UNIVERSITY OF VIENNA

Institutional report
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# Table of Contents

1. Summary of External Dynamics and Major Policy Developments ................................................. 1
2. Institutional Case Study .................................................................................................................. 1
   2.1. History of the University of Vienna ......................................................................................... 1
   2.2. University of Vienna in the rankings ....................................................................................... 2
   2.3. Key figures ............................................................................................................................... 3
   2.4. Organizational Structure ......................................................................................................... 4
   2.5. Budgets and Allocation Mechanisms ...................................................................................... 7
3. Change Processes & Use of Institutional Autonomy ........................................................................ 10
   3.1. Institutional Strategic Plan and Main Achievements ............................................................... 10
   3.2. Research Organization and Funding ...................................................................................... 13
   3.3. Educational Dimensions and Quality Assurance .................................................................... 15
   3.4. Personnel Policies .................................................................................................................. 19
4. References ...................................................................................................................................... 22
1. Summary of External Dynamics and Major Policy Developments

From a policy (macro-level) perspective, there have been a number of far-reaching changes in the last decade, primarily resulting from the 2002 Universities Act that marks a peak in the gradual development of university autonomy in Austria. The main objective of the government is to grant “autonomous status for universities while preserving state-ownership” (Neuhäuser, 2004; p. 20). The relationship of Austrian universities with the Ministry of Education is regulated by the performance agreement, which is designed for a period of three years and which deals with issues like research, teaching, societal and institutional objectives, etc. Moreover, universities are receiving recommendations from the newly established Science Council (Wissenschaftsrat), which has no binding power for universities however. In addition, half of the University Council (Universitätsrat), a central steering body, consists of members appointed by the ministry (Neuhäuser, 2004).

The 2002 Universities Act determines the legal basis for university autonomy. University autonomy on a legal basis is characterized by the act of transforming universities into corporate bodies of public law. The University Council (Universitätsrat) and the Rectorate (Rektorat) - supported by the Senate (Universitätssenat) on an advisory level - are now the bodies of central authority at the universities (Neuhäuser, 2004). The new law strengthens the vertical hierarchy structure by strengthening the University Council and the Rectorate, reducing parity codetermination and introducing competitive elements into the application process for teaching staff. Decision making is now a stronger top-down process with clear central elements and more limitations in the decision making at the (lower) horizontal level.

2. Institutional Case Study

2.1. History of the University of Vienna

On 12 March 1365 Duke Rudolph IV (the 'Founder') founded the University of Vienna, 'Alma Mater Rudolphina Vindobonensis' as it has been called by literary sources. In the year of the revolution 1848 students demanded the freedom of teaching and learning, and the end of any suppression of academic life. To this day, the most important success of their endeavours has been the – still valid – Article 17 of the Austrian Basic Law on the General Rights of Nationals: "Science and its teaching are free". Minister of Education Leo Graf Thun-Hohenstein reformed the system of tertiary education radically and invited a great number of professors to Vienna in 1849.

It was 532 years after its foundation that the University of Vienna permitted female students to enter its hallowed halls as students in 1897, even if 'only' at the Faculty of Philosophy for a start. Elise

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Richter – she had enrolled in Romance Languages and Literature in 1897 – was the first woman to habilitate at the University of Vienna in 1907.

During the worldwide economic crisis of the 1920s, German nationalist tendencies also started to make themselves felt on academic soil, often growing into full-blown anti-Semitism. In 1938, after the Anschluss, Austria’s annexation to the German Reich, any dissenting voices are quickly silenced, the result being a kind of academic mass exodus: 45 % of all professors and senior lecturers were dismissed on political or 'racial' grounds.

Free university admission in the 1970s triggered an educational boom and resulted in a vast expansion of the University of Vienna. Increasing numbers of students necessitated the construction of new buildings and the redevelopment of old ones.

With the 2002 Universities Act, all Austrian universities became autonomous, and therefore more self-dependent and performance-orientated. For the University of Vienna, this meant total re-organisation: by 1 January 2004 the Medical Faculty became a separate university. Currently, the University of Vienna comprises 15 faculties and four centres. 92,500 students can choose from more than 180 degree programmes, and 9,500 employees, 6,700 of which academic, work at more than 60 locations of the University of Vienna.

2.2. University of Vienna in the rankings

The University of Vienna is ranked 162nd in the 2012-13 THE World University ranking. No other Austrian university is listed in the top 200. In the 2012-13 Subject top 50 rankings, the University of Vienna is ranked 46th in Arts and Humanities.

