

swissuniversities



# annual re- port



2019



**Transparency and openness are key and fundamental principles for Swiss universities. In future, thanks to the Open Science concept, academia will open up even further for the good of society. In 2019, swissuniversities took concrete steps to achieve the strategic objectives of Open Access. Negotiations with the major academic publishers showed that, thanks to its cooperative approach and determination, the academic community can pave the way for transparent science, accessible to all. swissuniversities supports the associated cultural transformation and the establishment of new structures.**

Prof. Dr Michael O. Hengartner  
President swissuniversities

# EU Programmes 2021-2027

Once again in 2019, the EU dossier was a major issue for swissuniversities. This dossier covers the new generation of European programmes, such as Horizon Europe, Erasmus+ and Digital Europe, which are to be implemented between 2021 and 2027. Switzerland's participation in these EU programmes is of fundamental importance for Swiss universities. The cooperation with the European Union has meant that they can maintain and strengthen their top position and their international competitiveness.

However, many questions relating to this dossier remain unanswered. What are the arrangements for the participation of third countries such as Switzerland? What participation costs will be incurred? What effects will Brexit have? These are just some of the questions relating to Europe.

Against this backdrop, swissuniversities made the case for this dossier and once again came down on the side of comprehensive participation in the three EU programmes. Based on the known factors in 2019, swissuniversities fine-tuned its position and specified its priorities in case it proved impossible to participate in all three programmes for financial reasons: 1. Research (Horizon Europe), 2. Education and training (Erasmus+) and 3. Digital Europe.

In order to guarantee the participation of Swiss universities in the EU programmes, swissuniversities also became involved at national level and spoke out in relation to bilateral relationships between Switzerland and the EU. In March

2019, swissuniversities supported the signing of the institutional agreement with the EU. This represents a fundamental condition for Switzerland to be able to continue its successful work as a constructive and reliable partner in the area of research and education. In September 2019, swissuniversities recommended rejecting the popular initiative “For moderate immigration”, as its acceptance would reduce the attractiveness of Swiss universities as employers and consequently limit the mobility of both academics and students.

*swissuniversities is firmly committed  
to Switzerland's full participation.*

In this regard, swissuniversities is working closely with various Swiss and European players. It is worth mentioning here the formation of a working party by the Swiss National Science Foundation (SNSF) and SwissCore, whose aim it is to demonstrate the added value to be gained by Switzerland's participation in European research and training programmes. swissuniversities works in this group.

Far-reaching changes are expected in relation to the EU dossier in 2020, and it will therefore continue to be a top priority for swissuniversities.

# 20 Years of Bologna

**In 2019, the swissuniversities' teaching network meeting took place against the backdrop of 20 years of Bologna.**

In the morning, the State Secretary for Education, Research and Innovation, the President of swissuniversities and other representatives from the political, higher education and business communities made a critical assessment of the implementation of academic reform in Swiss universities and also took a look ahead. In the afternoon, the academics had an opportunity to share ideas and experiences in a variety of workshops. The focus was on competence-based testing, a key aspect of academic reform. Approximately 100 specialists discussed the following topics:

(1) competence-based testing of skills; (2) curriculum and curriculum development (“constructive alignment”); (3) certification and validation of projects and internships; (4) online tests and tools.

The anniversary of the momentous reform that took place in university education offers an opportunity to reflect on the further development of the European Higher Education Area (EHEA). The Bologna Follow-Up Group (BFUG) plays an important role in this regard. swissuniversities is actively involved in its work and participates in two BFUG working groups (Advisory Group on Learning and Teaching; Thematic Peer Group B on Recognition).

As a member of the European University Association (EUA), swissuniversities has also expressed its views on the EUA's proposals in relation to "The Future of the EHEA: Continuation of the Bologna Process beyond 2020". In doing so, it has called for responsibility for the development of university teaching to be handed over to the universities. The

*The rectors' conference has a key role in the development of university teaching.*

rectors' conferences of the participating countries play a key role here. In its advisory opinion, swissuniversities favours renouncing the Bologna terminology in the European Higher Education Area. Instead, the integral areas of action, such as lifelong learning, competence orientation and equal opportunities, should be named directly.

