

## **Exploring Difference –**

Wege zur Professur / How to  
Become a Professor?  
Career Paths in Higher Education

Gemeinsame Tagung von  
Stifterverband und ID-E Berlin

Monday 7 November 2016  
Embassy of Canada, Berlin



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## Exploring Difference – Career Paths in Higher Education

### Wie wird man [HAW- oder Uni-]Professor/in?

Die Gestaltung von Karrierewegen zur Professur stellt Universitäten wie Fachhochschulen vor neue Herausforderungen. Wie lassen sich Tenure-Track-Regelungen für Nachwuchswissenschaftler attraktiv und für die Hochschule sinnvoll ausgestalten? Wie können Karrieren in die Wirtschaft und zurück in die Wissenschaft, insbesondere an die Fachhochschulen, gefördert werden? Welche Gestaltungsspielräume haben Wissenschaft, Politik und Wirtschaft zur Gestaltung neuer Karrierewege? Diese Fragen sollen im Lichte der Empfehlungen des Wissenschaftsrates zu Karrierewegen in der Wissenschaft sowie der Studie des Stifterverbandes und des Deutschen Zentrums für Hochschul- und Wissenschaftsforschung zur Personalentwicklung an Hochschulen diskutiert werden.

### How to become a professor?

The thirteenth conference in the INTERNATIONAL DIALOGUE ON EDUCATION BERLIN (ID-E Berlin) series, a joint initiative of the British Council, the German Academic Exchange Service (DAAD), the German-American Fulbright Commission, the Embassy of Canada in Germany and Freie Universität Berlin, will focus on typical – and exceptional – career tracks for academics within different higher education systems. The discussions will address the following topics and questions:

1. Comparison of systems: professorship and academic careers at higher education institutions in the USA, in Canada, Great Britain, France and Germany
2. Challenges
3. Outlook and conclusions for the domestic debate

Drawing on examples from their own education systems and institutions, a detailed understanding of the different challenges and new developments in HE career paths and personnel development will be elicited from our experts from the United Kingdom, Canada, the United States of America, France, and Germany.



## STIFTERVERBAND

Programm Vormittag (auf Deutsch)

Exploring Difference: Wie wird man [HAW- oder Uni-]Professor/in?  
Neue Formen der Gestaltung von Karrierewegen zur Professur in  
Deutschland.

10:00 Uhr      Registrierung und Kaffee

**10:30 Uhr      Eröffnung und Begrüßung**

**I.E. Marie Gervais-Vidricaire** Botschafterin von Kanada in Deutschland

**Prof. Dr. Andreas Schlüter** Generalsekretär des Stifterverbandes

**10:45 Uhr      Einführung**

**Impuls 1: Wege zur Universitäts-Professur**

**Prof. Dr. Ernst Ludwig von Thadden** Rektor, Universität Mannheim

**Impuls 2: Wege zur HAW-Professur**

**Prof. Dr. Andreas Zaby** Präsident der Hochschule für Wirtschaft und Recht  
Berlin, Vorsitzender des Hochschulverbundes UAS7

**11:15 Uhr      Paneldiskussion**

**Prof. Dr. Bettina Burger-Menzel** Mitglied der AG Karriereziele und -wege  
an Fachhochschulen, Wissenschaftsrat, Professorin für Wettbewerbs- und  
Strukturpolitik, Technische Hochschule Brandenburg

**Dr. Thomas Grünewald** Staatssekretär, Ministerium für Innovation, Wissen-  
schaft und Forschung des Landes Nordrhein-Westfalen