In the 2013 QS ranking, the University of Vienna is ranked 158th overall, the highest-ranked Austrian university on the list.

The Academic Ranking of World Universities 2013 (ARWU - Shanghai) the University of Vienna is in the 151 – 200.

In the 2013 CWTS Leiden Ranking, the average number of citations of the publications of the University of Vienna, normalized for field differences, publication year, and document type, ranks

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2 http://www.timeshighereducation.co.uk/world-university-rankings/2012-13/world-ranking/institution/university-of-vienna
3 http://www.timeshighereducation.co.uk/world-university-rankings/2012-13/subject-ranking/subject/arts-and-humanities/institution/university-of-vienna
4 http://www.topuniversities.com/node/9162/ranking-details/world-university-rankings/2013
5 http://www.shanghairanking.com/World-University-Rankings/University-of-Vienna.html
6 http://www.leidenranking.com/ranking
249th of the 500 institutions worldwide with the most publications. 10.2% of the University of Vienna publications belong to the top 10% most frequently cited publications in their field each year.

2.3. Key figures

Study programmes

- 55 Bachelor's programmes
- 116 Master's programmes
- 4 diploma programmes
- 12 doctoral programmes

Students

- Total enrolled in Winter Semester 2012/13: 92,486
- Number of first-year students 2012/2013: 15,503*

* number of students enrolling at the University of Vienna for the first time (at the bachelor, pre-master or master level)

Table 1: Number of Students

Anzahl der Studierenden (Kennzahl 2.4.5)

<table>
<thead>
<tr>
<th>Personenmenge</th>
<th>Staatsangehörigkeit</th>
<th>ordentliche Studierende</th>
<th>außerordentliche Studierende</th>
<th>Gesamt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frauen</td>
<td>Männer</td>
<td>Gesamt</td>
<td>Frauen</td>
</tr>
<tr>
<td>Wintersemester 2012/13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Österreich</td>
<td>6,215</td>
<td>3,183</td>
<td>9,398</td>
<td>267</td>
</tr>
<tr>
<td>EU</td>
<td>2,183</td>
<td>1,344</td>
<td>3,527</td>
<td>67</td>
</tr>
<tr>
<td>Drittstaaten</td>
<td>606</td>
<td>325</td>
<td>931</td>
<td>585</td>
</tr>
<tr>
<td>Insgesamt</td>
<td>9,004</td>
<td>4,852</td>
<td>13,856</td>
<td>919</td>
</tr>
<tr>
<td>Neuzugelassene Studierende</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Österreich</td>
<td>35,851</td>
<td>20,714</td>
<td>56,565</td>
<td>629</td>
</tr>
<tr>
<td>EU</td>
<td>7,361</td>
<td>4,124</td>
<td>11,485</td>
<td>109</td>
</tr>
<tr>
<td>Drittstaaten</td>
<td>3,970</td>
<td>2,643</td>
<td>6,613</td>
<td>493</td>
</tr>
<tr>
<td>Insgesamt</td>
<td>47,182</td>
<td>27,481</td>
<td>74,663</td>
<td>1,231</td>
</tr>
<tr>
<td>Studierende im zweiten und höheren Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Österreich</td>
<td>42,066</td>
<td>23,897</td>
<td>65,963</td>
<td>896</td>
</tr>
<tr>
<td>EU</td>
<td>9,544</td>
<td>5,468</td>
<td>15,012</td>
<td>176</td>
</tr>
<tr>
<td>Drittstaaten</td>
<td>4,576</td>
<td>2,968</td>
<td>7,544</td>
<td>1,078</td>
</tr>
<tr>
<td>Insgesamt</td>
<td>56,186</td>
<td>32,333</td>
<td>88,519</td>
<td>2,150</td>
</tr>
<tr>
<td>Insgesamt</td>
<td>56,279</td>
<td>31,707</td>
<td>87,986</td>
<td>1,731</td>
</tr>
<tr>
<td>Wintersemester 2011/12 Insgesamt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wintersemester 2010/11 Insgesamt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Details zu dieser Kennzahl: www.univie.ac.at/universitaet/Wissensbilanz-Kennzahlen-2012

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Degrees awarded in 2011/12

- Numbers of Diploma degrees awarded: 4,659
- Numbers of Bachelor’s degrees awarded: 4,013
- Numbers of Master’s degrees awarded: 804
- Number of PhDs awarded: 553
- Total number of degrees awarded: 10,029

