

Teacher Qualification and Qualification Enhancement at the Angewandte

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Preface

With this paper, we aim to complete the conceptual picture we have drawn in this series of four papers featuring relevant aspects of quality in teaching according to the Teaching Evaluation Work Group at the Angewandte (University of Applied Arts Vienna). At the same time, an intensive work process, both, in terms of dealing with the subject and time spent on this issue, comes to an end. With each paper, we went one step further in scrutinizing the nature and function of our University: While the first paper dealt with options in course evaluation and raised fundamental questions about responsibility for quality, the second one was dedicated to criteria for good curricula; finally, the third one revolved around pre-requisites for successful collaboration between teachers and managers of the organization and infrastructure.

By formulating specific suggestions and possible starting points, this paper builds a bridge between the Angewandte's institutional visions and its teachers' individual perspectives and, thus, expands the focus of this cycle.

The following chapters analyze and assess the status quo and, as a result, present the possibilities for implementation and the issues that surge in regard to this matter.

Terms and Definitions

- **Qualifications:** The sum of competencies (knowledge, skills and abilities) of a person, either documented formally (certificates, graduate diploma) or obtained "non-formally" (professional experience, social activities, international experiences...).
- **Qualification Enhancement:** The acquisition of additional competencies, either through further and continuing education or through individual practice and professional experiences in different contexts.
- **Further and Continuing Education:** Further Education refers to continuous updating of personal qualifications in order to remain fit and up to date for one's current job. Continuing Education means gaining additional competencies and expanding one's professional scope of activities.
- **Interdisciplinarity and Transdisciplinarity:** In this paper, interdisciplinary work refers to more than one artistic or academic discipline pursuing one common goal. The participants work independently as well, yet, they keep exchanging information on the overall process among each other. Transdisciplinary approaches put an emphasis on the participative interplay of different disciplines. Methods from distinct artistic and science fields are being further developed in a problem-oriented way in order to make tangible what would otherwise not be visibly clear without the synergy between these disciplines.¹ The results are in themselves an expression of multi-perspective artistic-academic research and teaching. [See also Development Plan 2010–2012² of the Angewandte (2011, p. 12).]

1. Aspirations and Vision of the Angewandte

Social Responsibility and Transdisciplinarity

The Angewandte's Vision entails the following substantive key aspiration for Qualifications and Qualification Enhancement: The Angewandte seeks to generate "new insights beyond the frontiers of disciplines [...] from its members' actions" and by that it aims to provide „effective impulses on how to shape society" (Development Plan 2016–2018, p. 11).³ The ability to work in inter- and transdisciplinary settings has become indispensable in contemporary research and teaching. The sheer amount of knowledge in a single discipline as well as societal relationships within which teaching and research take place have reached a level of complexity, which can no longer be fully comprehended by a single person or one discipline alone. We have come to assume that the more eyes and heterogeneous angles are used to assess something, the bigger and more comprehensive our knowledge and our "objectiveness" becomes.⁴

As a consequence, the ability to work transdisciplinarily is one of the key prerequisites for quality in research and teaching; we must, therefore, enshrine this concept of inter- and transdisciplinarity in all areas of the University's activity, including clearly defined measures.

Gender Mainstreaming and Diversity

The dimensions "Gender" and "Diversity" are consistently considered in order to ensure most comprehensive participation and to prevent the loss of resources. Therefore, they must as well be taken into account when crafting concepts and measures featuring Qualifications and Qualification Enhancement (e.g., gender equality goals of the Angewandte or its open and constructive diversity approach as promulgated in the Angewandte's Vision). The aim is to harness the full existing potential in its diversity and to prevent inequality within the university system; to reach this goal, we need equal professional opportunities for women and men, a high sensitivity for diversity, and equal opportunities for the next generation of artistic and academic experts (young artists and researchers).

The Learning Organization

Aspiring to shape and design things actively, the Angewandte has set high standards for itself. It is "taking the form of a common quality and project culture which is characterized by a joint commitment toward self-responsibility, critical reflection and the willingness to change and learn at all university levels, as well as a basic understanding of the Angewandte as a learning organization." (Development Plan 2016–2018, p. 20)

Strategic access to Qualifications and further Qualification Enhancement for artists and scientists is, therefore, an integral part of the Angewandte's quality policy: It must clarify how to align individual further development opportunities to the Angewandte's Vision on the one hand and to individual needs on the other. As a subsequence, it must assess how to structure and to support them adequately.