**Prof. Dr. Andreas Schlüter** Generalsekretär, Stifterverband

**Prof. Dr. Ernst Ludwig von Thadden** Rektor, Universität Mannheim

**Dr. Anna Tschaut** Bundesvorsitzende, THESIS - Interdisziplinäres Netzwerk  
für Promovierende und Promovierte e.V.

**Prof. Dr. Andreas Zaby** Präsident, HWR Berlin

**Moderation**

**Jan-Martin Wiarda** Wissenschaftsjournalist

12:45 Uhr      Mittagessen / Lunch

*Programme Afternoon (in English)*

## Exploring Difference: How to become a professor? Career Paths in Higher Education.

- 13:45 hrs**      **Welcome and Opening Remarks**  
**Ulrich Grothus** Deputy Secretary-General, German Academic Exchange Service (DAAD)
- 14:00 hrs**      **Panel discussion – part one**  
**Léo Charbonneau** Senior Editor, University Affairs, Universities Canada (CA)  
**Rosemary Deem** Vice Principal (Education) & Dean of the Doctoral School, Professor of Higher Education Management, Royal Holloway University of London (UK)  
**Jacqueline Edmondson** Associate Vice President and Associate Dean (Undergraduate Education), Professor of Education, Pennsylvania State U (US)  
**Christine Musselin** CNRS Senior Research, Centre de Sociologie des Organisations, Sciences Po (FR)  
**Jule Specht** Junior Professor for Personality Psychology and Psychological Assessment, Freie Universität Berlin (DE)
- Chair**  
**Jan-Martin Wiarda** Science and Education Journalist
- 16:00 hrs      Coffee
- 16:30 hrs**      **Panel discussion – part two**
- 18:00 hrs      Reception and Buffet
- 20:00 hrs      End of Event



## Prof. Dr. Andreas Zaby

**Prof. Dr. Andreas Zaby** ist seit 1.4.2016 Präsident der Hochschule für Wirtschaft und Recht (HWR) Berlin. Er lehrt dort seit 2008 Internationales Management, Innovations- und Technologiemanagement sowie Entrepreneurship.

Er studierte Betriebswirtschaftslehre in Bayreuth und San Diego (USA). Seine Promotion bei Prof. Dr. Dodo zu Knyphausen-Aufseß an der Friedrich-Schiller-Universität Jena schloss er 1998 mit summa cum laude ab. Er arbeitete anschließend zunächst als Strategieberater bei Bain & Company in München und Zürich. Im Anschluss daran war er ab 2000 Finanzvorstand eines biopharmazeutischen Unternehmens mit Standorten in Deutschland

und den USA. Er gehört seit 2010 der Hochschulleitung der HWR an und wurde 2016 zum Präsidenten gewählt. Prof. Dr. Zaby ist Sprecher der Gruppe der Fachhochschulen in der Berliner Landeskonferenz der Rektoren und Präsidenten (LKR). Er ist zudem Vorsitzender der UAS7 (German Universities of Applied Sciences), einem Bündnis von sieben führenden, forschungsorientierten Fachhochschulen in Deutschland.

### **Abstract**

Mehr als 40% der Professuren in Deutschland sind Professuren an Fachhochschulen. Fachhochschulen bieten in einer Vielzahl von Disziplinen eine Alternative zu den verstopften Karrierepfaden an Universitäten. Es kann deutschlandweit beobachtet werden, dass in bestimmten Fächern die qualifizierte Besetzung von FH-Professuren zum Teil nur nach mehreren Anläufen gelingt. FH-Professuren setzen ebenso wie Universitäts-Professuren eine Promotion sowie Forschungs- und Lehrerfahrung voraus. Als zusätzliche unabdingbare Qualifikation wird an Fachhochschulen allerdings zudem eine mindestens fünfjährige qualifizierte Berufspraxis gefordert, von der mindestens drei Jahre außerhalb des Hochschulbereichs erbracht worden sein müssen.

Diese berufliche Qualifikation in der außerhochschulischen Praxis gehört zum Markenkern der deutschen Fachhochschulen und ist Grundvoraussetzung für praxisnahe Lehre und erfolgreiche angewandte Forschung. Dies und die Tatsache, dass die Fachhochschulen ihren eigenen wissenschaftlichen Nachwuchs in weitgehender Ermangelung eines Promotionsrechts nicht selbst wissenschaftlich qualifizieren können, macht deutlich, dass die Fachhochschulen entsprechend differenzierte Strategien zur Rekrutierung von Professorinnen und Professoren verfolgen müssen.

Im Bereich der Fachhochschulen geht es zum einen darum, das Informationsdefizit des wissenschaftlichen Nachwuchses hinsichtlich der attraktiven Karriereperspektiven an Fachhochschulen zu adressieren. Dies kann beispielsweise durch mehr gemeinsame Promotionskollegs von Universitäten und Fachhochschulen erfolgen, aber auch durch die stärkere Berücksichtigung der Fachhochschulen in den Personalentwicklungskonzepten der Empfänger von Forschungsförderung.

