



UNIVERSITÄT  
**D U I S B U R G**  
**E S S E N**

# UNIVERSITY DEVELOPMENT PLAN

## 2009 – 2014

UNIVERSITY OF  
**D U I S B U R G - E S S E N**

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## Preface

This University Development Plan sets out to describe the guidelines, strategies and future prospects for the University of Duisburg-Essen (UDE) which, since its inauguration in 2003 as the newest German university, is now one of the ten largest in the Federal Republic of Germany. As such, it acts as an academic and intellectual fulcrum for the West Ruhr and Lower Rhine regions with all their millions of inhabitants. Aimed at continuing the previously successful structures in the fields of research, education and governance and at extending new strategies and perspectives, the structure-related plans for 2009 to 2014 will thus make a sound contribution to shaping the UDE's profile as a modern and cosmopolitan place of higher education. In detail, that means developing further its size and strengths and raising its profile higher on both a national and international scale. Seen from a pan-university perspective, the strategic aims and measures contained in the University Development Plan correspond to the development reports produced by the individual faculties who shoulder the main responsibility in terms of cultivating subject departments and developing research and education on a successful basis.

But how exactly does one gauge a university's success? Well, research success is mainly reflected in the number of scientific publications, the projects acquired on a competitive basis and the number of awards eventually won. A 'good education' will be visible in the quality of the actual graduates while attractive courses of study will ultimately lead to a high demand for places by students from all over Germany. If, in addition, the twin pillars of research and education are supported by a modern and efficient system of governance and if all members of the university can be seen to be pulling in the same direction, then the criteria for a successful university may be deemed fulfilled.

We think the conditions for such success are in place at the University of Duisburg-Essen. As a result of the recent merger, members have not only displayed a great readiness to change but have also adapted to the new situation faster than may have been the case

elsewhere. This is particularly important against a background of increasing competitiveness among the various universities, an arena in which the UDE has had too little time at its disposal to unfold its full potential in terms of research and education. However, there are many indications that this potential will be realized in due course – e.g. the large number of outstanding achievements by UDE academics; initiatives for the formation of researcher groups; special post-graduate programs and collaborative research areas; dedicated support for the next academic generation; exemplary endeavours to improve the transition from school to university to make student support programs and facilities as effective as possible; the design of new teaching models; the identification of interdisciplinary responsibilities to help achieve gender equality and tap the full potential to be found in the very diversity of the students; and, not least, the obligation to commit to principles of sustainability.

To meet the new challenges in future as well, we must continue to follow the route already taken and to attract the finest minds to our university. On behalf of the Rector's Office, I would therefore like to thank all members of the university, as well as our external friends and partners, for their invaluable support in the evolution of the University of Duisburg-Essen. And finally, I wish you much pleasure in reading this University Development Plan and look forward greatly to your feedback.



**Prof. Dr. Ulrich Radtke**  
Rector of the University Duisburg-Essen

## Guidelines of the University of Duisburg-Essen

- The University of Duisburg-Essen (UDE), one of the largest German universities, is committed to meeting its social responsibilities. To carry out the educational mandate with which it has been charged and to help drive the economic transformation of our region, we subscribe to national and international standards in the fields of research, education and management.
- We see our university as a homogenous whole inclusive of all subjects and all members and therefore strive for an interdisciplinary network and for the extensive participation of all academics, employees and students in the challenge of shaping the future of the UDE.
- In the field of research, we prioritize five interdisciplinary areas:
  - nanosciences
  - biomedical sciences
  - empirical research in education
  - urban systems and metropolitan areas
  - change of contemporary societies
- We adhere to the traditional university unity of research and education. We create the best-possible study and work conditions in all subjects and at all levels of study in order to offer an academic education based on science and research, striking out in new directions to do so. In designing our undergraduate and postgraduate degree programs, we are guided by various individual and societal requirements within the context of life-long learning.
- The further development of teacher training in the research and education sectors is a significant aspect of our university profile. During the process of changing over to bachelor/master courses of study, we are rigorously pursuing a policy of quality standard conformance and aiming to create the best-possible conditions for study.
- We consider the heterogeneity of our students and employees as a unique opportunity and promote diversity via select management measures. Here we understand 'diversity' as a contribution to educational equality and academic excellence. Gender equality is an integral part of these endeavours.
- Within the framework of the university management system, we aim to maintain an appropriate balance between a central profile and a decentralized system of self-governance and self-responsibility. The instruments of target and performance agreements, budget management, cost control and staff development all got to serve our stringent quality assurance policies.
- As a member of the University Alliance Metropolis Ruhr (UAMR), we work together with the Ruhr University of Bochum and the Technical University of Dortmund to coordinate our efforts to encourage the Ruhr as a science region, creating a unique profile, setting priorities and establishing scientific and organizational networks.

## The University of Duisburg-Essen - Strategy and Prospects

With the foundation of the University of Duisburg-Essen (UDE) on 1 January 2003, a university with a broad spectrum of subjects and a highly competitive range of services was to emerge, the combined total of 31,000 students making it one of the largest universities in Germany. The subjects offered encompass the humanities, education, social studies, economics, engineering, the natural sciences and medicine. Divided into faculties which are recognized both nationally and internationally for their subjects and their research and teaching, the UDE consists of a number of future-oriented institutions which – including the Medical Faculty at the University Clinic – are spread over three campuses. On the one hand, the wide choice of subjects makes it possible to increasingly take an interdisciplinary approach in research and education and also to develop particularly strong research clusters beyond faculty confines. On the other hand, that wide choice also permits in-depth studies and specialization in different areas of knowledge and study.

From 2003 to 2008, the main task of the Rector's Office was to focus on reconfiguring the campus and subject profiles, developing thematic priorities and objectives in the fields of research and education, initiating a strategic planning and budgeting system and putting into place a comprehensive quality management system. For the 2009 to 2014 period, the emphasis will be on consolidating the new structures so created in order to expand on the high-performance areas as well as to pursue the policy of developing thematic priorities and drawing on existing potential. In principle, it is a matter of driving forward the UDE as a place of innovative research-based education and creating for research an individual inimitable performance profile in the areas of both pure research and applied research.

In short, the main goal is to ensure for the UDE a position adequate to its size in terms of quality and reputation, and sustainable long-term competitiveness on the world stage of higher education.

In doing so, the Rector's Office – working closely with the faculties and in consultation with the university

governing bodies – has developed a series of strategic prospects and projects that will serve as a set of objectives and reference framework for a central and decentral university development plan and its concrete implementation at the operative level by 2014.

The results of outcomes planning by the faculties and their 33 teaching units are documented in their individual development reports which are accessible to all members of the university via the UDE Intranet.

### Research

The spectrum of research at the UDE covers five cross-faculty clusters defined as priority research areas and a wide variety of other (inter)disciplinary research areas whose excellence is already evident in the collaborative research areas, the postgraduate programs and other certificated programs as well as in the number of internationally renowned awards we have gained. The threefold aim here is to grow these top-level research areas on a sustainable basis, to identify and expand on other important areas and, ultimately, to achieve prominence both nationally and internationally. In this process, the research funds acquired via competitive tendering will have to increase continually as will the number of PhDs awarded. Within the context of the next round of excellence initiatives, we will also need to apply for at least one Excellence Cluster and for one Graduate School – and successfully so.

Measures to increase research activities include:

- The creation and expansion of incentive schemes as part of an investment program for the development of top-level research areas.
- Internal and external evaluations for the activation and further development of the research profile.
- Systematic preparation for the next Excellence Initiative phase on the basis of a strategic concept for key research areas.
- Setting up a Doctoral Forum and organizing a structured PhD program specifically honed to excellence and interdisciplinarity and aimed at attracting the best postgraduates from Germany and abroad.

- Encouragement for regional networking and collaboration between science and industry within the framework of research and innovation partnerships.
- Support for research activities by means of an extensive future-proof research and patent management system.

### Study and Teaching

In establishing a good teaching reputation, the UDE's emphasis will remain on a broad range of subjects and a wide choice of subject-based and interdisciplinary bachelor and master degrees. To enhance attractiveness nationwide, the research-based master degrees will be developed even further in line with existing research strengths at the UDE. Similarly, with the introduction of back-to-back degrees for teacher training scheduled for the 2011/2012 winter semester, the UDE has responded to calls for top-quality professional training courses for teachers at all school levels and paved the way for the UDE to become one of the leading German universities in the field of teacher training. Indeed, for the field of study and teaching as a whole, the UDE is launching a broad-based quality offensive that aspires to all-round academic excellence. It is thus the UDE's long-term objective to offer the students unrivalled learning and working conditions and to foster special talent and aptitude more extensively than hitherto. In this way, we will help to increase the study success rate within the constraints of academic regulations and so emphasise, both nationally and internationally, the attractiveness of studying at the UDE.

The UDE administrators are fully aware of the difficulties that (following state government legislation to abolish Year 13) will ensue as a double cohort of school-leavers applies for university entrance. They will do their utmost to ensure that there is a sufficient number of study places available in 2013 and 2014 to cope with the peak demand.

Measures to boost the teaching profile include:

- Initiation of a university-wide mentoring system for the improvement and intensification of student support facilities throughout their entire course of study at the University of Duisburg-Essen.
- Extra development of part-time study programmes in order to respond more flexibly to the needs of students with job and/or family obligations.
- The use of control instruments to optimize the quality of students' course planning.
- Ongoing development of advice, support and infrastructure services for students and of tools for the development and assurance of quality in all areas.
- Increasing the provision of study preparation projects so that the applicants can make sound choices of subjects and so that the study induction phase is as effective as possible.
- Extending the range of offers in the fields of e-learning and blended learning.
- Introducing back-to-back bachelor/master degree programs in the field of teacher training.
- Extending the range of research-based master degree programs to attract graduates from throughout Germany.

### Diversity Management (DiM)

One established feature of the UDE as an institution in the heart of the Ruhr is its diversity – drawing on all the different regions, nations, cultural communities and social backgrounds from which the students and staff come. This local diversity now needs to be seen as a much greater opportunity than previously: it must in future be proactively encouraged and supported; awareness of it must be raised; and, not least, it must be fully utilized. We need to create structures that unlock the huge potential for achievement latent in students and staff, structures that will also enable other ethnic communities to access the world of education and science and so benefit fully from the educational and research facilities at the UDE. An innovative and positive approach to diversity will serve to improve the equality of opportunities in the educational system. In doing so, that would

create a 'unique selling point' for the UDE that would benefit the quality of research and education as well as the UDE's prospects in the competition for the finest minds.