Perspectives on Implementation

Building on the Angewandte's aspirations described above, we want to develop a **Vision on the Qualifications and further Qualification Enhancement of teachers** in a participative manner. This vision

- is meant to point out the quality in teaching as an achievement of teachers and also to refer to options of further individual development: i.e., "empowering" as well as tapping individual potential to develop professionally within and outside of the Angewandte;
- should not limit itself to entail personal benefit, but – in line with the genuine inter- and transdisciplinary focus of the Angewandte – it should offer to teachers an orientation of their **collective function** for the Angewandte;
- must, by all means, deal with the specific needs of women and men concerning their qualification enhancement, gender mainstreaming and diversity management; measures for adequate staff development might require or benefit from this differentiation;
- should also deal with the role of to-be-established "positions with qualification agreements", which – reflecting the significance of transdisciplinarity – ought to foster multidisciplinary dynamics rather than to apply the logic of individual fields. They could play a role in inter-departmental projects (e.g., annual projects or PEEK) and cross-study courses (e.g., Cross-Disciplinary Strategies – Applied Studies in Art, Science, Philosophy, and Global Challenges).

Since the pursuit of transdisciplinarity can only be realized successively if it is backed by the most widespread participation, drafting this Vision on Qualifications and Qualification Enhancement, and implementing it, is deemed to be one of the most effective measures for further developing the Angewandte altogether.

2. The Interrelationship between the Organization of the Angewandte and Its Teachers

Responsibility and Expectations

The first paper of this Work Group (Quality – Teaching – Evaluation) contains concise ideas on the distribution of **responsibility** for quality in teaching, which have been further developed and examined more closely in the follow-up papers. A comprehensive self-evaluation for the external audit of the Angewandte led to the following conclusions:

Only organizations which are capable of changing and adapting can expect their members to do the same; they will only be able to do so if their members are ready to further develop, though. (Self-Evaluation 2015, p. 32)⁵
(Translation)

Broadly speaking, it is an organization's task to resolve structural questions and to create the necessary general procedures in relation to individual needs and requirements.

The reciprocal effect between the organization of the Angewandte and its teachers is very intense when it comes to individual Qualification Enhancement: While teachers have specific interests and seek specific contents, the organization expects them – if possible each and every one of them – to undergo further education and training at regular intervals, preferably bearing in mind the institution's Vision. As a consequence, there are **reciprocal interests** and **reciprocal expectations** (e.g., regarding high-quality offers, self-responsibility, easy handling, high participation rates, or reactions to current needs ...).

Transdisciplinary Relationship

The systematic interplay between the Angewandte and its teachers can be construed as a **procedural, inter- and transdisciplinary relationship**, which is determined and brought to life by the interaction of its participants.

In conformity with its **inter- and transdisciplinary focus**, the Angewandte aims to establish tight and intensive collaboration between the **artistic and the scientific sphere**, which goes beyond mutual information and recognition. Therefore, both focus areas – art and science – are involved in joint projects in order to increase mutual learning and to build and expand their transdisciplinary competencies. By cooperating in actual projects, the mutual sensitivity for the other disciplines should be developed and become entangled in a shared collaborative process that allows to cross disciplinary boundaries.

Furthermore, the institutes and disciplines cultivate environments that are not limited to the Angewandte. The University acts within a sensitive web of public and private organizations, institutions, interest groups, and national, European and global research bodies, which must be considered and become part of this relationship as well.

Staff Structure in Teaching and Research

- The Angewandte has **artistic and scientific faculty members**; their contracts range from temporary to permanent terms, from full-time to part-time work, from management to non-management functions, and so on.
- The majority of the artistic and scientific faculty members also holds lectures or teaches to some extent in either of those fields. Only jobs for **externally funded** projects may be exclusively dedicated to research activities.
- Its teachers belong to artistic and scientific departments or workshops, which have been organized in accordance with different principles:

Teachers with a focus on the **sciences** have been **granted professional autonomy in teaching** (except for study assistants).

Teachers of the Angewandte's **artistic** departments and workshops have either been **granted professional autonomy or they work in non-autonomous teaching** (e.g., project-related consultation of students).