Die andere große Herausforderung für die Fachhochschulen besteht darin, den Kontakt mit vielversprechenden Kandidatinnen und Kandidaten für Professuren auch während der Jahre ihrer beruflichen Praxis zu halten. Dies geschieht derzeit häufig sehr erfolgreich über Lehraufträge. Ergänzend dazu wären aber auch verschiedene innovative Modelle, wie etwa Teilzeit-Gastdozenturen, sinnvoll, wie sie derzeit in einzelnen Bundesländern erprobt werden sollen. Eine enge und partnerschaftliche Abstimmung mit der Wirtschaft und auch außeruniversitären Forschungseinrichtungen wäre hierfür eine wichtige Voraussetzung.

## Ernst-Ludwig von Thadden

**Ernst-Ludwig von Thadden** is professor of economics and finance at the University of Mannheim. From 1995 to 2004 he was professor at the University of Lausanne (Switzerland) and since 2000 director of the FAME doctoral program in finance at the Universities of Lausanne and Geneva.

He obtained his PhD in economics at the University of Bonn (Germany), after an undergraduate degree in mathematics and economics at the University of Heidelberg (Germany) and an MPhil at the London School of Economics (U.K.). He has published in academic journals ranging from the Journal of Political Economy to the Journal of Finance, and was the managing editor of the Journal of Financial Intermediation from 2005 to 2008. He has held visiting faculty positions, i.a.,

at Stanford University (CA), the London School of Economics, and Università Tor Vergata (Rome). Ernst-Ludwig von Thadden is Research Fellow at the Center for Economic Policy Research (London), former Resident Fellow of the Center for Advanced Study in the Behavioral Sciences in Stanford (CA), was a council member of the European Economic Association from 2006 - 2010, is Fellow of the European Corporate Governance Institute (Brussels), and has held the Bertil Danielsson Distinguished Visiting Chair at the Stockholm School of Economics (Sweden). He is a member of the Heidelberg Academy of Arts and Sciences and fellow of the European Economic Association. From 2005 to 2010 he was the founding director of the Mannheim Graduate School in the Economic and Social Sciences and lead manager of the Graduate School's research grant in the German "Initiative of Excellence". He is chairman of the European Corporate Governance Research Foundation (Brussels), a member of the Advisory Scientific Committee of the European System Risk Board (Frankfurt) and has advised public institutions such as the World Bank, and private firms. His research covers corporate finance, banking, international finance, political economy, game theory, contract theory, bounded rationality, and other areas. Since October 2012 he has been president of the University of Mannheim.



## Prof. Dr. Bettina Burger-Menzel

**Prof. Dr. Bettina Burger-Menzel** ist Professorin für Wettbewerbs- und Technologiepolitik an der Technischen Hochschule Brandenburg und Alumna Senior Fellow des Käte Hamburger Kollegs/ Centre for Global Cooperation Research der Universität Duisburg-Essen. Sie studierte Volkswirtschaftslehre an der Universität Mannheim, promovierte in Hamburg und arbeitete im In- und Ausland bei Forschungsinstituten und in der Industrie. Frau Burger-Menzel war unter anderem Vizepräsidentin für Lehre und Internationales ihrer Hochschule und ist Mitglied des Wissenschaftlichen Ausschusses des Deutsch-Argentinischen Hochschulzentrums sowie der Arbeitsgruppe 'Karriereziele und -wege an Fachhochschulen' des Wissenschaftsrates. Seit Jahren arbeitet sie zudem in Lateinamerika für HRK, EUA, CSUCA und DAAD und in Projekten des mexikanischen Nationalen Rates für Wissenschaft und Technologie als Beraterin zu Fragen der Modernisierung von Hochschulbildung und Technologietransfer. Sie hat mehrere Stipendien erhalten, war Forschungsprofessorin ihrer Hochschule und Gutachterin für das BMBF für das 'Maria Sibylla Merian International Centre for Advanced Studies'.





