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The identity of Munich University of Applies Sciences (MUAS) combines three aspects: a diversity largely deriving from its size and location in the heart of metropolitan Munich; a European understanding of the value of a democratic knowledge-based society; and a global claim in relation to scientific issues that are to be seen independently of current political developments. The compatibility of education and training is a fixed component of the methodological approach. Therefore, MUAS counts the imparting of societal, economic and ecological responsibility as part of its core tasks, along with research and professional academic education.

With this in mind, we want to take on the four challenges that currently concern German universities in special measure: globalisation, diversification, digitisation and competitive profiling. In a university-wide discussion process over several months and with various formats, we have developed strategies and actions by which this can be accomplished for our university.

The University Development Plan (»Hochschulentwicklungsplan«, or HEP) presented here is the result of this discussion process. It does not focus on issues arising from daily routine, but rather on the essential strategic components and identity of our university. The goal was also to update the previous HEP from 2010 in view of future challenges.

Free and independent education and research as well as corporate relations and knowledge transfer formed the three strategic core dimensions of the discussion and pursuant approaches. These were carried over into the organisation of the content as well as into the text itself and into the Goals and Actions tables. This document outlines the shared strategic goals of the entire university.

We are convinced that with the document presented here we have created an informed and innovative plan of further development for our university.

The process of creating the HEP was marked by a high degree of constructive and efficient cooperation. The university council and executive committee extend their sincere gratitude to all those who contributed to this success.

Dr. Reinhard Wieczorek
Chairman of the University Council

Prof. Dr. Martin Leitner
President

Munich, 25 April 2018
SUMMARY

MUAS is the largest university of applied sciences (UAS) in Germany. In spite of a strong technical focus, it features a comprehensive range of disciplines. Its exceptional features are size and diversity, a marked affinity to entrepreneurship, and a distinctive location in the centre of one of Europe’s strongest economic regions.

MUAS strives to be among the most successful universities of applied sciences in Germany in the three strategic dimensions of education, research, and corporate relations and knowledge transfer.

▪ In education, exceptional competence should be imparted in entrepreneurial behaviour, sustainability thinking and intercultural attitudes, along with an outstanding education in the disciplinary fields of study. An interdisciplinary team is to establish a centre for innovative teaching in the medium term.

▪ For application-oriented research, the goals are improved visibility, further profiling and a heightened attractiveness for research staff. The founding of several research institutes in the near future will serve this end.

▪ In the area of corporate relations and knowledge transfer, the university aims to fulfil a targeted mandate for economic and societal impact. The goal is to modernise knowledge transfer and to establish sustainable structures of collaboration through systematic expansion of cooperation. The field of entrepreneurship is of special importance. The university wishes to continue its leading role in this field in Germany with the help of the Strascheg Center for Entrepreneurship (SCE).

The fundamental organisational principle of the university builds on strong, confident and academically independent departments. At the same time, resource allocation needs to be optimised through centralised services and standardisation. The university wants to address the strained situation in the area of non-academic personnel by externalising tasks and intensifying usage of digital tools. The cardinal principles of simplicity, responsibility and expertise-based action should provide orientation. As a scientific institution for academic education and research, as well as an important player in society, MUAS pledges itself to value-oriented and compliant conduct.
SUMMARY | HEP

EDUCATION

- Educate students for the future
- Strengthen the quality of teaching
- Promote innovation in teaching

RESEARCH

- Raise the quality of research
- Clarify the research profile
- Develop/recruit research staff and young talent
- Expand research activities
- Modernise knowledge transfer
- Strengthen entrepreneurship
- Expand cooperation
- Systematise relationship management

CORPORATE RELATIONS & KNOWLEDGE TRANSFER

- Secure quality and quantity appropriate staff
- Offer infrastructure and services suitable to the standards of a digitised society
- Allocate and use resources efficiently and transparently

RESOURCES AND PROCESSES

- Promote autonomy and development of the academic departments
- Establish simplicity as management principle
- Ensure compliance
- Ensure equal opportunity

ORGANISATION AND MANAGEMENT
MUAS Identity

MUAS is the biggest university of applied sciences in Bavaria and one of the biggest in Germany. About 18,000 students are enrolled and about 470 professors are employed along with 1,200 other employees at the university. At present, fourteen academic departments offer a total of eighty-five degree programmes at bachelor’s and master’s levels. Though MUAS is technically oriented, the university’s comprehensive range of disciplines allows a holistic and interdisciplinary approach to topics in education and research.

MUAS lies in the middle of one of the most important and innovative economic and scientific regions of Germany and Europe. As a large and attractive university covering a broad range of academic fields, it recognises its unique chance to fulfil an important function in the regional education and innovation system in order to strengthen and further develop it. Especially in the area of entrepreneurship and start-up culture, MUAS figures as a leading university in Germany.

MUAS makes a claim to belong in the top group of German universities of applied sciences by quality of teaching, research and corporate relations. This means producing excellent graduates who are highly sought after in the employment market, achieving highly topical and practice-relevant research results, and providing an impulse for economic and societal development. The members of MUAS – professors, employees and students – see themselves as a community incorporating this attractiveness. The university offers the platform to exchange experiences and to develop new ideas on an academic level in an international and intercultural environment. The interaction among the community members is informed by the ability for constructive criticism as well as by mutual respect and tolerance, regardless of gender, social background, cultural influence, educational biography, political worldview, disability or other individual attributes.

The unique features of MUAS are its size and diversity, its location and its entrepreneurial affinity.

Knowledge becomes capability and individuals become personalities. MUAS promotes competence within and beyond the respective academic fields.

Education, research, and corporate relations and knowledge transfer build the three fields of action at MUAS.

Education

MUAS imparts an outstanding practice-oriented academic education to its students in the areas of technology, economics, social sciences and design, enabling them successful professional paths and journeys through life. In addition, it pursues the goal of investing students with a competence profile that combines an excellent professional education with decisive key skills, international experience and the ability to think and act entrepreneurially and sustainably. The focus is on the development of personalities for a digitally informed working world and society.

Research

The focus is on applied research that concentrates on the formulation of problems and solutions relevant to practice. MUAS offers scientists institutionally optimal conditions and funding structures for this purpose. It promotes the research of its professors as well as the development of junior academic staff. It especially supports the innovation capability of the Munich metropolitan region via research programmes and research collaborations. Through the flowback of research
findings into teaching and the inclusion of students via research-oriented teaching projects, research forms an integral element of high-quality education.

CORPORATE RELATIONS AND KNOWLEDGE TRANSFER

Practice-relevant teaching and application-oriented research are complemented and intertwined via transfer in varying forms, cooperation on various levels, and an entrepreneurship environment that is outstanding in Germany. MUAS sees itself as an active part of the Munich metropolitan region. Cooperation with companies, civic organisations, public institutions and other universities takes place on the basis of a fundamental understanding that is socially responsible, scientifically guided and interdisciplinary.
POLITICS AND FINANCES

The German university landscape has been characterised by great momentum in recent years. Success in the federal and state programmes »Qualitätspakt Lehre« (Quality Pact for Teaching) and »Aufstieg durch Bildung: offene Hochschulen« (Advancement Through Education: Open Universities) has facilitated many initiatives at MUAS to enhance the quality of teaching or the recruitment of non-traditional students. Simultaneously, the weighting of the tasks assigned by governmental legislation has shifted so that research capacity could be expanded and impulses for transfer could be set. Overall, the university is already facing the challenge today – and increasingly in the future – of achieving the best possible balance between its task areas and their importance.