Staff as of 31.12.2012

- 6,732 academic members of staff (FTE)
- 2,963 members of staff in non-academic positions (FTE)
- 46% of academic positions held by women

Table 2: Number of staff

<table>
<thead>
<tr>
<th>Personal (Kennzahl 1A.1)</th>
<th>Frauen</th>
<th>Männer</th>
<th>Gesamt</th>
<th>Frauen</th>
<th>Männer</th>
<th>Gesamt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wissenschaftliches und künstlerisches Personal gesamt</td>
<td>3.097</td>
<td>3.635</td>
<td>6.732</td>
<td>1.388</td>
<td>1.047</td>
<td>3.335</td>
</tr>
<tr>
<td>Professoren</td>
<td>111</td>
<td>312</td>
<td>423</td>
<td>106,5</td>
<td>305,8</td>
<td>412,3</td>
</tr>
<tr>
<td>wissenschaftliche Mitarbeiterinnen</td>
<td>2.988</td>
<td>3.526</td>
<td>6.514</td>
<td>1.262</td>
<td>1.541</td>
<td>2.523</td>
</tr>
<tr>
<td>darunter Assistentinnen</td>
<td>85</td>
<td>265</td>
<td>350</td>
<td>83,5</td>
<td>260,1</td>
<td>343,6</td>
</tr>
<tr>
<td>darunter assoziierte Professorinnen (KV)</td>
<td>7</td>
<td>12</td>
<td>19</td>
<td>7,0</td>
<td>12,0</td>
<td>19,0</td>
</tr>
<tr>
<td>darunter Assistenzprofessorinnen (KV)</td>
<td>11</td>
<td>13</td>
<td>24</td>
<td>10,3</td>
<td>13,0</td>
<td>23,3</td>
</tr>
<tr>
<td>darunter über F&amp;F-Projekte drittfinanzierte Mitarbeiterinnen</td>
<td>548</td>
<td>722</td>
<td>1.270</td>
<td>560,2</td>
<td>548,4</td>
<td>1.078</td>
</tr>
</tbody>
</table>

| Allgemeines Personal gesamt                               | 1.730  | 1.233  | 2.963  | 1.104  | 770,5  | 1.874  |
| darunter über F&F-Projekte drittfinanziertes allgemeines Personal | 110    | 52     | 162    | 62,9   | 29,9   | 92,8   |
| darunter Trainingen am Universität-Sportinstitut           | 171    | 104    | 275    | 120    | 40,4   | 160,4  |

<table>
<thead>
<tr>
<th>Insgesamt</th>
<th>4.734</th>
<th>4.758</th>
<th>9.492</th>
<th>4.493</th>
<th>2.717</th>
<th>5.211</th>
</tr>
</thead>
</table>

2.4. Organizational Structure

With over 90,000 students the University of Vienna is the biggest university in the German speaking countries. It has a total of 15 faculties and 4 centers. Centers are organizational units that have additional functions besides their core tasks of teaching and research, such as the Centre for Sport

Science and University Sport which is in charge of the sport courses offered to members of the university. In total the university employed 9,492 (5,211.1 FTE) staff members, 64% of who were involved in teaching and research activities (see table 2).

When it comes to academic staff, the largest units are the different faculties in the area of natural sciences with more than half of all academics, followed by the faculties in the areas Humanities and Social Sciences (see table 3). In 2012 of all academic positions, 46% were held by women. Only 25% of all professors at the University of Vienna are women.

Table 3: Staff (FTE) per disciplinary area

For the last years the total student numbers have been constantly increasing, having reached the number of 92,485 by the year 2012/13 (see table 1). It is important to note that many of those students are in fact not actively pursuing their degree but are only formally enrolled. In 2012/13, only 49,174 were so-called active students, meaning they were actively pursuing at least 16 ECTS per study year (see table 4).

Table 4: Number of ‘active’ students

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By 2012/13 the largest faculties were in the area of social sciences, including economics and law, with 42,871 enrollments. The faculties in the area humanities are following closely with 35,356 enrollments. As it is allowed to enroll in multiple study programs at the University of Vienna at the same time, the total number of enrollments is with 112,500 far above the actual student head count of 92,485 (see table 5).