Measures to promote diversity:

- Drawing- up a wide-ranging diversity management concept by pooling existing activities and establishing a monitoring system for diversity management.
- Initiatives to integrate other ethnic communities and new target groups into university life, this in cooperation with schools and partners in the region.
- Extending the range of special subject offers, taking into account different home backgrounds and the learning needs of the students.
- Consideration of the heterogeneity of doctoral candidates when designing postgraduate programs.
- Specific training courses for teachers working with heterogeneous student groups.
- Guidance on combining study with a career and/or family.
- Systematic continuation of staff development plans and of the award-winning projects in the field of equal opportunities for women.
- Extending the range of offers in the fields of life-long learning and continuing professional and academic development.

### Quality development and services

To date, the UDE has already implemented a raft of innovative management processes aimed at supporting core tasks in the spheres of research and education. Over the last few years, we have laid the foundations for cost control, strategic planning and internal budgeting practices as well as an integrated quality management system – so much so that today the UDE is one of the leading German universities in these fields of management. However, further development of the central facilities and services organized by the UDE needs to be actively pursued. The change from single-entry to double entry accounting – and, as a result, the presentation of an opening balance sheet

based on standard commercial principles – was a premier for universities in North Rhine-Westphalia. These changes will give the UDE greater room to manoeuvre.

Measures to modernize the university administration include:

- Development of a holistic quality management system across the fields of study, teaching, research and services.
- Qualitative improvement and acceleration of career tracks to boost our chances in the competition for outstanding academics.
- Continuation and extension of staff development and skills upgrading projects aimed at ensuring that academic staff and other personnel are adequately trained and professionally employable.
- Ongoing development of a strategic information management system that guarantees IT support for both research and education and improves existing services.
- Implementation of the Campus Management Project which, with the support of a high-end web-based system, provides a second-to-none back-up service for students at all level of study.
- Continuous updating of modern accounting methods for a full utilization of the UDE's assets and financial strength.
- Planning and carrying out building and rebuilding projects within the framework of the 'University Location Development Plan' (abbreviated to HSEP in German) for the improvement of spatial conditions in the fields of research and education.

### UDE regional and international

The UDE will continue to exercise its regional responsibilities and – via selectively transferring the results of its endeavours in science and research – help shape the Rhine-Ruhr region as a business and science location and so ensure economic transformation on a sustainable basis. In this process, the focus of UDE's endeavours will be on collaboration with the business

community, local government and other agencies as well as with schools and other institutions. In this context, the UDE will also enlist the support of those external friends and partners who have the potential to make a significant contribution to the furtherance of university activities. This is why fundraising and sponsoring activities are to be extended in coming years.

Equally promising in terms of new prospects for the future is the University Alliance Metropolis Ruhr (UAMR) which was founded in 2007, a collaborative venture aimed at bringing the Ruhr University of Bochum, the Technical University of Dortmund and the University of Duisburg-Essen closer together (without jeopardizing their independent status). The overall objective is to pool our diversities and strengths and collectively boost and build on the performances of the three partners. Joint research and teaching activities are to be developed with a view to securing in the long term a prominent position on the national and international maps of higher education and science. The idea is that, as the UAMR grows as a joint trademark, the Ruhr area as a whole will be perceived as a science region – with the recognisability, attractivity and competitiveness of the three Ruhr universities being raised at home and abroad. In that process vis à vis the UAMR, the UDE, as a strong partner, will rethink its own strategy and policy positioning in order to help make the Alliance a great success.

Meanwhile, we understand internationalism both as a university-wide goal and as a cross-sectional task, one that will receive due consideration in all aspects of the University Development Plan. Similarly, the UDE sees as self-evident its promotion of international dialog and exchange in the fields of research, study and teaching as well as taking into account international perspectives in the fields of diversity management, appointments policy, human resource development and marketing. Last but not least, it is important that the policy of international cooperation and the already broad network of links with foreign universities continue to be cultivated and extended.

## Research

### National and international visibility

At the University of Duisburg-Essen, the unity of research and education is no mere concept but something that is put into practice day by day. It is only in this kind of environment that researchers can develop innovative ideas and do their part to shape the economy and society. The UDE accepts the mandate it has been given by upholding high standards of research and education. This unfailing dedication to high quality exerts a cross-regional and international pull on students and researchers and, in this way, contributes to the dynamic development of the Ruhr.

The UDE boasts numerous excellent research areas that have enhanced its reputation in Germany and abroad. In this diversified research landscape there is room for outstanding accomplishments by individual researchers as well as interdisciplinary and cross-disciplinary projects involving collaboration among several subjects and departments.

The UDE has every reason, therefore, to view its research achievements with pride. This is shown, moreover, by the funding ranking – sixth place in physics and seventh place in mathematics – accorded the university by the German Research Society (abbreviated in German as DFG) in a nationwide competition among German institutions of higher learning. High scientific acclaim and the conferring of awards on outstanding researchers testify to the excellence of research at the UDE. Moreover, the university has been a top performer in the race for research grants, as measured by the increased volume of third-party funding in recent years. And it intends to increase this volume by approx. 5 % annually – despite the shrinkage of its professorial staff.

We aim to continue the successful work which has given our university such high international visibility. To do this, we need to identify and foster further sectors of excellence.

Reaching out beyond its campuses, the university engages in intensive collaboration with research insti-

tutions such as the institutes attached to the UDE – nicknamed the 'Indie Institutes' (see page 33) – the Max Planck and Fraunhofer Institutes, and the Rhinish-Westphalian Institute for Economic Research (abbreviated to RWI in German). These cooperative projects and ventures will be continued – and even intensified – in the future.

At the University Medical Centre Essen, home of the Medical Faculty, the UDE intends to continue the intensive collaboration already in place. In terms of offering a research service, the UDE wants to be perceived by the public as a three-campus university (Duisburg, Essen, University Medical Centre Essen).

### Priority research areas

Within the diversity of scientific disciplines on its campuses, the UDE has defined university-wide Priority Research Areas, the idea being to build and enhance its national and international reputation as a hub of cutting-edge research. The Priority Research Areas listed below have a broad scope and an interdisciplinary complexion. They have been designed as collaborative research centres and are supported on the organisational side by various scientific centres (see page 33). They stand out by virtue of the large volume of research funding they attract and by the way they network with other facilities and organisations in the region.

#### Nanosciences

More than 200 scientists from the fields of physics, chemistry and the engineering sciences participate in the Priority Research Area of nanosciences, which groups together all the research activities at the UDE concerned with nanoscale materials and nanostructures in these three disciplines. These activities are coordinated by the Center for Nanointegration Duisburg-Essen (CeNIDE). In the meantime, the results emerging from programmes and projects underway in this area at the UDE have attracted national and international attention. These

programmes are sponsored by organisations such as the German Research Foundation (DFG in German), the Fraunhofer Society, the European Union, the Ministry of Education and Research (BMBF in German) and the Ministry for Innovation, Science, Research and Technology (MIWFT) of the state of North Rhine-Westphalia. The development of the NanoEnergyTechnologyCentre (NETZ) and the preparation of applications for grants from Funding Lines I and II of the Initiative for Excellence 2012 are two major tasks to be completed by the UDE during the next few years.

#### Biomedical sciences

Scientists at the Medical Faculty collaborate with biologists and chemists working at the Center of Medical Biotechnology (in German: ZMB) to increase our understanding of the molecular mechanisms of disease and develop new biotechnological methods and therapeutic strategies. Furthermore, the disciplines of physics, mathematics and the engineering sciences are grouped together in the medical-technology collaborative research programme known as 'Research in Biomedical Sciences' (RIBS) being carried out within this Priority Research Area. The existing network of research activities is demonstrated by the existence of two joint research training groups ('Graduiererkollegs'), has led to the submission of applications by two RPAs in the sectors of tumour research and immunology of infectious diseases, and will be buttressed by the establishment of a total of four "bridge" professorships. An application for the 'Healthcare Campus NRW' was submitted jointly in 2008.

#### Empirical research in education

The UDE is taking a leading role in conducting empirical research on subjects related to education and teaching. The fields of 'lifetime learning' and 'e-learning' are valuable complements to this Priority Research Area. The idea here is to create distinct added value for this interdisciplinary research strategy by bundling a host of competencies in the educational

and social sciences, economics and the humanities. This will be accomplished by collaborating with an existing research training group (GK) and the 'Science Education' research group – an undertaking to be coordinated by the Centre for Empirical Research in Education (ZeB in German) founded in 2007. The members of this Priority Research Area will be looking in particular for ways to make a university education more accessible to groups of society which have traditionally been excluded from higher education and to promote life-long learning – all of this part and parcel of the UDE's commitment to open its doors to further segments of the population (see 'Diversity Management').

#### Urban systems and metropolitan areas

The UDE is located in one of the most densely populated regions of Europe, a region undergoing a major economic transformation. The previous Priority Research Area of 'Urban Systems', which was focused on water-related topics, logistics and transport, is evolving into the Priority Research Area 'Urban Systems and Metropolitan Areas'. The focus here is on developing new concepts for human habitats, in the context of the ongoing economic transformation, compatible with sustainable development. For this purpose, ecological, economic, cultural and social-science perspectives must be integrated and translated into politically realisable strategies. Pertinent competencies from various scientific disciplines at the university will be gathered together to form innovative interdisciplinary research programmes with a scientific structure.

#### Change of contemporary societies

This newly established Priority Research Area views the change of contemporary societies from an interdisciplinary and international perspective. Globalisation in the 21st century is distinguished by diversified phenomena related to political change and changes in society. Together with research institutes in Germany and abroad, research groups at the UDE will be working in pivotal research fields in the

social and political sciences, investigating topics such as 'Working Society and Integration', 'Government and Governance', 'Legitimation and Participation' and Methods for the Analysis of Contemporary Sciences.