Currently the universities of applied sciences are experiencing heightened political attention: The strengthened participation in research funding and the increased attractiveness of professorships at these universities as a career path are explicit national political goals and offer chances for MUAS. As EU programmes promote the strengthening of application-oriented research, further enhancements in this area are possible. In addition, this University Development Plan assumes that the state funds for expansion planning will essentially remain available until 2022 within the framework of a new university financing pact. However, the political recognition of special regional innovation function of universities of applied sciences also holds a risk: If »region« cannot also mean »metropolitan region«, then due to its location in Munich MUAS will hardly be able to profit from »regional« funding initiatives. The political announcement that the federal University Pact funds will be stabilised in turn leaves it open whether these funds can also lead to the creation of permanent positions, and thus does not fundamentally dissolve the project character of these initiatives. The trend for universities to be ever less financed by sufficient core funding, and increasingly by fixed-term programme financing, seems set to continue.

LOCATION: MUNICH

The Bavarian state capital Munich regularly ranks among the first cities worldwide in terms of popularity and quality of life. Due to the positive economic development, the demographic development will not lead to a reduction in population in the foreseeable future – unlike many structurally weaker regions. According to the latest prognoses, the capital city Munich alone will grow by around 230,000 residents by 2030. Therefore, the demand for both university places and graduates will persist. Nevertheless, there is particularly strong competition for staff and students within the university and other academic sectors in Munich. In this regard, MUAS is not optimally positioned in terms of visibility and branding, particularly in differentiation from the »Excellence Universities« Technical University of Munich (TUM) and LMU Munich. Additionally, competition with the increasing number of private universities is steadily on the rise.

ACADEMIC AND NON-ACADEMIC STAFF SITUATION

With just under 500 professorships, the ratio of advisors to students can be judged as good in comparison to other Bavarian universities of applied sciences, but in contrast, the ratio of non-academic staff to the number of students is clearly poor. In sum, in comparison to other Bavarian universities of applied sciences, MUAS presents an unfavourable staff situation.

With a teaching load of 18 semester hours per week, the core work of the professors lies in the area of instruction. A much narrower range of working time is devoted to functional or research activities. Around 750 part-time lecturers, whose recruitment and supervision tie up considerable resources, are employed at MUAS and cover about 20% of the course offerings. They contribute a great deal of practical, experience-based knowledge to teaching and secure the connections of MUAS to the regional economy.

MUAS sees itself facing two clearly noticeable trends that especially impact the instructor and staff situation and are only partially compensated by Munich’s attractiveness. One is that the cost of living in Munich is substantially higher than in other regions, which burdens employees (and also students) and hinders recruitment. The other is that the
tight personnel market due to the positive economic development makes it difficult to win highly qualified instructors and junior academic staff. The staff situation in the non-academic area is equally affected by this.

The city of Munich as an attractive location plays a prominent role in the choice of study location and university. Nevertheless, the good reputation of MUAS is decisive in the choice of university for 73% of first-year students. Over 90% of the graduates take up their first job in the region (postal code area 8), 54% even within the city of Munich itself. Against this backdrop and in conjunction with the expected demographic development of Munich, the demand for university places at MUAS will continue and pose a great challenge in terms of capacity.

INFRASTRUCTURE
Several predecessor facilities spread throughout the city area were integrated at the founding of the Fachhochschule München (former German name of MUAS) in 1971. As there was not enough real estate available to bring the university together in one main campus, MUAS remains until today spread over various locations, namely Pasing, Karlstrasse and the main campus area around Lothstrasse. This division of locations brings various disadvantages. It makes cooperation of the departments difficult in the areas of teaching and research, complicates the organisation of studies, forces instructors and students to commute between locations and often requires the duplication of infrastructure and administrative facilities.

Therefore, MUAS has been striving for a long time to relocate the Pasing and Karlstrasse facilities and to integrate them into the main campus area in order to realise one central university campus near the city centre.

SPECIAL FACILITIES
MUAS has several affiliated institutes which strengthen the university’s network with regional and supra-regional businesses and other practitioners in their fields. The Strascheg Center for Entrepreneurship (SCE) in particular also has the mandate to contribute to education and to foster entrepreneurial thinking and acting among the students, e.g. through projects, start-up advice and incubation. A central academic facility especially for continuing education was set up in 2012 in order to support the departments in the development, implementation and carrying out of career-integrated undergraduate and graduate continuing education programmes for working professionals.

STUDENTS
With around 18,000 students and approximately 3,500 bachelor’s and master’s graduates each year, MUAS is the second largest university of applied sciences in Germany and by far the largest in Bavaria. Nearly 800 students have chosen a dual study programme, and another 700 are enrolled in continuing education study programmes. MUAS is deliberately open to all educational backgrounds which fulfill admission requirements, e.g. »Meister« (master craftsman), »Fachwirt« (business management specialist), or »Techniker« (technician).

In terms of student numbers, engineering and applied sciences make up the largest part, at about two-thirds, followed by economics, social sciences and design. All in all, the university boasts a spectrum of disciplines that justifies the German designation »Voll-HAW« (i.e. a university that covers all major disciplines from the humanities and natural sciences to engineering, economics and social sciences). The proportion of female students increases by about one percentage point per year and has currently reached the 40% mark. All the same, the gender ratio varies greatly in the individual departments. Nearly three quarters of the students come from the city or region surrounding Munich, and a further 10% from the rest of Bavaria.

There is particularly strong competition for staff and students in the university and other academic sectors in Munich.
All members of MUAS should be able to realise their potentials and employ their skills as best as possible, regardless of gender, social and cultural background, personal or family situation, disabilities or other individual characteristics. This necessitates structures and actions which do not hinder anyone, that make the heterogeneous abilities of all visible, and that guarantee a balanced representation of women and men at all hierarchical levels and in the self-governing bodies. Therefore, the university works continually to ensure an organisational culture of recognition and esteem, as well as to ensure equal opportunity for all university members. MUAS wants to make active use of the competences resulting from the students' diversity and realises that especially the steadily increasing proportion of non-traditional students creates particular challenges. The university feels bound in equal measure to the goals of inclusion, as well as to the concerns of disabled and chronically ill students and employees. Furthermore, providing family-friendly studying and working conditions plays an important role.

At almost 40%, female students make up a growing proportion of the student body. Nevertheless, the gender ratio in the individual departments varies considerably. MUAS aims for a further growth in the number of female students, especially in the STEM subjects, and for a larger proportion of male students in the female-dominated study areas. Currently, the proportion of women professors is just 20%. Thanks to a successful appointment practice, it has been possible to fill an above average number of positions with women. MUAS strives for a further rise in the proportion of women in the fields where they are underrepresented and will increase its efforts to motivate more women to apply for a professorship. The promotion of female students and (non-) academic staff at MUAS is in accordance with state and federal political goals as formulated, for example, in the current coalition contract of the federal government.