Leading Management Functions

Heads of artistic departments (usually university professors) are granted institutional autonomy. Furthermore, they are granted professional teaching autonomy in the department's **main subjects of art**, while the other teachers of the department, who may have been granted professional autonomy in teaching related subjects, mainly contribute to the main subjects within the scope of their activities. The situation is similar for studies without any main subject of art (Industrial Design, Teaching Profession), whereas the study curriculum for the Teaching Profession grants its teachers more autonomy.

As a result of the wide variety of topics covered by the Angewandte, the professors who head their artistic departments and their professorships have a key function: They decide on the contentual orientation of their department, with their artistic and scientific work, they shape internal networking between individual fields at the Angewandte, and they provide impetus and assistance to their students, which, in return, is indispensable for the students to develop their individual artistic personality. Continuity is a pre-requisite for departments to engage in sustainable networking and forging the profile of their departments. However, as the Angewandte is subject to rapid change in the fields and topics it covers and represents, it is just as important to choose professors who do not only comprehend and understand those changes, but who embody them as well; this requires personal flexibility and a personal readiness toward change. (Development Plan 2016–2018, p. 102) (Translation)

The notion of "leading", in terms of its function here, serves a plethora of needs and, thus, requires an array of competencies and skills. Besides technical subject-related competencies, teachers, who head departments or institutes, should have transdisciplinary and social and personal competences in order to carry out the activities assigned to them in the most successful way. With these social and personal competences, they should also serve the departments by guiding and participating in the development of the institution's vision and serve as mediators between institutional and individual perspectives (e.g., supporting individual career development).

Perspectives on Implementation

- The **relationship** between (almost) full-time staff and part-time staff should be **balanced**. This is important for the application and further development of the Angewandte's Vision as part-time workers are not allowed to carry out automatically any other duties besides teaching for contractual reasons.
- **Institutional expectations** from persons in different functions and with different roles should be **scrutinized and visualized in a transparent mode**; this is in the interest of the institution and the persons involved as it is deemed to further increase (relational) self-responsibility as well as the individual and institutional ability to change and adapt, notably when it comes to leading management activities.
- Conversely, it should be reviewed whether artists and scientists are sufficiently informed about the **means of assistance** to be expected from the Angewandte.
- Building on the points raised above, it is crucial to create a mutual and concrete **institutional understanding of individual careers** as a moment of strengthening the mutually shared "Angewandte" space for teaching and research, which the Angewandte provides. It might be characterized by the following features:
 - Increase of the individual scope for spheres of influence (capacity and autonomy to act) through further Quality Enhancement.
 - Acknowledgement of any acquired competencies or their successful application in one's teaching should be adequate.
 - The Angewandte must clearly communicate the value of quality in teaching as well as the significance of Qualification Enhancement and Continuing Education of its teachers for their careers at the Angewandte. Since (the willingness for) continued individual Qualification Enhancement of some increases the Angewandte's institutional quality on the whole, the

Angewandte must craft concrete measures of institutional acknowledgement and recognition of achievements in relation to Qualification Enhancement and Continuing Education.

By way of example, it might offer to transform fixed-term contracts into permanent positions, remove individual teaching obligations for one semester, grant sabbaticals, increase research budgets, promise additional faculty members for research projects etc. Gender equality is to be realized through gender mainstreaming.

- For leading management functions an institutional understanding of tasks and responsibilities is particularly important – notably in terms of inter- and transdisciplinary capacity to act. Therefore, opportunities for Further and Continuing Education must be developed and expanded.

