extent they wish to take on data management themselves (such as programming databases, drawing up a data management plan or an electronic laboratory record) and receive the appropriate training to do so. To make this possible, university management should ensure that the researchers are advised accordingly and can take appropriate training courses. Furthermore, information competency for RDM can also be acquired within the university's own teaching schedule, while collaborating on actual issues with the science library on site or through communicating in networks. Library, computer centre and e-learning centre staff and the research and legal department staff at the higher education institutions must extend their skills to include RDM to enable them to support the researchers in RDM. It is very important that new degree programmes are created which prepare for careers such as "data librarian" or "data scientist". Initiatives of this kind already exist in the UK and the Netherlands⁽²⁷⁾.

2.7. Summary: what should be done and what should not be done

• Providing orientation

Do: Awaken responsibility * Agree and approve research data policy * Set out a framework for action.

Don't: Start the process too late or set it up to be purely software-driven * Issue overly strict or impracticable specifications.

• Strengthening the data culture and creating incentives

Do: Establish careful handling of digital research results and the awareness of their reuse as part of the research routine * Clearly explain the benefits of an open and sustainable data culture and create appropriate incentives * Introduce measures to facilitate data sharing gradually.

Don't: Demand that measures to facilitate data sharing be put in place immediately.

• Developing a strategy

Do: Include all stakeholder groups in a review of the current status and be aware of any deficits * Use RDM activities to profile the university * Take account of different subject cultures.

Don't: Fail to take account of researchers' participation in networks and alliances in the review of current activities * Allow the fastest researcher to set the pace.



- Organising the implementation

Do: Base the plans on a clear governance concept * Ensure agreement between stakeholder groups in the higher education institution and third parties * Set out clearly what the higher education institution cannot provide. * Assign responsibility.

Don't: Specify a restricting framework for implementation * Underestimate the need for communication * Ignore external networking.

- Developing infrastructures

Do: Build on existing researcher activity * Put scientific requirements at the centre of all activities * Integrate services with the data life cycle in mind.

Don't: Create and develop infrastructures based on technology and tools only, without reference to staff and services * Retain obsolete or inefficient structures * Underestimate costs.

- Improving competences

Do: Gear information services more towards RDM than previously and provide support for RDM as early as the degree programme stage * Integrate RDM into degree programmes with ECTS credits (and possibly offer it as a general skill).

Don't: Ignore RDM at the degree programme stage * Allow skills profiles in central facilities (libraries or computer centres) to be updated without verification.

3. Research data management scenarios

Different types of research activities are described in the following. Each of them is associated with opportunities and risks which may be relevant from the point of view of university management. Depending on how a research project is designed, different requirements for archiving, infrastructure and services, forms of reuse, profiles of decision-makers and users (including the legal framework situation) emerge. The necessary consideration of cost and benefit follows from this.

3.1. Final dissertations and independent doctoral projects ⁽²⁸⁾

Data:

Depending on the discipline, the quantity of data and its composition can be very heterogeneous. While RDM can be complex and expensive for doctoral degree projects, this is less the case for students' projects due to their duration.

Time axis:

Formal terms are specified in the examination regulations. The terms for the actual concept development should also be applied to the research data that is used and created. The minimum retention period should be observed; however, it is possible for the final qualification to be disallowed during this period. For grants, a commitment of the funding higher education institution similar to that for employed doctoral candidates should be considered.



Type of reuse:

Similar reuse conditions apply to grants as to other individual projects. Students' work is often completely open to reuse. It is mostly the responsibility of the teaching units to support reuse while there are no provisions applying across the university.

Relevance of the data:

The value can range across a wide spectrum and is often only revealed later.

Institutions:

The higher education institution.

Costs/resources:

While individual costs are manageable, in total they can be substantial. The higher education institution is only responsible for the examination regulations. Third-party funding is not available as a rule.

Requirement for advice:

High.

Problems:

On the one hand, the authors are, generally speaking, fully responsible for maintaining the data. On the other, the higher education institutions can use examination regulations to define framework specifications which also extend to data management. Decision makers must often first be made aware of the necessity of RDM as its organisation is usually decentralised. There are no standards. It is difficult to monitor and control.

3.2. Individual projects which are not embedded in a larger organisational structure

(such as projects funded by the DFG's normal procedures and projects receiving basic funding from the higher education institutions)

Data:

Data volumes vary in size and heterogeneity.

Time axis:

The data needs to be archived for an unspecified or varying length of time; however, there are formal terms based on the rules of good scientific practice.

Type of reuse:

The data is usually completely open to reuse, as the projects only become known through publication (in some cases in the form of preprints, however) and therefore interest in reuse is often substantially delayed.

Relevance of the data:

Similar situation as in 3.1. However, an estimation of the value should be part of the project description.

Institutions:

The higher education institution is usually responsible for RDM. Funding organisations can specify additional conditions.

Costs/resources:

Individual costs are generally manageable, but in total they can be substantial. The DFG has so far not made any additional resources available for the basic level of data management (archiving only). At the same time as submitting a project proposal, it is possible to apply for and have approved project-specific funding for the next stages of data management to serve the purpose of reuse of research data⁽²⁹⁾. The flat-rate component of funding is earmarked for other purposes and does not cover all the overheads.

The higher education institutions have up to now not taken much account of resources for RDM.

Requirement for advice:

High, because as yet there is no comprehensive training in this area.

Problems:

Generally speaking, decision makers must first be made aware of the necessity of RDM. There are very few standards and controlling structures for these projects. However, there are some subject-specific guidelines (biodiversity, education and social sciences) which put the requirements made of RDM into concrete terms and which help to establish evaluation benchmarks for RDM.

3.3. Projects in a highly networked international subject community

(e.g. archaeological excavation data, studies in the social or economic sciences with large volumes of data; linguistics)

Data:

The data volumes are often large to very large. The composition of the data is largely homogeneous within the project or even within the community.

Time axis:

Can vary as the community specifies the scope. Can be extremely long (archaeology).

Type of reuse:

Standard use is comparatively clear. However, there is not yet a long-term strategy for reuse in many communities.

Relevance of the data:

Often high to very high.

Institutions:

Centralised (sometimes internationally coordinated) courses exist or are being developed by non-university facilities or data centres.

Costs/resources:

Very high; third-party funding possible but long-term perspective unclear.

Requirement for advice:

Low, as a rule, as the structures have been defined and largely accepted.

Problems:

Decisions taken beyond the local level.

3.4. Time-limited university alliances, often of a multidisciplinary or interdisciplinary composition (e.g.

Transregio CRCs, the Excellence Project)

Data:

The data volumes and the composition of the data are heterogeneous and depend on the discipline in question.

Time axis:

Is increasingly dictated by a commitment to the third-party funding body. It is often only geared towards the project duration although there is often a longer-term requirement.

Type of reuse:

Heterogeneous, but prompt reuse is expected as a rule. Long-term reuse is currently rare.

Relevance of the data:

Varies, but depending on the discipline, can be very high due to the long duration of the projects and therefore to the volume of data.

Institutions:

Conflicting options (jointly and locally? Joint supraregional solution? Distributed across subject communities?). The focus on a location is contrary to the significance that the project is desired to have within the community.

Costs/resources:

Different from case to case; third-party funding only if applied for. Applications are possible (e.g. DFG's INF projects).

Requirement for advice:

Can be very high, as new structures often have to be put in place.

Problems:

There are not always plans; competition between locations can present the potential for conflict.

3.5. Collaborative research on an international level, highly networked from the beginning, often involving major instrumentation

(such as in climate research, particle physics, bioinformatics and space research)

Data:

The data volumes are generally very large. The data composition is homogeneous within the community. There are clear requirements for the metadata, etc.

Time axis:

Long. Community specifies routines.

Type of reuse:

Standard.

Relevance of the data:

High to very high.

Institutions:

There are work-sharing options on an international basis.

Costs/resources:

Very high; third-party funding possible but long-term perspective unclear.