The student council is very active in university politics and works closely with the central players of the university. The turnout at student government elections, however, is low. Student culture finds weak expression, partly due to lacking resources. In addition, the central student council is little visible due to its spatial accommodation. MUAS is striving to invigorate student life on campus and for a better spatial accommodation situation for the central student council.
INTERNATIONALITY

Through the achievement of a European university and research area, national borders are steadily losing significance in science. Additionally, a lively international and intercultural exchange is indispensable to act successfully in globalised markets and culture-specific fields of work. MUAS therefore wants to enable all university members to gain international study, teaching and research experience along with the expansion of intercultural competence.

As an institution, MUAS has a worldwide network of around 260 active university partnerships. Strategic partnerships exist with some individual universities (e.g. California Polytechnic State University and Tampere University of Applied Sciences). Furthermore, MUAS acts across universities and disciplines in international networks such as the International Network of Universities of Applied Sciences (INUAS), the consortium Global Engineering Education Exchange (Global E³) and through the foreign offices of the Seven Universities of Applied Sciences (UAS7).

The necessary network management is conducted by the International Office, which became a staff department of the Executive Board in 2017. The Department of General and Interdisciplinary Studies supports the university’s internationalisation projects by coordinating the Courses in English programme, as well as many language courses (UNIcert) and courses targeting the acquisition or boosting of intercultural competences.

Currently 2,500 non-Germans are studying at MUAS, which corresponds to around 13% of the student population. Included in this number are foreign nationals who have acquired their higher education entrance qualification in Germany (»Bildungsinländer«).

PARTNER UNIVERSITIES OF MUAS IN 2017

Altogether: 259
259 International Partner Universities

4 International Strategic Partners

11 Central Facilities and Affiliated Institutes

SCE 22 Spin-offs in 2017
#1 Founder University in Germany
1,100 Students Yearly in SCE Courses

18,203 Students

14 Departments
- Engineering Sciences (Dept. 01-09)
- Social Sciences (Dept. 11)
- Economic Sciences (Dept. 10 & 14)
- Design (Dept. 12)
- Interdisciplinary Studies (Dept. 13)

85 Degree Programmes
- 45 Bachelor’s degree programmes
- 40 Master’s degree programmes

745 Professors

466 Part-time lecturers

111 Doctoral students

142 Academic staff

511 Non-academic staff

40.1% 59.9%
CAMPUS KARLSTRASSE

- Dept. 01 ARCHITECTURE
- Dept. 02 CIVIL ENGINEERING
- Dept. 08 GEOINFORMATICS

CAMPUS PASING

- Dept. 10 BUSINESS ADMINISTRATION
- Dept. 11 APPLIED SOCIAL SCIENCES

CAMPUS LOTHSTRASSE

- Dept. 05 BUILDING SERVICES ENGINEERING, PAPER AND PACKAGING TECHNOLOGY AND PRINT AND MEDIA TECHNOLOGY
- Dept. 06 APPLIED SCIENCES AND MECHATRONICS

- Dept. 04 ELECTRICAL ENGINEERING AND INFORMATION TECHNOLOGY
- Dept. 07 COMPUTER SCIENCES AND MATHEMATICS
- Dept. 09 ENGINEERING AND MANAGEMENT

- Dept. 03 MECHANICAL, AUTOMOTIVE AND AERONAUTICAL ENGINEERING

- Dept. 12 DESIGN

- Dept. 07 COMPUTER SCIENCES AND MATHEMATICS
- Dept. 09 ENGINEERING AND MANAGEMENT

- Dept. 13 GENERAL AND INTERDISCIPLINARY STUDIES

- Dept. 14 TOURISM

CAMPUS PASING
At the centre of the university is the scientifically founded and practice-oriented education of the students. The basis for this are the strategic conception, development and implementation of courses for all target groups of the university: school leavers, working professionals, part-time students and those in dual study programmes, whether in bachelor’s, master’s or certificate programmes. Accordingly, education at MUAS includes continuing education.

The university employs various didactic methods appropriate to the learning goals. Substantial elements are work in small groups and problem-solving as well as research-oriented teaching. These are decisive for the outstanding employability of MUAS graduates, which is continually attested in rankings.

The area of teaching aims to comprehensively meet the demands of a future-oriented higher education. These include the constant content-related renewal of the curriculum, the assurance of high quality standards, and the development and usage of innovative educational concepts and forms of teaching. In view of the overarching university-wide objectives, the teaching strategy is informed by educational policy, social and economic developments. Students are prepared, in their professional disciplines but also beyond, to think and act entrepreneurially and sustainably in a world characterised by digitisation. The programme offers manifold options for the acquisition of international and intercultural competences. Such competences can be gained through personal experience abroad, particularly in short or long-term study stays at one of the partner universities. In addition, a range of multilingual or foreign-language degree courses is offered, as well as over 100 courses in the Courses in English programme (internationalisation@home). This enables students in a variety of ways not only to apply and deepen their foreign language skills but also to gain intercultural experience via contact with international teachers and students.

University education worldwide finds itself in a state of drastic change. Above all, digitisation is leading to considerable changes in the educational system. These include new qualification requirements for university graduates, changes in the learning behaviour of future generations of students, and manifold options for new educational concepts, structures of study programmes and teaching methods. Another development is the increasing heterogeneity of the students, which is seen especially in a wide range of individual entrance qualifications, but also generally through varying paths of access caused in particular by the growing societal need for lifelong learning.

In view of the outlined developments and oriented towards the MUAS identity, the following goals and actions are being pursued in the area of education:

**FUTURE-ORIENTED EDUCATION**

Specific programmes are offered to strengthen the students’ personality development and to give them individual profiles in addition to their specialist expertise. To this end, learning objectives and corresponding courses are anchored in all degree programmes. The already existing open studies courses at the Department of General and Interdisciplinary Studies – which are part of the curriculum in all degree programmes – make a contribution across departments and are constantly being further developed in terms of structure and content.

The graduate profile areas of MUAS are: entrepreneurial, sustainable and international. The goal is for all departments to give the students opportunities for the individual development of competences within the framework of these profile areas, with teaching content either integrated in specialist modules or offered in supplementary courses.

Students should be prepared especially for an economy and society characterised by digitisation. To this end, new study programmes are to be developed in STEM and non-STEM areas. The instructional methods used will take into account the specific features of digitally oriented generations while incorporating current learning technologies.
The existing structures and the strategy for lifelong learning and continuing education need to be revised. The goal is to improve the university’s internal framework conditions which govern the implementation of continuing education programmes for academic and organisational participants. Options for advising other educational institutions and organisations will be designed and audited.

QUALITY IN EDUCATION

In order to maintain and constantly improve the existing high level, the framework conditions for the quality of teaching will be further developed. The university’s self-understanding of education will be documented, e.g. in the form of a teaching charter or mission statement. Indicators should help to evaluate quality and to take action if necessary. Existing standards and processes for the development and implementation of course offerings will be improved and, if necessary, complemented.

