DEAR READERS,

How do we design a Rectorate report so that it is well received and doesn’t end up languishing in drawers and on shelves and being relatively ignored? With this as our starting point, we broke away from the routines that were usually followed when drawing up previous Rectorate reports. The result is a totally new type of annual report which presents the achievements and successes of the entire University family in a clear and easily accessible way. Three typical stories have been selected as examples and give a much deeper insight into the University’s work than a dry report ever could. Previously received by only a few people, the report will now reach many multipliers, friends and all the University’s employees as a major publication.

I would like to take this opportunity to thank the long-standing Chairman of the Board of Trustees, Prof. Dr. h. c. mult. Clemens Klockner. In his eight years as chair, he was always a fine colleague and supporter. He is also the force behind this new and effective style of reporting to the public.

The title “Impact” has been consciously chosen as an expression of our activities and the fulfilment of objectives. And there is no mistaking the double meaning in that it is also about how the University is perceived by students, within the region or by policymakers.

I really hope that you like what you see, that this brochure makes you a little prouder of your University if this is where you work, or that you enjoy discovering how we do research and teach if you are looking at the two locations from outside. And by the way, students recently rated us Germany’s most attractive campus! I look forward to receiving your feedback.

ANNE LEQUY, RECTOR OF MAGDEBURG-STENDAL UNIVERSITY OF APPLIED SCIENCES
HOW DOES A UNIVERSITY BECOME A GENUINE DRIVER OF INNOVATION? WHAT VALUES CAN WE ENGENDER? HOW DO WE REMAIN A MAGNET WITHIN THE REGION? HOW ARE WE PERCEIVED? AND WHERE DO WE GO FROM HERE?
In 2014 Anne Lequy became the University Manager of the Year".

That same year, Anne Lequy was nominated "University Manager of the Year". She considerably contributed to the University's development as Prorector (European Social Fund) or the Saxony-Anhalt Competence Network for Applied and Transfer-Oriented Research (KAT). In December 2018, the University can report further successes that occurred during 2018: Examples include the federal and state funding programme. Projects on inclusive education in Saxony-Anhalt and the state strategy for health (competence) in Magdeburg see University ready for market and ultimately to create spin-offs in order to realise their ideas. This entrepreneurial spirit also creates Saxony-Anhalt and creates jobs here. We also provide training for the employees of these start-ups – many of our students and alumni, as well as partners in the region and beyond.

We are sticking firmly to this path of success into the future and will continue to be a reliable partner. We see ourselves as a service provider for the good of the economy and to stimulate society. We are working on the City of Magdeburg's application to become a Capital of Culture in 2025. In the projects, we are aiming to better integrate international experts, researchers and students from intense practical relevance, an informal atmosphere and innovation service in the state of Saxony-Anhalt. In December 2018, the University is also being strengthened by the EUniverCities project. This network of twelve European cities is an example: In 2018 we worked on the City of Magdeburg's application to become a Capital of Culture in 2025. In the projects, we are aiming to better integrate international experts, researchers and students from intense practical relevance, an informal atmosphere and innovation service in the state of Saxony-Anhalt. In December 2018, the University is also being strengthened by the EUniverCities project. This network of twelve European cities is an example: In 2018 we worked on the City of Magdeburg's application to become a Capital of Culture in 2025. In the projects, we are aiming to better integrate international experts, researchers and students from intense practical relevance, an informal atmosphere and innovation service in the state of Saxony-Anhalt. In December 2018, the University is also being strengthened by the EUniverCities project. This network of twelve European cities is an example: In 2018 we worked on the City of Magdeburg's application to become a Capital of Culture in 2025. In the projects, we are aiming to better integrate international experts, researchers and students from intense practical relevance, an informal atmosphere and innovation service in the state of Saxony-Anhalt. In December 2018, the University is also being strengthened by the EUniverCities project. This network of twelve European cities is an example: In 2018 we worked on the City of Magdeburg's application to become a Capital of Culture in 2025. In the projects, we are aiming to better integrate international experts, researchers and students from intense practical relevance, an informal atmosphere and innovation service in the state of Saxony-Anhalt. In December 2018, the University is also being strengthened by the EUniverCities project. This network of twelve European cities is an example: In 2018 we worked on the City of Magdeburg's application to become a Capital of Culture in 2025. In the projects, we are aiming to better integrate international experts, researchers and students from intense practical relevance, an informal atmosphere and innovation service in the state of Saxony-Anhalt.
Our involvement in the Hanseatic Town of Stendal and the Altmark is evident, from amongst other things, our cooperation with the University of Applied Sciences for the Altmark in Stendal. The cooperation supports cultural and educational projects in Stendal and beyond. At the University, international students also benefit from this. The cooperation agreement with the Sponsors Foundation for the Stendal site of Magdeburg-Stendal University's open campus was also renewed in 2018. One of the highlights of the events calendar on the Stendal campus was the AltmarkMaker Festival in June 2018.

More than 40 international cooperations and over 100 ERASMUS+ partnerships across Europe underline the University’s international profile. The project office based in Stendal, the German-Jordanian University’s (GJU) project in Jordan was able to successfully prepare a follow-up application for the years 2019 to 2022. In the autumn of 2018, the German-Academic Exchange Service (DAAD) authorised, amongst others, measures to boost cooperation between academia and business, to enhance the GJU specialist networks, as well as to strengthen annual areas of focus relating to the profile of the German University of Applied Sciences. For 2019 the focus will be on the themes of innovation, entrepreneurship and startups, for example.

Within the University, we also renewed efforts to improve the framework conditions for teaching, learning, research and work in 2018. As a modern employer, we are currently responsible for 513 employees. We give them space to thrive and to turn their ideas into reality. One challenge currently responsible for 513 employees. We give them space to thrive and to turn their ideas into reality. One challenge

In 2018, the University Management decided to introduce a service area for equal opportunities in order to make more effective use of synergies in the fields of family friendliness, equality and diversity and to pool resources. Equality and family are intended to be implemented as cross-cutting issues in the leadership thinking of the University’s policymakers. Amongst other issues, the intention is to address the number of women in management positions and in academia and to design the process of making appointments in a gender equitable way. We are also considering the needs of students and employees with family responsibilities. To this end, the University Management has started to draw up management guidelines under the direction of the Chancellor and as part of re-auditing the “Board” event for all newly appointed professors.

“Good framework conditions, such as adequate childcare, are a prerequisite for keeping students and employees in our region. We are also keeping in mind the desire for dual careers, because taking this into consideration can be a key competitive advantage when it comes to attracting academics and researchers. As a result, the University joins Central Germany’s dual career network in 2018 so that it can offer a dual-career service within the alliance of network partners.

Our University’s success is and remains a team effort. That is why I thank all employees across the departments, units in administration, central facilities and on the numer

Having been re-elected in 2018, my objectives for the period of my appointment are clear and firm and aim to increase the number of students, to further boost the level of performance, as well as to secure and expand strategic alliances. The University’s goals are aware of the responsibility we bear. We are taking on an important role in and for Saxony-Anhalt.

I would like to take this opportunity to thank the Protectors who stepped down in March 2018 – Prof. Harald Goldau, Prof. Michael Hoffmann and Prof. Wolfgang Patzig – for their exceptional commitment to the University’s well-being. We are continuing the projects that they initiated. Together with the University Chancellor, Dr. Antje Hoffmann, I have enjoyed working with the new Protectors, Prof. Karsten Baumgarten, Prof. Yongjian Ding and Prof. Volker Wiedemer, since April 2018. They bring a huge amount of expertise and many ideas to their respective remits. You will learn what they are doing during their appointment and which initiatives they have already launched over the next few pages.

In 2018 so that it can offer a dual-career service within the alliance of network partners.

Our University’s success is and remains a team effort. That is why I thank all employees across the departments, units in administration, central facilities and on the numerous campus projects, particularly my colleagues in University Management and on the Board of Trustees. Last year, the University Management was re-elected for the period from 2018 to 2022. This was a reflection of the trust that our students, staff and administrative employees have in the University’s leadership team.
In 2018, I saw it as my task to make our administration more modern and better performing. The foundation for this are efficient, streamlined and transparent processes with short lead times and IT support. It is the administration’s understanding that it is there to support all university-related matters from a financial, HR and infrastructure perspective. For me, a high level of service orientation and service quality matters from a financial, HR and infrastructure perspective.

One challenge, of course, is the university’s funding. A look at the actual outlay for 2018 shows that for material expenses of approx. 6.25 million euros only funds of approx. 5.63 million euros were available. Through the Higher Education Act 2020 we received further funds which allowed us to ensure quality requirements were met. Furthermore, it was gratifying that our basic funding for our budget was increased in 2018. The items to be financed from these funds, however, were only partially allocated to the 2018 budget year. The remaining expenditure could be transferred to 2019 accordingly.

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As part of our digitalisation measures, we have made significant efforts to satisfy the requirements for efficient administration. Initially, we examined the various internal processes within the university administration for efficiency, transparency and speed. As the most cost-effective and digitalising processes such as travel management, electronic billing, as well as processes in HR management. We are also rolling out the HISinOne central campus management system. In 2018 we managed to fully integrate the application and registration management processes within that. Student registration and budget at Magdeburg-Stendal University of Applied Sciences.