Requirement for advice:

Low, as the framework conditions are prescribed and cannot be changed.

Problems:

Decisions on the way forward are often taken beyond the local level; higher education institutions are as a rule one partner among several.

3.6. Cooperative ventures with industry

(e.g. in engineering, organisational psychology, business administration or computer science)

Data:

Data volumes are as a rule small to medium. Data composition varies.

Time axis:

Short or medium-term (after agreement).

Type of reuse:

Academic use and/or private business utilisation, must be negotiated.

Relevance of the data:

Varies with the academic or economic situation.

Institutions:

Higher education institution or commissioning entity (by agreement).

Costs/resources:

Can be third-party funded under the contract.

Requirement for advice:

Present (particularly where cooperation is with an SME); in addition to technical advice, legal advice is often needed.

Problems:

The partner often has stringent data confidentiality (and also possibly data security) requirements. Reuse by academics can give rise to legal problems. Liability risks to the higher education institution must be excluded. It is difficult to monitor and control.

Summary:

Scenarios 3.1, 3.2, 3.4 and 3.6 will be discussed at higher education institution level or as "partner solutions". More national priorities and international alliances are gradually evolving for scenarios 3.3 and 3.5. Solutions which go beyond the federal state level seem helpful for all six scenarios. The possibility of a financial contribution by the federal government should always be taken into account by the federal states.

4. An appeal to policy-makers: sustainable establishment of infrastructures for research data management requires more coordination and new funding procedures.

For the future of Germany as a research location, it is very important that the sustainable establishment and development of scientific information infrastructures (particularly for RDM) are tackled without delay. Other countries such as the Netherlands, the UK and the USA have already progressed far ahead of us. To close this gap and maintain Germany's attractiveness as a location for research, the German higher education institutions want to make their contribution to establishing scientific information infrastructures. However this requires both a coordination initiative to do justice to the multi-institutional and multiregional nature of the information infrastructures and enhancement and adaptation of the funding procedures to ensure that the infrastructures thus established are sustainable.

The HRK is therefore calling upon the policy-makers in the federal government and federal states to re-adjust public funding for the information infrastructures in two ways:

1. Information infrastructures need cooperation. Policy-makers must actively provide incentives to bring this about. If higher education institutions compete against higher education institutions, or against non-university research institutions, federal states against federal states or against the federal government to establish and develop information infrastructures, the result will be substantial losses in efficiency and resources. This situation would encourage the wrong decisions on the way forward to be made and it would be detrimental to the necessary establishment of well coordinated, compatible and widely distributed information infrastructures. Therefore, the higher education institutions should, more than has been the case in the past, cooperate with others in the same federal state and others across the country. The federal states should also work together in joint initiatives. The options for cooperation between the federal government and the federal states in accordance with the new Article 91 b (Para 1) of the Basic Law can be used to establish and develop information infrastructures. All the options it offers should be exploited. Joint initiatives are crucial to the development of a well coordinated, sufficiently differentiated integrated system of information infrastructures in Germany which is also compatible and competitive in an international arena.

The HRK expects policy-makers to actively drive forward the coordination of roles and functions on a national level. This will create a reliable framework for all stakeholder groups, which allows them to spend financial resources with the necessary planning security and therefore with the prospect of long-term success. From the HRK's perspective, the Council for Scientific Information Infrastructures could be a suitable body to assume a coordinating role in close collaboration with the HRK and make appropriate suggestions.

2. The establishment and development of the necessary RDM structures opens up new perspectives for research. However, the measures and processes required for the infrastructure also give rise to new costs which the higher education institutions cannot meet from their (already meagre) basic funding. Most RDM activities are currently being financed through projects. However, the project form is only suitable for the establishment phases; it is counter to the idea of sustainability and regularly compromises the success of initiatives. Without long-term secure funding, there is a serious risk that the structures financed via projects will fail once the end date has passed. Project funding does not achieve a sustainable outcome. Initiatives to create structures with financial support with the aim of securing personnel and services are therefore urgently required. Furthermore, the higher education institutions should be granted special governance options for the administration and spending of structural funding because this is the only way they can fulfil their strategic responsibility in an integrated system of national information infrastructures. Legal and fiscal obstacles which obstruct the reimbursement of services between universities, particularly where these universities are in different federal states, and also in an international context, must be removed.

Finally, the HRK calls on policy-makers in light of the great need for training in RDM to put in place a suitable training initiative with appropriate financial support.

¹ <https://rd-alliance.org/>

² http://gfzpublic.gfz Potsdam.de/pubman/item/escidoc:986900:3/component/escidoc:991888/Position_Paper_Research_Data_en.pdf

³ <http://www.rfii.de/en/category/documents/>

⁴ <http://www.digitale-agenda.de> (in German only)

⁵ http://dfg.de/download/pdf/foerderung/antragstellung/forschungsdaten/guidelines_research_data.pdf

⁶ <https://mwk.badenwuerttemberg.de/de/forschung/forschungslandschaft/e-science/> (in German only). The information infrastructures working group at the Niedersachsen Rectors' Conference is currently preparing a recommendation on RDM. In North Rhine-Westphalia, experts from higher education institution libraries and computer centres are working on a report on the current status of RDM.

⁷ <http://ec.europa.eu/programmes/horizon2020/>

⁸ http://www.hrk.de/uploads/tx_szconvention/HRK_Empfehlung_Forschungsdaten_13052014_EN.pdf

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¹⁰ Management of research data – a key strategic challenge for university management, recommendation by the 16th General Meeting of the German Rectors' Conference (HRK) on 13 May 2014, http://www.hrk.de/uploads/tx_szconvention/HRK_Empfehlung_Forschungsdaten_13052014_EN.pdf

¹¹ See below on page 7 of this recommendation.

¹² See the relevant appeal by the DFG to the subject bodies, professional associations and communities in the new "Guidelines on the Handling of Research Data" (as note 5).

¹³ See Management of research data – a key strategic challenge for university management (as note 9) p. 4. In Germany, the universities of Bielefeld, Göttingen, and Heidelberg and the Humboldt University of Berlin have so far approved such principles. Cf. Ania López, *Gemeinsamkeiten und Unterschiede verschiedener Policies und Diskussion* [Common features and differences of various policies and discussion], 2014:

<http://www.forschungsdaten.org/images/0/01/Lopez-Policies-Workshop-20141002.pdf> (only available in German). In the UK, numerous universities have already approved policies: <http://www.dcc.ac.uk/resources/policy-and-legal/institutional-datapolicies>

¹⁴ As stated in the recommendations by the Open Access working group of the Priority Initiative "Digital Information" run by the Alliance of Science Organisations in Germany: http://www.allianzinitiative.de/fileadmin/user_upload/redakteur/Appell_Offene_Lizenzen_2014.pdf (in German only)

¹⁵ See in this respect the relevant wording in the LERU Roadmap for Research Data: "Not all data can be open. There may be funding constraints, where use of the data is governed by a pre-existing research agreement. The data may be confidential and as such there may be privacy issues which mean that the data cannot be open." (http://www.leru.org/files/publications/AP14_LERU_Roadmap_for_Research_data_final.pdf), p. 12. 16 In this respect, also see the DFG's new "Guidelines on the Handling of Research Data", see above footnote 5, p. 2)

¹⁷ HRK: "Higher education institutions in a digital age: rethinking information competency – redirecting processes", resolution of the 13th General Meeting of 20/11/2012 <http://www.hrk.de/resolutionspublications/resolutions/resolution/convention/higher-educationinstitutions-in-a-digital-age-rethinking-information-competencyredirecting-pr/>, p. 14 f.

¹⁸ See p. 5 above in this recommendation.

¹⁹ The LERU Roadmap for Research Data states: "Management plays a crucial role in driving cultural change within the institution, articulating and reinforcing its orientation towards open access, both through incentivisation and enforcement, and ensuring that the value of open data is recognised." (see endnote 14, p. 29)

²⁰ See the illustration of the Data Life Cycle on p. 16 of this recommendation.