Rankings and evaluations provide regular proof of good teaching at MUAS. To pay tribute to the great engagement of the instructors, excellent teaching should be systematically fostered and made visible within and outside the university. Central measures for this are training and coaching programmes for instructors and a targeted communication strategy aimed to make students, sponsors and other interested parties aware of the high quality of teaching at MUAS.

INNOVATION IN EDUCATION

MUAS is currently using funds from the Quality Pact for Teaching and other funding programmes to develop a wide range of conceptual, methodological and learning technology innovations. The results should remain at the disposal of the university in the long term. To ensure the project’s success, a high degree of participation by teachers and students as experts and contributors is striven for. The Center for Innovation in Teaching and Education develops innovations and further develops the structure of the E-Learning Center.

Complementing the funding programmes, the university wants to establish application-oriented research and development of educational concepts, forms of teaching and technologies. Foreseen are mixed teams of experts from among the professors and staff, which will be provided with funds to develop teaching innovations for MUAS in a targeted manner. In order to maintain the permanently necessary innovations, project funds are to be systematically obtained in addition to the core funding for teaching.
RESEARCH

Research has developed into a substantial performance area for MUAS. It is characterised by a high degree of application orientation as well as an inter- or transdisciplinary approach, which is not least due to its both specific and broad spectrum of subjects. The university conducts research in cooperation with other national and international universities as well as with small and medium sized enterprises (SMEs), large companies and non-profit organisations. MUAS sees itself as a central player in the regional innovation system and therefore works together with all important partners throughout the innovation processes of universities, companies and civil society. The proximity of the professors to practice due to the minimum 5-year professional experience required before appointment is a cornerstone for exceptional contacts to industry and business. These must be cultivated and utilised via joint projects.

Application-oriented research is decisively motivated through dialogue with partners and engagement with societal challenges. The intensive dialogue with practice partners, paired with the available scientific expertise, puts MUAS researchers into a position to identify current as well as future challenges for economy and society, to open discussions and find solutions. Research in a practical context is therefore marked not only by a high degree of application orientation, but also by a high degree of transparency. Application-oriented research is therefore subject to a double quality standard: on the one hand, scientific quality and evaluation criteria and on the other hand, proof in practice as direct contribution to solutions.

RESEARCH ACTIVITIES

Research activities at MUAS are increasing steadily and hold further growth potential. The university strives for an increase in the number of publications, patents and dissertations, in part to raise its visibility and recognition in this area. The potential of colleagues with research affinity is great, so that an increasing number of research publications, especially peer reviewed papers, and third-party funding is attainable from both contract research and public sponsorship programmes.

To realise this, more personnel, spatial and financial resources are to be generated, which can be achieved in particular through the successful acquisition of public or private third-party funds. The existing core funding of research is inadequate, especially due to lack of posts for scientific and non-scientific personnel. MUAS advocates for universities of applied sciences to obtain adequate access to public funding programmes, especially to funding analogous to the German Research Association (DFG) programmes. Structural measures at the higher education policy level are imperative for the qualitative and quantitative expansion of application-oriented research.

RESEARCH PROFILE

In order to provide researchers and junior academic staff with optimal institutional conditions at MUAS, the university is currently establishing and financially supporting subject-related research institutes. The aim is to make research at MUAS more visible, to offer researchers and junior academic staff a scientific environment, and to create structures paving the way to an independent right to award doctoral degrees. Science and research is an open system that thrives on intellectual exchange beyond national borders. Therefore, MUAS would like to be visible in the international scientific community and supports international collaboration.

RESEARCH FACULTY

For actively researching professors, application-oriented research in an interdisciplinary environment is a focal and identification point of their scientific work. Research projects maintain and deepen the valuable business and industry contacts of the professors. Benefits result not only for the students but also for the economy and society.

MUAS strives for expansion of cooperative doctoral programmes and supports the establishment of the right for universities of applied sciences to award doctoral degrees in research-intensive areas.

The reputation of MUAS and its departments is enhanced by application-oriented research. This raises the attractiveness for students and
academic employees as well as that of professorships, and creates greater selection opportunities in recruiting. Since a high research affinity is evident among the applicants for professorships at universities of applied sciences, this must be picked up and supported in order to make a professorship attractive. Equally, the attractiveness of the master’s degree programmes should be strengthened via research in order not to lose talented students to neighbouring universities. The expansion of research activities and of the necessary infrastructure is one of the central goals of the university.

Junior academic staff at MUAS benefit from the integration of research and teaching, as well as from the chance to earn a (cooperative) doctorate. Of the 120 to 150 academic (non-teaching) employees, about two thirds are working on their dissertation. On the one hand, MUAS strives for an expansion of cooperative doctorates. On the other hand, it also supports the establishment of the right to award doctoral degrees in research-intensive areas based on recognised doctoral examination processes. This is even more urgently required as a number of subject areas are normally represented almost exclusively by universities of applied sciences, and only insufficient opportunities for cooperative doctorates exist from the part of traditional universities.

JUNIOR ACADEMIC STAFF
To be able to conduct excellent research, the professors and junior researchers at MUAS require optimal and gender-equitable conditions, career paths and promotion structures. These represent an important factor for gaining qualified personnel from industry and science. However, institutionally funded mid-level academic positions are currently not available. The financing of the existing mid-level academic positions is based solely on third-party funding. MUAS acknowledges this challenge and exploits the existing possibilities to create attractive jobs and to support academic career paths.

Professors at universities of applied sciences are active in both research and teaching, which contributes significantly to the quality of higher education, particularly in the area of master’s degree programmes. This double engagement calls for corresponding appreciation.

Research at MUAS shows a high application orientation and usually a transdisciplinary approach.

Number of doctoral candidates at MUAS

| 29 | 82 |
CORPORATE RELATIONS & KNOWLEDGE TRANSFER

In addition to education and application-oriented research, knowledge and technology transfer is a core process by which the university brings important results for its organisational success. This is a field of activity with a strong cross-sectional character, affecting equally the activity spheres of education (e.g. continuing education, dual study programme, teaching projects with practice partners), and research (e.g. contract research, cooperative doctoral programmes, patents), as well as that of more exploitative activities (e.g. spin-off creations, development contracts, consulting).

Munich offers superb conditions for this as state capital and prominent business and scientific region. MUAS has already made intensive use of this environment and linked itself with regional cooperation partners via varying formats. The number and variety of university transfer activities means, however, that the institution as a whole lacks a sharp focus in the field of transfer. Similarly, the reputation and incentive systems of MUAS are little geared towards transfer, and the intensity of transfer activities within and between departments varies greatly.

The understanding of the area of corporate relations and knowledge transfer is characterised by the following motivation: MUAS intends to systematically network in Munich and its regional surroundings in order to shape education as well as knowledge and technology transfer. It strengthens cooperation with practice partners to optimally qualify students for the employment market. Beyond that, it promotes entrepreneurship in order to develop entrepreneurial thinking and acting among students, to spawn innovations as well as to strengthen innovation culture.

The students benefit from the activities in the field of corporate relations and knowledge transfer because they experience socially and economically relevant assignments and strategies during their studies. Professors benefit as they can further develop themselves as well as their teaching and research. The departments in turn profit because they can improve the quality of their programmes, shape their image and raise their attractiveness.