## Dr. Thomas Grünewald

**Dr. Thomas Grünewald** ist seit 2014 Staatssekretär im Ministerium für Innovation, Wissenschaft und Forschung des Landes Nordrhein-Westfalen und war von 2012 bis 2014 dort Abteilungsleiter. Staatssekretär Dr. Thomas Grünewald wurde 1959 in Merzig/Saar geboren. Er ist verheiratet und hat drei erwachsene Kinder. Herr Dr. Grünewald hat Bücher und Artikel zur Geschichte des Griechisch-Römischen Altertums veröffentlicht. Er ist seit 1991 Mitglied der SPD. Von 2002 - 2007 war er Leiter verschiedener Referate im Wissenschaftsministerium des Landes Nordrhein-Westfalen. 2007 wurde er zum Vizepräsidenten für Lehre und Studium der Universität Potsdam ernannt. 2012 wurde er Beauftragter des Landes Brandenburg für die Entwicklung der Hochschulregion Lausitz.



## Anna Tschaut

**Anna Tschaut** studierte Psychologie und Geographie an der Freien Universität Berlin und arbeitete danach fünf Jahre als wissenschaftliche Mitarbeiterin, Forschungs Koordinatorin und Diversity- & Gleichstellungsbeauftragte an der FH Nordwestschweiz im Bereich Arbeits- und Organisationspsychologie. Gleichzeitig promovierte sie an den Universitäten Kiel und Trier zum Thema „Multiple Teammitgliedschaften und Teamgrenzen in virtuellen Teams“ und bildete sich an der Universität Bern in Forschungsmanagement weiter. Nach einer Tätigkeit als Projektkoordinatorin an einem Leibniz-Institut arbeitet sie seit Herbst 2015 an der Universität Bremen als Wissenschaftsmanagerin. Sie ist seit Juli 2014 Vorsitzende von THESIS e.V.. Zudem war sie als Vorstandsmitglied sowie in anderen Funktionen bei Eurodoc – The European Council of Doctoral Candidates and Junior Researchers und in anderen Netzwerken zu Themen der Promovierenden und Promovierten aktiv.

## Léo Charbonneau

**Léo Charbonneau** is the editor of *University Affairs*, the award-winning magazine on higher education published by Universities Canada. Among its many honours, *University Affairs* was named Professional Magazine of the Year for 2015 at the Canadian Business Media Awards. Mr. Charbonneau was also the author of the popular Margin Notes blog, twice named blog of the year in the professional category at the Canadian Online Publishing Awards. He holds a bachelor of social sciences degree from the University of Ottawa and a bachelor of journalism from Carleton University. He lives in Ottawa.



### **Abstract**

In Canada, doctoral education is still structured to serve primarily as an advanced apprenticeship to the academic profession. Doctoral enrolment has more than doubled at Canada's universities since 2000 and the number of students graduating from doctoral programs is increasing. Canada also recruits thousands more PhDs each year through immigration. Despite this, Canada is in the middle of the pack in terms of PhDs per capita compared to other major OECD countries. Surveys suggest roughly 80 percent of doctoral students expect to become academics, whereas less than 40 percent of PhD holders end up working in the postsecondary education sector and fewer than one in five ends up as a full-time university professor. Just over 60 percent of PhD holders go on to work in other sectors such as industry, government and non-governmental organizations. However, they frequently encounter difficulties transitioning to careers outside academia and knowing how or where to look for opportunities. They may have difficulty articulating the value of the skills gained through their PhD studies to non-academic employers, while employers themselves may lack awareness of the potential value of hiring PhD graduates. In response, many Canadian universities have begun to implement a wide variety of professional-skills development initiatives to help ease the career transitions of PhD holders. Some academics also suggest altering the content and structure of PhD programs. Nevertheless, once PhD holders do transition to a job – inside or outside academia – they tend to do well in the Canadian labour market, earning high salaries and experiencing low unemployment.