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PROF. DING, WHAT DID YOU DO IN 2018 TO MAKE ACADEMIC AFFAIRS FIT FOR THE FUTURE?

The magic word is innovation. In 2018, for example, we worked on designing the new Bachelor’s degree programmes. Our new course in “Human-Technology Interaction”, which we are offering from the 2019/20 winter semester, makes that clear. The course covers – very crucial – points of intersection. It is about social and cultural problems for which our students need to find technical solutions. We equip them to do this because these are the challenges that their generation and society face. This calls for interdisciplinary thinking and knowledge. The content of the programme consists quite logically of elements from psychology, electrical engineering and the social sciences. For our departments work hand in hand here. The transitions are fluid. That is ground-breaking. It corresponds fully with student interests both in terms of content and methodology. We are also making sure that the professional training on offer matches the profiles that are sought after. This enables us to meet a commercial requirement.

Issues of efficiency are always important: How do we prepare ourselves for the future as educators and academics? What new tools are we using? How do we ensure our programmes are up-to-date? How do we innovate our teaching? We are extending the standard period of study and making our academic professional development offerings.

Competition for bright young academics and highly qualified specialists is becoming increasingly tough, both on the national and international level. We are implementing the University’s Internationalization Strategy 2016-2020, are encouraging the mobility of German students, teaching staff and employees, and are increasing the number of international students at the University. They currently account for six per cent of the student body at our University. Increasing the number of foreign students who commence a primary or further degree course with us is a promising opportunity to reverse the trend of falling student numbers and to attract specialists to Saxony-Anhalt. Students who have taken part in international exchanges understand foreign cultures better and are better equipped to familiarise themselves with a foreign culture and to forge private contacts as well as potential professional ones. We are expanding our English language offerings, from individual modules to complete degree programmes. For newly appointed teaching staff, it is mandatory to take the University’s English proficiency test for their courses in English. This is how we keep foreign students in Magdeburg and Stendal. The case of development means that specialists and managers need to engage in lifelong learning three days. That is why we are constantly expanding our academic professional development offerings.

In 2018 we stepped up our efforts in marketing directly to schools, e.g. by approaching school pupils who might be interested in dual vocational training and apprenticeships. We are extending the standard period of study and making our offering suitable for the dual academic/vocational training. We tailor our modules, make them suitable for apprentices working in small and medium-sized enterprises and ensure that knowledge is transferred between the research and training sides. Young people are made aware of these opportunities as part of project days, which are held in their schools. The clearest example is our “Rent-A-Prof” event. Professors from our Institute of Electrical Engineering enthuse school pupils by conducting experiments and bringing science to the region’s classrooms.
Finally, by educating students. Most of our alumni pursue academic career pathways in businesses and organisations. Our degree courses are designed to be profession-oriented. This brings university knowledge into the regional economy. In research too, our main focus is on applied issues. We address specific problems facing the economy and society. To do this, we bring in outside expertise in cooperation with partners from business and forming connections with stakeholders in society. These are the very interfaces where knowledge transfer takes place. The transfer of personnel, consultancy services and joint research and development projects make regional companies, for example, competitive and boost their rate of innovation. Working with our partners opens up new perspectives for us and stimulates us in new ways.

Attracting external funding is imperative when it comes to making our University competitive and as a regional catalyst. We succeeded in attracting over nine million euros in external funding in 2018, a new high figure for our University. In 2018, we analysed focus is on the themes of sustainability and resource efficiency, (Magdeburg-Stendal University of Applied Sciences), digitalisation (Anhalt University of Applied Sciences) and demographic consequences (Hartz University of Applied Sciences). This project and the use of EU research administration very well enable us to participate in Future EU initiatives to tender and to establish ourselves as a network partner for international research projects.

One hallmark of the quality of studying at our University is the strong practical relevance. By successfully attracting external funding we are contributing to the regional transfer of applied research findings in business and society in a lasting way.

In 2018, we successfully launched the “TransInno_LSA” and “Fördernetzwerk Go Europe” network projects through the KAT. The new staff members support researchers and academics at the universities on complex project applications. The core project was created at each of the three universities involved. The format was premièred as part of the “day of research, development and transfer” and met with a huge response. A number of follow-up events are already planned on campus and in the region. In 2018, we had a presence at various research fairs with scientific exhibits from the Departments of Engineering and Industrial Design, and Water, Environment, Construction and Safety. These included the Hannover Messe, IFAT in Munich and Rapid. Further workshops and networking adjustments were successfully continued in 2018. Examples include our Career Seminar: "The perfect job for you" as well as our online "Backschoolroom" platform, the awarding of Germany scholarships and transfer vouchers, as well as advice for start-ups.

Time and again we set ourselves the challenge of making transfer tangible. One focus of our work in 2018 was improving the public relations work we do for research. In December, the first issue of our own magazine appeared. "The new figure for our University within participating networks. We are thus creating the prerequisites that will enable us to participate in Future EU initiatives to tender and to establish ourselves as a network partner for international research projects.

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We create a community spirit and support students from their first visit to our campus until long after they complete their course. Our experience shows that school pupils who come to the site to gain an impression of our University are likely to study with us. Last year around 1,300 prospective students attended the Campus Days in Magdeburg and Dardal. These are key levers in student marketing. And we have made them more professional. For the first time, the events for the individual departments took place in a central platform. Experiments and lectures show the breadth of our offer and the potential for our students to develop their own individual talents and support events encourage people to spend time with us. Then the welcoming quality of our campus speaks for itself. A StudyCheck survey of 20,000 students saw us chosen as the most attractive campus in Germany. StudyCheck is a study ranking of universities which shows how well the students are satisfied or very satisfied with their education and their studies. It shows how strongly graduates identify with their university, even many years later. The concrete findings of the graduate survey confirm that 79 percent of our graduates are satisfied or very satisfied with their studies. This is significantly better than the national average. Our alumni are the best ambassadors for what we offer. Their success stories speak for themselves, e.g. in publications such as the university ‘mehlhirsch campus’ magazine, which will have a new format and modern layout in publications such as the university ‘mehlhirsch campus’ magazine, which will have a new format and modern layout in future: our students are more satisfied than the national average.

We don’t leave new arrivals on their own. The induction phase for students is a strategic element that we are developing further. It is important that students are in their formative years and are able to immerse themselves in the study environment. The Campus Days provide them with an overview of their future university life. They are an opportunity to experience what it is like to be a student at our university. The Campus Days include specialist lectures, experiments, and the opportunity to meet current students and faculty members. The Campus Days also include a welcome meal at the university restaurant, where students can meet new friends and familiarise themselves with the campus. The Campus Days are an important part of the student welcome process and are designed to help new students settle in and feel at home at our university. In the future, we aim to develop the Campus Days further and to make them more accessible to prospective students. In conclusion, the Campus Days are an important part of our student welcome and support process, and we will continue to develop and improve them in the future.
HOW DOES SCIENCE TURN INTO BUSINESS? HOW DOES THE INNOVATION THAT EVERYONE IS TALKING ABOUT BECOME REALITY? WHERE DO THE MEANS FOR IT COME FROM? AND WHAT DO STUDENTS HAVE TO DO WITH IT?
Powerhouse for ideas and driver of innovation: Under the direction of Prof. Harald Goldau the teaching staff and students at Magdeburg-Stendal University of Applied Sciences are working on the technologies of the future. Unique possibilities have arisen thanks to three renowned industry laboratories. Now there is the Model Factory Economy 4.0, an overarching platform to improve transfer in teaching, research and business. The Model Factory is one of four exciting projects to emerge from the “TransInno_LSA” network project. Read on to find out more.

The industrial labs at Magdeburg-S tendal University of Applied Sciences contain the machines of tomorrow. The Model Factory team is setting new benchmarks nationwide with them.

THE MODEL FACTORY TEAM IS MAKING MACHINES SENSITIVE AND SMEs FIT FOR INDUSTRY 4.0.

“We already have the machines of tomorrow here now,” reports Tobias Tute proudly during a tour of the industrial labs at Magdeburg-Stendal University of Applied Sciences. His colleague Paul Joedecke adds: “We have a unique technology at our disposal which we can use to make very special products.” And Markus Petzold knows that “The regional economy can profit from this technology.” It is clear that the three research associates at Magdeburg’s Institute of Mechanical Engineering are passionate about their work – but first things first. Over the past few years, the team around Prof. Harald Goldau has been setting new benchmarks nationwide in finishing, a fine grinding process for workpieces. Procuring the special machinery required for this task is not usually worth it for small businesses – the machines are expensive and are not variable out-of-the-box so it cannot be guaranteed that they will be used to capacity. Scientists at Magdeburg-Stendal University of Applied Sciences have developed KombiFin technology, which enables companies to cost-effectively convert their own standard CNC machines for finishing purposes. Three pilot users from Saxony-Anhalt participated in the development process and now benefit from an intelligent, flexible solution. “We research to meet needs and work closely with industry,” emphasises Harald Goldau. As a result, pioneering finishing and friction welding processes have originated in Magdeburg, along with very special machines.
The industrial labs at Magdeburg-Stendal University of Applied Sciences contain the machines of tomorrow. They collect data and map the entire product lifecycle.