Table 5: Number of enrollments

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Austrian</th>
<th>EU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frauen</td>
<td>Männer</td>
<td>Gesamt</td>
</tr>
<tr>
<td>1. Pädagogik</td>
<td>3,606</td>
<td>4,105</td>
<td>13,637</td>
</tr>
<tr>
<td>14. Ingenieurwissenschaften und Technik</td>
<td>9,489</td>
<td>10,507</td>
<td>37,785</td>
</tr>
<tr>
<td>2. Geistes- und Sozialwissenschaften</td>
<td>11,021</td>
<td>8,105</td>
<td>20,810</td>
</tr>
<tr>
<td>21. Künste</td>
<td>11,713</td>
<td>15,724</td>
<td>21,562</td>
</tr>
<tr>
<td>22. Wirtschaftswissenschaften</td>
<td>13,802</td>
<td>6,613</td>
<td>20,806</td>
</tr>
<tr>
<td>3. Sozialwissenschaften, Wirtschafts- und Rechtswissenschaften</td>
<td>18,894</td>
<td>11,981</td>
<td>30,815</td>
</tr>
<tr>
<td>31. Sozial- und Rechtswissenschaften</td>
<td>13,884</td>
<td>17,062</td>
<td>20,995</td>
</tr>
<tr>
<td>32. Journalistische und Informationswissenschaften</td>
<td>2,482</td>
<td>1,087</td>
<td>3,576</td>
</tr>
<tr>
<td>34. Wirtschaftswissenschaften und Verwaltung</td>
<td>1,360</td>
<td>960</td>
<td>2,322</td>
</tr>
<tr>
<td>38. Psychologie</td>
<td>11,116</td>
<td>4,990</td>
<td>16,106</td>
</tr>
<tr>
<td>4. Mathematik, Statistik und Informatik</td>
<td>6,305</td>
<td>5,282</td>
<td>11,587</td>
</tr>
<tr>
<td>42. Biologie</td>
<td>4,623</td>
<td>2,000</td>
<td>6,673</td>
</tr>
<tr>
<td>44. Erdbiologie</td>
<td>11,29</td>
<td>2,050</td>
<td>3,139</td>
</tr>
<tr>
<td>45. Mathematik und Statistik</td>
<td>322</td>
<td>609</td>
<td>932</td>
</tr>
<tr>
<td>48. Informatik</td>
<td>201</td>
<td>622</td>
<td>845</td>
</tr>
<tr>
<td>7. Gesundheit und Soziale Dienste</td>
<td>1,372</td>
<td>542</td>
<td>2,113</td>
</tr>
<tr>
<td>72. Gesundheitswesen</td>
<td>1,372</td>
<td>542</td>
<td>2,113</td>
</tr>
<tr>
<td>8. Delegationen</td>
<td>308</td>
<td>599</td>
<td>907</td>
</tr>
<tr>
<td>81. Personelle Dienstleistungen</td>
<td>304</td>
<td>597</td>
<td>901</td>
</tr>
</tbody>
</table>

In addition to its 19 core academic units or faculties, the University of Vienna’s organizational structure is composed of a number of central internal administrative and leadership units responsible for operational issues. Four administrative units (‘Stabsstelle’) are supporting the university leadership, consisting of the Secretariat of the University Council, the Secretariat of the Senate, the Secretariat of the Rectorate and the Unit for Administrative Coordination and Law. Furthermore, the university administration comprises of fourteen service units, namely finance and controlling, library services, research support, international relations, public relations and marketing, human resources, center for doctoral studies, facility management, event management, quality assurance, academic appointment service, internal audit, ICT services and the Center for Teaching and Learning. In total the administrative units are composed of 2,963 staff members (1,874,9 FTE) (see organizational plan, 9 Nov 2012).

There are three major governance structures at the University of Vienna: The University Council, the Rectorate and the Senate.

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The Rectorate\textsuperscript{14} develops the strategic guidelines for the university which are specified in the development plan, the performance agreements with the federal minister and the target agreements with the faculties/centers, study program administrations and university offices. It manages the university. The Rectorate consists of the Rector and the Vice-Rectors.

The University Council\textsuperscript{15} is composed of 9 members, of whom four are appointed by the university, four are appointed by the Federal Government and one is elected by the Council itself. The Council is responsible for approving major strategic decisions surrounding core teaching and research activities and for assuring overall quality. It is also responsible for the effective implementation of national regulations, financial and physical resources and internal organization. Moreover its members elect the Rector out of three candidates proposed by the Senate.

The Senate is composed of 18 members\textsuperscript{16} who are elected for three years. These include 9 university professors, 4 other academic employees, 4 students and one administrative employee. Its central responsibilities are all issues related to teaching and academic personnel decisions. Moreover the Senate proposes three candidates for the Rector position of whom the University Council has to elect one.