The Angewandte's **inter- and transdisciplinary competence** can be increased

- by developing structures and processes for further Qualification Enhancement in a participative and project-specific manner, using the respective artistic and scientific language;
- by structurally supporting inter- and transdisciplinary approaches in teaching so that any such activities do not entail additional work, but become an integral part of regular activities;
- by enforcing theoretical work, formulation of theories and theoretical discussion on (and for) inter- and transdisciplinarity ("Theory must go along"): Only if all disciplines come to understand inter- and transdisciplinarity as a useful approach, can it be fully acknowledged and endorsed. At the same time, theoretical work featuring inter- and transdisciplinarity must apply inter- and transdisciplinary methods; i.e., theoretical work must be the synergetic product of scientific and artistic methods;
- by increasing the gamut of theoretical courses for students: Not only will this substantially strengthen the faculty involved, but positive effects will bounce back at all teachers;
- by establishing and promoting intersections between theory and practice among teachers – particularly in the field of artistic research. Institutionally driven exchange between established and future inter- and transdisciplinary studies (e.g., TransArts, Social Design – Arts as Urban Innovation, Art & Science, Sprachkunst, Cross-Disciplinary Strategies – Applied Studies in Art, Science, Philosophy, and Global Challenges) and more disciplinarily oriented fields will make more university members committed;
- by analyzing and using practical experiences collected in the context of PEEK projects and Center Research Focus projects, for example via
 - accompanying research and reflection,
 - didactical formulation of theories about artistic research and inter- and transdisciplinary artistic-scientific work,
 - resolving of questions of structural incorporation;
- by adapting offers and opportunities for Continuing Education in a way so that they do not only feature content of a certain topic but also explicitly promote
 - inter- and transdisciplinary work competences;
 - any competences needed for further development of methods and theories in the respective area;
 - skills needed to be able to create appropriate structures in an autonomous way;
 - the development of a self-understanding of being a cooperative actor;
 - the exchange of contents and methods for inter- and transdisciplinarity;
 - work with other institutions with a similar focus.
- and by resolving the following contextual questions:
 - Which are the environments the Angewandte works in and which types of interdependencies and correlations result from this? Which are the environments its individual units/departments/courses have been embedded in?
 - Who bears responsibility for what, compared to other institutions? What function and role do they have?

- Has the Angewandte formulated its expectations from its different types of teachers and their responsibility for those environments in a sufficiently clear and precise manner? And: Do its teachers know what to expect from the Angewandte?

3. Qualification Enhancement: Opportunities of Development for Teachers

When the Angewandte was granted increased institutional autonomy (University Act 2002), its continuing-education efforts were gradually created and expanded. In 2010, a department for continuing education would pool the offers created from the University's different organizational units and, by doing so, embed it in the University's activities, both structurally and professionally.

However, Continuing Education is but one aspect in individual (career) development: An orientation paper published in the year 2016 summarizes a wide array of promotion dimensions which have been developed over the years (e.g., with regard to publications, exhibitions, stays abroad, work time flexibility ...) (see ownCloud/_Info_Personal/Förderung for artistic-scientific personnel).

In its current performance agreement⁶, the Angewandte has (once again) committed itself to individual promotion rather than "positions with qualification agreements" as they are being designed in the applicable collective bargaining regulation, in order to be able to respond to individual work situations and requirements in a more flexible way.

Perspectives on Implementation

- The existing offers and services for Qualifications and Qualification Enhancement must be reflected upon and further developed in conformity with the Vision of the Angewandte – a special emphasis must be put on inter- and transdisciplinary work within the areas of teaching and research.
- In this context, it is necessary to assess whether didactical competences should be paid more attention to in tertiary education in the future; this might be a potential response to any assessments of individual needs that would have to be carried out in this regard.
- It is necessary to develop criteria which are in line with this Vision and which confirm the correctness of targeting and the effectiveness of services, notably in terms of gender mainstreaming.
- Even though it is not possible to provide a definite answer on the effect of any measures, it is recommended to promote regular exchange on internal and external development perspectives – in the end, this also helps raising awareness about reciprocal expectations of the institutions and the individual persons involved.
- All steps which are made by artists and scientists to seek further development must be acknowledged and integrated in the process. What managers are responsible for: they must – e.g., in performance reviews and staff appraisals – discuss the individual goals, examine the success of any measures and reflect about any future options.
- As heads of artistic and science departments have very diverse job profiles, their staff is tasked with very heterogeneous activities as well. It is recommended to explore **innovative options** to **make this diversity of situations institutionally visible**.
- In order to further strengthen the transdisciplinary orientation of the Angewandte, innovative models should be developed in order to set up **"positions with qualification agreements"** which explicitly refer to transdisciplinarity and **which are not linked only to individual departments**.
- Doctoral degrees and habilitations are vital contributions to individual Qualification Enhancement. The Angewandte should clarify issues such as the importance of its approach to quality for any such additional Qualification Enhancement, its effects and how quality assessments are designed with respect thereto.