Companies from all over the world come to Magdeburg to bring questions and requests for new machines, products and process workflows. At the same time, digitalisation is becoming a more and more important aspect of the researchers’ work. The diversity of new applications and technologies makes processes more complex. Globalisation reinforces the need for action. “Industry 4.0 – that is, the digitalisation of industrial production – is securing the competitiveness of small and medium-sized businesses in Saxony-Anhalt,” says Goldau. “We want to make these developments accessible to entrepreneurs and are pooling our efforts, technologies and knowledge within the Model Factory.”

The Model Factory is a new platform for exchanging information. It changes the University’s own structures, like the Institutes of Electrical Engineering and Industrial Design, into new formats. The Model Factory specialises in biomaterials, functionally optimised lightweight construction and innovative production processes. They want to make these developments accessible to entrepreneurs and are pooling our efforts, technologies and knowledge within the Model Factory.

International projects involving friction welding, on-power-controlled machines we manufacture components with much greater precision,” continues Petzold. For this purpose, the team integrated multiple force sensors into their machines – in conjunction with tool machine manufacturers. These “nerve cords” run together to form a “brain”: a microcontroller which links the Institutes of Mechanical Engineering more closely together and changes the University’s own structures, like the Institutes of Electrical Engineering and Industrial Design, into new formats. The Model Factory specialises in biomaterials, functionally optimised lightweight construction and innovative production processes. They want to make these developments accessible to entrepreneurs and are pooling our efforts, technologies and knowledge within the Model Factory.

The challenge: A grinding stone must be guided very sensitively along the surface of the workpiece at a very specific speed. Conventional machines have air-operated superstructures which press on the grinding stone. “The present systems are big, heavy, insensible and therefore rarely produce satisfactory results. It required too much trial and error,” reports Petzold who is 32. “With our machines we manufacture components with much greater precision,” continues Petzold. For this purpose, the team integrated multiple force sensors into their machines – in conjunction with tool machine manufacturers. These “nerve cords” run together to form a “brain”: a microcontroller which links the Institutes of Mechanical Engineering more closely together and changes the University’s own structures, like the Institutes of Electrical Engineering and Industrial Design, into new formats. The Model Factory specialises in biomaterials, functionally optimised lightweight construction and innovative production processes. They want to make these developments accessible to entrepreneurs and are pooling our efforts, technologies and knowledge within the Model Factory.

The industrial laboratories specialising in biomaterials, functionally optimised lightweight construction and innovative production processes have become renowned competence centres since being set up in 2008. “The Institute of Mechanical Engineering is the brain of our work,” stresses Goldau. He goes on to say that “the whole Department of Engineering and Industrial Design contributes to our success.”

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The team's medium-term goal is to increase the number of requests from SMEs in the region. Communication with potential clients takes place via publications such as conference proceedings or journals, at specialist conferences and through subject-related networks. “Here we want to act as a dew point and contribute our research expertise,” says Goldau. Knowledge gained through research feeds into teaching, meaning that students benefit from it too. They also get involved in research projects and have the opportunity to complete essays and final dissertations under the umbrella of the Model Factory. It is even possible to do a PhD. Five-year funding for the “TransInno_LSA” network project provides the security needed for planning. The Harz, Magdeburg-Stendal and Merseburg universities are all cooperating and are improving their innovation and transfer work through 14 projects. The Model Factory is a prime example of these Third Mission activities. These complement the core activities of research and teaching, make use of the University’s resources and actively shape the non-academic environment. The German Federal Ministry of Education and Research is providing funding to Magdeburg-Stendal University of Applied Sciences totalling 5.1 million euros. Implementation kicked off on 1 January 2018. The processes developed in Magdeburg allow companies to produce components with greater precision, faster and more cost-effectively, with fewer variations in quality. Presented by the labs at Magdeburg-Stendal University of Applied Sciences, it is also typical of the way that the university team works with external partners on projects. The manufacturing of modern implants is very demanding. For example, the parts require a particular surface quality to stave off bacteria or they need a certain roughness so that the implants grow into the bones better. This is no trivial matter for the manufacturers of implants. Tute is familiar with the problem: “Implantologists frequently find that implants do not last as long as they should.” The physicians then approach the manufacturers of implants and demand better products. “The manufacturers are not always able to meet these requirements, because they cannot produce parts of the necessary quality,” says Tute. The team at Magdeburg-Stendal University of Applied Sciences, however, is ahead of the curve. They are flexible and can model the required processes within the Model Factory and show manufacturers how they need to adjust their technology. The Model Factory can be used to produce a wide range of components more quickly, more cost-effectively and with fewer variations in quality. Relevant processes can also be simulated – from the head (ball) for a hip implant to high-precision components for electric cars. The team’s medium-term goal is to increase the number of requests from SMEs in the region. 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Another sub-project is dedicated to the consolidation of transfer processes. “We are focusing on the exchange of ideas between universities in the network, as well as communication between the University and business and society,” explains Diana Doerks, Officer for Research, Development and Transfer. In conjunction with Lisa Hartmann and Christian Schache and under the direction of Prof. Kerstin Baumgarten, Doerks is modernising processes in the area of research and transfer, which are intended to simplify the exchange of ideas and communication within the University.

“We want to create structures which promote interdisciplinary thinking,” says Doerks. Events and lectures which help emerging researchers connect with each other and which raise awareness of their projects across the University and within the region are an important part of this endeavour. Analogous formats are to be supplemented by digital ones: The team defines the introduction of a research information system as a milestone for the sub-project. An online platform will collate all data relevant to research and make it accessible as needed to both internal and external groups of stakeholders. The software is designed to streamline processes involved in managing external funding. The next step is to give the wider public access to the research data.

BOOSTING THE IMPORTANCE OF HEALTH SKILLS

“More than half the German population has considerable difficulties dealing with health information,” explains Tina Zelen. She is responsible for research within the sub-project concerning the state-wide strategy for health skills. Her colleagues Nadine Ladebeck and Maria Schimmelpfennig look after networking and knowledge transfer respectively. What unites the three of them is their aspiration to improve the well-being of the population in Saxony-Anhalt. They are committed to boosting the social and political importance of health skills. In 2018, the team networked with relevant stakeholders in Saxony-Anhalt and conducted expert interviews and workshops. The idea is to raise the population’s awareness with the help of action days, training, lectures and workshops. Citizens who are interested can train at the University to become health guides and to share their knowledge through associations, service centres and open meetings. The different strands – research, transfer, networking – are coming together in a municipal pilot project. The aim is to try out various methods and measures together. A suitable setting has already been found. Social area analysis is now being carried out in a residential area in the north of Magdeburg, with the wishes of inhabitants being ascertained. Health skills will then be improved by way of targeted group-specific offerings.

SHAPING THE EDUCATION LANDSCAPE LONG-TERM

Education takes place in various settings and is termed formal, non-formal and informal accordingly. Formal education occurs in institutions which specify what is learned and how, for example in schools. Non-formal education is targeted, but is not equally pre-structured, such as in the context of youth work. Informal education refers to the acquisition of knowledge without an explicitly formulated learning objective and takes place in everyday life. In rural areas, settings of all categories offer educational opportunities while at the same time facing specific challenges such as school closures or because they are difficult for children and young people to get to. “This is where we come in. We want to improve the quality of education and the links between different areas of education in the Altmark region” – on this Anja Funke, Miriam Pieschke and Maike Simla are agreed. The sub-project on “Educational landscapes in rural areas” sees the team launching several measures which bring university knowledge to a practical setting and which facilitate communication and cooperation between relevant stakeholders. An annual educational conference will bring these stakeholders together. On an academic basis, key players in the educational process will discuss how long-term offerings can be established. An online platform counters discrimination and helps to boost the social participation of disadvantaged segments of the population. Deprivation due to poverty or migration status, for example, is to be explored in a selected social area. The university team is developing the project jointly with residents to encourage collective action.
Ministry of Education and Research. Received funding from the German Federal Ministry of Education and Research. The project, which was carried out in conjunction with Coburg University and with the involvement of the communities involved. The project, which was offered long-term within the cities and ended, group programmes embedded the participants tips on health, nutrition, movement, and social participation. The project, which was aimed at helping people over 60 to stay healthy and independent in a healthy way was aimed at helping people over 60 to stay healthy and independent in a healthy way. From 2015 until 2018, the project on inclusive education in Saxony-Anhalt (InBiST) was launched in August 2015 and run for three years. The focus of the project on inclusive education in Saxony-Anhalt was on the fields of sustainability and resource efficiency, digitalization and demographic consequences.

Creating Inclusive Educational Landscapes
At Magdeburg-Stendal University of Applied Sciences, six people with mental disabilities are training to become education professionals. In line with the motto “Not about us without us”, the course makes participants experts in their field without disabilities or impairments are able to self-direct their learning and to learn with and from each other in a systematic way. The professors were awarded the Magdeburg-Stendal University of Applied Sciences research prize in 2018 for their work.