#### Dynamising and developing UDE's research profile

The process called 'dynamisation' is crucial for the further development of the research profile. By this the UDE means the strengthening of existing areas of excellence in the Priority Research Areas, the establishment of new Priority Research Areas and scientific research institutes, and the downsizing of institutes which have failed to achieve set goals or meet agreed targets within a specified period after their founding. Our efforts in this area will be measured by how successful we are in attracting collaborative and coordinated programmes sponsored by the European Union, the German Research Foundation or the Ministry of Education and Research – such as cooperative ventures, excellence networks, collaborative research areas (SFBs), research training groups and research groups.

In this way, the university's academic and research performance capability, which is already at a high level, can be developed further. At the same time, the efficiency of its efforts to obtain third-party funding can be boosted. Promotion of the Priority Research Areas will serve as the foundation, moreover, for our successful participation in the next round of the Initiative for Excellence.

#### Initiative for Excellence 2012

The leading scientific organisations in Germany are determined to extend the 'Initiative for Excellence', which was founded to promote cutting-edge research and elite universities, beyond the year 2011. As in the past, the UDE intends to concentrate on core areas which have received high ratings in both internal

and external evaluations. The Priority Research Area of Nanosciences, which has expanded its successful activities in the last few years, will vie with other German universities applying for a research cluster in the next round of the Initiative for Excellence. It is important that the university bundles major efforts and resources to achieve this goal. The work of the four Priority Research Areas, as well as their efforts to attract collaborative research groups, will be supported.

As part of its strategy for success, the UDE is creating new structures and options that will enable the research strengths and innovative capabilities at the university to realise their full potential. This includes an investment programme initiated in 2009 to encourage future-proof areas. It also envisages an adaptive – i.e. flexible – scheme for allowing professors who are strong on research to reduce their teaching load for a limited time so that they can devote all their energies to research. The UDE's repertoire of research promotion instruments includes the targeted promotion of the upcoming generation in keeping with the recommendations of the German Science Foundation.

#### Promoting the next generation: structured doctorate programmes

For many qualified young academics the PhD unlocks the door to an academic career at the university. It also opens up prospects for interesting careers outside the university. Apart from providing outstanding qualifications in their field and evidence that they have done independent research, applicants for positions in industry and other sectors of society are increasingly being expected to show other knowledge and skills. The growing importance of coordinated research programmes – sponsored by the German Research Foundation or the EU, for example – as a vehicle for research poses new challenges for doctoral candidates and doctorate programmes. At the UDE there are several promising routes to a PhD

in addition to the traditional doctorate programmes. Part of the doctoral candidate population is enrolled in structured doctorate programmes sponsored by the German Research Foundation (research training groups or 'Graduiertenkollegs'), the EU (Marie Curie), the German states (e.g. NRW research academies) or the various faculties of the UDE (e.g. 'DokForum').

In response to this climate of change, the UDE is striving to create more favourable conditions for the establishment of structured doctorate programmes. Besides engaging in an intensive professional exchange within a scientific discipline or a large research area, the doctoral candidates are to systematically acquire cross-subject competencies and engage in interdisciplinary networking. A university-wide forum for aspiring PhDs ('ProFor') is intended to serve as a communication platform for all postgraduate students working toward their doctorates at the University of Duisburg-Essen. As part of the foreseen scenario, PhD candidates will meet at interdisciplinary events at the university and trade experiences. This interdisciplinary and cross-subject sharing of knowledge will also enhance the attractiveness of the UDE for young academics and, later on, foster a positive identification of the PhDs with their alma mater.

Furthermore, the UDE wants to set down the rights and obligations of both doctoral candidates and PhD supervisors in a Doctorate Agreement which will apply for all graduate students working toward their PhDs at the university. Likewise, the programme offered by the ProFor will be open to doctoral candidates from all departments and faculties. The PhD candidates will be able to take part, to a specified extent, in the broad range of seminars and events offered by the large number of faculties and departments at the UDE. What's more, the structured PhD programmes are to be expanded further – both in a subject-related and interdisciplinary fashion – at faculty level or, alternately, in the form of programmes with a defined thematic focus as organised by the various collaborative research groups.

In striving for reform, the UDE must give due consideration to the different "academic cultures" in the individual departments. Within the framework of the overall concept, the faculties have broad leeway to implement the various paths leading to the coveted PhD. It remains up to the individual faculties and disciplines to identify their subject-specific reform requirements and to forge ahead with the modernisation of the doctorate programmes within their specific sphere of influence.

Meanwhile, within the framework of the ProFor, an independent doctoral programme based on excellence and interdisciplinary knowledge – the 'UDEum' – is to be offered. Graduate students with an especially high performance profile can be admitted to this programme through special selection procedures. They must display not only the potential for an outstanding academic career but also a deep interest in the underlying ideas. Other required qualities are: interest in universal inter-relationships, willingness to take part in a dialogue between different academic cultures, and a commitment to science and society. The aim here is to foster the personal development of these promising talents and give them active support in their cross-subject academic work. The 'UDEum' will provide an appropriate forum for encounter and for interdisciplinary intellectual exchange. Apart from dialogue forums and events especially for doctoral candidates, the 'UDEum' will offer seminars initiated and planned by the doctoral candidates themselves. The 'UDEum' will, in this way, give aspiring PhDs a forum for intensive interdisciplinary discussion of current topics of social and political relevance.

### Knowledge transfer, regional networking and research management

By spawning new ideas and knowledge, universities make an important contribution to the development and transformation of a society. The UDE sees it as its special obligation to exploit research results for the benefit of society – swiftly and with an eye to

the future – and to continually revamp its 'Continuing Education Programme'. Consequently, the UDE wants to achieve a greater interlinking of the university's activities with the activities of companies, associations, municipalities, institutions and individuals. With more links between the worlds on and off campus, new research results will thus be turned into added value more swiftly and more efficiently, and both the economic performance and competitive capability of the university and its partners in the region will rise.

The UDE has excellent competencies in many areas, including nanotechnology and microelectronics, mechatronics, energy and water research, material research, logistics and biomedical research. These competencies serve as bridges between the basic and applied research underway at the UDE and the scientific topics of urgent importance in the region; what's more, they offer outstanding potential for collaboration with business and industry. As a result of the creation of additional research clusters and the upsurge of regional networking based on research partnerships, existing potentials and opportunities will be used to develop the UDE – along with its industrial surroundings – into a creative centre of excellence as part of the national race for innovation.

During the new few years, the emphasis will be on cooperating with industrial firms with the aim, in particular, of taking creative ideas generated by research and using them to improve manufacturing processes and product lines and – wherever possible – to found joint start-ups with partners from industry.

In this context an important role can be played by excellent cooperation with the institutes attached to the UDE – the 'Indie Institutes' – which carry out research that complements the main research areas at the university itself. Many of these institutes are recognised scientific research institutions in their own right and stand for a direct transfer of research results to the economy of the region.

At the UDE, the research sector receives organisational support from the Science Support Centre (SSC) and its infrastructure. Research promotion and research management are understood in this context as services provided to scientists. Because they lighten the scientists' workloads noticeably, they are able to strengthen the latter's core competency, namely research. The activities of the SSC in this context range from providing targeted information and helping scientists prepare applications for funding agencies (e.g. the EU, DFG, foundations) through to assisting with event management and the registration and exploitation of patent rights. The people involved in knowledge transfer aim to achieve closer cooperation between the university and society. Thanks to the establishment of the SSC, the UDE can pursue new paths opened up by experiences gained in the world of knowledge and by innovative approaches in the field of science and research management.



## Study and Teaching

Students at the UDE have a right to optimal study and teaching arrangements and the best possible encouragement of their individual aptitudes and talents. The university pursues the goal of continuously improving the quality of teaching and learning. It does this so that it will be ready for future developments and in a better position to compete – in the area of university teaching among others – in the regional, national and international arena.

In the 2008/2009 winter semester about 31,000 students (50 % of them women) were registered at the UDE and could profit from the broad spectrum of the courses and degree programmes offered by this university. This spectrum includes the humanities, social sciences, education and economics, and extends to the natural and engineering sciences and medicine. Almost 7,400 students at the UDE are enrolled in programmes leading to state examinations in teaching.

Following the shortening of grammar school attendance from 13 to 12 years in North Rhine-Westphalia, institutions of higher learning in that state will have to deal with a dramatic increase in applications in 2013 as students in Year 12 And Year 13 complete their A levels ('Abitur'). The university administration and the faculties are already working intensively to expand their programmes so that far more grammar school graduates can enter the university in 2013 and 2014 and complete their studies on time in the following years. A major effort is underway to ensure that the quality of study and teaching at the university does not suffer during this period.

### Sharpening our profile

The development of attractive bachelor's and master's programmes remains an important task facing the UDE. The goal is to create research-oriented, subject-related or interdisciplinary master's programmes reflecting the university's strong research areas. A basic principle to which the UDE holds tenaciously is that every student who can demonstrate the qualifications and aptitudes needed to complete a master's degree should be given

the opportunity to do so. The range of master's programmes offered at the university should be actively publicised by the faculties and the Academic Counselling Centre (shortened to ABZ in German). Bilingual courses and double degree master's programmes have been developed to give students especially good chances in their profession in a globalised world. The maintenance of cooperation with foreign universities on the European and international levels, as well as with other partner institutions with an interest in teaching and learning, is an important factor for the UDE and one that is characteristic for its location in the Ruhr. The ongoing process of making and deepening international contacts is supported by numerous activities generated by the faculties, which receive substantial support here from the International Office (AAA in German), a central service facility at the UDE. During the 2008/09 winter semester 3,565 students who had gained their university entrance qualifications abroad were registered at the UDE. Foreign students thus account for 11.5 % of the student body (see 'Diversity Management', p. 20 and UDE 2008/09, pg 32).

Pursuant to the recommendations of the German Council of Science and the Humanities, the UDE has adopted a multidimensional and multifunctional quality concept. This concept takes account of the many different aspects of university education, which aspects are in turn dependent on a) the interests, concepts, functions and goals of the university, b) the world of science, c) the government, and d) the world of politics. The UDE's quality objectives for teachers are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area set down as part of the Bologna Process. These standards and guidelines ensure that graduates will develop the desired competence profile within a commensurate period of time. The UDE has received additional funds within the framework of the 'University Pact 2020', funds which will be used to increase the university's capacity (i.e. allow it to admit more students) and raise the quality of the university education these students will receive. It is pursuing

several objectives here: 1) to raise the percentage of enrolled students who complete their studies within the standard period, 2) to systematically improve the courses and degrees offered, and 3) to take action to ensure that the new programmes can be completed in the foreseen time frame.