KNOWLEDGE AND TECHNOLOGY TRANSFER

Higher education law has incorporated transfer as a task for public universities, but MUAS also operates in this area with the conviction that extensive interaction between stakeholders from science, business, society and politics constitutes an essential driving force for innovation.

Universities are confronted with the task of transforming unilateral knowledge generation and unidirectional transfer in order to occupy an important position in regional innovation systems in the context of future megatrend requirements. Under these circumstances, the main strategic goals are the modernisation of transfer and the expansion of cooperation. This is also the motivation for the project M:UniverCity, in which MUAS together with the Strascheg Center for Entrepreneurship (SCE) is taking the initial steps towards winning new cooperation partners, strengthening existing partnerships and jointly developing innovative transfer formats. The goal is an innovative, prototypical model in which the university takes a central role in the dialogical communication, transfer or generation of knowledge and technology in the overlapping areas of business, science, society and politics.

COOPERATION MANAGEMENT

The structures and processes for interacting with cooperation partners in the corporate relations and knowledge transfer area are bundled into a strategic relationship management. This includes initiating contacts to external partners of the university, relaying cooperation requests from external partners within the university and continually maintaining these relationships, and the strategic establishment and expansion of cooperation.
At present, most existing contacts are inadequately incorporated into systematic structures geared towards maintenance or further development of the partnerships. Therefore, the installation of a systematised relationship management is necessary, which means to professionalise external communication and internal contact transfer. This will make the offers of the university more visible and thus promote transfer. Partners from business, science, society or politics should explicitly be won over for cooperation, going beyond traditional engagements such as advertising, sponsoring or recruiting.

ENTREPRENEURSHIP

For MUAS, entrepreneurship means teaching entrepreneurial thinking and acting, promoting a culture of innovation, providing concrete support for innovative academic start-ups, and developing innovative business models with external organisations. Responsible entrepreneurship and the embedding of innovations in a social context play a special role here. The goal is to foster entrepreneurial competences and leadership qualities in young people, as well as to draw attention to business launching as a career option.

MUAS is the only university of applied sciences to be honoured by the federal Ministry of Economic Affairs and Energy with the distinction «EXIST-Gründervorstandshochschule» (Founder University within the EXIST funding programme) and to have steadily reached top positions in the «Gründungsradar» (Founding Radar) ranking of the «Stifterverband» (Founders’ Association, a joint initiative started by companies and foundations). Together with the two «Excellence Universities» in Munich, MUAS forms one of the strongest academic entrepreneurship sites in Germany. The university’s excellence and leading edge in entrepreneurship are substantially based on its ongoing collaboration with the SCE since 2002.

To preserve the leading role of MUAS, the SCE should be strengthened via a further structural and personnel integration with the university. Simultaneously, the establishment of cross-departmental «Living Labs», which are also open to external partners, is intended to provide a co-creation structure that will enable the university to cooperate in new transfer formats with partners from science, business, politics and civil society. Operationally, MUAS strives to offer a holistic entrepreneurship education that imparts both specialist and interdisciplinary competences in the field of entrepreneurship and intrapreneurship. Cooperation with international partners is seen as indispensable in order to use synergies, profit from one another, and also position MUAS as a global player.

Number of business launches and start-ups in 2017

Number of students and cooperation partners in dual study programmes

The goal is to foster entrepreneurial competences and leadership qualities in young people, as well as to draw attention to business launching as a career option.
RESOURCES AND PROCESSES

PERSONNEL

One of the gravest problems of MUAS is the inadequate provision of positions for non-academic personnel, i.e. positions in administration and technical operation. The university is at the bottom of the heap in Bavaria in terms of the ratio of non-academic to academic personnel.

The goal is to win, retain and further develop outstanding personnel for academia and administration despite the difficult conditions in Munich.

The personnel situation in the administrative area can be categorised as a risk. Fixed-term working contracts or the deployment of temporary employees can only mitigate this risk situation to a limited degree and lead to additional problems. Due to a lack of resources, management structures cannot be further developed in line with requirements and employee satisfaction is low. High staff fluctuation not only leads to a loss of knowledge and performance, it also makes it increasingly difficult for the university to adequately fill vacant positions, given the competitive situation in Munich. Additionally, the monetary compensation in public service jobs poses a recruiting hindrance given the high cost of living in Munich.

The Professional Services and Human Resources Department is called upon to develop concepts and instruments that improve the personnel situation and enable the establishment of a functioning management structure. In addition, the foremost goal for the coming years is to increase efficiency and to outsource tasks and processes in order to enable university personnel to concentrate on core activities. Despite the difficult conditions in Munich, the goal is to win, retain and further develop outstanding personnel for academia and administration.

FINANCES

The university’s financial resources are currently satisfactory. For an efficient and transparent use of available budgetary resources, the already established instruments must be constantly further developed and, in particular, the reporting system improved.

The financing of universities takes place ever less by means of sufficient core funding, but rather has been shifting towards temporary programme financing. The development and expansion of research and continuing education has been primarily financed from third-party funding in the past ten years. This has resulted in a multitude of new specialised tasks which the currently available software in university’s Finance Department cannot adequately deal with. Therefore, the universities of applied sciences in Bavaria have agreed to jointly introduce a modern financial management system. MUAS is assuming leadership of this project.

INFRASTRUCTURE

Currently, the departments are spread over three locations within the Munich city area. MUAS is endeavouring to integrate the facilities in Pasing and Karlstrasse into the Lothstrasse campus. An initial step in this direction is the strategically important large-scale project »Neubau Campus Nord« (New Campus North): Starting around 2026, the Architecture, Civil Engineering and Geoinformation Departments will be moved from the Karlstrasse location to a new building in the »Kreativquartier« (creative quarter, an urban development project directly adjacent to the Lothstrasse campus). In this context, the university will obtain urgently needed additional space. Along with this new building, a research building with a main use area of around 3,000 square meters will be realised.

While research has so far taken place primarily in the existing teaching laboratories of MUAS, this new construction would for the first time create premises at the university dedicated explicitly to research purposes. Presently, such facilities must be rented when needed. The available space is no longer adequate due to both the expansion of application-oriented research and the establishment of new teaching formats. In addition, spaces must also be redistributed according to the current needs of the various organisational units. While the expansion planning has produced appreciable shifts in the numbers of students among the departments, the spatial facilities of the
Over the next few years, the university will develop a quality management system with a process-oriented approach in order to improve selected performance processes at the university and thereby reduce bureaucratic complexity.

Established processes and interfaces need to be optimised. Frequently heard criticisms concern lack of service orientation, inadequate efficiency and transparency, and unclear areas of responsibility. This is partly due to the difficult personnel situation and partly to the lack of a professional quality management. The university therefore grants high priority to this topic and has set up an Office for Quality Management. Their goal is to develop a quality management system with a process-oriented approach over the next few years, which will improve selected service processes and reduce bureaucratic complexity (see also pp 24/25).