# Open Science: Transition to the Future

**In 2019, Open Science was a priority issue in conjunction with the implementation of the Open Access strategy and the development of a strategy on Open Research Data.** The shared use of research data contributes significantly to the promotion of transparency and reproducibility in scientific research.

swissuniversities set up the Open Science Delegation in the autumn of 2019. The delegation acts as a point of contact in the universities and partner institutions for the promotion of Open Science services and e-infrastructures. It is responsible for managing the current P-5 programme (2017–2020) and the future Open Science programme (2021–2024).

*Swiss universities are expanding their programme of digital scientific content.*

The role and the importance of Open Research Data (ORD) for the universities became increasingly clear in the work of the newly established delegation. Following preparatory work over the course of 2019 to determine an overall Open Science strategy, the focus in October was on Open Research Data. In an agreement drafted under the auspices of the State Secretariat for Education, Research and Innovation (SERI),

swissuniversities and its most important partners in this area agreed to develop a strategy and an action plan for Open Research Data by the end of 2021. Meanwhile, the priority is to implement the Open Access action plan.

Furthermore, the Scientific Information programme (P-5) continues to carry out its mission to develop new projects and services. In 2019, a total of 18 project ideas were submitted in two of the project calls for tender (19-1 and 19-2) managed by the programme coordination team; of these 18 ideas, 10 were selected. These projects lay the foundations for a coherent transition between the current P-5 programme and the future Open Science programme.



# Animals in Research

2019 was marked by several political events relating to the subject of animal experimentation. This prompted swissuniversities to reiterate the universities' stance on this issue. Supported by the Swiss Animal Facilities Network, swissuniversities produced a position paper on the popular initiative on the ban on animal and human experimentation. The paper warns of the far-reaching and negative effects of this initiative not only on research but also on the health of all citizens and animals in Switzerland. swissuniversities, together with the Swiss Academies of Arts and Science and the SNSF, also drafted a briefing against a parliamentary ini-

*The SAFN provides information on animal research.*

tiative that aims to ban severe animal experiments. Finally, swissuniversities represents the interests of the universities in the Federal Food Safety and Veterinary Office (FSVO) and participates regularly in constructive dialogue on various regulatory issues. swissuniversities supports the universities in relation to issues connected with animal experiments and at the same time coordinates the current and future activities of experimental animal facilities.

# Big Deals: Decisions as at the End of 2019

The universities gave instructions to swissuniversities to agree Read&Publish deals via the Consortium of Swiss Academic Libraries. As at the end of 2019, a memorandum of understanding had been negotiated with the publishers Wiley and Elsevier. The agreement with Wiley extends the existing consortium licence to the end of 2020 in order to achieve the declared objectives. The agreement with Elsevier includes the groundwork for concluding a Read&Publish deal by the end of March 2020, the validity of which is to be backdated to 1 January. It was not possible to reach an agreement with Springer Nature. As the consortium licence expired at the end of 2019, no authorisation to access new Springer publications has been in place since January 2020. All negotiations are continuing in 2020.

*The aim of the negotiations with the publishers is to conclude Read&Publish deals.*

Read&Publish deals represent a paradigm change: while conventional licences authorise access to publications, the price now includes the costs for the Open Access publication of articles issued by the participating universities. The gradual transformation to Open Access is expected to be cost-neutral.

# Transition from Secondary School to University

Access to university by means of the secondary school baccalaureate – without having to sit an entrance exam – is an important issue for swissuniversities and the Swiss Conference of Cantonal Ministers of Education (Schweizerische Konferenz der kantonalen Erziehungsdirektoren, EDK). On 27 June 2019, they approved a commitment to optimise the transition from secondary school to university.

*The transition from secondary school to university is optimised.*

The aim is that secondary schools and universities will engage jointly in student advisory services and that secondary school students will be able to avail themselves of specific support programmes during their first few months at university. The measures taken to achieve these goals are published as good practices on the swissuniversities website.

The wording of the commitment focuses on the traditional universities. swissuniversities considers these to include universities of teacher education in particular.