## Rosemary Deem

**Rosemary Deem** is currently Vice Principal (Education), Dean of the Doctoral School and Professor of Higher Education Management at Royal Holloway, University of London, UK. When she joined Royal Holloway in 2009 it was as Dean of the Faculty of History and Social Sciences. From 2001 until January 2009 she was Professor of Education, from 2004-6, Graduate Dean for Social Sciences and Law and from 2007-9, Research Director for the Faculty of Social Sciences and Law, all at the University of Bristol. An Academician of the UK Academy of Social Sciences since 2006. At Lancaster University she was Dean of Social Sciences (1994-7) and founding director of the University Graduate

School (1998-2000). She was a UK Education Research Assessment Exercise sub-panellist in 1996, 2001 and 2008, has twice chaired the British Sociological Association, directed the UK Education Subject Centre ESCalate from 2001-2004 and was Vice-Chair of the Society for Research into Higher Education from 2007-2009. In 2014 she chaired the Social Science Panel for the ESF/FCT national Evaluation of R&D Centres in Portugal. In 2013 she was appointed OBE for services to higher education and social sciences in the Queen's Birthday Honours List and in July 2014 Leicester University awarded her an honorary Doctor of Letters for her academic contribution to the sociology of education. In July 2015 she became the first woman to chair the UK Council for Graduate Education.

### **Abstract**

UK universities are in a period of considerable turbulence, for a variety of reasons ranging from BREXIT to the introduction in England of the new Teaching Excellence Framework and the emphasis in a recent government White Paper detailing the ease with which new private for-profit organisations can become universities. Academic work itself is no longer as special as it once was (Musselin 2012), affected by processes of casualization, collectivization, mobility and globalization, specialization, work speed-up and the 'work anywhere' effect of new technologies. Once scarce professorial posts are more commonplace, leading to discussions about what the intellectual role of professors actually is (MacFarlane 2012). Universities are not only subject to new managerialism (Deem, Reed, Hillyard 2007) but also new governance regimes including 'boardism' (Veiga, Magalhães & Amaral 2015) whereby the internal balance of power shifts from collegial academic self-governance to a greater emphasis on the power of management and lay governors. Once an academic career in the UK had a professorial chair as the main career objective but new avenues in management and in hybrid career-paths such as research management and educational development are opening up in what Whitchurch (2012) calls the 'third space'. Furthermore chairs can now be won by both research-led and teaching-led routes as well as via a research/teaching pathway. Professorial leadership too has diversified and can be demonstrated by running a research centre, leading major teaching programmes, funded international networks, academic departments, faculties or a whole university. At the same time, academic jobs for newcomers are often insecure short-term roles. Less than 10% of all UK PhD students now enter academe. Starting a UK academic career is both precarious and also shaped by gender (Deem 2015, 2016) and ethnicity. Hence, programmes offering these groups support, CV advice and mentorship on the route to professorship have grown. An example of one of these is given, But the pathways are strewn with rocks; not all negotiate their way through and for those that do, their capacity to be self-determining and autonomous is decreasing.

# Jacqueline Edmondson

**Jacqueline Edmondson** is associate vice president and associate dean for undergraduate education at the Pennsylvania State University (University Park, PA) and professor of education (Curriculum and Instruction: Language, Culture, and Society). In her current role, she works with undergraduate curriculum and faculty across Penn State's twenty campuses, she leads the Student Engagement Network, and she is involved with special programs related to student access, affordability, retention, and success. Her research on literacy education and education policy in the U.S. has been published in a number of academic journals and she has authored or edited ten books, including the four-volume encyclopedia "Music in American Life: An Encyclopedia of the Songs, Styles, Stars and Stories That Shaped Our Culture" (2013, ABC-CLIO), winner of the 2014 Outstanding Resource Award from the American Library Association.



## **Abstract**

Changes in U.S. higher education have opened new possibilities and challenges for beginning faculty. Evolving technologies, cutting-edge learning spaces, new curricular conceptualizations, and growing commitments to community partnerships in the U.S. and abroad provide opportunities for creative and fulfilling work. Concurrently, difficult economic circumstances, the expansion of online for-profit institutions, and increases in the number of adjunct, part-time faculty have brought about an academic labor system that requires careful evaluation and deliberation.

As the professoriate becomes more diverse, traditions that once celebrated full-time faculty based on individual achievements are now being challenged, and opportunities for faculty to work collaboratively are emerging. Interdisciplinary work, co-teaching models, and collaborative research are reshaping higher education. General education reform, an emphasis on interdisciplinary curriculum and research, and trends such as engaged scholarship contribute to these opportunities. New faculty now teach in face-to-face, hybrid, and online environments that may be in university classrooms or non-traditional spaces. Smart classrooms provide connectivity across geographic space and access to a world of information, while virtual reality learning environments can suspend time and place for faculty and students.