Processes and procedures of the academic departments as well as cross-departmental and cross-university processes must be determined and analysed at the level of planning, organisation, control and personnel management. They must also be continuously reviewed, improved and documented. E-government is to be introduced step by step. It is of crucial importance that the central services and the departments work together in partnership.

Challenging administrative parameters and rising student numbers, in conjunction with a tendency towards unchanged personnel staffing, have prompted the university to implement IT applications at an early stage for the support of administrative processes. Especially in the area of teaching, many operational processes are supported by the IT system PRIMUSS. For bulk processes such as application and enrolment, a high degree of automation has been reached. In the area of resource management, however, there is a backlog demand. IT systems are also increasingly being deployed for the provision of services. Students and scientists in particular expect a high standard at a university in this regard. IT is of strategic importance for the university and numbers among the areas considered essential for success. The university therefore strives to offer a modern and efficient IT infrastructure, as well as IT services that fulfil the demands of a digital society.

Some of the existing media equipment in the lecture halls is no longer state of the art. The university is endeavouring to modernise such. However, it is also aware that a university-wide harmonisation of the technology used, as well as further personnel resources, are necessary to ensure a centralised service and a continuous further updating of the media equipment in the future.

departments have remained unchanged. In the interest of fair distribution and efficient use of the available space, an indicator-based distribution process is to be established for offices, seminar rooms, lecture halls and laboratories.

The condition and equipment of MUAS buildings and facilities overall can be seen as satisfactory, although there are some rooms in poor condition especially in the old buildings. In several places, modernisation of furnishings is necessary. Continual maintenance and renovation of rooms and lecture halls therefore remain important goals of the university, although the limited capacity of the governmental building authority in charge retards the implementation of the corresponding construction projects.
Undeniably, it is the academic departments that have both the competence and the responsibility for the substantive development and realisation of education, application-oriented research and of activities with partners in business and society. Therefore, the goal is to strengthen their competence and autonomy. Nevertheless, the university wants to recruit the academic departments via attractive programme offers to participate in overarching profile building projects that will boost the reputation and perception of the entire institution. The university will gain the necessary freedom to do so if administrative tasks are organised more efficiently and effectively, thereby relieving the departments and scientists.

To effect this, maximum efficiency and simplicity are indispensable in task accomplishment, communication and decision-making. The goal of expertise-based and clearly allocated responsibility applies not only to the academic departments, but also to science-related and administrative support structures.

Despite the focus on competence orientation, autonomy and simplicity, the university – as a scientific teaching and research organisation, as a societal and educational policy actor and as a state institution – is mindful of its obligation to take on a role model function and ensure rule-consistent action. A further strategic goal in the field of organisation and management is to develop, offer and apply appropriate instruments for this end.

**AUTONOMY AND DEVELOPMENT OF THE DEPARTMENTS**

The identity of the university is based on an expertise-based culture of responsibility among the Executive Board, academic departments, and administration. The Executive Board is committed to developing offerings that support the departments in their further development while respecting their respective independent cultures. These offers are intended to enable the departments and their members to work together and to advance comprehensive strategic issues together with the Executive Board – if this is desired by the department and in conformity with its development.

Due to the size of MUAS, some of its academic departments, and the existing spectrum of subject cultures, no uniform teaching, research and transfer culture is assumed. Instead, each department can develop an independent profile in the three core areas of education, research, and corporate relations and knowledge transfer. This profile should identify the respective department as a self-assured unit of the institution as a whole, based on a convincing discipline-oriented portfolio in these core areas. At the same time, the university feels obliged to guarantee cross-departmental principles such as ensuring teaching quality or equal opportunity.

In addition to steering via programme offers, the Executive Board pursues the goal of supporting the departments with an efficient and service-oriented administration. In order to reach this goal, the constructive cooperation of all organisational units is necessary.

**SIMPLICITY AS MANAGEMENT PRINCIPLE**

MUAS strives for a simple and transparent organisation structure: Responsibilities should be clearly formulated and assigned in an expertise-based manner. Complexity is to be reduced where possible and mastered where necessary. Standardisation will be favoured over individual solutions.

The Executive Board is committed to developing programme offers that support the academic departments in their further development and respect their independent cultures.

Complexity will be reduced where possible and mastered where necessary. Standardisation will be favoured over individual solutions.

As a state institution – is mindful of its obligation to take on a role model function and ensure rule-consistent action. A further strategic goal in the field of organisation and management is to develop, offer and apply appropriate instruments for this end.
creating freedom for the content development of the core tasks of the academic departments in the areas of education, research, and corporate relations and knowledge transfer.

MUAS promotes innovative processes and ideas. Projects and programmes will, however, only be started by the Executive Board, administration or the departments if they are covered by their own resources or those from third parties. Chances for outsourcing are used to a large extent where strategically and legally reasonable and possible. The goal is always a qualitative improvement or conservation of resources. It is about doing the «right» things, and doing those things right.

COMPLIANCE AND EQUAL OPPORTUNITY

Compliance stands not only for adherence to statutory provisions and regulatory standards, but also for the obligation to fulfil essential self-set standards and requirements. At an institution like MUAS, there are numerous compliance-relevant thematic fields. One focus, for example, is on the rule compliant handling of state funds and third-party funds, and on the prevention of corruption. Other examples can be found in the areas of human resources (e.g. recruitment, appointments to professorships), admission and examination, data protection, occupational safety and handling of intellectual property. As an educational institution and important social actor, MUAS has an exemplary function here. Ethical aspects with regard to research, for example, have to be taken into account just as much as the observance of rules such as those laid down in the mission statement.

The MUAS profile stands for practice-oriented education and applied research with economic and social impact. Assuring and raising quality in all areas is of great importance. Adherence to the standards of good scientific practice is of special significance. Scientific work rests on fundamental rules that are the same in all countries and all academic disciplines. The Executive Board will monitor the observance of the guidelines for ensuring good scientific practice and dealing with scientific misconduct. In addition, MUAS operates an Academic Integrity Office consisting of ombudspersons and a commission for the investigation and clarification of allegations of scientific misconduct. The safeguarding of equal opportunity is of special significance at the university. The goal is to ensure the structural framework conditions that enable the implementation of and compliance with the goals and requirements formulated in the equal opportunities plan. The high level of service for employees and students achieved at the university must be maintained.
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<tr>
<th><strong>STRATEGIC GOAL</strong></th>
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<tr>
<td><strong>1. EDUCATION</strong></td>
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<tr>
<td>1.1. Educate students for the future</td>
<td>1.1.1. Promote personality development and shape graduate profile</td>
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<td>1.1.2. Prepare students for an economy and society shaped by digitisation</td>
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<td>1.1.3. Revise structures and strategies for lifelong learning and continuing education</td>
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<td>1.2. Strengthen quality of education</td>
<td>1.2.1. Further develop the framework conditions for quality in teaching</td>
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<td>1.2.2. Promote good education and make achievements in teaching visible</td>
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<td>1.3. Promote innovation in teaching</td>
<td>1.3.1. Successfully implement the Quality Pact for Teaching (ZUG Project) and sustainably anchor results</td>
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<td>1.3.2. Establish and use research and development of educational concepts, teaching forms and instructional technologies</td>
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<tr>
<td><strong>2. RESEARCH</strong></td>
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<tr>
<td>2.1. Raise quality of research</td>
<td>2.1.1. Ensure the scientific character of research</td>
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<td>2.1.2. Foster international dialogue and exchange</td>
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<td>2.1.3. Optimise framework conditions for research</td>
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<td>2.2. Articulate a research profile</td>
<td>2.2.1. Institutionalise research</td>
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<td>2.2.2. Foster communication concepts</td>
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<td>2.3. Recruit/develop research staff and young talent</td>
<td>2.3.1. Recruit and develop researchers</td>
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<td>2.3.2. Foster junior academic staff</td>
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<td></td>
<td>2.3.3. Strengthen research-based learning</td>
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<td>2.4. Expand research activities</td>
<td>2.4.1. Broaden advisory offers</td>
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<td>2.4.2. Improve research dialogue with external partners</td>
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</table>
## ACTIONS