2.5. Budgets and Allocation Mechanisms

The most important mechanism between universities, respectively the University Council/Rectorate and the Ministry for Science and Research is the three-year Agreement of Achievement.

The performance agreement contains the university goals (strategic goals, profile of university and development, personnel development, research, studies, societal goals, internationalisation process, mobility, inter-university cooperation) according to the university law (\textit{Universitätsgesetz}) and the performance obligation (mainly funding) of the ministry.

The performance agreement distinguishes between the intentions and the objectives of the university; intentions cannot be measured by a concrete indicator as opposed to objectives (e.g. in research: increasing volume of EU-funded projects (objective), development of new research areas (intention); in teaching: raising the number of women in engineering sciences (objective), emphasis on new media/ICTs (intention)).

Concerning the measurement of indicators, the respective knowledge records are to be used. Universities should only name few objectives (at the maximum 20). The development plans of the

\textsuperscript{14} http://rektorat.univie.ac.at/en/home/
\textsuperscript{15} http://universitaetsrat.univie.ac.at/
\textsuperscript{16} http://senat.univie.ac.at/senat/mitglieder/
universities and the performance agreements are intertwined in this point. The development plans are formulating the mid-term goals while performance agreements focus on short-term goals.

The performance obligation of the federal state lists the distribution of the budget and the funding terms. The university has to monitor the fulfilment of its objectives and make adjustments. If objectives are not reached completely, certain consequences and adjustments have to be discussed in respect of the next performance agreement period. Universities must calculate their budget years in advance. Fulfilling or missing agreed objectives can lead to changes in the global budget through the ministry; this means that there now is a strong performance momentum, steered through financial incentives. Therefore the universities are forced to seek for external ways of funding, mainly through third party funds or tuition fees.

The third party funds and the connected overheads are used to cover the necessary administrative/application process as well as for preparing new applications. Third party funds are seen as special a way for promoting young scientists.

Figur 1: Funding system of Austrian universities (simplified illustration)\(^{27}\)

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\(^{27}\) Kalatschan et al., 2006; p. 5
The performance obligation states that the federal governance is obliged to provide a specified budget to the university, if the specified performance goals are met. The budget for the period 1 January 2013 until 31 December 2015 is € 1,036,229,000.

Additionally, the university receives an operational budget (Hochschulraumstrukturmittel) for the operation of the study programs, for each graduate, for knowledge transfer activities and for private endowments. In the year 2013 this has been estimated to add up to about € 27,435,543.

According to the ministry, 80% of the global university budget is given by the federal government since 2007. The global budget in the period from 2007 to 2009 (2007: 1,875 billion €, 2008: 1,9 billion €, 2009: 1,925 billion €) was divided. 80% are based on performance agreements, 20 % are the formal budget based on 11 indicators for past performances.

The annual report 2012 states that the financial situation of the University of Vienna is problematic, as it takes a 30% share of all students in Austria while only getting 15% of the total provided budget by the federal government. Accordingly, the annual financial statements 2012 showed a negative balance of about € 15.2 Mio and in the years since 2007 there has been a massive increase of 65% in the third party funding.

Table 7: Development of student numbers and budget

Table 7: Development of third party funding and budget

3. Change Processes & Use of Institutional Autonomy

3.1. Institutional Strategic Plan and Main Achievements

The process of developing a strategic plan started in 2004. It is the reaction and the logical consequence of an increased autonomy for Austrian universities, introduced by the new university law 2002 (Universitätsgesetz 2002).

Development of the Strategic Plan

- 2004: Discussions between rectorate, deans, Austrian national union of students (ÖH), personnel planning commission (Dienststellenausschuss), senate and the university council. Furthermore, the development of ideas and main principles which are forming the basis for further progress. Faculties and centers (Fakultäten und Zentren) are working on suggestions for a strategic plan.

- 2005: The results of the faculties and centers are collected in a development plan which is sent to the senate. Main focus: finding main principles in research and teaching, especially improvements in latter, defining new research emphasis and professorship. After being accepted by senate, the university accepts the development plan as well.

- 2006-2009: Beginning implementation of the development plan. Long term planning is possible now, despite the three-year performance agreement with the ministry. Every year/one and a half year, minor or major adjustments are taken in the faculties and centres and the university as a whole, as well as reviewing new chairs. Revisions form the basis for new performance agreement 2010-2012 with the ministry.