Making Online Trading More Regional
Products of all kinds can be ordered online with just a click, where they come from is of secondary importance to most people. Retailers in rural areas in particular suffer as a result of this. The ROLAND project brings retailers and customers together in a precise fit through a regional online marketplace. Following extensive preparations in 2018 during which the initiators of the project held numerous talks with retailers and surveyed potential customers, the platform went live at www.halloaltmark.de in March 2019. 22 retailers from Stendal and the surrounding area have a presence there and sell food, fashion, and electronics. The project was enabled by federal funding as part of the “Land(auf)Schwung” pilot project, which is designed to boost business in the state, and was implemented by Magdeburg-Stendal University of Applied Sciences.
In October 2018 a delegation from Magdeburg-Stendal University of Applied Sciences visited the Chinese partner university in Qingdao. As part of a student conference, 22 junior German researchers exchanged ideas with their Chinese colleagues about curriculum development in civil engineering, ecological engineering, as well as recycling and waste management, for example. In addition to exchanging ideas on an academic level, the students also made personal and potential professional contacts. The students were accompanied by Prof. Gilian Gerke, Prof. Rainer Monsees and two research associates, Lars Tegtmeyer and Thomas Plombohm.

Around 27 January, the anniversary of the day that Auschwitz was liberated, Magdeburg-Stendal University of Applied Sciences regularly issues an invitation to a week of communal remembering and contemplation. In 2018 the series of events was entitled “Denken ohne Geländer” (“thinking without railings”) and attracted some 1,400 participants to the Altmark region. (“Live Democracy!”) programme and many democratically engaged institutions in the Altmark region.

Reading stimulates children’s imaginations and improves their vocabulary, especially if they get a chance to speak themselves. Prof. Lisa Schrider and 15 students of Childhood Pedagogy have together developed an advanced training in didactic reading. The students then followed these unconventional reading lessons for six months. The finding? There is a positive impact real professors who tailor their lectures and referring to the children’s own lives and experiences. The students then followed these unconventional reading lessons for six months. The finding? There is a positive impact on the children’s imaginations and improvements in their vocabulary, especially if they get a chance to speak themselves.

On many Saturdays, the large lecture theatre on the Stendal campus is filled with children aged between eight and twelve. In a “Children’s uni!” they encounter real professors who tailor their lectures and referring to the children’s own lives and experiences. The students then followed these unconventional reading lessons for six months. The finding? There is a positive impact on the children’s imaginations and improvements in their vocabulary, especially if they get a chance to speak themselves.
CAN A UNIVERSITY BE AGILE? WHAT DOES A WHOLE YEAR BRING? IS CHANGE THE ONLY CONSTANT HERE? WHAT DOES IT TAKE TO ACHIEVE EXCELLENT SCIENCE?
The Competence Centre for Early Education is where Magdeburg-Stendal University of Applied Sciences pools its efforts to improve the quality of educational facilities in the state, long-term. A collaborative project that is unique in Germany is now strengthening neuroscience expertise at the Stendal site. Prof. Nicole Wetzel has been teaching there since last autumn. The respected developmental psychologist combines applied and pure research, enabling students and adolescents alike to benefit.

What happens in our brains when we are concentrating? How easily are we distracted? Can children control their attention better as they get older? How do memory and perception evolve at a young age? Prof. Nicole Wetzel is looking for answers to these very questions. She is conducting experimental studies at the Leibniz Institute of Neurobiology (LIN) in Magdeburg to gain insights. She has been communicating the findings and practical applications to students at Magdeburg-Stendal University of Applied Sciences since the 2018/19 winter semester. Nicole Wetzel has been appointed Professor of Neurocognitive Development in conjunction with LIN. It is the first joint appointment between Magdeburg-Stendal University of Applied Sciences and a research facility external to the university. The appointment further boosts the research strength and teaching quality of the Department of Applied Human Sciences. Nicole Wetzel studied Psychology at Leipzig University before completing her doctorate and post-doctoral qualification there too. She moved to Saxony-Anhalt in order to carry out research in Magdeburg and to teach in Stendal. To do so, she turned down a position at the University of Wuppertal.

Due to her expertise she is one of the first female academics in Germany to receive support from the Leibniz Association’s programme for female professors. This funding formed the foundation of the cooperation which the University has entered into with LIN based on the initiative of managing director Prof. Eckart Gundelfinger, and which has led to the joint appointment with LIN.
The students have many years of professional experience and require and demand practically relevant knowledge from the teaching.

Prof. Wietzel translates her pure research and more into teaching which is practically relevant. At the Leibniz Institute, for example, she is looking at how children’s attention processes work and how they affect emotions and motivation. One typical experiment involves children solving a task while background noise distracts them. The children’s brain activity is measured using an electroencephalogram. A camera additionally records their eye movements and the size of their pupils. The measurements indicate how much distraction there is and how well children can control their attention processes. Differences in eye movements and brain activity are associated with ADHD.

Looking at models which explain the causes of ADHD is effective. “During the discussion with seminar participants, they told us that they now better understood the behaviour of children affected,” confirms Prof. Wietzel. Educators then take this knowledge with them into their daily work and adapt learning environments and task structures appropriately to suit the individual developmental status of the children. Prof. Wietzel adds that “This is nice feedback which demonstrates that we are on the right track.” And it is “no one-way street” from research to practitioners what they should be doing better,” says Prof. Schmitt. By contrast, questions for researchers emerge looking at models which explain the causes of ADHD. “As a member of the board of the KFB, she is dedicated to transferring knowledge between research and practice, e.g. by way of joint research projects with the providers of childcare facilities. "We are not the pointy-headed scientists explaining to practitioners what they should be doing better," says Prof. Schmitt. By contrast, questions for researchers emerge looking at models which explain the causes of ADHD. "We are not the pointy-headed scientists explaining to practitioners what they should be doing better," says Prof. Schmitt. By contrast, questions for researchers emerge looking at models which explain the causes of ADHD.

Within universities, especially in this field, adds Prof. Schmitt. "We are really talking about separate worlds here. Bringing the two together is an opportunity and has the potential to boost the quality of educational institutions across the state of Saxony-Anhalt."

Virtually all the students write a dissertation on a research topic that is practically relevant. For example, they explore factors of parental satisfaction at their daycare facility or opportunities to provide education within their natural sciences. The results of training are then applied directly where they are needed, improving the quality of daycare facilities within Saxony-Anhalt. Students learn about applying science in practice at close range, such as in the form of placements and excursions. Last year, participants went to LIN in Magdeburg which gave students access to a research network, for example, which stemmed from an initiative by the Competence Centre for Early Education (KFB) in Stendal.

The KFB is an in-house institute at Magdeburg-Stendal University of Applied Sciences and has set itself an ambitious initiative by the Competence Centre for Early Education (KFB) in Stendal.

The KT was an in-house institute at Magdeburg-Stendal University of Applied Sciences and has set itself an ambitious target: to boost the quality of children’s daycare facilities in Saxony-Anhalt. It will do this by offering continuing education and further training to employees, by training their future colleagues and through applied research. Interdisciplinarity is important in each of the three areas. For example, the study concepts of the Department of Applied Human Sciences bring together a variety of disciplines, combining research in human development with psychology, sociology, educational management, health sciences and now neuroscience too. The students benefit from this additional expertise. Some of them have many years of professional experience and are studying while working or as an integral part of their work. The course in Managing Childcare Facilities and Childhood Pedagogy brings practitioners together. The students are qualified educators who work in childcare facilities, some of them at management level. They require and demand useful knowledge from the teaching which can be applied directly to their work.

Beatrice Hungerland is an expert in the field of children’s rights, worked on various research and participatory projects there and at TU Berlin. Beatrice Hungerland is an expert in the field of children’s rights, worked on various research and participatory projects there and at TU Berlin. Beatrice Hungerland is an expert in the field of children’s rights, worked on various research and participatory projects there and at TU Berlin.
For Prof. Wetzel, the first teaching semester was like a learning process. Although she had already conducted research and taught in Leipzig, Erfurt and Helsinki, in Stendal she had to familiarise herself with new structures and processes and understand how her new colleagues worked. This started with a shared language. Certain terms such as “training” have different meanings in different research disciplines, sometimes with opposing connotations. In addition to this rather informal exchange of information, as part of the research day Nicole Wetzel answered interested colleagues’ questions and presented her research projects and findings. At special interest group meetings, she “brings a fresh way of looking at things which opens up new perspectives for the whole department and the students,” says Prof. Beatrice Hungerland, Dean of the Department of Applied Human Sciences. “Given her expertise and experience, Prof. Wetzel is a real asset for us.”

The KFB aims to transfer research findings to practical applications. The crucial multipliers for this are already enrolled. For Nicole Wetzel and her new colleagues, giving them the necessary tools for their day-to-day work is both motivation for and confirmation of what they are doing. This is what brings science to life.

Early Education shapes our futures, has an impact on educational attainment, and contributes to better health and higher lifetime income. There is no time to waste. New knowledge therefore needs to find its way quickly to being applied in practice for the benefit of society. The KFB is dedicated to this basic idea and – on behalf of the state – has a dense network of cooperations with daycare facilities, bringing together providers and trainers. This facilitates the transfer of research findings to practical applications. The crucial multipliers for this are already enrolled.

There is constant exchange in Stendal between applied and pure research.
400 invited guests attended the 22nd Stendal university ball in a glamorous setting on 27 January: The Hotel Schwarzer Adler exuded the glitz of the 1920s.

Our up-and-coming designers impressed numerous people interested in art in the exhibition at the Institute of Industrial Design. This creative exhibition was held at Magdeburg’s design forum from 16 to 19 February.

2018 AT A GLANCE

The 16th company contact fair on 6 June gave students the opportunity to meet potential employers. Exhibitors included global market leaders, medium-sized enterprises and start-ups.