²¹ To distinguish between big data and long-tail data, see the presentation by Christine L. Borgman, "Big data and the long tail: Use and reuse of little data" (<http://works.bepress.com/cgi/viewcontent.cgi?article=1294&context=borgman>).

²² Cf. the List of Metadata Standards at the Digital Curation Centres at the University of Edinburgh (<http://www.dcc.ac.uk/resources/metadata-standards/list>) or the recommendations for social and economic sciences in the paper "Auffinden, Zitieren, Dokumentieren [Find, cite, document]" http://auffinden-zitieren-dokumentieren.de/wpcontent/uploads/2014/08/Forschungsdaten_Webansicht.pdf (in German only)

²³ <https://rd-alliance.org/> The RDA also offers workshops and training courses on RDM to any individuals or institutions with an interest. Contacts: Herman Stehouwer, responsible for support in RDA Europa (herman.stehouwer@rzg.mpg.de), and Peter Wittenburg, Head of RDA Europa (peter.wittenburg@rzg.mpg.de). They both work at the Max Planck Computing and Data Facility (MPCDF) in Garching.

²⁴ See HRK, Management of Research Data (end note 9) p. 4.

²⁵ See p. 8 of this paper above.

²⁶ On the following, the HRK as before: "Higher education institutions in a digital age" (see end note 16).

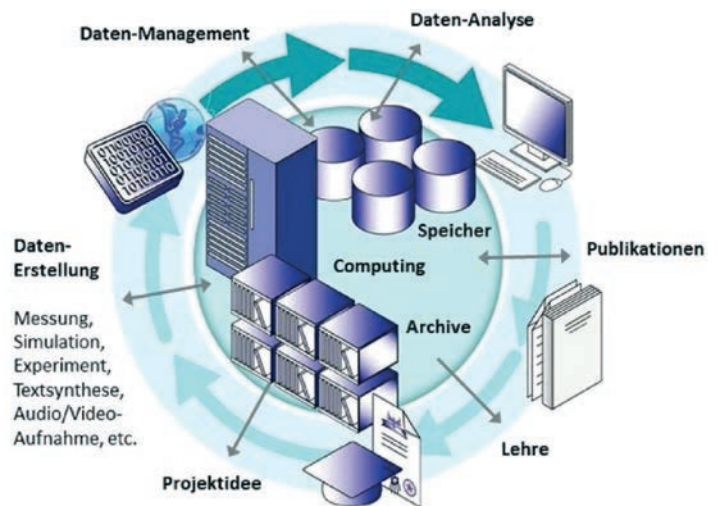
²⁷ http://www.uzh.ch/research/LERU_Roadmap_for_Research_data.pdf, p. 29.

²⁸ These are doctoral projects which are not carried out by a member of the higher education institution. As a rule they are financed with a grant.

²⁹ They include usage fees and expenditure which arise with the use of established data repositories.

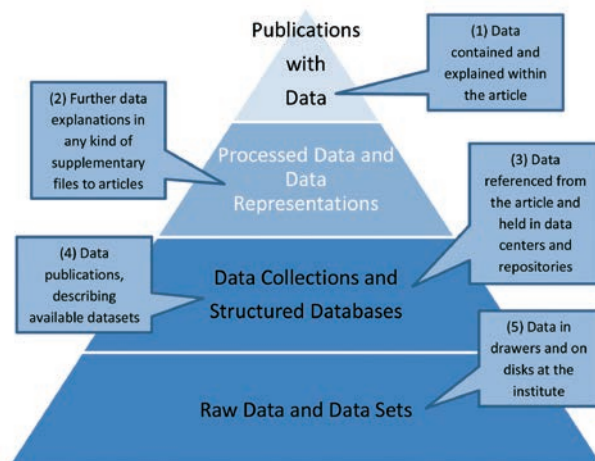
Appendix

Illustration: "Data Life Cycle"



Source: SCC @ KIT

Illustration: "ODE Data Publication Pyramid"



Source: Susan Reilly, Wouter Schallier, Sabine Schrimpf, Eefke Smit and Max Wilkinson, Report on Integration of Data and Publications, 2011, p. 6 (http://www.stmassoc.org/2011_12_5_ODE_Report_On_Integration_of_Data_and_Publications.pdf)

About us

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HRK Projects and Services

HRK Projects and Services of the HRK

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About us

Executive Board

President



Professor Dr Horst Hippler
(Physical Chemistry)
President of the German Rectors' Conference since 1 May 2012

"Through our initiative 'Universities for openness, tolerance and against xenophobia', we are actively promoting a climate of tolerance in Germany. The arrival of a large number of refugees in Germany presents a significant challenge to our society, and German universities are playing an active role in overcoming it. They are working hard to support the academic and social integration of refugees."

Vice-Presidents



Professor Dr Ulrike Beisiegel
(Biochemistry)
President of the University of Göttingen
HRK Vice-President for University Management and Governance
Member of the Executive Board since 2012



"The analysis of the Orientation Framework in 2015 showed that universities are supporting early career researchers in their career planning through systematic staff development. They are tackling the task of early career support, providing orientation and becoming more attractive employers. As well as rethinking staffing structures and permanent positions, they have envisaged models for financial support during bridging phases and independent research after doctoral training."



Professor Dr Andreas Bertram
(Horticultural Sciences)
President of the Osnabrück University of Applied Sciences
HRK Vice-President for Information Infrastructures
Member of the Executive Board since 2014



"With our recommendation on the future of research data management and the results achieved in the framework of the German Forum for Higher Education in the Digital Age, we achieved a great deal last year. We aim to continue along the same lines because digitalisation is still a growing trend in our universities. We are already working on further papers outlining the new challenges from a university management perspective and identifying solutions."



Professor Dr Johanna Eleonore Weber
(Psychology)
Rector of the University of Greifswald
HRK Vice-President for University Medicine and Health Sciences
Member of the Executive Board since 2014



"Recent developments in university medicine demand a strong voice from the HRK. In the HRK resolution on medical schools, we therefore firmly adhered to what we believe are the necessary requirements of a scientific medical training. We are currently working on a resolution on the outlook for university medicine – in parallel with the German Council of Science and Humanities – and a position paper on doctoral degrees in medicine."



Professor Dr Ulrich Rüdiger
(Experimental Physics)
Rector of the University of Konstanz
HRK Vice-President for Research
and Young Researchers
Member of the Executive Board
since 2014



"I want to see a continuation of the Excellence Initiative that responds to the needs of the academic community on a competitive basis. Making use of opportunities for European and international cooperation and the associated funding opens up additional opportunities for all universities, and we want to play a part in shaping them."



Professor Dr Holger Burckhart
(Philosophy)
Rector of the University of Siegen
HRK Vice-President for Teaching,
Learning, Teacher Training and
Life Long Learning
Member of the Executive Board
since 2012



"In addition to activities related to the European Study Reform, influenced by the Bologna Ministerial Conference in Yerevan, our main concerns at European and national level have been issues relating to university admission, recognition and accessibility. In the near future, we intend to implement European guidelines into national accreditation legislation and achieve a coordinated process in relation to the question of employability."



Professor Dr Dieter Lenzen
(Educational Science)
President of the University of Hamburg
Spokesperson of the Universities
Member Group in the HRK
HRK Vice-President for International
Relations
Member of the Executive Board
since 2007



"The years of hard work on an internationalisation strategy and its implementation are now paying off. Thanks to the professionalisation of internationalisation processes, it is now possible to drive internationalisation forward on campus, network research and teaching more effectively at international level and enhance the visibility of German universities abroad. I'd like to thank the International Department of the HRK for their successful efforts."