- Promote appropriate study programmes and study experiences
- Develop General/Open Studies courses

- Encourage new study programmes and further develop those existing
- Promote appropriate forms and methods of teaching

- Improve framework conditions for continuing education offers
- Examine advisory and development options for educational institutions and companies

- Further develop and consolidate a university-wide self-image of education
- Further develop an understanding of quality and quality indicators
- Further develop standards and processes for the development and implementation of course offerings

- Expand training and coaching offers for instructors, e.g. gender specific didactics and creative thinking
- Develop and implement internal and external communication strategies for good teaching

- Further elaborate benefits for departments and degree programmes
- Increase participation of instructors and students as experts and participants
- Further develop implementation structures such as the Center for Innovation in Teaching and Education or the E-learning Center

- Build up a team of professors and staff for teaching innovation
- Contribute innovation competence both internally and externally
- Systematise acquisition of project funding for innovation in teaching

- Encourage quality-assured journal contributions (peer review) and patents
- Offer scientific writing workshops
- Promote participation and contributions in conferences
- Support university internal research dialogue
- Support the establishment of a research data management system
- Support acquisition of public sector funding, particularly DFG, EU, BMBF field-specialised programmes, via proposal workshops with expert reviewers

- Encourage international exchange in form of mobility and digitisation aids
- Support the preparation of applications for and implementation of international/EU research projects (especially Horizon 2020 and FP9)
- Award research fellowship for international researchers

- Award teaching exemption hours for research
- Establish research professorships
- Increase transparency of internal research funding (research fields, large-scale equipment, etc.)
- Establish and financially support research institutes

- Establish research institutes
- Support establishment of a communication concept for the research institutes
- Support research communication

- Establish research professorships
- Appoint colleagues with research experience
- Offer consultancy in the research area for those newly appointed

- Strengthen (cooperative) doctoral degree programmes
- Expand strategic partnerships with universities within and outside the EU
- Provide internal positions for doctoral candidates

- Design a master’s programme in research

- Offer scientific writing workshops
- Advise on questions of industrial property rights
- Support acquisition of public sector funding, particularly DFG, EU, BMBF field-specialised programmes, via proposal workshops with expert reviewers

- Participate in cooperation networks such as M:UniverCity or Bavarian Cluster Initiative
- Conduct INUAS research conference
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<tr>
<th>STRATEGIC GOAL</th>
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<tr>
<td><strong>3. CORPORATE RELATIONS AND KNOWLEDGE TRANSFER</strong></td>
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<tr>
<td>3.1. Modernise transfer</td>
<td>3.1.1. Develop and regularly offer innovative transfer formats (ITF)</td>
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<td>3.1.2. Strengthen co-creation activities with companies</td>
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<td>3.2. Strengthen entrepreneurship</td>
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<td>3.2.1. Strengthen co-creation activities with companies</td>
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<td>3.2.2. Produce innovative start-ups</td>
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<td>3.2.3. Establish entrepreneurship research</td>
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<td>3.2.4. Internationalise entrepreneurship activities</td>
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<td>3.3. Expand cooperation</td>
<td>3.3.1. Identify, develop and retain strategic partners</td>
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<td>3.3.2. Convey cooperation requests</td>
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<td>3.3.3. Create (legal) framework conditions</td>
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<td>3.3.4. Improve external image</td>
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<td>3.4. Systematise relationship management</td>
<td>3.4.1. Introduce common IT solution for relationship management</td>
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<td>3.4.2. Install process for cooperation management</td>
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<td>3.4.3. Utilise interfaces</td>
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<th>4. RESOURCES AND PROCESSES</th>
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<tr>
<td>4.1. Ensure quantitatively and qualitatively appropriate personnel resources</td>
<td>4.1.1. Adapt workload to available personnel capacity</td>
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<td>4.1.2. Gain, retain and further develop suitable (leadership) personnel</td>
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<td>4.2. Offer infrastructure and services that meet the standards of a digital society</td>
<td>4.2.1. Optimise processes in the finance area</td>
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<td>4.2.2. Continuously develop available spaces and buildings</td>
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<td>4.2.3. Provide modern IT infrastructure and services</td>
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<td>4.3. Employ resources efficiently and transparently</td>
<td>4.3.1. Transparently distribute personnel positions according to needs</td>
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<td></td>
<td>4.3.2. Transparently distribute and efficiently manage budgetary means according to needs</td>
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<td></td>
<td>4.3.3. Transparently distribute and efficiently use available space according to needs</td>
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</table>
**ACTIONS**

- Systematise existing transfer formats   - Research and conceptually develop ITF concept   - Develop concept for 3 ITF, conduct trial and evaluation with network partners

- Build and manage M:UniverCity network   - Establish theme-related Living Labs   - Gain academic departments and external organisations for cross-departmental and/or cross-disciplinary projects

- Build and manage M:UniverCity network   - Establish theme-related Living Labs   - Gain academic departments and external organisations for cross-departmental and/or cross-disciplinary projects

- Extend structural anchoring of SCE to MUAS   - Generate start-ups or spin-offs from research

- Use SCE training programmes for doctoral programmes   - Extend structural anchoring of SCE to MUAS

- Compile good practice approaches, particularly in entrepreneurship research, for general public and internal implementation   - Extend cooperation with international partners

- Develop criteria for and define »strategic partnership«   - Survey status quo of existing partnerships   - Compile, test and evaluate development of concept for strategic partnerships

- Identify and clarify responsibilities in departments, affiliated institutes, research institutes, etc.   - Mediate cooperation requests; document and track the process

- Clarify (legal) frames for co-creation   - Analyse cooperation forms, contract forms and processes   - Develop standard contract and agreement forms for various cooperation types   - Develop and test new cooperation forms, agreements and contracts

- Update and optimise website   - Develop print media to present possibilities for cooperation

- Develop requirement specifications and a user concept   - Carry out technical as well as data protection compliance testing and clearance   - Carry out technical integration, testing and training   - Transfer IT solution and process into standard operations   - Consolidate data from administration and staff departments

- Analyse and systematise cooperation requests   - Plan and supervise consulting and service activities   - Conceptually elaborate a clearing procedure (i.e. initial contact, initial consultation if necessary)   - Establish and communicate the process at MUAS