- 2012-2015: New rectorate under Heinz W. Engl. The development plan is seen as the overall goal, intensive collaboration and objective agreements with the faculties and centers. Objectives for university as a whole in research and teaching until 2015. The development plan is now accessible for all members of the university. It forms the basis for the next performance agreement with the ministry (discussions start in May 2012).

- The current strategic plan for the University of Vienna in the internal document (in German only) titled ‘Universität Wien 2015 – Entwicklungsplan’, the latest version was published on 27 January 2012. Chapter 1 & 2 describe the status quo, the main principles and the target objectives.

The overall institutional strategic aims, divided into eight areas:

- Social responsibility

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One aim is the teaching of students in a scientific, intellectual and vocational way so that they can contribute to the development of society by basic research, which shall contribute to the overall economic performance of the country. Furthermore the university sees its task to secure the cultural heritage of the country and intensify the communication with parts of society beyond university. Adherence of international quality standards is seen as essential. Efficiency in internal structures is needed and distributions must be made in a social and environmental responsible manner.

- Competition and cooperation: instruments of designing and shaping the university
The University competes with the (state) bureaucracy and the economy about the best administrative staff. Therefore a good working environment becomes very important. Extension of career structures within university administration is needed. There is as special focus on master- and doctoral students. The combination of good scientific environment, appropriate salaries and third-party funds are the base for good scientific staff. Internal university competition is seen as a fair instrument of distributing resources.

- Research & Teaching
History and diversity is a resource for quality in research and teaching. Teaching should be led by research. Critical self-reflection on own strengths and deficiencies is necessary in order to improve research, teaching and learning. Profiling/Adjustments as a process of inner renewal and adaption to a changing environment are shaping the profile respectively the visible identity of the university.

- Internationality
Internationalisation is an important resource; it leads to new cooperation and competition. Performance in research and teaching should become more visible internationally. International third-party-funds are seen as a sign of competitiveness. More internationalisation of staff and students and more language diversity in scientific communication are needed. The university sees itself as open-minded for the globalisation of education and science.

- Members of the university
The improvement of working conditions is an important objective. Continual improvement of teaching and learning-environment are increasing the satisfaction and success of students. The university expects students to act self-responsible with their study and the accessible resources. It is dedicated to lifelong learning and tries to create prerequisites for all members to do so. Building a network with absolvents/alumni is important for the further development of university and will intensify/deepen the relationship between university and the (knowledge) society. The university sees itself as an organisation of experts that tries to solve also those problems in scientific/academic ways which are not directly connected to science.

- Equal opportunities
Diversity among members is a chance to develop. Equal opportunities are needed. The university respects diversity among its members and is setting a framework which supports the togetherness of diversity. It is against direct and indirect discrimination, for a reduction of objective disadvantages and prejudices. Another issue: gender equality; raise the amount of women in parts where it is necessary and possible. The university tries to improve the chances of female scientists to follow a scientific career, especially from post-doc phase to a chair position. It wants to create appropriate conditions for members with family respectively who have to take care of other persons, etc.

- Communication and participation as instruments of designing and shaping university
The university benefits from the knowledge and the engagement of its staff and students and tries to improve/open paths of communications, also by using ICTs. Further it tries to strengthen communication between all levels systematically (within the framework of the university law 2002).

The university wants to involve its members in consultation processes in order to support the managing/governing bodies.

- Quality assurance
The university wants to improve the quality assurance systems which then should lead to more efficiency. The results of the quality assurance processes are going to be taken into account in decision making and the distribution of resources. The university wants to develop specific quality standards for the administration for more efficiency. The Quality assurance system is going to be evaluated external.

**Main achievements so far**

The performance report of 2010 emphasizes some important issues/goals that were achieved in the recent years. This concerns the promotion of women at the university (see “Gender Pay Gap” and the “Berta-Karlik-Programme”). For example, the percentage of female professors at 2000 was under 10% and could be raised to 20,6% by 2010.

Another main achievement is seen in the implementation of research platforms and the continuing improvement of existing research platforms, which are focusing on interdisciplinary research and are being funded by the university for six years. This has been honoured by several third party funds (especially the Austrian FWF Wissenschaftsfonds). The university is focusing on EU-funding programmes and is proud that university research was also honoured by the EU funding programmes, e.g. the ERC. In 2010 the university received six new ERC-grants, which makes a total of 14 since 2007, the start of the funding programme.
The university also sees an achievement in strengthening the location Vienna, by introducing several research projects e.g. with the autonomous Medical University or the research platforms, a new doctorate, etc.