Professor Dr Micha Teuscher
(Economics/Agroeconomics)
Rector of the Neubrandenburg University
of Applied Sciences
Spokesperson of the Universities of
Applied Sciences Member Group in the HRK
HRK Vice-President for Interfaces in the
Higher Education System
Member of the Executive Board
since 2010



"The discussion surrounding the assignment of vocational further training qualifications within the German Qualifications Framework (DQR) has allowed both vocational training providers and higher education institutions to define their own educational objectives more clearly. Concentrated work is continuing on the differentiated description of academic qualifications. We believe that the DQR as an instrument of transparency can promote accessibility but that it in no way gives rise to particular entitlements."

HRK Member Institutions

Fachhochschule Aachen

Rheinisch-Westfälische Technische Hochschule Aachen

Hochschule Aalen - Technik und Wirtschaft

Ostbayerische Technische Hochschule Amberg-Weiden

Hochschule für angewandte Wissenschaften -
Fachhochschule Ansbach

Hochschule für angewandte Wissenschaften -
Fachhochschule Aschaffenburg

Hochschule für angewandte Wissenschaften Augsburg -
University of Applied Sciences

Universität Augsburg

International University of Applied Sciences,
Internationale Hochschule Bad Honnef - Bonn

Otto-Friedrich-Universität Bamberg

Universität Bayreuth

Alice Salomon Hochschule Berlin

Beuth Hochschule für Technik Berlin

Evangelische Hochschule Berlin

Freie Universität Berlin

Hochschule für Musik „Hanns Eisler“ Berlin

Hochschule für Schauspielkunst „Ernst Busch“ [Berlin]

Hochschule für Technik und Wirtschaft Berlin

Hochschule für Wirtschaft und Recht Berlin

Humboldt-Universität zu Berlin

Katholische Hochschule für Sozialwesen Berlin (KHSB) -
Staatlich anerkannte Fachhochschule für Sozialwesen

Technische Universität Berlin

Universität der Künste Berlin

Weißensee Kunsthochschule Berlin

Hochschule Biberach - Hochschule für Architektur und Bauwesen,
Betriebswirtschaft und Biotechnologie

Fachhochschule Bielefeld

Universität Bielefeld

Fachhochschule Bingen

Evangelische Fachhochschule Rheinland-Westfalen-Lippe
[Bochum]

Hochschule Bochum - University of Applied Sciences

Hochschule für Gesundheit - University of Applied Sciences
[Bochum]

Ruhr-Universität Bochum

Technische Fachhochschule Georg Agricola für Rohstoff, Energie
und Umwelt zu Bochum - Staatlich anerkannte Fachhochschule
der DMT

Rheinische Friedrich-Wilhelms-Universität Bonn

Fachhochschule Brandenburg

Hochschule für Bildende Künste Braunschweig

Technische Universität Carolo-Wilhelmina zu Braunschweig

Hochschule Bremen

Hochschule für Künste Bremen

Jacobs University Bremen
Universität Bremen

Hochschule Bremerhaven

Technische Universität Chemnitz

Technische Universität Clausthal

Hochschule für angewandte Wissenschaften Coburg

Brandenburgische Technische Universität Cottbus-Senftenberg

Evangelische Hochschule Darmstadt (staatlich anerkannt) –
Kirchliche Körperschaft des öffentlichen Rechts

Hochschule Darmstadt

Technische Universität Darmstadt	Johann Wolfgang Goethe-Universität, Frankfurt am Main
Technische Hochschule Deggendorf	Philosophisch-Theologische Hochschule Sankt Georgen Frankfurt am Main
Hochschule für Musik Detmold	Staatliche Hochschule für Bildende Künste (Städelschule) Frankfurt am Main
Fachhochschule Dortmund	Europa-Universität Viadrina Frankfurt (Oder)
Technische Universität Dortmund	Technische Universität Bergakademie Freiberg
Hochschule für Bildende Künste Dresden	Albert-Ludwigs-Universität Freiburg im Breisgau
Hochschule für Musik „Carl Maria von Weber“ Dresden	Evangelische Hochschule Freiburg, staatlich anerkannte Hochschule der Evangelischen Landeskirche in Baden
Hochschule für Technik und Wirtschaft Dresden	Katholische Hochschule Freiburg, staatlich anerkannte Hochschule - Catholic University of Applied Sciences
Palucca Hochschule für Tanz Dresden	Pädagogische Hochschule Freiburg
Technische Universität Dresden	Staatliche Hochschule für Musik Freiburg im Breisgau
Hochschule Düsseldorf	Hochschule für angewandte Wissenschaften - Fachhochschule Weihenstephan-Triesdorf [Freising]
Heinrich-Heine-Universität Düsseldorf	Hochschule Fulda - University of Applied Sciences
Kunstakademie Düsseldorf	Theologische Fakultät Fulda
Robert-Schumann-Hochschule Düsseldorf	Hochschule Furtwangen - Informatik, Technik, Wirtschaft, Medien, Gesundheit
Hochschule für nachhaltige Entwicklung Eberswalde (FH)	Hochschule Geisenheim
Katholische Universität Eichstätt - Ingolstadt	Westfälische Hochschule Gelsenkirchen, Bocholt, Recklinghausen
Hochschule Emden/Leer	Justus-Liebig-Universität Gießen
Fachhochschule Erfurt	Technische Hochschule Mittelhessen - THM [Gießen]
Universität Erfurt	Georg-August-Universität Göttingen
Friedrich-Alexander-Universität Erlangen-Nürnberg	Ernst-Moritz-Arndt-Universität Greifswald
Folkwang Universität der Künste [Essen]	FernUniversität in Hagen
Universität Duisburg-Essen	Burg Giebichenstein Kunsthochschule Halle
Hochschule Esslingen	Martin-Luther-Universität Halle-Wittenberg
Europa-Universität Flensburg	Bucerius Law School, Hochschule für Rechtswissenschaft [Hamburg]
Fachhochschule Flensburg	
Frankfurt University of Applied Sciences (FH)	
Hochschule für Musik und Darstellende Kunst Frankfurt am Main	

HRK Member Institutions

Evangelische Hochschule für soziale Arbeit und Diakonie
[Hamburg]

HafenCity Universität Hamburg

Helmut-Schmidt-Universität/Universität der Bundeswehr Hamburg

Hochschule für angewandte Wissenschaften Hamburg

Hochschule für Bildende Künste Hamburg

Hochschule für Musik und Theater Hamburg

Universität Hamburg

Technische Universität Hamburg-Harburg

Hochschule Hamm-Lippstadt

Gottfried Wilhelm Leibniz Universität Hannover

Hochschule Hannover

Hochschule für Musik, Theater und Medien Hannover

Medizinische Hochschule Hannover (MHH)
Stiftung Tierärztliche Hochschule Hannover

Fachhochschule Westküste, Hochschule für Wirtschaft und
Technik [Heide]

Hochschule für Jüdische Studien Heidelberg

Pädagogische Hochschule Heidelberg

Ruprecht-Karls-Universität Heidelberg

SRH Hochschule Heidelberg - Staatlich anerkannte
Fachhochschule

Hochschule Heilbronn, Technik, Wirtschaft, Informatik

Hochschule für angewandte Wissenschaft und Kunst,
Fachhochschule Hildesheim/Holzwinden/Göttingen

Universität Hildesheim

Hochschule für angewandte Wissenschaften Hof

Technische Universität Ilmenau

Technische Hochschule Ingolstadt

Fachhochschule Südwestfalen [Iserlohn]

Ernst-Abbe-Fachhochschule Jena – University of Applied Sciences

Friedrich-Schiller-Universität Jena

Hochschule Kaiserslautern (University of Applied Sciences)

Technische Universität Kaiserslautern

Hochschule für Musik Karlsruhe

Hochschule Karlsruhe - Technik und Wirtschaft

Karlsruher Institut für Technologie

Pädagogische Hochschule Karlsruhe

Staatliche Akademie der Bildenden Künste Karlsruhe

Staatliche Hochschule für Gestaltung Karlsruhe

Universität Kassel

Hochschule für angewandte Wissenschaften Kempten

Christian-Albrechts-Universität zu Kiel

Fachhochschule Kiel

Muthesius Kunsthochschule [Kiel]