- Integrate Alumni and Career Services with actors in the area of cooperation and transfer as well as with the relationship management IT solution   - Utilise alumni of MUAS as interface with professional partners

- Optimise/digitise business practices   - Transfer tasks to external service providers

- Establish personnel marketing   - Professionalise personnel selection   - Expand personnel development

- Introduce new finance management system

- Modernise and harmonise lecture and classroom media equipment   - Achieve comprehensive energy management

- Ensure standardised high-quality IT equipment   - Achieve 100% WLAN coverage   - Secure access to data and specialised procedures from the home workplace

- Develop indicator-based distribution procedures

- Further develop indicator-supported distribution of funds   - Further develop budgeting: compilation and monitoring of budget plan

- Optimize financial report for budget managers

- Develop indicator-based distribution procedures   - Develop space-usage concept to raise efficiency   - Establish electronic booking for lecture halls, classrooms, meeting spaces, etc.
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<th>STRATEGIC GOAL</th>
<th>CONCRETE GOAL</th>
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<tr>
<td>5. ORGANISATION AND MANAGEMENT</td>
<td>5.1. Strengthen autonomy</td>
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<td>5.1.1. Strengthen autonomy</td>
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<td>5.1.2. Support development</td>
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<td>5.1.3. Guarantee common framework</td>
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<td>5.1.4. Expand nursing care and health sciences</td>
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<td>5.2. Create and make visible expertise-based support structure</td>
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<td></td>
<td>5.2.1. Create and make visible expertise-based support structure</td>
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<td>5.2.2. Establish clear management structure</td>
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<td>5.2.3. Reduce complexity/make it manageable</td>
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<td>5.3. Develop compliance framework</td>
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<td></td>
<td>5.3.1. Develop compliance framework</td>
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<td></td>
<td>5.3.2. Adhere to good scientific practice</td>
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<td>5.4. Guarantee framework conditions</td>
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<td>5.4.1. Guarantee framework conditions</td>
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<td>5.4.2. Secure service level</td>
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</table>
# ACTIONS

- Abolish »sponsorship model« (each academic department is sponsored by one member of the Executive Board)
- Introduce extra pay model for special responsibilities/functions. Make offers (support, resources, etc.) for strategic initiatives (e.g. research institutes)
- Introduce individual strategic talks between Executive Board and Deans (content: strategic goals of the department and of the Executive Board). Boost framework conditions for joint and interdisciplinary activities. Draw up supporting communication concept and revise web presentation
- Develop and submit to the Bavarian Ministry of Science and the Arts a concept for the expansion of the nursing and health sciences to include new degree programmes, more university places and additional staff. Establish and gradually build up a department for nursing care and health sciences (Dept. 15) if the necessary resources are provided
- Introduce professional reporters into professorship appointment procedures. Set up Center for Innovation in Teaching and Education and Office for Quality Management as new staff departments, as well as a team for cooperation and transfer in the Strategic Advancement Office. Establish the International Office as a staff department
- Explicitly allocate responsibilities and support structures for organisational units within the Executive Board (QM/HK/HE-P, IL/WBZ-VPL, FORWIN/O-VPF, KuT-VPW). Organise regular meetings of staff departments to be conducted by Head of Strategic Advancement Office
- Anchor support of process optimisation as task of Quality Management, especially of cross-departmental processes and those at the interface of academic departments and administration (see also 4). Revise and simplify the university constitution
- Collect, structure and present existing guidelines and complement them if necessary. Set up an ethics commission
- Expand internal training on good scientific practice
- Conduct gender-equitable professorship appointment and hiring procedures. Recruit female professors/academic employees: (1) regular information events for women (potential professors), (2) gender sensitive roadshow. Guarantee family friendly and healthy working and studying conditions. Establish offers for both employees and students to strengthen gender and diversity competences (advanced training, information campaigns, gender & diversity sensitive teaching). Extend networking in the area »Campus Life«
- Support and further develop the (departmental) Women’s Affairs Officers. Continue to provide suitable personnel resources to coordinate concepts and actions in the area »Campus Life«
ABBREVIATIONS

BMBF Federal Ministry for Education and Research, Bonn/Berlin
DFG German Research Association, Bonn
EXIST Funding programme of the Federal Ministry of Economic Affairs and Energy in the area of academic entrepreneurship
FH Fachhochschule – University of Applied Sciences
FORWIN Science Support Centre
FP9 Framework Programme Horizon 2020 (EU research funding)
HAW University of Applied Sciences
HE Strategic Advancement Office
HK Public Relations Office
HIM Munich University of Applied Sciences (MUAS)
I.C.S. International Cooperative Studies, registered association and dual study programme model
IL Center for Innovation in Teaching and Education
INUAS International Network of Universities of Applied Sciences
IO International Office (Staff Dept.)
ITF Innovative Transfer Format
KuT Corporate relations and knowledge transfer
LMU Ludwig-Maximilians-Universität München; LMU Munich
MjAAS Munich University of Applies Sciences
P President of MUAS
PRIMUSS Campus management system / student portal
QM (Staff department) Quality Management
SCE Strascheg Center for Entrepreneurship (affiliated institute)
STEM Science, technology, engineering, mathematics
VPF Vice President for Research
VPL Vice President for Education
VPW Vice President for Corporate Relations and Knowledge Transfer
WBZ Centre for Continuing Education
FOOTNOTES AND REFERENCES

P. 12
Newly appointed professors: own calculation

P. 13
Partner universities: as of 31 December 2017, own calculation

P. 14
Staff headcount on 31 December 2017 (SAP)
Professors: not including those on parental leave, leave of absence or in passive phase of the pre-retirement part-time scheme
Professors and part-time lecturers: Number of persons
Non-academic employees: employees, civil servants, trainees, interns, and volunteers; number of full-time equivalents
Academic employees: includes also special lecturers; number of full-time equivalents

Student headcount: PRIMUSS numbers on 15 November 2017; includes those enrolled at a cooperating university and taking selected courses at MUAS; on leave; studying for a certificate; on international exchange at MUAS; studying for bachelor’s, master’s and diploma degrees; but not doctoral students or guest students

P. 17
Total number of students: PRIMUSS numbers on 15 November 2017; includes those enrolled at a cooperating university and taking selected courses at MUAS; on leave; studying for a certificate; on international exchange at MUAS; studying for bachelor’s, master’s and diploma degrees; but not doctoral students or guest students
Students per study area: not including doctoral students or guest students, PRIMUSS numbers on 15 November 2017

Part-time degree programmes and continuing education certificates for working professionals: as of November 2017, own calculation
Students in dual study programme: PRIMUSS data on 15 November 2017 with addition of students in ICS model (data from I.C.S. registered association, 15 November 2017)

Students in bachelor’s and master’s degree programmes, not including: students in supplementary, extension, or additive studies for final diplomas or certificates; guest students; international exchange students at MUAS; students enrolled at a cooperating university and taking selected courses at MUAS; doctoral students; students on leave; students in continuing education certificate studies; as of 15 Nov. 2017

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Definition of »doctoral candidates«: doctoral candidates who are supervised by professors of MUAS in cooperation with traditional universities (double supervision)
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