The aims are to be met in cooperation with the Conference of Secondary School Rectors (Konferenz der Gymnasialrektorinnen und -rektoren, KSGR), the Association of Secondary School Teachers (Verband der Gymnasiallehrerinnen und -lehrer, VSG) and the student, vocational and career advisory services.

# Sustainable Development

**There was a particular focus on the issues of sustainable development and environmental protection in 2019.** The universities are aware of their responsibility in this area and made their voices heard on this matter before the end of last year. There was also a loud call for better coordination of this area. This development is consistent with the requests of policy makers and SERI to make sustainable development an important area of focus in the ERI Dispatch 2021–2024.

*Sustainability is an important challenge for the universities.*

Convinced that coordination is required within swissuniversities, the Board decided to establish a sustainability network in September 2019. This is intended to connect university experts so that swissuniversities can benefit from their expertise and publicise best practices. The network is also tasked with coordinating existing initiatives such as the universities' "Business Travel" working group and the "Education for Sustainable Development" group initiated by the universities of teacher education. Work on establishing this network is ongoing and is expected to take on a more concrete shape in spring 2020.

# Young Talent in the UASAs and UTEs

**Universities of applied sciences and arts (UASAs) and universities of teacher education (UTEs) cooperate with Swiss and foreign universities or other qualifying institutions in relation to doctorates.** In 2019, an interim evaluation showed that such models are a promising avenue for the qualification of young talent in the UASAs and UTEs.

The mobility grants offered as part of the “Cotuelles de thèse” programme and managed by swissuniversities were available to doctoral students at UASAs and UTEs for the first time during the year under review.

*The promotion of young talent in UASAs and UTEs bridges the gap between academia and the professional world.*

UASAs and UTEs also developed and launched models for the promotion of young talent. These bring the academic world and current practices closer together and strengthen the dual competencies profile of those involved. swissuniversities gave a positive interim assessment of the four-year programme in the year under review. Individuals working in industry are also expected to be active in the universities. The SNSF “Practice to Science” scheme, initiated by the Chamber of Universities of Applied Sciences and Arts, supports this effort. An initial pilot call to tender will be made in 2020.

# Dual-Career Couples

All of the traditional universities as well as the Paul Scherrer Institute belong to the Swiss Academic Dual Career Network and it is open to additional members in the higher education sector. The network members demonstrated their willingness to cooperate and outlined their objectives in a jointly signed Letter of Intent.

*The Swiss Academic Dual Career Network promotes the attractiveness of Swiss universities.*

The services provided by the Swiss universities for dual-career couples are an important factor in making Switzerland an attractive location for study and research. The network promotes a regular exchange of experiences and information in order to develop individual solutions for dual-career couples and best practices. Developing strategies for the participating institutions and organising further training for all network members also falls within the remit of the network. Moreover, the network establishes contacts with business and the public sector as well as with networks abroad for dual-career couples.

# SUDAC International Conference

**On 18 October, the swissuniversities Development and Cooperation Network (SUDAC) made its first joint presentation with international partners from the Global South.**

The 10 Thematic Consortia for Education and Research (COFERs) and the Regional Clusters of Cooperation (CLOCs) used different formats to present their input on achieving the Sustainable Development Goals (SDGs). With institutions from Latin America, North Africa and the Middle East, West Africa, East Africa and South Asia, a variety of perspectives were represented at the conference, guaranteeing a lively discussion on the challenges of sustainability.

*SUDAC promotes the implementation of Agenda 2030.*

In the final panel discussion of the day, a broad range of players from the federal government, politics, education and research discussed the steps that need to be taken to implement Agenda 2030 and the opportunities that exist for better coordination and use of synergies. SUDAC plans to continue this networking effort in 2020.

# Admission to Medical School

For several years now, swissuniversities has played an active role in the governance of the admission procedure for applicants wishing to study medicine. 2019 saw the concrete manifestation of its operational responsibility for this procedure and the qualifying examination used for medical school applicants. In September, swissuniversities concluded a service agreement with the Centre for Test Development and Diagnostics, Zentrum für Testentwicklung und Diagnostik (ZTD), at the University of Fribourg to perform the exams.