The international Network Group for International Design Education (GIDE) promotes creative and intercultural exchange. Around 200 students and members of teaching staff were guests in Magdeburg from 19 to 23 February.

Five days in mid-June saw the team from gründet sharing information about establishing a start-up as part of a start-up week for students, alumni and researchers. 800 prospective students found out about studying in green surroundings as part of the Magdeburg Campus Day on 2 June, with talks and tours of the laboratories and campus.

What is good work in the age of digitalisation? Participants found answers to that question at a conference on occupational health management on 25 September. Researchers and employees met on 5 December as part of a day dedicated to research, development and transfer to discuss challenges in the areas of research and transfer.

The Sociology of Childhood section of the German Sociological Association (DGS) met for its conference from 11 to 13 October on the Stendal campus.

A new chapter began on 1 October for more than 1,200 new students who attended the matriculation ceremonies in Magdeburg and Stendal to mark the start of their student life.

On 9 June, 455 prospective students and their parents had the chance to speak with their future professors and to find out about the practical focus of the teaching during the Stendal Campus Day.

On 29 and 30 June, KinderStärken e. V. and the Competence Centre for Early Education held a conference on prejudices and discrimination.

KinderStärken e. V. and its supporters celebrated its tenth anniversary on 28 June. The association is linked with the university and works to the benefit of children in Stendal and the surrounding area.

On 16 November the non-profit Magdeburg association TOLL e. V. and the University invited people to the International Day of Tolerance.
Based on Endstel, ZDIN INSTRUMENTS is a leading provider of high-preci- sion testing equipment. Its lightweight deflectometers enable users to test critical load-bearing capacity of soils. In December 2018, ZDIN INSTRUMENTS auctioned off its 15,000th lightweight deflectometer. The winning bidder for this special test equip- ment was OST-BAU, a company based in Osterburg, which won with a bid of 8,000 euros. This sum was donated to Magdeburg-Stendal University of Applied Sciences. The donation was made by the University’s development association. In September 2018, the Institute of Journalism at Magdeburg-Stendal University of Applied Sciences awarded a special prize for a Master’s in Ecological Engineering to Chinese student Qing Zhu. As part of a day dedicated to re- search, development and transfer on 5 December 2018, the Magdeburg-Stendal University of Applied Sciences research prize was presented to Prof. Matthias Morfeld, Professor of the System of Rehabilitation, and Prof. Michael Herzog, Professor of Management Information Systems. The prize was presented to Prof. Matthias Morfeld, Professor of the System of Rehabilitation, and Prof. Michael Herzog, Professor of Management Information Systems. The prize was presented to the University of the State of Saxony-Anhalt (AVW) in recognition of the University’s continued active social commitment.
In 2018 the University gained ten outstanding academics for its teaching and research as professors. They got to know each other and their new domains as part of a “Welcome on board” event. The colleagues are professors of the following subjects:

- Prof. Daniel Bachmann: Hydroinformatics and Hydromechanical Modelling
- Prof. Eric Chauvistré: Hydromechanics and Hydromechanical Modelling
- Prof. Thies Krüger: Gear and Drive Technology
- Prof. Prezemyslaw Komarnicki: Electrical Power Systems Engineering
- Prof. Konrad Steindorff: Machine Components
- Prof. Reik Donner: Neurocognitive Development
- Prof. Thies Krüger: Building Services Engineering
- Prof. Danilo Di Paola: Building Services Engineering
- Prof. Daniel Bachmann: Hydroinformatics and Hydromechanical Modelling
- Prof. Eric Chauvistré: Hydromechanics and Hydromechanical Modelling

The courses in Applied Childhood Sciences as well as Childhood Studies and Research in the field of health and social innovation. Claudia Hasenpusch, a graduate of Magdeburg-Stendal University of Applied Sciences, won in the Bachelor’s category for her dissertation about implementing a network of health-promoting universities as part of a health strategy for Saxony-Anhalt.

The 23rd Magdeburg domestic water management conference (CRMA) in September 2018 saw the best dissertation on the topic of sustainability and water management win an award. The prize and 500 euros went to Andreas Meyer, a graduate of Magdeburg-Stendal University of Applied Sciences for his Master’s dissertation for the programme in Ecological Engineering about a decentralised energy supply for urban farming covering energy supply and storage for an aquaponic system. Meyer looked at the potential for a decentralised and therefore sustainable energy supply for aquaponic facilities in Magdeburg.

The 22nd prize was awarded to Pushkareva for her exceptional work in the International Office there where she accompanied and supported international students. Magdeburg-Stendal University of Applied Sciences awarded the DAAD prize to Pushkareva for her exceptional commitment both to her studies and to her extracurricular activities. Examples include her participation in an exhibition of artwork in the small market hall in Stendal, her involvement in the university choir and her work with a Stendal refugee initiative. The award includes prize money of 1,000 euros.
HOW DO YOU EXPAND A UNIVERSITY TO HAVE A LASTING EFFECT? HOW DO YOU AWAKEN POTENTIAL? WHAT BECOMES OF TODAY’S STUDENTS? HOW DO YOU CREATE A START-UP CULTURE?
Developing good ideas is hard work and only the first step. Start-up initiatives Inflotec and tacpic are already many steps down the line. They followed their ambitions, secured funding and are about to be spun off. The teams, their mentors and our start-up coordinators explain to us how good ideas become products that are ready to market.

PROSPECTIVE START-UP ENTREPRENEURS RECEIVE ASSISTANCE AT NUMEROUS POINTS ON THE LONG ROAD TO ESTABLISHING THEIR OWN COMPANY.

The Centre for Research and Development (FEZ) on the campus of Magdeburg-Stendal University of Applied Sciences is usually a place of quiet concentration. Anyone roaming the building’s unremarkable corridors will see young people scurrying from one office to the next. Visitors are amazed by what they are working on behind those big, heavy doors — and the ambition that goes with that. The FEZ is located on the north side of the Magdeburg campus, slightly away from other buildings, and also stands out from them due to its white façade. Inside is where the magic happens. The FEZ is home to several institutes related to the University as well as to the University’s own project to promote start-ups and transfer. Students working on a start-up project are able to use the co-working space at the FEZ free of charge. There are six teams spread across three offices. The three people behind tacpic are long-time residents, as are Inflotec who regularly use the parent-child co-working space. Over the past few years, the teams have found their feet.

“In September 2019 we will be ready to establish the business,” announces Florentin Förschler. Born in Pforzheim, Förschler studied Industrial Design in Munich and then came to Magdeburg to do his Master’s. Here he got to know Laura Evers and Robert Wlcek who are likewise studying Interaction Design here. Together they worked on a semester project under Prof. Dominik Schumacher entitled “ConFIGURator: Digital Input – Analogue Output”. As part of the project, the trio developed the online “tacpic” platform where images can be uploaded. “tacpic” stands for tactile pictures and describes innovation: tacpic produces tactile graphics which are accessible to blind people as well as those with sight.
In October 2016, Dominik Schumacher studied at the Berlin University of the Arts and Industrial Design. Born in Düren, he took part in a course in Cross Media, as well as the Department of Engineering Technologies within the Institute of Industrial Design. At the end of the continuous education programme, he had already done more than just obtain a degree. “One and the same picture can be seen and felt by impaired people and the blind,” says Evers to explain their innovation. But why should they make a proper product out of this? “Suddenly, the three students’ lives revolved totally around business plans, registered designs and funding applications. This didn’t even occur to the students at first until they were approached by the team from the start-up and transfer centre during the Institute of Industrial Design’s exhibition of work. Students and teaching staff are able to build close relationships, which reduces barriers and makes it easier to make contacts. This gives young would-be entrepreneurs the courage to present and develop their ideas.”

The platform’s key feature. The software in the background produces one colour and one image. A printed onto paper is processed using a laser cutter to create a relief structure. “One and the same picture can be seen and felt by impaired people and the blind.” The system functions totally independently and is operated without electricity and without having an impact on the environment. Various filters remove pathogens and pesticides from the river water. The system can process up to 4,000 litres of drinking water per day. “It is easy to talk about it now,” summarises Drewes. “But Walder is the product of years of hard work.” Prospective start-up entrepreneurs must be tenacious, something that Wlcek and Drewes know from their own experience. The Professor of Steel and Lightweight Design has already got three companies up and running himself and is a mentor for Martin Drewes and Regina Martina Findling while they set up their company, Inflotec. “The founding partners must have no doubts about the validity and future viability of their ideas,” adds Findling. “If they want to know more, they come to us and we test how serious they are.” The road to self-employment needs to be well considered. Since 2018, grindel has been the central point of contact on campus for all prospective start-up entrepreneurs and advises them every step of the way. Martin Drewes was one of the first. A graduate of Business Administration, he is responsible for sales and marketing at Inflotec. Their initial contact came about due to a recommendation from a university employee. Other encounters have been more spontaneous.