Hochschule Rhein-Waal - University of Applied Sciences [Kleve]

Hochschule Koblenz

Deutsche Sporthochschule Köln

Hochschule für Musik und Tanz Köln

Katholische Hochschule Nordrhein-Westfalen -
Catholic University of Applied Sciences [Köln]

Kunsthochschule für Medien Köln

Rheinische Fachhochschule Köln

Technische Hochschule Köln

Universität zu Köln	Universität Koblenz-Landau [Mainz]
Hochschule Konstanz Technik, Wirtschaft und Gestaltung	Hochschule Mannheim
Universität Konstanz	Staatliche Hochschule für Musik und Darstellende Kunst Mannheim
Hochschule Anhalt – Anhalt University of Applied Sciences [Köthen]	Universität Mannheim
Hochschule Niederrhein [Krefeld]	Philipps-Universität Marburg
Hochschule Landshut - Hochschule für angewandte Wissenschaften	Hochschule Merseburg
HHL Leipzig Graduate School of Management	Hochschule Mittweida, University of Applied Sciences
Hochschule für Grafik und Buchkunst Leipzig	Hochschule Ruhr West - University of Applied Sciences [Mülheim an der Ruhr]
Hochschule für Musik und Theater „Felix Mendelssohn Bartholdy“ Leipzig	Akademie der Bildenden Künste München
Hochschule für Technik, Wirtschaft und Kultur Leipzig	Hochschule für angewandte Wissenschaften München
Universität Leipzig	Hochschule für Musik und Theater München
Hochschule Ostwestfalen-Lippe [Lemgo]	Hochschule für Philosophie [München]
Fachhochschule Lübeck	Katholische Stiftungsfachhochschule München
Musikhochschule Lübeck	Ludwig-Maximilians-Universität München
Universität zu Lübeck	Technische Universität München
Evangelische Hochschule Ludwigsburg, Hochschule für Soziale Arbeit, Diakonie und Religionspädagogik - staatlich anerkannte Fachhochschule der Evangelischen Landeskirche Württemberg	Universität der Bundeswehr München
Pädagogische Hochschule Ludwigsburg	Fachhochschule Münster
Hochschule Ludwigshafen am Rhein	Kunstakademie Münster, Hochschule für Bildende Künste
Leuphana Universität Lüneburg	Westfälische Wilhelms-Universität Münster
Hochschule Magdeburg-Stendal	Hochschule Neubrandenburg - University of Applied Sciences
Otto-von-Guericke-Universität Magdeburg	Augustana-Hochschule Neuendettelsau
Hochschule Mainz	Hochschule für angewandte Wissenschaften, Fachhochschule Neu-Ulm
Johannes Gutenberg-Universität Mainz	Hochschule Nordhausen
Katholische Hochschule Mainz – Catholic University of Applied Sciences	Akademie der Bildenden Künste Nürnberg

HRK Member Institutions

Evangelische Hochschule für angewandte Wissenschaften –
Evangelische Fachhochschule Nürnberg

Hochschule für Musik Nürnberg

Technische Hochschule Nürnberg Georg Simon Ohm

Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen

Lutherische Theologische Hochschule Oberursel

Hochschule für Gestaltung Offenbach

Hochschule für Technik, Wirtschaft und Medien Offenburg

Carl von Ossietzky Universität Oldenburg

Hochschule Osnabrück

Universität Osnabrück

Theologische Fakultät Paderborn

Universität Paderborn

Universität Passau

Hochschule Pforzheim - Gestaltung, Technik, Wirtschaft und Recht

Fachhochschule Potsdam

Filmuniversität Babelsberg Konrad Wolf
[Potsdam-Babelsberg]

Universität Potsdam

Ostbayerische Technische Hochschule Regensburg

Universität Regensburg

Hochschule Reutlingen, Hochschule für
Technik-Wirtschaft-Informatik-Design

Hochschule für angewandte Wissenschaften –
Fachhochschule Rosenheim

Hochschule für Musik und Theater Rostock

Universität Rostock

Hochschule für Forstwirtschaft Rottenburg

Hochschule der Bildenden Künste Saar

Hochschule für Musik Saar

Hochschule für Technik und Wirtschaft des Saarlandes

Universität des Saarlandes

Hochschule Bonn-Rhein-Sieg, University of Applied Sciences
[Sankt Augustin]

Hochschule Schmalkalden

Hochschule für Gestaltung Schwäbisch Gmünd

Pädagogische Hochschule Schwäbisch Gmünd

Universität Siegen

Hochschule Albstadt-Sigmaringen

Deutsche Universität für Verwaltungswissenschaften Speyer

Fachhochschule Stralsund

Duale Hochschule BadenWürttemberg [Stuttgart]

Hochschule der Medien Stuttgart

Hochschule für Technik Stuttgart

Staatliche Akademie der Bildenden Künste Stuttgart

Staatliche Hochschule für Musik und Darstellende Kunst Stuttgart

Universität Hohenheim [Stuttgart]

Universität Stuttgart

Hochschule Trier – Trier University of Applied Sciences
Theologische Fakultät Trier

Universität Trier

Staatliche Hochschule für Musik Trossingen

Eberhard Karls Universität Tübingen

Hochschule Ulm Technik, Informatik und Medien

Universität Ulm

WHU - Otto Beisheim School of Management [Vallendar]

Universität Vechta

Bauhaus-Universität Weimar

Hochschule für Musik Franz Liszt Weimar

Hochschule Ravensburg-Weingarten

Pädagogische Hochschule Weingarten

Hochschule Harz, Hochschule für angewandte Wissenschaften
(FH) [Wernigerode]

EBS Universität für Wirtschaft und Recht [Wiesbaden]

Hochschule RheinMain, RheinMain University of Applied Sciences
Wiesbaden, Rüsselsheim

Technische Hochschule Wildau (FH)

Jade Hochschule - Wilhelmshaven/Oldenburg/Elsfleth

Hochschule Wismar - University of Applied Sciences:
Technology, Business and Design

Private Universität Witten/Herdecke gGmbH

Ostfalia Hochschule für angewandte Wissenschaften
[Wolfenbüttel]

Hochschule Worms, University of Applied Sciences

Bergische Universität Wuppertal

Kirchliche Hochschule Wuppertal/Bethel
(Hochschule für Kirche und Diakonie)