*The new admission procedure for applicants wishing to study medicine is modern, resource-efficient and sustainable.*

swissuniversities reached an important milestone with the comprehensive modernisation of the online platform that is used for administering the admission process. The new completely electronic registration procedure was launched punctually at the end of the year, a sign that swissuniversities is embracing advanced digitalisation and ensuring the efficient and sustainable handling of resources.



# Ordinance on the Coordination of Teaching

At its meeting on 29 November 2019, the Higher Education Council of the Swiss Conference of Higher Education Institutions approved the new ordinance on the coordination of teaching in Swiss universities. The ordinance took effect on 1 January 2020. It replaces the old Bologna Directives for universities, UASAs and UTEs.

*The ordinance on the coordination of teaching in universities replaces the Bologna Directives.*

The introduction of the HEdA made it necessary to formally adapt the old Bologna Directives as early as the beginning of 2015. It was the starting point for a far-reaching revision of the content of the Bologna Directives. The result is a joint decree. It governs the study levels, the credit system, admission to the study levels, the standardised naming of titles, and further education.

The ordinance obliges swissuniversities to maintain and publish a list of fields of study that will ultimately include all fields of study. This list governs admission to the consecutive master's programmes in the universities. swissuniversities' Chamber of Universities updated the list created by the Rectors' Conference of Swiss Universities (CRUS) in 2005.

# The Importance of Tenure

**The Chamber of Universities addressed the issue of the tenure of its full professors and emphasised the importance of this category of employment.** Tenure is intended to help avoid dismissal on the basis of political, religious or ideological views or on the basis of criticism of political decisions. Furthermore, it allows for risky and/or very long-term research, which can of course also fail. Ultimately, it is important for the international competitiveness of the universities when recruiting leading scientists.

*Tenure serves to safeguard the freedom of teaching and research.*

Tenure, which in no way excludes measures based on human resources law in the event of any dereliction of duty, thus serves to safeguard the constitutionally guaranteed freedom of teaching and research.

# Establishment of Subject-Specific

The “Development of academic skills in subject-specific didactics” programme was in its third year in 2019. The programme combines several qualification and network projects from a wide variety of teacher training institutions in all types of universities. The latest results of the development of academic skills in subject-specific didactics is testament to the strong commitment of all participants. In particular, an important step was taken towards establishing subject-specific didactics in the universities of teacher education – including a broad range of cooperative master’s programmes.

*Academic subject-specific didactics  
are promoted across all university types.*

The Fourth Meeting on Subject-Specific Didactics, which took place on 5 and 6 April at the HEP-Vaud in Lausanne, also contributed to this programme. The meeting offered participants an opportunity to gain a better understanding of the similarities and differences of the field in the various linguistic and cultural contexts and in this way further advance the academic field of subject-specific didactics.

The programme receives project-related State funding for the period 2017–2020.

# Research Mosaic in the Universities of Applied Sciences

**The research mosaic in the universities of applied sciences and arts was published in 2019.** Sixteen articles from various universities of applied sciences and arts and departments presented a varied picture of applied research to a public audience. The examples from relevant worlds of work

*Research conducted by the UASAs is an important factor in Switzerland's success.*

in our society, whether in technology, business, health and life sciences, social work, music, art, theatre, applied psychology or architecture, demonstrate that universities of applied sciences and arts see themselves as contributing to the economic success of Switzerland and to solutions for urgent social problems by using their knowledge and expertise. The research mosaic is a project developed by the Chamber of Universities of Applied Sciences and Arts and coordinated by the Commission of Research and Development. The Commission of Research and Development will publish further stories of researchers and their innovative projects with industry partners on the research mosaic website in the coming years.

# Greater Dialogue and Optimised Communication Channels

Experience must first be gained. Further improvements can then be made. This also applies to institutions. Based on the experience it has acquired since it was established in 2015, swissuniversities made further progress in 2019. The bodies that make up the swissuniversities association consolidated their work. To increase dialogue, the flow of information between the various bodies was clarified and access to documents was simplified.