During his Master’s degree, Drewes designed a water power-based system to obtain drinking water from contaminated rivers. The system functions totally independently and can be operated without electricity and without having an impact on the environment. Various filters remove pathogens and pesticides from the river water. The system can process up to 4,000 litres of drinking water per day. “It is easy to talk about it now,” summarises Drewes. “But Walder is the product of years of hard work.” Prospective start-up entrepreneurs must be tenacious, something that Wlcek and Drewes know from their own experience. The Professor of Steel and Lightweight Design has already got three companies up and running himself and is a mentor for Martin Drewes and Regina Martina Findling while they set up their company, Inflotec. “The founding partners must have no doubts about the validity and future viability of their ideas,” adds Findling. “If they want to know more, they come to us and we test how serious they are.” The road to self-employment needs to be well considered. Since 2018, grindel has been the central point of contact on campus for all prospective start-up entrepreneurs and advises them every step of the way. Martin Drewes was one of the first. A graduate of Business Administration, he is responsible for sales and marketing at Inflotec. Their initial contact came about due to a recommendation from a university employee. Other encounters have been more spontaneous.

Preparing a start-up is a dynamic process. The prime factor in the economic viability of ideas, etc. Drewes found that out. They wanted that online platform to enable sight-impaired people to capture their personal memories. However, further research made it clear to the trio that this approach was not viable. “That was sobering,” admits Wlcek. “By working with schools for children with special needs and regional training organisations, we decided to specialise in educational graphics,” adds Wlcek. When Christian-Toralf Weber was appointed by Magdeburg-Stendal University of Applied Sciences and completed his doctorate on the modelling, computation and identification of mechanical structures in 2010, he had already had almost 20 years of professional experience. When Christian-Toralf Weber was appointed by Magdeburg-Stendal University of Applied Sciences and completed his doctorate on the modelling, computation and identification of mechanical structures in 2010, he had already had almost 20 years of professional experience. When Christian-Toralf Weber was appointed by Magdeburg-Stendal University of Applied Sciences and completed his doctorate on the modelling, computation and identification of mechanical structures in 2010, he had already had almost 20 years of professional experience. When Christian-Toralf Weber was appointed by Magdeburg-Stendal University of Applied Sciences and completed his doctorate on the modelling, computation and identification of mechanical structures in 2010, he had already had almost 20 years of professional experience. When Christian-Toralf Weber was appointed by Magdeburg-Stendal University of Applied Sciences and completed his doctorate on the modelling, computation and identification of mechanical structures in 2010, he had already had almost 20 years of professional experience.

Drewes has appreciated the experience in every step of the way. “One and the same picture can be seen and felt by impaired people and the blind,” says Evers to explain their innovation. But why should they make a proper product out of this? “Suddenly, the three students’ lives revolved totally around business plans, registered designs and funding applications. This didn’t even occur to the students at first until they were approached by the team from the start-up and transfer centre during the Institute of Industrial Design’s exhibition of work. Students and teaching staff are able to build close relationships, which reduces barriers and makes it easier to make contacts. This gives young would-be entrepreneurs the courage to present and develop their ideas.”

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Gründet, the University’s own start-up and transfer centre, creates a climate on campus which is producing more and more initiatives that then become companies based in Saxony-Anhalt.

Prepares drinking water and can be used for crop irrigation – without electricity or impacting the environment: WaVer by Inflotec.

But where there is no money, there is no innovation. Again, gründet helped here. The team around Prof. Christian Meisel from the Department of Economics and project coordinator Christian Kruse acted as the interface between the start-up teams and Investitionsbank Sachsen-Anhalt, the state’s funding institution. Via the EU’s "ego.Gründungstransfer" programme, the two teams applied for a total of 340,000 euros of funding. This is making a lot possible during the 18-month funding period, paying the entrepreneurs wages and for materials. Forschler, Evers and Wlcek have been able to make their platform ready for market while at the same time writing their Master’s dissertations. Each of them decided on a specialism which creates synergies for the project. Florentin Forschler is looking at how teaching staff with sight can understand what blind school pupils feel when they touch the graphics. Robert Wlcek, who has a Bachelor’s degree in Computer Science, is programming the software. Laura Evers is focusing on didactic games, thereby developing further access to the teaching content. None of the three need access to a portal milling machine, lathe or drill bench for that whereas Drewes does. Equipment and consumables as well as the materials he needs to develop a prototype – and therefore to prepare to launch his business – will become the property of the company when it is established in autumn 2019.

Both teams are ready to get started and to leave the University but will not be leaving Saxony-Anhalt. The funding is contingent on the companies being based in the state. Magdeburg-Stendal University of Applied Sciences equips students to think analytically and creatively and in a way that finds solutions. The structures around them enable them to channel their ideas into projects and to build-up and expand them ready for market. The next generation is already waiting in the wings. Gründet is presently helping 13 start-up initiatives, as well as numerous students who see themselves as potential solo entrepreneurs. In future, the topic of starting your own business will even be a firm fixture of the teaching on the degree programme in Sign Language Interpreting. This pioneering spirit is becoming more widespread. “As an educator I am noticing a cultural shift. More and more students are looking ahead and doing their project work for more than just a grade,” reports Schumacher. He goes on to say that “Students are questioning their own work, thinking two steps ahead and in the process are discovering long-term market options. This boosts the quality of the course and creates innovation.”

interact and provide mutual support. This makes it easier for the inexperienced to get started. 3D printing and possibly going international are additional targets for the team. Prof. Schumacher is supporting them as mentor as they develop their project further. “The design approach is very different to that of mechanical engineering,” explains Schumacher. “Our business is designing innovations.”

But where is no money, there is no innovation. Again, gründet helped here. The team around Prof. Christian Meisel from the Department of Economics and project coordinator Christian Kruse acted as the interface between the start-up teams and Investitionsbank Sachsen-Anhalt, the state’s funding institution. Via the EU’s “ego.Gründungstransfer” programme, the two teams applied for a total of 340,000 euros of funding. This is making a lot possible during the 18-month funding period, paying the entrepreneurs wages and for materials. Forschler, Evers and Wlcek have been able to make their platform ready for market while at the same time writing their Master’s dissertations. Each of them decided on a specialism which creates synergies for the project. Florentin Forschler is looking at how teaching staff with sight can understand what blind school pupils feel when they touch the graphics. Robert Wlcek, who has a Bachelor’s degree in Computer Science, is programming the software. Laura Evers is focusing on didactic games, thereby developing further access to the teaching content. None of the three need access to a portal milling machine, lathe or drill bench for that whereas Drewes does. Equipment and consumables as well as the materials he needs to develop a prototype – and therefore to prepare to launch his business – will become the property of the company when it is established in autumn 2019.

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Gründet, the University’s own start-up and transfer centre, creates a climate on campus which is producing more and more initiatives that then become companies based in Saxony-Anhalt.
PERCENT OF FORMER STUDENTS Praised

The good relationships between students and the close contact with teaching staff at our university are appreciated.

93% of former students praised the good relationships between students in the 2018 survey of graduates, while 86% liked the close contact with teaching staff at our university.

2018 GRADUATES BY DEPARTMENT

- Economics: 172
- Social Work, Health and Media: 308
- Engineering and Industrial Design: 180
- Applied Human Sciences: 228
- Water, Environment, Construction and Safety: 239
- Bachelor’s degree programmes: 21
- Master’s degree programmes: 16
- Continuous professional development courses and programmes: 3
dual courses of study

5,666 STUDENTS overall in the 2018 winter semester

- 926 Applied Human Sciences
- 1,021 Economics
- 2,743 Water, Environment, Construction and Safety
- 1,181 Engineering and Industrial Design
- 1,588 Social Work, Health and Media

ALUMNI

- 52 economics
- 93 future impact

REAL IMPACT

- 950 students overall in the 2018 winter semester
- 2,821 Bachelor’s degree programmes
- 1,181 Master’s degree programmes
- 3 dual courses of study
- 16 continuous professional development courses and programmes

INVESTMENT // DEVELOPMENT // EXPANSION

53
Most Popular Courses among International Students in the 2018/19 Winter Semester

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>41</td>
</tr>
<tr>
<td>International Technical Communication and Translation</td>
<td>110</td>
</tr>
<tr>
<td>Social Work, Health and Media</td>
<td>75</td>
</tr>
<tr>
<td>Engineering and Industrial Design</td>
<td>74</td>
</tr>
<tr>
<td>Applied Human Sciences</td>
<td>25</td>
</tr>
<tr>
<td>Water, Environment, Construction and Safety</td>
<td>24</td>
</tr>
<tr>
<td>Economics</td>
<td>37</td>
</tr>
<tr>
<td>Business Administration</td>
<td>39</td>
</tr>
</tbody>
</table>

Making Teaching Digital

Teaching staff and learners network: communication takes place on online platforms; work done together in real rooms draws on prepared digital resources. The University Computer Centre looks after the needs of employees and students alike on both university campuses. In 2018, touch panels in lecture theatres and the Audimax were replaced, visualisers were installed in all main seminar rooms and numerous rooms for group work were equipped with wireless presentation facilities.

Modernitying Facilities

A university’s rooms, spaces and technical equipment need to meet many requirements. Modern facilities and a well-maintained campus have a decisive effect on image and contribute to the quality of teaching and research. As a result, some 3.22 million euros were invested in construction measures at the two sites during 2018. Employees and students now benefit from new wi-fi infrastructure, for example, as well as air conditioning in the building materials lab in the Department of Water, Environment, Construction and Safety. On the Magdeburg campus, barriers were removed and ramps suitable for disabled students were installed, all the fire alarm systems were replaced and the roofs of five buildings were redone.