Hochschule für angewandte Wissenschaften
Würzburg-Schweinfurt

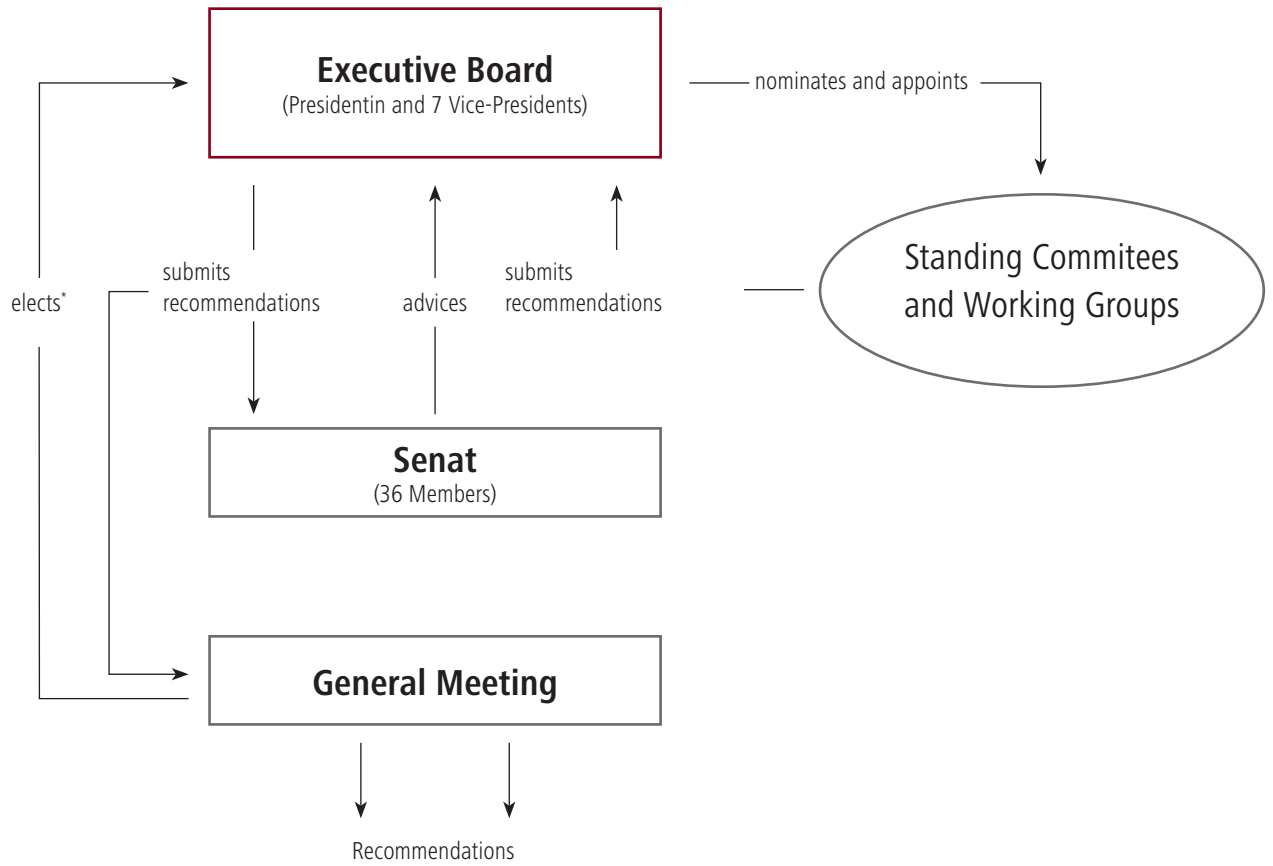
Hochschule für Musik Würzburg

Julius-Maximilians-Universität Würzburg

Hochschule Zittau/Görlitz

Westfälische Hochschule Zwickau

Organisation of the HRK



*with the exception of the two spokespersons of the member groups

HRK Standing Committees and Working Groups*

Standing Committee on Teaching and Learning

Chair: Vice-President Professor Dr Holger Burckhart
Rector of the University of Siegen

Standing Committee on the "Internationalisation of Universities"

Chair: Vice-President Professor Dr Dieter Lenzen
President of the University of Hamburg

Standing Committee on Research and Early Career Researchers

Chair: Vice-President Professor Dr Ulrich Rüdiger
Rector of the University of Constance

Standing Committee on European Research Policy

Chair: Vice-President Professor Dr Ulrich Rüdiger
Rector of the University of Constance

Standing Committee on Organisation, University Management, Governance and Human Resources Policies

Chair: Vice-President Professor Dr Ulrike Beisiegel
President of the University of Göttingen

Standing Committee on New Media and the Communication of Science

Chair: Vice-President Professor Dr Andreas Bertram
President of the Osnabrück University of Applied Sciences

Standing Committee on Innovation and Knowledge Transfer

Chair: Professor Dr Horst Hippler
President of the German Rectors' Conference

Standing Committee on the „Future of Digital Information in Teaching and Research"

Chair: Vice-President Professor Dr Andreas Bertram
President of the Osnabrück University of Applied Sciences

Working Group „Amendment to the HRK Statutes"

Chair: Professor Dr Horst Hippler
President of the German Rectors' Conference

Working Group "Orientation Framework for Early Career Researchers"

Chair: Vice-President Professor Dr Ulrike Beisiegel
President of the University of Göttingen

Working Group „Organisational and Legal Framework of the University Medicine"

Chair: Vice-President Professor Dr Johanna Eleonore Weber
Rector of the University of Greifswald

Working Group "Doctoral Degrees in Medicine"

Chair: Vice-President Professor Dr Johanna Eleonore Weber
Rector of the University of Greifswald

Working Group "Restrictions on Appointments to a Different University"

Chair: Vice-President Professor Dr Ulrike Beisiegel
President of the University of Göttingen

Working Group "Cooperative Doctoral Training"

Chair: Professor Dr Ulrich Radtke
Rector of the University of Duisburg-Essen

Working Group "Guidelines for Good Scientific Practice Especially in Relation to Intellectual Property"

Chair: Vice-President Professor Dr Ulrike Beisiegel
President of the University of Göttingen

Working Group "Women in Management Positions in Academia"

Chair: Vice-President Professor Dr Ulrike Beisiegel
President of the University of Göttingen

Working Group "German Qualifications Framework"

Chair: Vice-President Professor Dr Micha Teuscher
Rector of the Neubrandenburg University of Applied Sciences

Working Group "Internationalisation of the Curriculum"

Chair: Vice-President Professor Dr Dieter Lenzen
President of the University of Hamburg

Joint Working Groups*

HRK/KMK Steering Committee

Chair: Dr Jens-Peter Gaul,
Secretary-General of the German Rectors' Conference
Udo Michallik,
Secretary-General of the Standing Conference of the Ministers
of Education and Cultural Affairs of the Länder in the
Federal Republic of Germany

Working Group on Universities and Business

Chair: Vice-President Professor Dr Holger Burckhart,
Rector of the University of Siegen
Dr Gerhard F. Braun,
Vice-President of the Confederation of
German Employers' Associations (BDA)

Steering Committee "National Licensing / Project DEAL"

Chair: Professor Dr Horst Hippler,
President of the German Rectors' Conference

* May 2016

State Rectors' Conferences*

Baden-Württemberg

Universities:

Chair: Professor Dr-Ing. Wolfram Ressel
Rector of the University of Stuttgart

Deputy: Professor Dr Bernhard Eitel
Rector of the University of Heidelberg

Office: State Rectors' Conference Baden-Württemberg
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70180 Stuttgart
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kadel@lrk-bw.de
www.lrk-bw.de

Universities of Applied Sciences:

Chair: Professor Dr Bastian Kaiser
Rector of the University of Applied Forest
Sciences Rottenburg

Deputies: Professor Dr-Ing. Winfried Lieber
Rector of the Offenburg University of Applied
Sciences
Professor Dr Gerhard Schneider
Rector of the Aalen University of Applied
Sciences
Professor Dr Hendrik Brumme
President of the Reutlingen University of
Applied Sciences

Office: Hochschulen für Angewandte Wissenschaften
Baden-Württemberg e. V.
Haus der Wirtschaft
Benjamin Peschke
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* June 2016

Higher Education Institutions in Figures

Higher Education Institutions in Germany

Universities	121 ¹
Universities of applied sciences (FH)	220 ¹
Colleges of art and music	58 ¹
Higher education institutions in total	399¹

¹ German Rectors' Conference (HRK): Higher Education Compass, Summer Semester 2015

Higher education institutions by type of funding

State (public) higher education institutions	238 ¹
Non-state, state-recognised higher education institutions	161 ¹
of which private	121 ¹
of which church maintained	40 ¹

¹ German Rectors' Conference (HRK): Higher Education Compass, Summer Semester 2015

Students

Women	1,29 Mio. ²
Men	1,41 Mio. ²
Students in total	2,7 Mio.²

Proportion of foreign students 11,8 %²

² Federal Statistical Office: Winter Semester 2014/2015,(provisional)

Students by type of higher education institution

Universities	1.730.000 ²
Universities of applied sciences (FH)	929.784 ²
Colleges of art and music	35.230 ²

² Federal Statistical Office: Winter Semester 2014/2015,(provisional)