Within the General Secretariat, the measures that were designed during the previous year as part of the process for Organisational Further Development were continued and implemented. The process culture was thus promoted to maintain high-quality processes and ensure the retention of knowledge. Given the increasing scope of internally managed project-related grants, instruments are being developed to efficiently optimise finance-related processes, particularly those that are relevant to the preparation of the ERI period 2021–2024. The “Worlds

of Work” project explores how the growing need for mobile and flexible working within and outside the swissuniversities offices can be met.

*swissuniversities jointly develops solutions for research and teaching.*

For technical reasons the swissuniversities website, which was launched in 2015 when swissuniversities was established, had to be updated. The General Secretariat took this opportunity to review both the structure and the content of the website. A new design for the swissuniversities website was developed in a series of workshops. This new design focuses less on the institutional structure and more on the content relating to higher education. Thanks to this refresh of the website, swissuniversities was able to build on tried-and-tested principles and at the same time address current needs and experiences. swissuniversities has also been increasingly active on Twitter since 2019 and is thus boosting its digital presence.

This year, we would like to thank once again our colleagues in the universities, the federal government and the cantons for the lively and constructive working relationship.

Dr Martina Weiss  
General Secretary swissuniversities

# Members

The following universities are members of the rectors' conference (pursuant to article 2 paras. 2 and 4, article 19 para. 2, article 30 and article 75 of HEdA):

- **Bern University of Applied Sciences, BFH**, represented by its Rector, Prof. Dr Herbert Binggeli;
- **EPFL – Swiss Federal Institute of Technology**, represented by its President, Prof. Dr Martin Vetterli;
- **ETH Zurich, Swiss Federal Institute of Technology**, represented by its President Prof. Dr Joël Mesot;
- **FNHW University of Applied Sciences and Arts Northwestern Switzerland**, represented by its President, Prof. Dr Crispino Bergamaschi;
- **FHO University of Applied Sciences of Eastern Switzerland**, represented by its Director, Dr Albin Reichlin;
- **University of Teacher Education HEP-BEJUNE**, represented by its Rector, Prof. Dr Maxime Zuber;
- **University of Teacher Education Fribourg, HEP-PH FR**, represented by its Co-rector ad interim Dr Lukas Lehmann, and from 1 February 2019 by its Rector Prof. Dr Katharina Mertens Fleury;
- **University of Teacher Education in the Canton of Valais, HEP-VS/PH-VS**, represented by its Director, Patrice Clivaz;
- **University of Teacher Education, Canton of Vaud, HEP-Vaud**, represented by its Rector, Prof. Dr Guillaume Vanhulst, and from 1 October 2019 by its Rector Prof. Dr Thierry Dias;
- **HES-SO University of Applied Sciences and Arts Western Switzerland**, represented by its Rector, Dr Luciana Vaccaro;
- **University of Applied Sciences of Special Needs Education, HfH**, represented by its Rector, Prof. Dr Barbara Fäh;

- **Lucerne University of Applied Sciences and Arts, HSLU,** represented by its Rector, Dr Markus Hodel;
- **Kalaidos University of Applied Sciences, Kalaidos UAS,** represented by its Rector, Dr Jakob Limacher, and from 1 September 2019 by its Rector, René Weber;
- **Berne University of Teacher Education, PHBern,** represented by its Rector, Prof. Dr Martin Schäfer;
- **University of Teacher Education of Grisons, PHGR,** represented by its Rector, Dr Gian-Paolo Curcio;
- **University of Teacher Education Lucerne, PH Luzern,** represented by its Rector, Prof. Dr Hans-Rudolf Schärer;
- **Teacher Training Education Schaffhausen, PHSH,** represented by its Rector, Thomas Meinen;
- **University of Teacher Education Schwyz, PH Schwyz,** represented by its Rector, Prof. Dr Silvio Herzog;
- **University of Teacher Education St. Gallen, PH St. Gallen,** represented by its Rector, Prof. Dr Horst Biedermann;
- **Thurgau University of Teacher Education, PHTG,** represented by its Rector, Prof. Dr Priska Sieber;
- **University of Teacher Education Zug, PH Zug,** represented by its Rector, Prof. Dr Esther Kamm;
- **Zurich University of Teacher Education, PHZH,** represented by its Rector, Prof. Dr Heinz Rhyn;
- **University of Applied Sciences and Arts of Southern Switzerland, SUPSI,** represented by its Director, Prof. Franco Gervasoni;
- **University of Basel, Unibas,** represented by its Rector, Prof. Dr Andrea Schenker-Wicki;