4. Qualifications / Access Requirements

Appointments

The Angewandte has established its own "Reflection Loop" on appointments of university professors, which pays attention to their special role (see Self-Evaluation 2015): It considers the entire process from the dedication of the professorship to the appointment procedure and a potential extension or re-assignment/re-tender after five years. Pursuant to the Development Plan 2016-2018, the key criterion for appointments is the "internationally relevant practice in the respective discipline and in the interdisciplinary exchange beyond the discipline, combined with the willingness to use this practice as a core element in the teaching at and external communication of the Angewandte" in conformity with the Angewandte's very intensive commitment to "intertwined art and science, research and teaching [...], re-enforced by the dimension of external transfer". (Development Plan 2016-2018, p. 20)

According to § 98 of the University Act, the Rectorate determines the dedication of the professorships in the Development Plan after having the matter referred to the Senate and approved by the University Council. The Rectorate arranges the invitation to tender while the Search Committee carries out the qualification assessment on the basis of the criteria formulated in the invitation to tender. Members of the Search Committees may use counseling services regarding legal and procedural issues, which are provided by the Rectorate.

Appointment of New Teachers and Teaching Assignments

For all other teachers, teaching assignments are given by the Vice-Rector for Teaching at the suggestion of the respective head of department. (See Self-Evaluation 2015: "Professors who head departments must select and work with the respective teams and will be assessed accordingly. As a result, the Angewandte grants the professors a high degree of freedom of choice and room for maneuver.")

Perspectives on Implementation

- The Vision for Qualifications and Qualification Enhancement should also describe the required Qualifications that people should have, notably with regard to the ability to work in a dynamic, inter- and transdisciplinary context in an autonomous way.
- These considerations should be included as criteria in the respective qualification assessments, both in the more formal and centrally organized appointments of professors and in the more flexible employment of permanent and temporary staff and faculty in the departments.
- The Angewandte should scrutinize the form of its various procedures to ensure transparency and manageability and flexibility.

5. Summary of the Most Important Steps

- **Crafting a Vision** on Qualification Enhancement and Continuing Education, which relates to the overall strategy of the Angewandte
- Analyzing **opportunities for Continuing Education** and developing adequate training opportunities:
 - Meeting the Vision's aspirations by establishing respective services
 - Endorsing interdisciplinarity by creating mixed groups
 - Ensuring integration into accompanying measures (exchange with superiors, with colleagues, discussions on the further development of Angewandte ...)
- Granting institutional support by **integrating** opportunities for Qualification Enhancement **procedurally** (e.g., in the course of annual performance talks or organizational development at different levels)
- Developing suitable models for transdisciplinary **"positions with qualification agreements"**
- Explaining **regulations for temporary jobs and transformation into permanent contracts** as well as the staffing faculty policy concerning young artists and scientists
- Intensifying **cooperation** with external institutions:
 - Regular exchange with other institutions helps maintain critical approaches and to stay critical in one's field once and again.
 - Practical cooperation not only offers a wider perspective internally but also externally, harnessing greater potential for development at individual and institutional level.
 - Offers from other institutions may be included, provided they are compatible with the Vision of the Angewandte.

1 See Paul Klee: Schöpferische Konfession. In: Tribüne der Kunst und der Zeit. Eine Schriftensammlung, Vol. XIII, published by Kasimir Edschmid. Reiß, Berlin 1920, p. 28: "Art does not reproduce the visible, it makes visible." (Translation)

2 Download at <http://www.dieangewandte.at/vision>

3 Download at http://www.dieangewandte.at/jart/prj3/angewandte-2016/data/uploads/Universitaet/Orangisation/EP16_18.pdf.

4 See Friedrich Nietzsche: Zur Genealogie der Moral. In: Sämtliche Werke, Kritische Studienausgabe in 15 Bänden. Vol. 5, published by Giorgio Colli and Mazzino Montinari. DTV de Gruyter, Munich/Berlin/New York 1980, p. 365: "There is only a perspectival seeing, only a perspectival 'knowing'; the more affects we are able to put into words about a thing, the more eyes, various eyes we are able to use for the same thing, the more complete will be our 'concept' of the thing, our 'objectivity'. But to eliminate the will completely and turn off all the emotions without exception, assuming we could: well? Would that not mean to castrate the instinct?..." (Translation)

5 Download at http://www.dieangewandte.at/jart/prj3/angewandte-2016/data/uploads/UQE/SEB_Angewandte_2015.pdf.

6 Download at www.uni-ak.ac.at/uqe/download/LV16_18.pdf.