First-year students in the academic year

Women	250.665 ²
Men	250.001 ²
First-year students in total	500.666²

Proportion of first-year students among the same-age population 57,3 %³

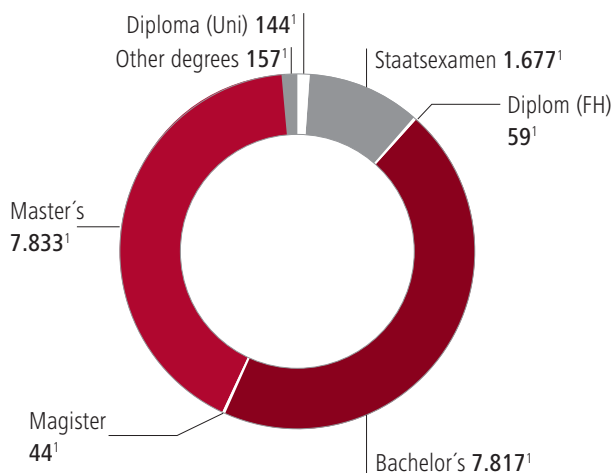
² Federal Statistical Office: Winter Semester 2014/2015,(provisional)

³ Federal Statistical Office: as per November 2014

Studies

Degree programmes by type of degree

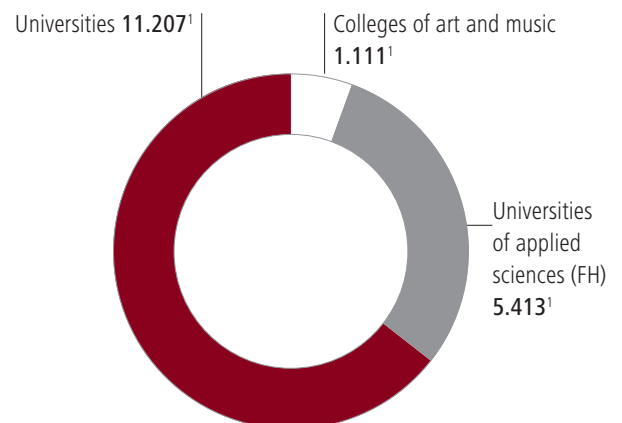
(in total 17.731¹)



¹ German Rectors' Conference (HRK): Higher Education Compass, Summer Semester 2015

Degree programmes by type of higher education institution

(in total 17.731¹)



¹ German Rectors' Conference (HRK): Higher Education Compass, Summer Semester 2015

Graduates

Women	221.587 ⁴
Men	214.883 ⁴
Graduates in total	436.420⁴

Proportion of foreign graduates	9,5 % ⁴
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⁴ Federal Statistical Office: 2013

Graduates by type of degree

Diplom (Uni) and equivalent degrees	64.054 ⁴
Lehramt (teaching degree incl. BA and MA)	41.519 ⁴
Diplom (FH)	17.381 ⁴
Bachelor's	207.401 ⁴
Master's	78.358 ⁴
Graduates by type of degree in total	408.713⁴

⁴ Federal Statistical Office: 2013

Doctorates

Women	12.256 ⁴
Men	15.451 ⁴
Doctorates in total	27.707⁴

⁴ Federal Statistical Office: 2013

Habilitations

Women	429 ⁴
Men	1.138 ⁴
Habilitations in total	1.567⁴

⁴ Federal Statistical Office: 2013

Staff

Academic, research and artistic staff combined	369.847⁴
Full-time staff	233.259 ⁴
- Professors	45.013 ⁴
- Lecturers and assistants	3.693 ⁴
- Academic, research and artistic staff	174.701 ⁴
- Teaching staff for special purposes	9.852 ⁴
Temporary, part-time staff	136.588 ⁴

Administrative, technical and other staff combined	292.229⁴
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Staff in total at higher education institutions	662.076⁴
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⁴ Federal Statistical Office: 2013

Higher Education Institutions in Figures

Finances

Expenditure

18,7bn euros ⁵	Universities (excl. university hospitals)
20,4bn euros ⁵	University hospitals
5,2bn euros ⁵	Universities of applied sciences
0,6bn euros ⁵	Colleges of art and music
44.9bn euros ⁵	Higher education institutions in total (incl.university hospitals)

40,2bn euros ⁵	Current expenditure on higher education institutions
4,7bn euros ⁵	Investment expenditure on higher education institutions

⁵ Federal Statistical Office: 2012

Sources of third-party funding

German Research Foundation (DFG)	2,2bn euros ⁵
Federal Government	1,7bn euros ⁵
Federal States	0,2bn euros ⁵
European Union	0,6bn euros ⁵
Foundations and similar sources	0,4bn euros ⁵
Business, industry and similar sources	1,3bn euros ⁵

⁵ Federal Statistical Office: 2012

Income

2,1bn euros ⁵	Administrative income of higher education institutions (excl. university hospitals)
13,9bn euros ⁵	Administrative income of hospitals
22,1bn euros ⁵	Core funding for higher education institutions
6,7bn euros ⁵	Third-party funding for higher education institutions
44.9bn euros ⁵	Higher education institutions in total

⁵ Federal Statistical Office: 2012

Core funding

Core funding Federal State	21,8bn euros ⁶
Core funding Federal Government	4,9bn euros ⁶
Core funding: Expenditure of higher education institutions as a proportion of GDP	1,0 % ⁶
Current expenditure (core funding) per student	7.300 euros ⁵
Current expenditure (core funding) by average length of studies per graduate	30.000 euros ⁵

Federal Statistical ⁵ 2012; ⁶ 2013, (provisional)

Research

Third-party funds

Third-party income of higher education institutions in total **6,7bn euros⁵**

Third-party funds by type of higher education institution

Universities (excl. university hospitals)	4,6bn euros ⁵
University hospitals	1,6bn euros ⁵
Universities of applied sciences (FH)	0,4bn euros ⁵

Third-party funds per professor

Higher education institutions in total	167.500 euros ⁵
Universities (incl. university hospitals)	285.900 euros ⁵
Universities (excl. university hospitals)	243.700 euros ⁵
Universities of applied sciences (FH)	27.100 euros ⁵
Colleges of art and music	15.100 euros ⁵

Total higher education institution

in total **14,0bn euros⁵**

⁵ Federal Statistical Office: 2012

Internationality

Foreign students in Germany

in total	218.848⁷
of which from China	28.381 ⁷
of which from Russia	11.126 ⁷
of which from India	9.372 ⁷
of which from Austria	9.305 ⁷

⁷ Federal Statistical Office: Winter Semester 2013/2014

German students abroad

in total	135.960⁵
of which from Austria	32.192 ⁵
of which from Netherlands	25.019 ⁵
of which from Switzerland	14.352 ⁵
of which from United Kingdom	13.720 ⁵
Of which from USA	9.819 ⁵
of which from France	6.400 ⁵

⁵ Federal Statistical Office: 2012

International Comparisons

First-year student rate for the same-age population*

Russia	69 % ⁸
United Kingdom	67 % ⁸
Germany	53 % ⁸
Japan	52 % ⁸
Italy	47 % ⁸
France	41 % ⁸

* Limited comparability due to the differing degrees of academisation in the individual vocational training programmes.