The entire curriculum planning activities carried out at the UDE reflect the awareness that the student body of the UDE is different from that typically encountered at German universities. While one part of the students comes from sections of society traditionally excluded from higher education, another part consists of immigrants, and yet another can only study part-time either because these students have care obligations or because they have to work to support themselves (see 'Diversity Management'). The UDE is taking a leading role here and has set itself the goal of fine-tuning the curricular and academic conditions to fulfil the specific needs of its students – e.g. satisfy the requirements for providing optimal support for gifted and disadvantaged students. In this context it has addressed a situation that exists at other locations as well: owing to the demographic development in Germany, the number of 'traditional' students will decline over the long term and the universities will be called upon to open their doors to a greater extent to 'non-traditional' students.

### Quality offensive in teaching

On the basis of the target and performance agreements with the faculties, the UDE is initiating a 'Quality Offensive in Teaching' in order to boost the percentage of students who complete their degree within the standard period of time while at the same time increasing the satisfaction of students with the study conditions at the university. For this purpose the curricula of the various courses of study are to be revised to accommodate the needs of gifted and disadvantaged students at the UDE – and thus do justice to the composition of its student body. At the same time suitable conditions are to be created so that more students will be able to finish their studies within the

standard period of time. The basic principle at work here is the interlinking of research, teaching and diversity management. Excellent researchers guarantee teaching that is 1) based on research and science and 2) takes place under conditions suitable for the heterogeneous student body. An adaptive teaching load has been introduced for academic staff with notable achievements in either research or teaching. In the future teaching performance will be evaluated and rewarded – similar to the manner in which research performance is evaluated and rewarded today.

At the administration level the UDE is tackling these new challenges by professionalising the Vice Rector's Office for Teaching and Studies (making it the first Vice Rector's Office in NRW doing this as its main job) and creating a Vice Rector's Office for Diversity Management.

### Measures and projects

Three main measures are being implemented to increase the number of students who complete their studies within the standard period of time:

#### Mentoring system

A university-wide mentoring system for students will be introduced. This system will be directed by professors and will make a major contribution to improving the quality of student guidance. Under the new system, student guidance will be intensified and made more professional, which is especially important during the decisive first subject-semesters and the examination phase. In general the goal is to provide effective guidance that helps students cope with their studies. The first objective of the new system, which provides targeted and individual guidance and support, is two-fold: to prevent student dropouts and to help students complete their studies. The second objective is to systemically identify particularly capable students and to inform them of the possibilities for obtaining support from the various academic foundations. In this way the mentoring programme gives the students who are mentored

(the mentees) the chance to further develop their strategic subject-related competencies and to attain the goals they have set for themselves. The special personal counselling and support programmes can promote interactions and contact between students and instructors and, in so doing, break down the barriers of anonymity even in programmes with large numbers of students. The Centre for Higher Education and Quality Development (German: ZfH) is preparing a 'Manual for Mentors', organising a training programme for mentors, and carrying out a study on the mentoring programme.

#### Part-time programmes

Part-time programmes are being developed to provide a flexible modality for students who have to carry out other activities or meet other responsibilities in addition to their studies. In a comparison of German universities, it was found that a relatively low percentage of UDE students complete their studies in the standard period of time. There are several reasons for this, one of the most important being the higher percentage of students at the UDE who study part-time either because they have care responsibilities or because they have to work to support themselves. This is a stressful situation that prolongs the time these students need to finish their degrees. To improve this situation, the university will be making current curricula more flexible by including options for part-time study. These include: new forms of teaching and learning (e.g. blended learning), evening and weekend courses, an open and flexible curriculum design (e.g. autonomous learning), and the allowance of credits for competencies acquired on the job. The planning of these new modalities must take account of factors such as childcare options and the opening hours of university facilities. The design and implementation of part-time programmes will initially take place as part of a pilot project. By designing and implementing these new needs-driven programmes, the university is taking consistent action in keeping with its obligation to devise a structured curriculum that can be completed in the standard period of time. The quality of the curricula

– and the extent to which they can be completed in the standard period of time – are to be evaluated, reviewed and fine-tuned.

#### Monitoring students' academic progress

The mentors are to be provided with high-quality control instruments, currently being developed, that will help them to plan, monitor and analyse students' academic progress. To achieve this, existing strategies and study groups will be brought together to ensure a coordinated joint approach to development in this area. The existence of a reliable information system is a prerequisite for the application of quality assurance to academic programmes. Consequently, assuring the functional capability of the technical system employed for the online management of course and examination data has the highest priority in this project. In developing an efficient computerised data management system (HISinOne), the university's intention was to ensure individual student guidance and counselling as part of the mentoring programme. This is especially important for students whose academic progress is in jeopardy. The goal is to establish an early warning system which will create transparency regarding academic progress, breaking points, problem zones and both internal and external reasons for students dropping out of the various programmes and courses of study. The ultimate goal is to ensure optimal structures, processes and communication sequences for students and instructors alike. This instrument will offer a reliable method for the early detection of problems experienced by individual students, as well as by groups of students, in completing a degree programme within the foreseen time frame.

Above and beyond this, the UDE intends to continually improve its present guidance programmes and service systems. A successful transition from school to university plays a major role in a student's success in his or her chosen course of study. The university intends to expand the intensive contacts it has already made to schools and its information campaigns (including campaigns organised by the

Academic Counselling Centre or ABZ) aimed especially at schools in the region. The most important measures in this context are:

- Active student marketing aimed at recruiting 'The Best for the UDE' – this includes expanding opportunities for the best grammar school pupils to attend courses at the university and devising schemes whereby the faculties sponsor individual grammar school students.
- Establishing a structured and systematised module series for secondary schools to optimise the selection of a course of study.
- Establishing a dual orientation internship sponsored by the School Partners Foundation NRW in order to offer grammar school students another tool helping them to make a sound choice of programme.
- Intensifying cooperation with persons capable of triggering a multiplier effect – such as the coordinators of the academic and career guidance programmes in Years 9 to 12 at secondary school as well as the academic profession advisers at the Job Centres.

#### Teaching programmes – making the switch to a BA/MA structure

The teacher training programmes at the UDE, which are based on the latest findings in the teaching profession, will be developed further as part of the UDE's efforts to sharpen its profile. With the Priority Research Area of Empirical Research in Education and the Priority Area of Teacher Training, the UDE has come out firmly on the side of future-oriented teacher training methodology in NRW. In keeping with this resolve, it plans to offer teaching training courses covering – as far as humanly possible – the entire spectrum of subjects and school types.

Under the aegis of the Centre for Teacher Education (ZLB in German), the teacher training programmes are to be brought into line with the new BA/MA

structure by the 2011/12 winter semester. The ZLB will provide assistance to faculties faced with the task of developing high-quality, professionally based teacher training programmes within that two-phase degree structure.

In NRW, the UDE will be the first university to take the principle of quality management, which has already been applied to the new teacher training programmes, and extend it to include peripheral circumstances as well. In 2009, it initiated the first activities to optimise examination management and to eliminate subject combination overlap especially in the subject combinations most frequently chosen by students – and this by the 2011/12 winter semester.

#### Continuing education and alumni

The development of modular programmes as part of the Bologna Process offers new possibilities for designing continuing education programmes. In the methodological design of these programmes, the UDE profits from its extensive experience in 'blended learning' – an educational method combining the traditional classroom experience with virtual teaching and learning. At present the continuing education area is organised by the gGmbH Ruhr Campus Academy (RCA). This arrangement allows for flexible design of programmes and contracts and, at the same time, it ensures that, eligibility for further funding is vouchsafed through the income so generated.

In future it will be of vital importance to create a visible profile for the UDE in the area of continuing education. The courses and programmes should be designed to be self-financing after the initial phase of start-up financing. With an eye on this goal, courses should be offered mainly in those fields in which the UDE recognisably possesses special expertise (e.g. Priority Research Areas, teacher training).

The alumni of the UDE constitute an important group of potential participants in the CE programmes. Alumni can also make a major contribution as role models, mentors and sponsors. Many faculties have already

established good contacts to former graduates. These initiatives should be deepened and broadened with the support of central university facilities.

### Using the Centres of Excellence to support the infrastructure

At the UDE the ongoing development of teaching programmes is supported by several Centres of Excellence:

- **Information and counselling**

Plans are underway for the Academic Counselling Centre for Study and Career Development (ABZ) – acting on the conceptual basis of a 'student life cycle' – to provide information and counselling options at all important milestones (including difficult transitions) for potential students, first-semester students, mature students and graduates. These plans will assist the university in its goal of raising both the quality and the percentage of students who graduate. The service by the ABZ will be at once preventive and supportive in nature.

- **Optional studies**

The Institute for Optional Studies (IOS) is undergoing further development as a central scientific institute. It is concerned with the design and functioning of the supplementary modules which are obligatory for all bachelor's programmes and several master's programmes. As such, it will be responsible for updating, and securing the future of, these modules. The IOS will support the faculties in their efforts to secure the range of courses and seminars in the supplementary sector by mapping and structuring the courses and seminars offered throughout the university. It will also recruit qualified part-time instructors as needed, based on the results of a regular survey of requirements conducted in cooperation with the Department of University Planning, the faculties and the central institutes. In addition, several new optional courses are to be developed. The Writing Workshop will broaden its subject-specific programme for all the faculties, and bridging

courses will be held to improve oral and written skills in the German language and to foster competence in particular subjects – mathematics, physics and English for Special Purposes, for instance. Under the direction of a Language Centre, the foreign language section will undergo further expansion. Projects which encourage students' social responsibility (e.g. social learning) can be integrated into the range of courses and seminars offered

- **E-Learning**

Special importance is attached to the further expansion of e-learning and the virtual classroom. To safeguard the prominent position it already holds in the field of e-learning, the UDE intends to promote innovative teaching modalities. As part of this effort, new learning methods will be developed within the scope of the (further) development of degree programmes as a way to foster innovative didactic scenarios – e.g. guided self-study or project-based study. The quality of the degree programmes, and of heavily attended courses, can be boosted by e-learning and blended learning. Computer-assisted examination procedures are to be tested, and then installed, on the basis of the new Testing Centre set up on the Essen Campus in 2009. With room for approx. 200 students, this centre is the largest of its kind in Germany. Attractive programmes for continuing scientific education should be developed, on the basis of e-learning, in order to attract groups of students outside the regional catchment area and apart from the traditional university clientele.