### 3.2. Research Organization and Funding

Basic research is seen as the core activity, while also focusing on applied research. The University of Vienna is a mass university and is suffering under insufficient funding. In order to still provide excellent research it has to secure its research activity. Research at the University of Vienna is characterized by and strongly focusing on interdisciplinarity and internationality. The objective is focusing on professorships, new tenure tracks and the implementation of well-funded post-doc positions in order to invite scientists for four to six years to research at the university. The university wants to support doctoral students/PhD candidates by a pre-doc position in order to integrate them better into the academic world. Doctoral/PhD positions should also be given based on individual and competitive elements. The university is especially focusing on more diversity and less homogeneity in the funding process. In future there will be an even stronger focus on FWF funds (*FWF Wissenschaftsfonds*) and ERC grants, and more emphasis on interdisciplinarity and research clusters (*Forschungscluster*). Overheads are going to be distributed between the project manager, the faculty/center management and the Rectorate. The university criticises the contract agreement with the post-doc position, because it is impossible to keep successful young scientists beyond the period of six years (*Kettenvertragsregelung*). The university owns the copyrights of innovations/inventions made by its members. In order to use them in the best possible way, it wants to establish cooperation network with other universities. The resulting profits are mainly for financing further innovations/inventions and for building an agency (in cooperation with other universities) which exploits innovations/inventions. Patents are not a self-purpose; intellectual property is seen as the focal point for further innovation.

Information and support in research related issues are provided by Research Services and International Relations°. The following research structures are offered at the University of Vienna:

- Research (and teaching) at the University of Vienna is organized in 15 faculties and three centers. The centers in addition are working on specific tasks for the University of Vienna and are focusing more in depth either on research or teaching.

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• The university has selected Core Themes for Research (Forschungsschwerpunkte). During the first phase the Scientific Advisory Board sent applications (“Call Letter of Intent”) to the Rectorate, which chose 26 of those “Letters”. In the second phase the persons in charge had to formulate a comprehensive application, which was assessed by an international peer-review procedure. Finally the recommendation of the Scientific Advisory Board to the Rectorate was to support 16 projects. The overall research fields are: European integration & East/Southeast Europe, ethical and societal perspectives of aging, intercultural communication, materials sciences – nanostructures, symbiosis research-molecular recognition, computational sciences.

• The university has created the model of Research Platforms (Forschungsplattform), which has been very successful so far. They are operating beyond faculty and institutional boundaries and are based on the initiative of single scientist or research groups. The university leadership advertises them and introduces them after an evaluation made by experts. Research focus is on those issues that can only be solved by interdisciplinary methods. They are funded for six years. Their aim, concerning their funding, is to attract third party funds, in order to become (financially) independent from the university in the long run (third party funds are expected after three years). After six years, successful research platforms are going to be integrated as a sub unit in one of the involved faculties or institutionalized between the faculties. An interdisciplinary forum (Interdisziplinäres Dialogforum) supports the exchange of ideas.

• So-called Research Clusters are connecting innovative interdisciplinary and translational research between the University of Vienna and the Medical University. Research clusters are meant to explore new paths and connect basic research with patient-oriented research (“bench-to-bedside”). Their evaluated internationally and established for three years; the long-term aim is that they can finance themselves by third-party funds after this three-year period. Both the University of Vienna and the Medical Vienna are financing current programs with 1,3 million €. After an international evaluation process, the Rectorates have decided to support following 6 research clusters: Oncology & Infection Biology, Imaging & Cognitive Biology, Medicinal/Pharmaceutical Chemistry & Oncology, Oncology & Workflow Systems, Biological Psychology & Imaging, Bioinformatics & Allergology/Immunology/Infectiology.

• The formal structure of the doctoral/PhD programmes has been standardized in order to assure quality standards. In addition, the Center for Doctoral Studies has been funded in the recent decade. The overall goal of the center is to support candidates in supervision and acquiring additional skills for future jobs/research. Currently there are two ways of structuring doctoral studies: they are offered alternatively on an individual basis, with a professor as supervisor or in structured programs, where several candidates are researching within a certain framework. The
latter also implies financial support and a working position (KollegassistentInnen) at the University of Vienna. Research funds in structured programs are given based on a competitive application process and are announced internationally. The research funds are the Austrian Science Fund (FWF) for the Doctoral Programs and the Initiative Groups at the University of Vienna. Both are responsible for the support and recruitment of young talented scientists. The structured programs are focusing on supervision by a group of scientists, an international network and interdisciplinarity.