- **University of Bern, Unibe**, represented by its Rector, Prof. Dr Christian Leumann;
- **University of Fribourg, Unifr**, represented by its Rector, Prof. Dr Astrid Epiney;
- **University of Geneva, UNIGE**, represented by its Rector, Prof. Dr Yves Flückiger;
- **University of Lausanne, UNIL**, represented by its Rector, Prof. Dr Nouria Hernandez;
- **University of Lucerne, UniLU**, represented by its Rector, Prof. Dr Bruno Staffelbach;
- **University of Neuchâtel, UniNE**, represented by its Rector, Prof. Dr Kilian Stoffel;
- **University of St.Gallen (HSG)**, represented by its Rector, Prof. Dr Thomas Bieger;
- **Università della Svizzera italiana, USI**, represented by its Rector, Prof. Boas Erez;
- **University of Zurich, UZH**, represented by its Rector, Prof. Dr Michael O. Hengartner;
- **Zurich University of Applied Sciences and Arts, ZFH**, represented by the ZHAW Rector, Prof. Dr Jean-Marc Piveteau.

Rectors of Universities of Teacher Education that are part of a University of Applied Sciences and Arts and benefit from a designation right under article 29 HEdA in conjunction with article 8, para. 3 of the Accreditation Guidelines may participate in Plenary Assemblies as guests.

- **FHNW School of Education, PH FHNW**, represented by its Rector, Prof. Dr Sabina Larcher Klee;
- **Department of Education and Learning SUPSI, SUPSI-DFA**, represented by its Head of Department, Dr Alberto Piatti.

# Board

The Board of the Rectors' Conference is composed of the President, the Presidents of the three Chambers as Vice-Presidents ex officio and one member of each Chamber elected by the Plenary Assembly for a term of three years on a proposal from the Chamber. The Secretary General attends meetings in an advisory capacity. The Board meets at least five times a year.

- **Prof. Dr Michael O. Hengartner,**  
Rector of the University of Zurich, UZH, President of swissuniversities
- **Prof. Dr Crispino Bergamaschi,**  
President of FHNW, University of Applied Sciences and Arts Northwestern Switzerland, President of the Chamber of Applied Sciences and Arts, Vice-President ex officio
- **Prof. Dr Hans-Rudolf Schärer,**  
Rector of the University of Teacher Education Luzern, PH Luzern, President of the Chamber of Universities of Teacher Education (UTES), Vice-President ex officio
- **Prof. Dr Thomas Bieger,**  
Rector of the University of St.Gallen (HSG), President of the Chamber of Universities, Vice-President ex officio
- **Patrice Clivaz,**  
Director of the University of Teacher Education in the Canton of Valais, HEP-VS/PH-VS, Vice-President of the Chamber of Universities of Teacher Education (UTES)
- **Prof. Franco Gervasoni,**  
Director of the University of Applied Sciences and Arts of Southern Switzerland, SUPSI, Vice-President of the Chamber of Applied Sciences and Arts
- **Prof. Dr Astrid Epiney,**  
Rector of the University of Fribourg, Vice-President of the Chamber of Universities
- **Dr Martina Weiss,**  
General Secretary of swissuniversities (with an advisory vote)

# Balance Sheet

Balance Sheet at 31 December (CHF)

## Assets

Current assets	2019	2017
Cash and cash equivalents	11 637 212	8 498 331
Accounts receivable	1 495 234	2 529 268
Prepaid expenses/accrued income	424 309	386 732
<b>Total current assets</b>	<b>13 556 756</b>	<b>11 414 331</b>

## Fixed assets

Financial fixed assets	40 040	40 040
Tangible fixed assets	134 593	109 691
<b>Total fixed assets</b>	<b>174 633</b>	<b>149 731</b>
<b>Total assets</b>	<b>13 731 389</b>	<b>11 564 062</b>