The UDE intends to continue serving as an engine for cross-university e-learning activities as a member of the University Alliance Metropolis Ruhr (UAMR) and as the Coordination Office for E-Learning NRW. By being active in this area, it wants to organise and promote collaborative ventures between universities like the UDE and universities of applied science in NRW. For inter-university programmes of the UAMR, the Internet platform 'RuhrCampusOnline' will undergo further expansion

up to 2011 as part of a project undertaken jointly with the Mercator Foundation.

- **University didactics**

The university didactic specialists work together with the various faculties to develop and implement innovative teaching and learning programmes. As part of the overall planning in this area, teaching and counselling skills are to be fostered. Local and state-wide certification programmes will be set up as part of the push for professionalism in the teaching sector. All of these activities will be developed further to provide an instrument of quality assurance in teaching. In the future special training will be given to mentors and mentees – as in the past to tutors and tutorees – to prepare them for their specific roles in the mentoring process.

- **Evaluation and quality development**

This task area of the UDE comprises student's evaluation of teachers and courses, internal evaluation, studies on graduates, and counselling on quality development measures. Evaluation will continue to be used as a quality development instrument with an eye to helping the various university facilities to analyse strengths and weakness and identify potential for development.

The competencies of e-learning, university didactics and evaluation & quality development are concentrated at the Centre for Higher Education and Quality Development (ZfH).

## Diversity Management

### Diversity Management (DiM) – a task for the future at universities everywhere

As already evident at universities in other European countries, a new, aware and appreciative approach to diversity, one that recognizes its great potential, should now be seen as a core task within the future development of the UDE. This is necessary not just as a social objective in terms of improving equal opportunities in the education sector but also as a quality hallmark in terms of a university having to compete against other places of higher education – and thus make its contribution to excellence.

Universities in Germany today are still characterized by monoculturalism to a certain extent. In the education system in particular, the route to university entrance and graduation with a good degree is reserved in the main for young German adults from educationally advantaged and affluent backgrounds. Standardized academic career paths and social class constraints favor the recruitment of a certain type of (usually) male academic and so compound the selective nature of university education and research. However, it is becoming obvious that universities of the future will have to open their doors to new target groups. With society more variegated than ever and with the international network of universities steadily growing, the time has come to pay more attention to the heterogeneity of students and staff. Similarly, against the backdrop of a gradually ageing (working) population and the way the world of employment is changing, we must also look to recruit students from other backgrounds. Thanks to the development of courses in the field of continuous academic training, partly in tandem with jobs held elsewhere, universities can increase opportunities for larger parts of the population to enjoy a university education and thus help raise the bar in terms of lifelong learning – a central pillar, incidentally, of the 'European Employment Strategy'.

### Obligation and opportunity – the University of Duisburg-Essen as pioneer

Compared to other universities – i.e. as a university embedded in the Ruhr, with a majority of the students coming from the region – the UDE has a higher proportion of students from immigrant backgrounds and low-income and/or educationally disadvantaged families. Of the 31,000 students registered at the UDE in January 2009, a total of 3,565 (or 11.5%) had university entrance qualifications from abroad and almost 5,000 of them (or 16.%) were "foreign", including approx. 1,100 students with Turkish and approx. 770 students with Chinese nationality.

Although the statistics only record a proportion of ethnic minority students, the UDE occupies third place in Germany when it comes to the number of foreign graduates. In much the same way, the proportion of students at the UDE who both study and work at the same time (whether voluntarily or of necessity) is well above average. As a region undergoing a radical process of economic transformation, the Ruhr is particularly reliant on the possibilities offered by retraining and further training. In many respects, the structure of the region and the composition of the UDE student body may be viewed as a prefiguration of the future in other regions and at other German universities. It would be no exaggeration to say that the UDE serves as a model in this respect.

It is a responsibility of which the UDE is well aware. We consider this heterogeneity of our members as an obligation and as an opportunity, a twin-track approach that finds expression in our 'Guidelines'. With the founding in October 2008 of a Vice Rector's Office for Diversity Management – the first of its kind at any German university – we sealed the importance of this self-evidential approach. By starting a department of diversity management, the UDE has given itself the opportunity creating a profile in a field that is bound to be significant in the future and has thus taken a pioneering role in the German university arena. To document this concern to the outside world,

the UDE was one of the first universities in Germany to sign up to the 'Charter of Diversity', in early 2009. Launched towards the end of 2006, by the German Federal Government under the patronage of Chancellor Angela Merkel, the 'Charter of Diversity' is a fundamental commitment to fairness and to the appreciation of all people in any enterprise.

### Promoting diversity – the key fields of action

In future, all the many and related activities at the UDE will be bundled under the aegis of the Vice Rector's Office for Diversity Management, embedded in a unitary concept of diversity management and given a higher public profile. To communicate better the diversity management field of activities as a prior concern at the UDE, a PR strategy is to be developed that will effectively convey to the public news of projects both current and planned.

### Recording diversity and monitoring progress

The focus of activities will initially be on the students of the university. However, since we do not have enough objective information as to the structure and heterogeneity of the students and as to their subjective perception of study conditions, we will organize in the summer of 2009 a wide-ranging (voluntary) survey of the students to collect the data required for the development of special diversity management offers and projects for different student groups. The results of the survey and of the secondary analysis of parts of the survey – on the subject of students' academic progress and drop-outs, for instance – will then be used to design an indicator system which will serve as the basis for periodic diversity management evaluation. In this way, progress within the field of diversity management can be checked and documented.

### Improve educational chances via chains of support

Special attention will be paid to the integration of further ethnic minorities and new target groups into university life – a process that will assume initiatives going beyond the confines of the university. In cooperation with schools and sponsors as well as committed students and citizens, the aim here will be to identify promising young adults from an ethnic minority background and/or educationally disadvantaged families and provide them with material and non-material support both during their time at school and later at university. In the case of "non-material" support, the UDE can draw on existing programs and experience – such as special lessons for school students from an immigration background, support for social commitment on the part of students through the 'UniAktiv Project' and the use of mentoring projects etc. Scholarships will be awarded to assist the students so assisted with financing their studies at the UDE. The support program as planned will pursue the aim of boosting the educational chances of disadvantaged youth and of more effectively exploiting education potential in the region. In other words, this two-phase school and study approach, which will go beyond existing programs at the institutions, will on the one hand close a perceived gap and on the other lay the foundation stone for a support chain in the educational biographies of the students concerned. It is conceivable that the scheme as a whole will be extended to other stakeholders at a later date. Also, in addition to the planned support program, it is intended that (even) better channels of information about the various possibilities for studying and offers of support be set up to help improve transparency in that vital transition phase between school or workplace and study. The presentation of success stories by alumni could also lead to lowering the university threshold.

### Diversity-related offers for students and PhD Students

To take account of all the different starting conditions and learning needs of individual students at the UDE, a whole array of special teaching programs is to be installed – bridging courses and language courses, for example. Special significance here is to be given to the induction part of the bachelor degree programs in which we explain some basic principles governing the capability to study at university. An organizational framework for corresponding programs is provided by the Institute for Optional Studies (IOS). Also, as the result of target and performance agreements drawn up for 2009/10 in consultation with the various faculties, a series of faculty-specific mentoring programs are aimed at raising the student success rate all round. Endeavors to increase the number of part-time study courses – directed at the needs and capacities of the individual faculties – are supported by the Rector's Office with a view to the situation of students with care responsibilities and/or a job of their own. As regards student diversity present and future, we are looking at the integration of foreign students and to an improvement in the international mobility of all students in Germany, German nationals or otherwise. Worth developing here would be a bursary system for highly gifted bachelor's and master's degree students, also with a view to improving the integration of foreign students.

We need in addition to consider heterogeneity among PhD students. For example, it might be instructive to differentiate between the needs of students who commence their dissertation on completion of their master's degree and the needs of those who begin their doctorate at a later date and in tandem with their career. Doctorands with a degree awarded by a foreign university 'inter alia' need first to be familiarized with the intricacies of the German university system. Postgraduates with a polytechnic university degree under their belts will probably have to absolve a few extra courses in both theory and methodology in preparation for their doctorate. Thus it is that within the context of develop-

ing structured PhD programs and a range of interdisciplinary seminars and lectures as supported by the Rector's Office and tailored to the requirements of the doctorands (see the Chapter on 'Research'), we will be able to do greater justice to the needs of different groups of the PhD students. Mentoring agreements between PhD supervisor and doctorands could be used selectively to ascertain and lay down an individual study program within a doctorate framework.

### Sensitizing tutors and lecturers to diversity

Special courses for tutors and lecturers will help ensure that they deal with heterogeneity on an aware and informed basis in the fields of teaching and research. This applies in particular to possible methods for dealing appropriately with students from different cultural and linguistic backgrounds but also, as a whole, to strategies for the optimal support of students with varying strengths and weaknesses. Similarly, it is important that the gender perspective be taken fully into account — on the study side and the teaching side, especially in terms of curriculum design, as well as in research. Newly appointed or newly recruited staff with teaching duties will be encouraged to attend seminars to learn more about the aims and content of UDE diversity management strategies. In the field of research, as one of its five interdisciplinary subject areas 'Empirical Research in Education' the UDE could thus make a valuable contribution to heterogeneity research in the world or education.

### Increasing family friendliness at institutes of higher education

A further priority within the remit of diversity management is the compatibility of studying with family and a career, leading to further improvements in family friendliness at the UDE: in the field of child care, for example, recent years have already seen the extension of separate offers for student parents with children and university employees with children. We at the UDE are endeavoring to extend the child care service on an needs basis and to develop a holistic

concept for family friendliness in keeping with the Family Friendly University Audit as initiated by the Hertie Foundation. To do so, we will need to review a raft of measures relating to family friendliness for their practicability and viability – e.g. work, study and examination schedules, parent-child rooms and canteen meals suitable for children. In that process, we will pay particular attention to the special requirements of those UDE students and employees who tend sick or infirm relatives.