New faculty of any appointment type need to understand the economic, historic, and political contexts of their work and ways to manage their responsibilities. Universities can play an important role in this preparation. Flexible career paths accounting for work-life balance and hospitable work environments can be central to this effort as universities strive to remain vibrant educational centers that generate the knowledge and tools necessary for life in the 21st century.



## Christine Musselin

**Christine Musselin** is CNRS Director of Research affiliated with the Centre de Sociologie des Organisations (CSO) since 1989. She was CSO Director from February 2007 to May 2013, and is Vice President for research at Sciences Po since May, 2013.

For many years, Christine Musselin has directed a comparative research program of higher education systems at the CSO.

Over time, three overarching perspectives have been developed, each one corresponding to a larger theoretical framework:

- university governance as part of a larger debate about organization and decision theories;
- public authorities' steering of higher education systems within

a broader analysis of public policies;

- the academic labor market through the lens of labor economics and sociology, and also through the prism of research on judgment.

Over the past years, Christine Musselin has explored these three areas of research with a group of doctoral students who participate in the program. She has been particularly involved in the third area of research, which led to the publication, in October 2005, of a book called "Le marché des universitaires. France, Allemagne, Etats-Unis", published by Sciences Po Press, and in 2008 a book published by La Découverte, in the Repères collection, called "Les universitaires". She has broadened her research perspectives through participation in the PRIME network, which brings together higher education studies and science studies.

Christine Musselin has been member of the Strategiekommision in the Wissenschaftsrat (German Council of Science and Humanities) within the framework of the Exzellenzinitiative from 2009 till 2015.

### **Abstract**

The French academic profession is rather heterogeneous. It consists of university faculty staff, full time researchers working in national research institutions, and faculty staff working in the "grandes écoles" (prestigious, selective higher education institutions) that often have their own staff status and management.

My contribution will be focused on the recent evolutions experienced by the first group, after a rapid description of the structure of this group and its related career tracks.

The first evolution deals with the strong decrease in positions opened to recruitments within the last ten years. Even if there is still an advantage for recently promoted candidates with a early and rapid profile, it is more and more rare not to work as a post-doc before getting a position. But the longer one works as a post-doc, the more difficult it is to get a permanent position.

The second evolution is linked to the transformation of the academic labor market: universities are responsible for their payroll since the 2007 act and this transformed the relationships between universities and their faculty staff.

A third evolution is linked to the increase in competition. Through the national evaluation agency (ANR) and the French national research council (HCERES), research funding is more and more dependent on the peer-review processes achieved by these two agencies. The academic profession is therefore more and more differentiated between the have and the have not, those who are able to get more funding and the others. This modifies the rather egalitarian basis that prevailed in the management of the French academic profession.

## Jule Specht

**Jule Specht** is a Junior Professor of Personality Psychology and Psychological Assessment at the Freie Universität Berlin. She received her diploma in Psychology in 2010 at the University of Münster and her doctoral degree at the same university in 2011. Afterwards she worked as a postdoc at the University of Leipzig before starting her professorship in Berlin in 2012. Since that time, she is also a Research Fellow at the German Institute for Economic Research in Berlin. Jule Specht is a member of the board of Die Junge Akademie at the Berlin-Brandenburg Academy of Sciences and Humanities and the Deutsche Akademie der Naturforscher Leopoldina, and speaker of its research group 'Science Policy.' In her free time, she writes an online column for *Psychologie Heute*, a leading German popular science magazine for psychology.



### **The Junge Akademie (Young Academy):**

Jule Specht is part of Junge Akademie's Science Policy Research Group, which in May 2016 issued a policy paper on academic careers: "Proposal for a Federal Professorship: Prospects for an Academic Career: Excellent scholarship requires sharp minds and long-term opportunities. However, the German academic system currently lacks long-term support tailored to individual needs. Members of the Junge Akademie seek to counter this lack and have recently published their own contribution to the public debate. In this contribution, they present a proposal for the establishment of a Federal Professorship. Supported through long-term federal funding, this position would provide successful young academics with a permanent contract and enable them to teach and conduct independent research at a university of their choice." The full proposal (in German) can be downloaded on the ID-E Berlin website.