## Liabilities & equity

### Current liabilities

Accounts payable	1 967 241	237 451
Current interest-bearing liabilities	1 547 839	1 423 870
Other current liabilities	81 025	40 378
Accrued expenses/deferred income	4 399 404	3 387 544
<b>Total current liabilities</b>	<b>7 995 510</b>	<b>5 089 243</b>

### Long-term liabilities

Other long-term liabilities	3 337 787	4 317 928
Long-term provisions	1 861 078	275 113
Total long-term liabilities	5 198 865	4 593 041
<b>Total liabilities</b>	<b>13 194 375</b>	<b>9 682 284</b>

### Equity

Reserves	1 429 476	1 429 476
Retained surplus (losses) b/fwd	452 303	377 786
Surplus (loss) for the year	-1 344 765	74 516
Total equity	537 013	1 881 777
<b>Total liabilities/equity</b>	<b>13 731 389</b>	<b>11 564 062</b>

# Income Statement

## Income statement for the year ended 31 December (CHF)

	2019	2018
Membership fees	3 033 701	2 966 866
Members' projects	0	17 454
State grants per HEEdA	1 568 261	1 494 856
State grants repaid per HEEdA	-230 760	-181 530
EU project grants	0	10 934
State grants per regulations	715 350	785 332
State grants repaid per HEEdA	-63 651	-144 828
Project-related State grants	2 074 689	1 839 334
Project-related State grants repaid	18 172	50 000
Other State project grants	1 568 262	1 494 856
Other State project grants repaid	-230 760	-181 530
Canton grants per HEEdA	60 000	0
Canton grants repaid per HEEdA	305 877	343 422
Contractual/regulatory Canton grants	2 096	0
EMS-qualifying examination fees	806 281	654 192
Prior-year EMS-qualifying examination fees	293 767	129 659
Contributions from universities	298 096	0
Third-party donations	18 725	150 311
Provision and reserve income	236 868	213 576
Reduction in earnings VAT	-341 959	0
<b>Operating income</b>	<b>10 133 016</b>	<b>9 642 904</b>
Accounting fiduciary funds projects and programmes	268 202	15 692

Salaries	-5 050 680	-4 839 985
Consultancy fees	-251 788	-254 806
Social insurance contributions	-1 070 234	-1 014 357
Other staff costs	-119 372	-154 051
Staff costs	-6 492 074	-6 263 199
Building overheads	-511 939	-428 501
Repairs & maintenance, leasing costs	-13 528	-14 919
Third-party services	-1 748 488	-1 599 337
Property insurance costs	-8 242	-6 840
Energy and waste disposal expenses	-12 095	-15 431
Administration costs	-361 728	-382 646
Library	-5 466	-6 008
IT expenses	-345 800	-170 244
Advertising costs	-411 306	-444 477
Other operating expenses	-461 534	-193 916
Financial expenses	-44 558	-23 943
Financial income	112	2 610
Machinery & equipment depreciation	-39 516	-32 465
Office fixtures & fitting depreciation	-9 831	-7 652
Other operating expenses	-3 973 919	-3 323 769
Prior-year income	264	6 650
Income from other cost centers	1 751 271	0
Aperiodic expense	-1 275 330	-4 803
Expenses of other cost centers	-1 751 271	0
Other non-operating income	776	1 040
Other non-operating expense	-5 700	0
Non-recurring income/expenses	-1 279 990	2 888
Surplus/loss for the year	-1 344 765	74 516

# Contact

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**Dr Andrea Hungerbühler,**

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# swissuniversities at a Glance

## Association

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Rectors' Conference of Swiss Higher  
Education Institutions

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Betriebsaufnahme

2015

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Start of Operation

**35** members

**12** universities,

**9** universities of Applied Sciences  
and Arts and

**14** universities of Teacher Education



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Number of Students 2019/2020\*

Universities: **153 941** ♀51%

Universities of Applied Sciences  
and Arts: **79 821** ♀47%

Universities of Teacher Education: **20 727** ♀73%

**Total 254 489** ♀52%

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Jobs/full-time equivalent\*

**61 111**

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Employees in the General Secretariat

The General Secretariat  
has **54** employees

(at 41.5 full-time positions)

*\* Federal Statistical Office, March 2020  
All other data as at 31.12.2019*