### Improving equal opportunities

Our aim in the field of gender equality is to continue the successful progress of recent years, progress which in 2007 received outside recognition in the shape of the 'Total E Quality Award' from the German government. The policies of equal opportunities and women's advancement at the UDE have been integrated across the board into the instruments used for university development and university governance. Gender mainstreaming as a multidisciplinary task in the staff development and organization development areas has been implemented for both academic staff and academic-support staff. Gender equality is also given full consideration in the departments of finance control and budget management. Within the context of development planning at the faculties, gender equality is also the subject of consultation on a multidisciplinary basis before being anchored in the target and performance agreements. Nevertheless, when it comes to actual participation by women, there is a disconnection in the various levels between qualification and employment – as at other German universities, too. Whereas at the start of a course of study or a degree program, the proportion of males and females is more or less the same, the percentage of women in academe proceeds to decline from one level of study to the next (though there are areas where men remain underrepresented!). That being so, the overall objective must be to achieve a more equal balance between male and female academics. As a result of the 'research-oriented equality standards' published by the German Research Foundation

(DRF) mid-2008, the importance of equality goals in the fields of education and research was again emphasized. Against that background, then, our efforts over the coming years will concentrate on the following targets:

- An increase in the number of women professors by at least 25%.
- An increase in the number of women at doctorate and post doctorate level corresponding to the original percentage of female graduates.
- Balancing the proportion of men and women on master's degree programs according to the original number of bachelor degrees (where there is underrepresentation).
- An increase in the number of women studying the natural sciences and engineering
- An increase in the number of women in the academic and academic-support staff at management and senior management levels.

To achieve these targets, the implementation of gender mainstreaming as a policy is to be maintained and cultivated on an ongoing basis in the realm of university governance and its tools of finance control, reporting and gender budgeting.

When it comes to staff recruitment, the UDE is increasingly using structured selection procedures – please see the section on 'Quality Development and Services'. With a view to enhanced consideration of the different qualification paths taken by applicants, these procedures can be expanded and, in addition, be used to support promotion procedures from the diversity management point of view.

### Continuing academic development and lifelong learning

The conventional trajectory of school-leaving exams, university degree and career is increasingly being fragmented and replaced by intermittent phases of job activity and continuing academic training. As a

university in one of Europe's largest industrial regions, the UDE is faced with the challenge of opening up to people in work with vocational qualifications and to 'non-traditional' students. Conversely, the UDE can take up the challenge and use all that career experience, knowledge and contacts on the student's behalf by expanding the range of further training offers. At the same time, it can increase the share of external funding. In the field of lifelong learning and continuing academic development (please see the section on 'Study and Teaching'), the focus on the one hand will be on facilitating access to university for people without formal university entrance qualifications – chiefly by means of recognizing job experience and skills but also by entrance exams. On the other hand, we also need to develop our range of offers to include further training courses with one-off certified modules, this in close consultation with companies and other potential clients.

The UDE alumni are useful in two important respects. For one thing, they can engage as model and/or mentor for students; for another, they can act as an important link in the contact-brokering chain. Supporting, pooling and extending alumni work on a professional basis is another important task for the future within the entire area of diversity management.

In conclusion, diversity management as such may be characterized by its linkage of inner-university and extra-mural fields of action which start with the upcoming generation of students, accompany the various study and career phases and extend via alumni work beyond the actual study stage. In view of the possibilities emanating from the Rector's Office with a view to prioritizing diversity management as a comprehensive multidisciplinary task in particular and as a part of the UDE's continuing development as a whole, the experience of the UDE could be used for a diversity management audit or certificate for other universities. A implementability project reflecting these aims is currently under review.

## Quality Development and Services

### Quality management

The UDE operates a system of quality development in the sense of a holistic quality management taking in all related service processes at the university – e.g. study, teaching, research and in-house facilities. Our quality management system ensures that the processes and their results (on which the efficiency of the university depends and through which the administration of the university is effected) can be kept up and continuously optimized.

As such, the quality development system in its basic principles has now been implemented thanks to the creation of a strategic planning system and an internal evaluation structure. In its current version, the system consists of several separate elements which are becoming increasingly networked at the interfaces as follows:

- **A strategic planning system**  
Development meetings take place at regular intervals between the Rector's Office and the decentralized organizational units – the faculties, the academic institutes and local service facilities. The purpose here is to compare the strategic framework, which has been developed at central university level and which is binding for the entire university, with the strategic goals of the decentralized units. The focus of attention is not just on the quantity of achievements and of results but also on their quality, making the meetings the hub for the evaluation system. The outcomes are then recorded in the target and performance agreements.
- **A system of internal evaluation**  
Also at regular intervals, of between five and seven years, the various organizational units – i.e. the faculties and local service facilities – meet to review their overall spectrum of achievements in the fields of study, teaching, research, internal services, management and organization. Procedures are based on internationally standard approaches and comprise a self-evaluation process with strength & weakness analyses, peer review and follow-up sur-

vey, the overall objective being an optimization of performance quality.

- **Collecting and processing data from areas external to the organizational unit**  
'External' – for the field of teaching, say – means student assessment of teaching activities, alumni surveys and graduate career follow-up ('Where are they now?') or, for the field of research, information with regard to external funding, postgraduate successes or publications. The data subsequently find use in internal evaluations or strategic planning systems.
- **Staff development**  
Since quality ultimately manifests itself in results, it is imperative that any findings made during the evaluation and strategy cycle lead to change. This presupposes staff with the right skills which, in turn, assumes a platform with a suitable range of university-didactic offers aimed at the academic teaching staff – possibly as a response to student assessment of teaching activities, to leadership programs in both self-management and management and, also, to general management qualifications.  
As we develop the quality management system at the UDE in coming years, two priorities will have to be set:
  - The Rector's Office will need to clarify the issue of responsibilities for part areas within the quality management system and delimit them accordingly. Also, to facilitate cooperation between different sections areas active in the field of quality management, steps must be taken to define relevant interfaces at those points where different responsibilities remain.
  - Any quality management system covers concept, implementation and review phases. However, it is essential that those tasks and processes carried out at different points be integrated. Here the UDE will focus attention on the area of study and teaching. Further mechanisms and instruments from the field of quality assurance development need to be set up at the level of study programs. Such an approach will also serve to prepare an ap-

plication for system accreditation. The responsibility here lies with the Vice Rector's Office for Study and Teaching.

### Qualified staff as the *sine qua non* of success

#### Appointments policy

It is the stated aim of the UDE to attract the best university teachers in the business. Since appointments policy plays a significant role both in the pursuit of quality and in the creation of a high profile for the university, the years ahead will see a greater reliance on combining any imminent appointments with the UDE's overall strategic direction. A joint task for the Rector's Office and the faculty concerned, this will require a standards-oriented approach as well as an improvement in quality management.

Which is why the faculties will be consulted to identify those appointments that most impact on the UDE's profile – 'Eckprofessuren' or lead professorships – while the staff and resources required for such recruitment procedures can be bundled within the framework of the target and performance agreements as appropriate. Likewise, any appointment and stay-out bonuses will be drawn up accordingly. Only in this way can the UDE be sure of making job offers that are at once attractive and competitive.

Another major aspect in attracting first-class minds to the UDE is the provision of suitable back-up staff. We will have no choice but to improve the ratio between the academic and the academic-support staff attached to each professorship. After all, the current ratio in many faculties is well below staffing levels at other universities. In this respect, since the implementation of the first two rounds of the 'Excellence Initiatives', the UDE sees itself confronted with a competitive situation and, when it comes to appointing new professorships, with considerable demands for resources from applicants who are probably being wooed by several other universities anyway. This

means in effect that the UDE will have to make special efforts to recruit new and talented staff, even in its top-performance areas.

In 2008, the newly appointed German teaching staff at the UDE were voted second on one ranking scheme. This speaks volumes for the quality of our appointments system and will act as an incentive to maintain and emulate those standards. The basis for any recruitment policy can only be the highest-possible standards of quality at all levels of the process. But it is also important that, during the actual job interviews and/or trial lectures, our potential new colleagues are given a clear picture of the opportunities at their new workplace. The contractual negotiations with the Rector and Head of Administration will be conducted in such a way that the mutual interests of both parties – university and appointee – are met optimally. The target and performance agreements also include a clause whereby both staffing and compensation can be indexed on a results-oriented basis and so open up for the new holders of a post substantially more leeway for action than has been the case in the past.

The selection of candidates proceeds in line with criteria for outstanding achievements in teaching and research. However, factors such as cooperativeness and 'star rating' will also be taken into account. A careful search for suitable candidates before the shortlist is drawn up, and this will depend on availability and the demands for resources made, can lead to a markedly higher success rate.

In special circumstances, the legal framework permits us to make an appointment without advertising the vacancy – when wishing to appoint the Humboldt or Leibniz professorships, for instance.

Only an innovative appointments and excellence policy will in future enable the UDE to attract the top academic staff who then, for their part, will advance the cause of research and education at the UDE. At the same time, we must remember to strengthen the potential of upcoming generations. By selecting and appointing candidates intelligently, we should be able

to keep up with universities that happen to be better resourced financially, all the more so against a background of success where several faculties at the UDE were able to exert the 'pull factor' on the strength of the possibilities for cooperation with the colleagues already working here.

#### Staff development

Staff development at the UDE is embedded in the university's quality strategy. It thus serves the competitiveness of the UDE overall and the job security of the staff in particular, despite requirements on academic staff and service staff being different.

As a contribution to staff development in the academic area, we will on the one hand be implementing a range of offers aimed at furthering quality in the fields of study and teaching by means of university-didactic training programs, advisory services and professional advancement. These offers include the professionalization of teaching activities, induction courses for young tutors and tutor supervisors and the provision of university-didactic innovation projects. On the other hand, with an emphasis more on career prospects for young academic staff, we will organize mentoring programs, seminars and workshops aimed at interdisciplinary planning skills acquisition, career planning and career coaching.