*Begrüßung Vormittag*

## Marie Gervais-Vidricaire

Botschafterin von Kanada in Deutschland

Marie Gervais-Vidricaire is a graduate from Laval University (B.A. in Journalism and German), the Institute of Political Sciences in Paris (post-graduate studies in international relations) and of the Paris Institute of Advanced Studies in Social Sciences (political sociology).

She joined the Foreign Service in 1980 and has served in Mexico City, Bogota, New York, Paris and Geneva. From 2005 to 2009, she was Ambassador to the Republic of Austria with simultaneous accreditation to the multilateral organizations based in Vienna. Following this assignment, she worked in the Group of Independent Experts mandated by the Secretary General of NATO to make recommendations for a new strategic concept for NATO.

In Ottawa, Mrs. Gervais-Vidricaire has held a number of positions within the Department of Foreign Affairs and International Trade and the Privy Council Office. From 2001 to 2005, she was Director General of the Global Issues Bureau and from 2011 to August 2013, she was Director General of the Stabilization and Reconstruction Task Force (START).

Since September 2013, Ms. Gervais-Vidricaire is the Ambassador to the Federal Republic of Germany.



## Prof. Dr. Andreas Schlüter

Generalsekretär des Stifterverbandes (Jahrgang 1956) studierte Jura und Betriebswirtschaftslehre. Noch während seiner Promotion stieg er 1986 beim Bertelsmann-Konzern ein, zunächst als Assistent des Vorstandsvorsitzenden. 1988 wurde er Personalreferent und im darauffolgenden Jahr Personalchef der Bertelsmann Industriegruppe. Zusätzlich führte er von 1992 an als kaufmännischer Leiter die Mohndruck Graphischen Betriebe. Von 1995 bis 2000 war er Geschäftsführer der Bertelsmann Stiftung. Schlüter ist Rechtsanwalt und ab 2014 in der DSZ-Rechtsanwalts-gesellschaft mit Sitz in Essen, München und Hamburg tätig. Das Thema Stiftungen und internationales Stiftungsrecht blieb weiter auf seiner Agenda. Schlüters 2003 angenommene Habilitationsschrift thematisierte das "Stiftungsprivatrecht zwischen Privatautonomie und Gemeinwohlbindung". Seit 2003 lehrt Schlüter an der Rechtswissenschaftlichen Fakultät der Universität Köln, zunächst als Privatdozent, von 2008 an als außerplanmäßiger Professor. Er ist Autor und Herausgeber zahlreicher Veröffentlichungen zum bürgerlichen Recht, insbesondere Stiftungsrecht sowie zum Handels- und Wirtschaftsrecht.

2004 wurde er Generalsekretär des Goethe-Instituts, um nach einem Jahr die Position des Generalsekretärs beim Stifterverband einzunehmen.

*Opening Remarks Afternoon*

## Ulrich Grothus

Ulrich Grothus is Deputy Secretary-General and Director for Strategy and Projects of the German Academic Exchange Service (DAAD). He obtained a Master's degree in Political Science at the Freie Universität Berlin in 1976. He then worked as a journalist before joining the International Division of the former West German Rectors Conference in 1982. He has been working for DAAD since 1988, first as spokesman and head of the president's office. Starting in 1991, he has been consecutively director of all three DAAD program directorates. In between, he served as director of the Paris office from 1998 to 2000 and of the New York office from 2004 to 2008.



*Chair*

## Jan-Martin Wiarda

Jan-Martin Wiarda is a science and education journalist and moderator. He has been head of communications of the Helmholtz Association of German Research Centers, and, prior to that position, editor-reporter at DIE ZEIT, Germany's most influential weekly newspaper, where he reported on higher education issues, school policy and research.

Wiarda is a graduate of the University of North Carolina at Chapel Hill (USA) and also attended both the University of Munich and the German School for Journalists (Deutsche Journalistenschule). He has won a number of prestigious awards, most recently the Kausa Media Award.