Reducing Energy Consumption

Magdeburg-Stendal University of Applied Sciences and the Otto von Guericke University Magdeburg cooperate on building management and employ a joint energy manager. The aim? To capture and evaluate consumption data and introduce measures to boost energy efficiency and savings. To that effect, in 2018 central operational facilities were refurbished and the lighting systems in the University’s library were renewed. This made it possible to reduce the consumption of electricity by the Herrenkrug campus once again and CO₂ emissions were reduced on both campuses.
BUDGET
IN MILLIONS
OF EUROS

0.7
from Higher
Education Pact
funding

3.6
external funding (with further education and ERDF)

9.6
from the State of Saxony-Anhalt

28.9
own income

3.2
construction

0.5
alternative for the Competence Centre Early Education

240
28.9
7.7

FROM
STAFF
Employees and externally funded positions

427 443 455 481 513
2014 2015 2016 2017 2018

273
28.9
8.7

EXTERNAL FUNDING RECEIVED
(with further education and ERDF)

2014 2015 2016 2017 2018

114
externally funded positions

94
PROJECTS
financed by EU, federal, regional state or private commercial means

16
Regional state

45
Commercial

32
Federal

START-UP ENTREPRENEURS
supported by the start-up and transfer centre

€ 9,552,746
€ 9,257,249

2016 2017 2018

2018
€ 8,091,925

2015 2016 2017

€ 7,807,934

21013334
COMMUNITY IMPACT

UNIVERSITY MANAGEMENT UNTIL MARCH 2018
/// Prof. Anne Lequy, Rector
/// Dr. Antje Hoffmann, Chancellor
/// Prof. Michael Hofmann, Prorector for Academic and International Affairs
/// Prof. Harold Goldau, Prorector for Research, Development and Transfer
/// Prof. Wolfgang Patzig, Prorector for University Governance and Marketing and for the Stendal Campus

UNIVERSITY MANAGEMENT SINCE APRIL 2018
/// Prof. Anne Lequy, Rector
/// Dr. Antje Hoffmann, Chancellor
/// Prof. Yongjian Ding, Prorector for Academic and International Affairs
/// Prof. Kerstin Baumgarten, Prorector for Research, Development and Transfer
/// Prof. Volker Wiedemer, Prorector for University Governance and Marketing and for the Stendal Campus

BOARD OF TRUSTEES (APPOINTED FOR THE PERIOD 2016 TO 2021)
/// Prof. Dr. h. c. mult. Clemens Klockner (chair and member until October 2018)
/// Elke Lüdecke (deputy chair)
/// Prof. Anke Hanft
/// Prof. Thomas B. Hodel
/// Sandra Wattmann

SENATE (AS OF APRIL 2019)
CHAIR
/// Prof. Anne Lequy, Rector

PROFESSORS
/// Prof. Manuela Schwartz
/// Prof. Frauke Mingerzahn
/// Prof. Jan Pinther
/// Prof. Michael Herzog
/// Prof. Burkhard von Velsen-Zerweck
/// Prof. Dieter Schwarzenau
/// Prof. Jürgen Häberle
/// Prof. Olaf Friedewald
/// Prof. Torsten Schmidt
/// Prof. Michael Rost
/// Prof. Axel Lehmann

RESEARCH ASSOCIATES AND TEACHING STAFF WITH SPECIAL TASKS
/// Christa Wetzel
/// Peter Rauschenbach
/// Jan Birde
/// Dr.-Ing. Cornelia Breitschuh

STUDENT REPRESENTATIVES
/// Katja Schulz
/// Florian Schmidt Hetzel
/// Melissa Michna
/// Karl Künne

EQUALITY OFFICER
/// Angret Zierenberg

OTHER STAFF
/// Jana Schieweck
/// Katrin Wohny
COOPERATIONS AND PARTNERSHIPS

PLACEMENT COMPANIES
FOR CIVIL ENGINEERING, DUAL STUDENTS STARTING IN THE 2018/19 WINTER SEMESTER

- Bauunternehmen Holger Blum GmbH, Köthen
- BUSSE BAU GmbH, Magdeburg
- DB Bahnbau Gruppe, Königsborn
- DB Netz AG, Magdeburg
- Echterhoff Bau GmbH, Dessau-Roßlau
- FRIEDRICH VORWERK KG, Petersberg
- Industriebau Wernigerode GmbH, Wernigerode
- ing-tec Magdeburg GmbH, Magdeburg
- Ingenieurbau Altmark GmbH, Stendal
- Magdeburg-Hannoversche Baugesellschaft mbH, Magdeburg
- OKB Sondermaschinenbau GmbH, Schönebeck
- Sattler Media Press, Hornburg
- Segmente-Behälter-Bau GmbH, Wolmirstedt
- Skoda Vertragshändler Autohaus Lars Thomann Team GmbH, Stendal
- TCS Telearmierungssysteme AG, Genthin
- Trinkwasserversorgung Magdeburg GmbH
- ZORN INSTRUMENTS GmbH & Co. KG, Stendal

PLACEMENT COMPANIES
FOR BUSINESS ADMINISTRATION, DUAL STUDENTS STARTING IN THE 2018/19 WINTER SEMESTER

- Adler Event GmbH, Stendal
- Autohaus Mothor GmbH, Brandenburg
- Axon AG, Heimstedt
- BMW Kraftwerke GmbH, Wildenbruch
- öğrenciler Verlagshaus GmbH, Dessau-Roßlau
- Lopez Konzern GmbH, Magdeburg
- Norddeutsche Landesbank – Landesbank für Sachsen-Anhalt – Investitionsbank Sachsen-Anhalt, Magdeburg
- Ostrau Landesverwaltungsverwaltung, Schwedt
- PRO FH e. V., Magdeburg
- Rice University, Houston
- Schubert Motors GmbH, Magdeburg
- Schwere Teile GmbH, Leipzig
- Schwetje GmbH, Stendal
- Städtische Werke Magdeburg GmbH & Co. KG
- Stadtsparkasse Magdeburg, Magdeburg
- Trinkwasserversorgung Magdeburg GmbH
- ZORN INSTRUMENTS GmbH & Co. KG, Stendal

PLACEMENT COMPANIES
FOR ELECTRICAL ENGINEERING, DUAL STUDENTS STARTING IN THE 2018/19 WINTER SEMESTER

- Ambulanz Mobile GmbH & Co. KG, Schönebeck
- Bundesnetzagentur, Magdeburg
- Elektro Nebrich, Seehausen
- Plättner Elektronik GmbH, Blankenburg
- PPSV, Salzetal
- RWD Ingenieure GmbH, Magdeburg
- Schukut Motors GmbH, Magdeburg
- SCHWENK Zement KG, Ulm
- SPOMA Parkett und Ausbau GmbH, Magdeburg
- Trinkwasserversorgung Magdeburg GmbH
- ZORN INSTRUMENTS GmbH & Co. KG, Stendal

SUPPORTERS
OF 2018
GERMANY SCHOLARSHIPS

- ASSMANN BERATEN + PLANEN GmbH, Magdeburg
- BAU-INDUSTRIEBAU GMBH, Magdeburg
- EURO-VERKEHR, Union GmbH, Magdeburg
- Fallerkartag Baugesellschaft mbh, Teutschenthal
- Handball Magdeburg GmbH, Magdeburg
- HTB Hoch- und Tiefbau GmbH & Co. KG, Könnern
- IFA Holding GmbH, Haldensleben
- ITB Ingenieurtiefbau GmbH, Schönebeck
- Kneissl GmbH, Meißen
- Landwirtschaft Sachsen-Anhalt mbH, Magdeburg
- Micro-Epsilon Messtechnik GmbH & Co. KG, Magdeburg
- Norninc Ingineure GmbH, Magdeburg
- OST BAU Ostdeutscher Straßen-, Tief- und Hochbau GmbH, Osterburg
- Pro Hr e. V., Magdeburg
- regiscom GmbH, Magdeburg
- Rotary Club Magdeburg, Magdeburg
- RWD Ingenieure GmbH, Magdeburg
- Schukut Motors GmbH, Magdeburg
- Schwenk Zement KG, Ulm
- SPOMA Parkett und Ausbau GmbH, Magdeburg
- Stadtbasede Magdeburg GmbH & Co. KG
- Stadtsparkasse Magdeburg, Magdeburg
- Trinkwasserversorgung Magdeburg GmbH
- ZORN INSTRUMENTS GmbH & Co. KG, Stendal
<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>RESULTS</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Measures to achieve the objectives of the 2020 Higher Education Pact ([A.1.1, A.1.6])</td>
<td>Student marketing, fairs, student guidance, advertising for STEM courses, for more information see the Higher Education Pact implementation report</td>
<td>ongoing</td>
</tr>
<tr>
<td>2. Coordination and approval of the course offering ([A.1.2])</td>
<td>Approvals where agreement has been reached</td>
<td>ongoing</td>
</tr>
<tr>
<td>3. Compatibility of course offering with budget ([A.1.3])</td>
<td>Internal calculations complete</td>
<td>completed</td>
</tr>
<tr>
<td>4. Accreditation process and quality assurance ([A.1.4])</td>
<td>96 percent of all degree courses are accredited or are undergoing the accreditation process (2//) Concept of a service area for quality management, see also item 30</td>
<td>ongoing</td>
</tr>
<tr>
<td>5. Closure of degree courses to implement 2014 University restructuring plans ([A.1.5])</td>
<td>Plans to make cuts in the field of Technical Communication shelved (2//) Closure of the Bachelor’s degree program in Business Administration designed to be followed while the student is in employment and specialising in Social Insurance Management</td>
<td>ongoing</td>
</tr>
</tbody>
</table>