Within the framework of academic breakthrough programs, successful collaborations are now in place via the University Alliance Metropolis Ruhr (UAMR). The project known as 'Science Career Net Ruhr' (SCNR) – which is coordinated at the UDE – consists of a mentoring program for advanced PhD students and postdocs as well as an Autumn Academy for PhD students and/or postgraduates interested in doing a doctorate. Catering to young academics from all subject groups, the program here includes an extensive range of workshops, talks and advisory services. Further SCNR elements include a seminar program known as Coaching Plus for postdocs at the UAMR group of universities and a series of interdisciplinary career forums.

As for other employees at the UDE, the focus from 2009 to 2014 will be on (a) the field of 'selection and induction processes' as regards recruitment and support for new appointees, (b) on the introduction across the board of structured staff selection procedures in all facility areas at the UDE and (c) on appropriate support for all faculties in the sphere of staff recruitment. That support will take the form of preparing framework job profiles, advice on selection methods and, where necessary, a seat on selection panels with a view to consolidating our policy of structured recruitment.

It is planned to further career prospects of current employees in all areas of work more effectively than hitherto. In the whole field of career development – continuing training, skills upgrading, leadership development program, coaching and mentoring – we will systematically extend internal training programs and skill upgrading courses at the UDE for all employees working in research-related and academic-support areas. For one thing, this does justice to the ever-growing complexity of requirements in those work areas and, for another, it boosts job motivation as it provides the employees with advancement prospects and possibilities.

Moreover, we will introduce a system of feedback and review talks for service and facility employees on a binding basis. This applies in equal measure to staff in administration, central services and the dean's offices.

As of 2009, we will also be expanding our systematic leadership development programs via the facilities who already participate – the university library service and the central information & media service, for example.

Finally, thanks to the constructive supernumerary management program already operating, we will ensure that staff members gained as the result of structural decisions and/or work area changes will receive further training before transfer to a section with staffing needs.

## Central services

The implementation of modern management techniques in the field of ancillary and support services for research and education is to be methodically continued. In the central services department, the main focal points are: the Campus Management Project, the ongoing development of finance management structures and the 'University Location Development Plan'.

Equally important is the further development of a strategic information management system which ensures full IT support for teaching, study and research, which supplies the media required and which goes to improve existing services. Also, in keeping with the latest requirements vis à vis an integrated information management system as recommended by the DFG, the German Research Society, the emphasis here is on a holistic approach to users' needs, the services required and the accompanying IT infrastructure.

## Campus management

The Bologna Process has meant a radical rethink in higher education across Europe. The phased change to a bachelor and master degree configuration demands high-end IT support for all those concerned. New technical solutions are required as is the further development of a business attitude towards studying and teaching. This presupposes close collaboration between all the persons and institutes involved. By 2012, for example, the Campus Management Project will be reflecting and supporting the student life cycle in all important areas – from university applications by interested parties to registration by students for seminars, lectures and examinations and from the retrieval of previous credits and information on credits still to be earned. These functions are backed up by the integration of services into a study portal and by hooking up to e-learning management systems and or digital tools.

The basis here is a top-performing system for the online administration of the various processes that the

study phases entail. The application system currently in use – the HIS, the Higher Education Information System – is to be replaced by a state-of-the-art web-based version. The UDE is the pilot university.

## Finance management

To be foregrounded here is the continuing development of the finance management system with a whole array of incentive structures – resource distribution models, adjustments specific to departments and improvements in the way those holding the purse strings are supported (especially at faculty level).

Since 2007, the universities in North Rhine-Westphalia have been defined under the 'Freedom of Higher Education Act' (HFG) as independent public bodies with the right to appoint and dismiss staff, with responsibility for their own liquidity and assets management and, last but not least, with the right to apply for insolvency. For this reason, it is essential that liquidity management including risk management be introduced.

The UDE began in 2008 to convert to a commercial accounting system. We were the first university in North Rhine-Westphalia to present an opening balance sheet drawn up on commercial principles, making possible for the first time a complete overview of the university's assets and liabilities as well as giving us much more room for maneuver.

In autumn 2009, we published an Annual Report based for the first time on a balance sheet, operating results and a financial statement with situation review. The main challenge for the future in this respect will be securing a sound equity base for the UDE in the long term.

Similarly, in the planning period under discussion, a further aim will be the creation of a modern accounting system that will open up further opportunities in the field of research and education. Since German universities do not currently meet EU costs-related requirements for grant-aid under the Seventh EU Framework Program and the EU Community Program for state funding in the fields of research, develop-

ment and innovation, there remains a great deal for the administrative staff to do in terms of development and implementation.

## Structural measures for location development

### University Location Development Plan (HSEP)

Over the coming years, all the UDE buildings will be subject to extensive rehabilitation measures. To bundle all the various projects and to take into account individual plans at faculty level – especially those relating to the double cohort of school-leavers applying for university in 2013 (following state government legislation to abolish the '13th class') – we have initiated a 'University Location Development Plan' in which mid- to long-term building objectives are laid down and implemented, this not least with real estate economic considerations in mind. Together with our project partners, here the Construction and Real Estate Management Company NRW (BLB in German) and Higher Education Information Systems GmbH, the UDE will have completed its university location development plan by November 2009. Parallel to a university structure analysis and plan (including a structural analysis, spatial calculations and needs report) and to a university location analysis (including an urban development plan, a real estate inventory and rehabilitation cost estimates), further attention will be paid to drawing up a construction development plan in particular and other realization concepts in general. This HSEP project will be of huge significance for the short-term and long-term evolution of the UDE

### Higher Education Modernization Plan (HMOP)

The State Government of North Rhine-Westphalia is to invest substantially in the rehabilitation and modernization measures for all buildings at the UDE in the years leading up to 2015. With sums required for the rehabilitation measures estimated at €490 million, great effort will be required – both on the planning side and on the construction side – if implemen-

tation is to be successful. To do so, the NRW State Government signed a 'Modernization Agreement' with the UDE in June 2009, in which all the measures to be taken by 2015 are laid down. All in all, it is safe to say that the funds so provided should enable the UDE to tackle its backlog in repair and modernization work as well as to overcome the various structural defects.

Another program takes the same approach: the UDE has received over €4 million for smaller-scale building projects from the Federal Government's economic stimulus package for 2009/10. Any temporary room needs will be covered by renting premises in the vicinity of the university.

That being the overall context, we now need to clarify, for those parts of the Essen campus along the 'Universitätsstraße', how the future university complex can be given a new face in the direction of the 'Berliner Platz'. With the construction of the library building and its further student workplaces and with the university opening up more to the city, the idea is to integrate the university site into the Essen inner city more closely. Moreover, plans are underway at the Essen Campus to build a new lecture theater complex and a sports hall.

For its part, following the building of the Fraunhofer Society's new 'Inhouse 2', the Duisburg Campus is to be expanded by the construction of the 'NanoEnergieTechnikZentrum' or Nano Energy Technology Center, a new lecture theater complex and a children's daycare centre.

In all various rebuilding and new construction projects, the UDE is committed to observing the ecologically low impact factors that both meet social expectations and act as a yardstick of a sustainable resources management of the future.



## UDE 2008/09: Facts & Figures

### FACULTIES – TEACHING UNITS – STUDENTS

Students in winter semester 2008/09	31,005*
<b>Faculty of the Humanities</b>	<b>6,064</b>
• Anglophone Studies	1,201
• German Studies	1,675
• German as a Second Language	178
• Romance Languages	502
• Turkish Studies	110
• Modern Japan	218
• Communication Sciences	318
• History	910
• Philosophy	284
• Protestant and Catholic Theology	426
• Art	242
<b>Faculty of Social Sciences</b>	<b>2,776</b>
• Social Sciences (Sociology and Political Sciences)	
<b>Faculty of Educational Sciences</b>	<b>3,744</b>
• Social Work Studies	933
• Educational Theory	2,464
• Sport and Kinesiology	347
<b>Faculty of Economics</b>	<b>3,941</b>
• Economics	2,671
• Computer Science & Computer Science in Economics	1,270
<b>Mercator School of Management/ Faculty of Business Administration</b>	<b>3,489</b>
• Business Administration	
<b>Faculty of Mathematics</b>	<b>1,393</b>
• Mathematics	
<b>Faculty of Physics</b>	<b>425</b>
• Physics	
<b>Faculty of Chemistry</b>	<b>1,043</b>
• Chemistry	

\* persons, information on students in the teaching units in full-time equivalents

### ... Cont'd

<b>Faculty of Biology and Geography</b>	<b>952</b>
• Biology	639
• Medical Biology	118
• Geography (being discontinued)	195
<b>Faculty of Engineering</b>	<b>5,261</b>
• Computer Science	875
• Applied Cognitive and Media Science	671
• Electrical Engineering and Information Technology	1,003
• Mechanical Engineering	1,635
• Technics	126
• Civil Engineering	607
• Industrial Engineering	344
<b>Faculty of Medicine</b>	<b>1,665</b>
• Medicine	
<b>Other teaching units being discontinued</b>	<b>132</b>

## STUDENTS – GENDER AND ORIGIN

<b>Students (winter semester 2008/09)</b>	<b>31,005</b>
• Women	50 %
• Foreign students	16 %
<b>First-semester students (1st subject-semester, 2008)</b>	<b>7,538</b>
• Women	52 %
• Foreign students	17 %
<b>Graduates (2008)</b>	<b>3,757</b>
• Women	53 %
• Foreign students	17 %
<b>Origin of students (winter semester 2008/09)</b>	
• direct chatchment area	66 %
• rest of North Rhine-Westphalia	15 %
• rest of Germany	7.5 %
• foreign countries	11.5 %
<b>Students who acquired their university entrance qualification in a foreign country (winter semester 2008/09)</b>	<b>3,565</b>
• Europa	44 %
• Asia	41 %
• Africa	12 %
• America	2 %
• Australia und misc.	1 %
<b>PhD recipients</b>	<b>ca. 1,600</b>