⁸ OECD: Education at a Glance, 2012

Spending on tertiary sector education institutions as a percentage of GDP

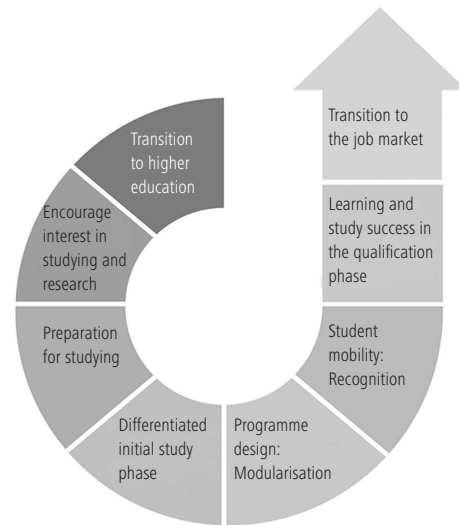
Canada	3,0% ⁹
USA	2,7 % ⁹
Japan	1,6 % ⁹
France	1,5 % ⁹
Russia	1,4 % ⁹
Germany	1,3 % ⁹
United Kingdom	1,2 % ⁹
Italy	1,0 % ⁹

⁹ OECD: Education at a Glance, 2011

Project nexus – Forming Transitions, Promoting Student Success



Through this project, the HRK supports its member universities in the further development of tiered degree programmes and the enhancement of programme quality. Funded by the Federal Ministry of Education and Research (BMBF), the project is specifically aimed at the transitional phases in the student life cycle: the redesign of the initial study phase, the promotion of mobility during the programme and the qualification phase, and the transition to the job market. Nexus convened four working groups, known as 'round tables', which are made up of experts in the engineering, economic and medical/health sciences. These groups meet regularly to discuss challenges in their individual subject areas and formulate exemplary solutions on the basis of successful examples in teaching and studying. A fourth round table will address issues that transcend disciplines: improved recognition of academic achievements and examination credits within the national and international context.



Nexus regularly organises events on these topics which are open to all members of the university (teaching staff, tutors, students, administrators) and focus on the presentation and discussion of good examples from the universities.

The events are complemented by project publications, such as "nexus Impetus for Practice", which present good examples to provide further guidance for working with the new Standards and Guidelines for Quality Assurance in the European Higher Education Area and the established standards on research-based learning.

Employees: 18

Duration: 2014-2018

Project budget: approx. €5.5 million (BMBF funds)

www.hrk-nexus.de

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Audit "Internationalisation of Universities"



In 2009 the HRK launched the Audit "Internationalisation of Universities" to help German universities develop a strategic approach to their internationalisation process. The Audit offers independent and systematic advice on internationalisation, tailor-made for each university.

As part of the Audit, participating universities receive an assessment on the current status of their internationality. They are helped to identify or define their internationalisation goals and (further) develop their institutional internationalisation strategy. The universities are additionally given recommendations for specific internationalisation measures.

Each university participating in the Audit enters a process lasting approximately twelve months involving elements of self-reflection and external advice. The key milestones of this process are the university's self-evaluation report and an on-site visit by a group of international experts.

Following the Audit site visit, the HRK Project Team compiles a report outlining a set of recommendations. The report formulates approaches for the university to further develop its internationality in four different areas: Governance, Learning and Teaching, Research and Technology Transfer and Advice and Support. To conclude the Audit Process, the HRK team helps with the consolidation of the results of the Audit and setting off the implementation phase in the form of a "future search workshop".

The Audit is conducted by a team of international experts together with a project group appointed by the university. The HRK organises and assists throughout the entire Audit process. At the conclusion of the Audit, the participating universities receive a certificate of participation and the right to use a logo as a quality mark.

So far, 66 universities have been audited with a further ten due to embark on the process by December 2016 and four pilot universities due to undergo the audit compact, a leaner version of audit. This will result in a total of 80 audited universities, which means that more than half of the universities which applied to participate in the audit will have been able to do so.

In addition, participation in the Re-Audit "Internationalisation of Universities" is open to all universities that have already been audited as an independent, participant-financed service and offers external expertise to support and assist the universities for an approximately three-year implementation phase. Five universities have already completed the re-audit, with ten having begun the process since 2014 and another four commencing in 2016.

Employees: 8

Duration: 2009-2016

Project funding: €4 million (BMBF funding)

www.hrk.de/en/audit

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Project "German Forum for Higher Education in the Digital Age"



The BMBF has been funding the "German Forum for Higher Education in the Digital Age" project since 1.1.2014. The project is conducted jointly by the Stifterverband, the Centre for Higher Education (CHE) and the HRK. Led by the HRK, the halfway conference for the project was held in September 2015 with more than 250 participants representing universities, industry and politics.

Within the forum, the HRK coordinates two of the six topic groups: "Governance & Policies" and "Curriculum Design & Quality Development". So far, these groups have published the following working papers:

- Thought framework of the topic group "Governance & Policies"
- Legal issues relating to digital teaching formats
- University library of the digital future
- Preamble and theses of the topic group "Curriculum Design & Quality Development"
- Recognition, crediting and certification of digital teaching and learning
- Design of digital teaching, learning and examinations
- Opening-up and practical orientation of universities through digital teaching and learning

The working papers and the final report due for publication at the end of 2016 are available from the forum website (see below).

Employees: 1

Duration: 2014-2016

Project budget: approx. €400,000 (BMBF funds)

www.hochschulforumdigitalisierung.de/en

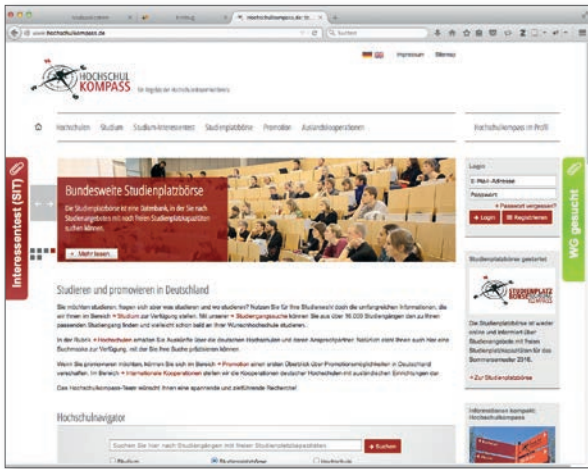
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Higher Education Compass



The Higher Education Compass is the only nationwide system to provide information on German universities and their academic programmes on the basis of details provided by the universities themselves for prospective students and the general public. For the universities, the entries act as a means of actively supporting their PR work and help to make their courses even better known, both nationally and internationally. Only state and state-accredited German higher education institutions are included in the Higher Education Compass, offering them a platform to publish information about their university, undergraduate and post-graduate programmes, as well as international collaborations.

A German and an English language version of the Higher Education Compass have been available for many years and it is regarded as being a reliable source of information when choosing a course, both within and outside of Germany. Alongside the Higher Education Compass, information about courses offered at German universities is made available to a growing number of cooperation partners for publication on their websites, including the German Federal Employment Agency, the federal states of North Rhine-Westphalia, Thuringia and Bavaria, the German Academic Exchange Service network (DAAD) and also ZEIT ONLINE. Currently there are about 245,000 visits a month to the Higher Education Compass alone and an additional 425,000 or so visits to our cooperation partners' websites (presently more than 30), the Higher Education Compass has the widest reach of any German higher education and course information portal on the internet.

Since the winter semester of 2009/10, the Higher Education Compass has also been the basis for the only official nationwide university clearing system to receive the support of the Federal Government, states and universities. All universities listed in the Higher Education Compass can advertise how many free places they have on offer, including those that are still available after the regular admission and "clearing" procedures have been completed. The Higher Education Compass thus helps universities to fill as many places as possible on each individual course.

In December 2013 the Study Interest Test (SIT), developed jointly by the HRK and ZEIT ONLINE, was launched online. Since then more than 325,000 users completed the Study Interest Test and used it for the student orientation. The SIT is a scientific proven procedure based on the established 1997 Holland Model and adapted to be relevant to degree courses. It is based on the participants' self-assessments and, above all, helps students to find the course options that suit their personal interests, inclinations and talents. SIT is the first internet-based student orientation procedure to be used at universities throughout Germany and includes every undergraduate course, offering prospective students a useful complement to student advisory services at universities.

Employees: 3

www.hochschulkompass.de

www.hochschulkompass.de/studienplatzboerse.html

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Library



The HRK library contains the largest special collection of literature on higher education, research and science policy in the Federal Republic of Germany. The collection includes more than 69,000 monographs, approx. 800 current periodicals, including 350 university journals, approx. 96,000 "grey literature" publications, the course catalogues of all German universities since 1945, the study and examination regulations issued by Germany's universities, approx. 5,400 court rulings on questions of higher education, science and research policy, and a comprehensive collection of press cuttings.

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