**APPENDIX**

**AGREEMENT ON OBJECTIVES /// ABBREVIATIONS**

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6. Procedure to recognise German and foreign academic results and degrees \([A.1.7]\) | Procedure on university entrance: uni-assist e.V. (foreign academic results and qualifications) or departments and enrolment office (German academic results and qualifications) \(///\) Procedure to recognise results within study programme via departments and enrolment office and the International Office where applicable (foreign academic results) | ongoing |

7. Report on the admission of professionally qualified people to study programmes \([A.1.8]\) | Presentation of the University at regional and pan-regional vocational and student fairs \(///\) Student guidance offerings to provide support on selecting courses and matters relating to university entrance, the recognition of examination results and other issues relating to the organisation of degree programmes | ongoing |

8. Procedure to recognise non-university achievements and skills \([A.1.9]\) | Checking by the examination boards of the various departments | ongoing |

9. Contribution to securing expert resources for the future and collaboration with business \([A.1.10]\) | Network meetings, ConnectYou professional fair \(///\) Altmark network conference \(///\) company contact fair, etc. | completed |
<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>RESULTS</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Concepts relating to further academic training and dual courses of study [A.1.11]</td>
<td>Offerings of the Centre for Continuing Education and the Magdeburg further education campus /// New Master’s course in Digital Business Management /// New Master’s course in Integrated Design Engineering for Business</td>
<td>ongoing</td>
</tr>
<tr>
<td>11. Use of federal-regional states “Quality Pact Teaching” programme [A.1.12]</td>
<td>Continuation and expansion of QPL-funded projects on four levels: departments, ZHH, Promote for Academic and International Affairs (DM projects, see 30), HET LSA network</td>
<td>ongoing</td>
</tr>
<tr>
<td>12. Implementation of strategy arising from regional state academic and research policy [A.1.13]</td>
<td>Intensification of externally funded activities at the University</td>
<td>ongoing</td>
</tr>
<tr>
<td>13. Intensification of knowledge and technology transfer [A.1.14]</td>
<td>Key role of the KAT in boosting innovation activity in the regional economy</td>
<td>ongoing</td>
</tr>
<tr>
<td>14. Cooperative doctoral degrees and regional state postgraduate funding [A.1.15]</td>
<td>Supervision of 56 doctoral students</td>
<td>ongoing</td>
</tr>
<tr>
<td>15. Third Mission [A.1.16]</td>
<td>Awareness of societal, social and cultural responsibility by consolidating and expanding cooperations</td>
<td>ongoing</td>
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<tr>
<td>16. Internationalisation strategy, international degree courses [A.1.17]</td>
<td>Use of funds to enhance image, particularly for international university marketing /// Interim evaluation of current internationalisation strategy with the result of focusing on attracting international students</td>
<td>ongoing</td>
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<tr>
<td>17. Performance-oriented allocation of funds [A.1.18]</td>
<td>Greater management based on outputs and results</td>
<td>completed</td>
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<tr>
<td>18. Implementation of Saxony-Anhalt programme on gender neutrality [A.1.19]</td>
<td>Appointment of a new disabilities officer by the Senate, intensification of support for studying with a disability</td>
<td>ongoing</td>
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<tr>
<td>20. Family-friendly university measures [A.1.21]</td>
<td>The University is a member of Saxony-Anhalt’s univerCity IT commission</td>
<td>completed</td>
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<tr>
<td>21. Setting up an information technology commission [A.1.22]</td>
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<td>OBJECTIVE</td>
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| 22. Expansion of digital higher education  
(A.1.23) | Strategic preparation of a state-wide concept for making teaching digital, operational development and implementation of digital teaching and learning formats (ZHM in conjunction with ZIM and ZKI) | ongoing |
| 23. Pan-university and pan-regional activities relating to university marketing  
(A.1.24) | Active participation in the regional state marketing campaign “Studiere, was Dich wirklich weiterbringt” (“Study what really gets you ahead”) | ongoing |
| 24. Sustainability measures  
(A.1.25) | Energy management  
// Connection of all meters to building technology (energy monitoring)  
// Renewal of heating energy supply for Herrenkrug campus | ongoing |
| 25. Updating the plan on the use and development of space, construction measures and rentals, current status of the use of space  
(A.1.26) | Collaboration with HIS-HE (HIS Institute of University Development)  
// Calculation of planned/actual space, renewal of wi-fi infrastructure, replacement of fire alarm systems, outdoor gym and construction of paths in ‘Lindel’, etc. | ongoing |
| 26. ECTS points as indicator of internal management  
(A.1.27) | More output-oriented management | completed |
| 27. Formation of reserves  
(A.2.1) | State of reserves as at 31/12/2018 in full | completed |
| 28. Sharper research profile, development of institutional cooperation platforms  
(A.2.2) | More collaboration with regional companies and organisations, more networking within the University | ongoing |

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| 28. Exploitation of study programme capacity based on the University’s teaching profile  
(A.2.3, A.2.4) | Continual monitoring of capacity | ongoing |
| 30. Introduction of quality management by the 2017/18 winter semester  
(A.2.5) | Setting up a quality management service area with subsections in teaching evaluation, capacity planning, academic controlling, controlling | ongoing |
| 31. Assessment of the Bachelor’s degree in Health Promotion and Management with a view to combining it with teacher training  
(A.2.6) | Conception of an innovative bridging model | completed |
| 32. Change to departmental structures  
(A.2.7) | Merger of two departments, structure in line with statutes, end of moratorium | completed |
| 33. Financing of the Competence Centre for Early Education  
(A.2.8) | Financing via additional funds from the University Pact | ongoing |
| 34. Report by the 2016/17 winter semester on deepening strategic cooperation within the Early Education research network  
(A.2.9) | The report was produced.  
// Continual expansion of strategic cooperation in the field of Early Education  
// Deeper cooperation with the Ludwigs Institute of Neurobiology (LINI) through the joint appointment of the Professor of Neurocognitive Development  
// Cooperation with Saxony-Anhalt’s competence centre for social innovation | completed |
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<tr>
<td>35. Expansion of cooperation relationships with Otto von Guericke University / steering group [A.2.10]</td>
<td>Continuation of cooperation with Otto von Guericke University Magdeburg</td>
<td>ongoing</td>
</tr>
<tr>
<td>36. Cooperation between the Department of Water, Environment, Construction and Safety and the Helmholtz Centre for Environmental Research (UFZ) [A.2.11]</td>
<td>Conclusion of framework cooperation agreement</td>
<td>completed</td>
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<td>37. Equality, family friendliness and diversity [A.2.12]</td>
<td>Participation in invitation to tender for the third female professor programme, audit as “family-friendly university”, academic diversity sub-project</td>
<td>ongoing</td>
</tr>
<tr>
<td>38. Internationalisation strategy [A.2.13]</td>
<td>Applying for funds to enhance image in order to implement 2016 to 2020 internationalisation strategy</td>
<td>completed</td>
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<tr>
<td>40. Environmental management, CHANGE campaign [A.2.15]</td>
<td>Employment of an energy manager // Reduced consumption of electricity and reduced CO2 emissions // Operational optimisation of technical equipment to boost energy efficiency // Stepwise conversion to LED lighting</td>
<td>partially completed</td>
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<tr>
<td>41. Pan-university reporting (HISinOne) [A.2.16]</td>
<td>Roll-out of business intelligence in HISinOne</td>
<td>ongoing</td>
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**ABBREVIATIONS**

- **ECTS**: European Credit Transfer System
- **HET LSA**: Heterogenität als Qualitätsherausforderung für Studium und Lehre, Verbund Land Sachsen-Anhalt (Heterogeneity as quality challenge for studying and teaching, network State of Saxony-Anhalt)
- **IT**: Information Technology
- **KAT**: Kompetenznetzwerk für Angewandte und Transferorientierte Forschung (Competence Network for Applied and Transfer-Oriented Research)
- **uni-assist e. V.**: University application service for international students
- **ZHH**: Centre for University Didactics and Applied University Research
- **ZIM**: University Media Centre
- **ZKI**: University Computer Centre
THANKS

The University Management thanks everyone who contributed to the creation of the 2018 annual report. Special thanks go to the professors, employees and students who are committed to the well-being of Magdeburg-Stendal University of Applied Sciences and whose work contributes to its development.

The University Management also thanks the members of the jury who selected genese Werbeagentur GmbH to work with and their concept, as well as the members of the Commission for University Development and Marketing who have supported the production of the annual report.

The 2018 annual report in German of Magdeburg-Stendal University of Applied Sciences produced in accordance with Section 57 (2) (2) and (3) HSG LSA (Higher Education Act of the State of Saxony-Anhalt), in conjunction with the agreement of objectives between the Ministry of Economy, Science and Digitalisation for the State of Saxony-Anhalt and Magdeburg-Stendal University of Applied Sciences dated 29/01/2015, was discussed by the Senate in accordance with Section 67 (2) HSG LSA on 12/06/2019 and accepted by the Board of Trustees in accordance with Section 74 (1) No. 3 HSG LSA on 18/06/2019.

Magdeburg and Stendal, 24/06/2019