## ACADEMIC DEGREES

	1stsubject / % women
<b>Bachelor's</b>	<b>546 / 49 %</b>
<b>Master's</b>	<b>383 / 33 %</b>
<b>Diplom</b>	<b>1,366 / 51 %</b>
<b>Magister</b>	<b>186 / 70 %</b>
<b>Programmes leading to state examinations for teachers</b>	<b>748 / 76 %</b>
<b>State examinations in medicine</b>	<b>236 / 63 %</b>
<b>PhDs awarded</b>	<b>402 / 39 %</b>
• UDE w/o Faculty of Medicine	257 / 30 %
• Faculty of Medicine	145 / 55 %

## RESEARCH

### Central research institutes

- Center for Nanointegration Duisburg-Essen (CeNIDE)
- Erwin L. Hahn Institute for Magnetic Resonance Imaging
- Essen College of Gender Studies (EKfG)
- Institut for Experimental Mathematics (IEM)
- Institut for East Asia Studies (IN-EAST)
- Center for Medical Biotechnology (ZMB)
- Center for Water and Environmental Research (ZWU)
- Center for Logistics and Transport (ZLV)
- Center for Empirical Research in Education (ZeB)

### Associated institutes ('An-Institute')

- Deutsches Textilforschungszentrum Nord-West e. V.
- DST – Entwicklungszentrum für Schiffstechnik und Transportsysteme e.V.
- Forschungsinstitut für wirtschaftliche Entwicklungen im Pazifikraum e. V.
- Institut für Energie- und Umwelttechnik e. V.
- Institut für Mobil- und Satellitenfunktechnik e. V.
- Institut für Prävention und Gesundheitsforschung
- Institut für Wissenschaft und Ethik e. V.
- IWW – Rheinisch-Westfälisches Institut für Wasserforschung gGmbH
- Rhein-Ruhr-Institut für Sozialforschung und Politikberatung e. V.
- Salomon Ludwig Steinheim-Institut für Deutsch-Jüdische Geschichte e. V.
- Zentrum für Brennstoffzellentechnik gGmbH

**Awarding of PhD / women** 402 / 39 %

**Awarding of Dr. habil / women** 33 / 30 %

**Third-party funding (expenditures and sources)** 69.4 Mio €

**UDE w/o Faculty of Medicine** 42.8 Mio €

- German Research Foundation (DFG) 13.6 Mio €
- German government 7.1 Mio €
- Industry 5.7 Mio €
- Private non-profit organizations(PNP) 4.2 Mio €
- Foundations 3.8 Mio €
- European Union (EU) 3.1 Mio €
- DAAD 0.9 Mio €
- Further individual projects 4.4 Mio €

**Faculty of Medicine** 26.6 Mio €

**Programmes supported by the German Research Foundation (DFG)** 19

- Collaborative Research Areas (coordinating university) 3
- Collaborative Research Areas (participating university) 3
- Transregio (participation by UDE) 2
- Research groups (coordinating university) 2
- Research groups (participating university) 1
- Main research areas 3
- Research training groups ('Graduiertenkollegs') 5

**Graduate Schools** 1

## CENTRAL SERVICE FACILITIES

- Academic Counselling Centre for Study and Career Development
- University Sports (HSP)
- University Administration
- Institut for Optional Studies (IOS)
- Science Support Centre (SSC)
- University Library (UB)
- Central Scientific Workshops
- Centre for Higher Education and Quality Development (ZfH)
- Centre for Information and Media Services (ZIM)
- Centre for Teacher Education (ZLB)

## STRATEGIC ALLIANCE

### University Alliance Metropolis Ruhr (UAMR)

[www.uamr.de](http://www.uamr.de)

Participating universities:

- Bochum [www.rub.de](http://www.rub.de)
- Dortmund [www.tu-do.de](http://www.tu-do.de)
- Duisburg-Essen [www.uni-due.de](http://www.uni-due.de)

### Joint Advanced Study Institute

KWI – Institute for Advanced Study in the Humanities, Essen [www.kwi-nrw.de](http://www.kwi-nrw.de)

## PARTNERSHIPS

Partnerships and cooperative projects with schools 108

International Partnerships 322

- Europe including the Russian Federation 268
  - incl. partnerships in the ERASMUS Programme 253
  - incl. partnerships in the Russian Federation and Ukraine 15
- Asia 29
- America 18
- Australia 4
- Africa 3

## PERSONAL

	Persons / women	FTE*
<b>Employees (total)</b>	<b>4,285 / 43%</b>	<b>3,717</b>
<b>Professors</b>	<b>419 / 18%</b>	<b>412</b>
• UDE w/o Faculty of Medicine	345 / 19%	339
• Faculty of Medicine	74 / 15%	73
<b>Academic staff</b>	<b>2,310 / 39%</b>	<b>2,067</b>
• UDE w/o Faculty of Medicine	1,441 / 39%	1,265
• Faculty of Medicine	869 / 40%	802
<b>Other employees (w/o Faculty of Medicine)</b>	<b>1,556 / 54%</b>	<b>1,238</b>

\*FTE - full-time equivalents

## BUDGET 2008

<b>Budget</b>	<b>357.3 Mio €</b>
• UDE w/o Faculty of Medicine	212.3 Mio €
• Faculty of Medicine	145.0 Mio €
<b>Expenditures of third-party funding</b>	<b>69.4 Mio €</b>
• UDE w/o Faculty of Medicine	42.8 Mio €
• Faculty of Medicine	26.6 Mio €

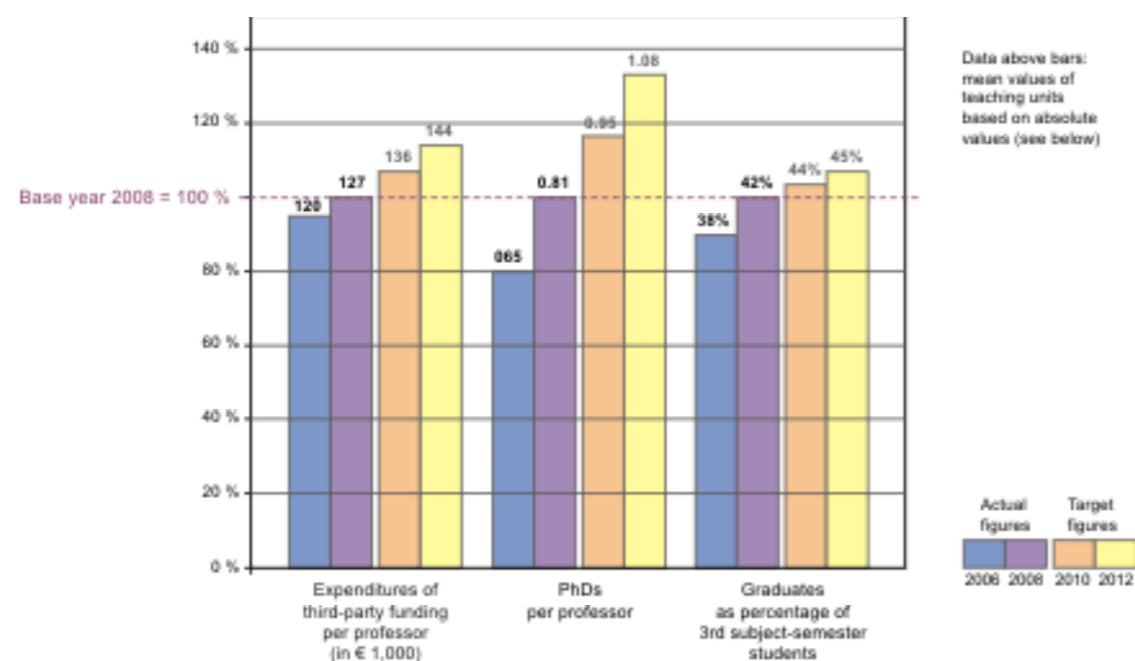
## FLOOR AREAS & LECTURE HALL SEATS

<b>Main floor area in UDE w/o Faculty of Medicine</b>	<b>227,710 m<sup>2</sup></b>
• Humanities and social sciences	62,396 m <sup>2</sup>
• Natural sciences	47,280 m <sup>2</sup>
• Engineering sciences	56,070 m <sup>2</sup>
• Central areas	61,964 m <sup>2</sup>
<b>Main floor area of the Faculty of Medicine</b>	<b>156,000 m<sup>2</sup></b>
<b>Lecture halls with more than 100 seats</b>	<b>37</b>
<b>Seats in larger lecture halls ('Auditorium maximum')</b>	
• Duisburg, Lotharstraße	720
• Essen, Segerothstraße	670
• Essen, University Medical Center	350

## UDE Performance Data: Third-Party Funding, Doctorates and Graduates

Actual values as of 2006/2008 and target values\* for the years 2010/2012 (w/o Faculty of Medicine)

Figures in Comparison with Base Year 2008



	Actual figures		Target figures*	
	2006	2008	2010	2012
Third-party funding / professor	120,000 €	127,000 €	136,000 €	144,000 €
PhDs / professor	0.65	0.81	0.95	1.08
Graduates (percentage of 3rd subject-semester students)	38%	42%	44%	45%

\*As agreed with the faculties in the Target and Performance Agreements (ZLV), March 2009

## RECTOR'S OFFICE

Rector	Prof. Dr. Ulrich Radtke
Vice-Rector for Teaching and Learning	Prof. Dr. Franz Bosbach
Vice-Rector for Reserach, Junior Academic Staff and Knowledge Transfer	Prof. Dr. Michael Farle
Vice-Rector for Diversity Management	Prof. Dr. Ute Klammer
Vice-Rector for Ressource Planning	Dr. Ingrid Lotz-Ahrens
Head of Administration	Dr. Rainer Ambrosy

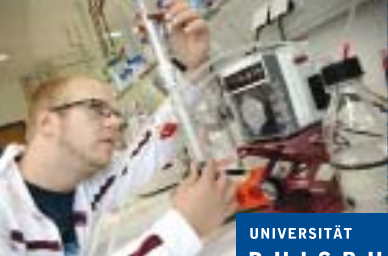
## UNIVERSITY COUNCIL

Chair	Dr. Henning Osthues-Albrecht
Deputy Chairs	Prof. Dr. Wolfgang Rueß Prof. Karen Shire PhD

## SENATE

Chair	Prof. Dr. Andrés Kecskeméthy
Deputy Chair	Prof. Dr. Volker Clausen





UNIVERSITÄT  
**D U I S B U R G**  
**E S S E N**

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