- The mentoring programs were established in the recent decade and are evaluated by the Human Resources and Gender Equality department. The program is aiming at doctoral students/PhD candidates, post-docs and future professors (HabilitandInnen). It supports young academics/scientists in a future academic/job career. (NB: no information found on the official university research website due to technical problems, source is an executive summary from the responsible department).

- The Research Newsletter presents current research projects and topics every month (only in German) Further information can be found in the online-newspaper “uni:view”.

- The office of the Ombudsman of the University of Vienna is dealing with legal aspects around scientific work.

- Another and additional research core theme is gender issues, located in the department for gender studies. Gender issues and research in this field are operating interdisciplinary, within and between faculty and center boundaries and are also a high representative and public issue for the university.

### 3.3. Educational Dimensions and Quality Assurance

By 15 December 2012 around 92,000 students were enrolled in 55 bachelor, 116 master, 4 diploma and 12 doctoral/PhD studies. Limited financial capacities are leading to an insufficient situation in teaching, therefore the university demands from politics the model of financing university places (Studienplatzfinanzierung) and stronger commitments between students and the university. The university wants to implement the goals of the European study architecture (“from teaching to learning”), and dealt with the implementation of the Bologna reforms in the recent years. The process is still on-going and more financial manoeuvring room is expected when all still existing diploma studies are going to terminate. Teaching should be led by research, and this process should already start in the bachelor phase. The university is not aiming at introducing vocational structures into the curricula but is going to open more doors in order to prepare graduates. Students should be the central focus in the curricula (teaching and learning). The university supports this process by concise curricula and by support- and advisory institutions (Student Point, StudienServiceCenter, etc.).
Mentoring programmes are now being introduced, where more experienced students are supporting new students. Curricula and teaching should be flexible. Different modules should make it possible that students can develop individually. Especially the recognition process from courses taken at foreign universities is to be simplified. In this sense, mobility is to be promoted, e.g. by funding or by introducing different ways of going abroad. Horizontal and vertical mobility should be strengthened.

The university is also focusing on extending multilingualism in teaching and learning. Furthermore, cooperations are going to be intensified with partner universities, especially on the master level. The university sees its social responsibility in offering equal chances and barrier free study possibilities.

The university is now evaluating faculties, centers, service departments and administrative institutions by the “comprehensive” approach with peer review. The evaluation process among smaller faculties/centers and service departments can stay the same (self-evaluation, site visit of peers, etc.). Evaluation process in bigger institutions should be adjusted (suggestion: five year cycle with annual evaluation reports of research groups by related peers => deans and departments are planning with this reports => deans and the Rectorate formulate new agendas). In future the university wants to search actively for new academics and invite academics to apply. Positions and especially tenure tracks are announced internationally, the Rectorate plays a central role in the election process. Concerning teaching and learning, external expertise is going to be consulted more intensively in future, and more evaluation by alumni will be used. Single courses should be evaluated in a three or five semester cycle. The university wants to extend and to improve its data system in order be able to focus more on quantitative and qualitative analysis.

There are 10 phases in developing new programmes/curricula. The responsible body is the curricular commission, a sub-commission of the senate. It approves new curricula and adjustments in bachelor, master and doctoral/PhD studies as well as university courses of instruction (Universitätslehrgänge) and complementary study programmes (Erweiterungskurricula).

In phase 1 the responsible dean of studies (Studienprogrammleiter) is handing in applications to the vice rector for student and educational affairs (Vizerektorin für Studierende und Lehre). In exceptional cases applications can be also made by two-third of the members of the study conference (Studienkonferenz). The applications have to contain a description of the new plan, an estimated guess about resources by the dean of studies, statement by the involved faculty, and the members of the working groups after formal nomination by the curiae. The application is to be send via email to the vice rector for student and educational affairs and has to propose the size of working groups. These consist of representatives of the professorship, the intermediate level und students in equal shares, usually 2:2:2, 3:3:3, 4:4:4, in interdisciplinary groups up to 6:6:6. In phase 2 the Rectorate reviews the application, especially looking at financial feasibility, conformity with the goals.
of the development plan, relationship to other planned curricula (overlaps, etc.). After assessing the application it is send to the curricular commission (Curricularkommission). In phase 3, the curricular commission is appointing a working group. This group can have additional tasks, which can affect e.g. working with other groups or the interdisciplinary character of the group members. The applicant is being informed by email and has to settle a day for the constitutive meeting. A representative of the bureau of the senate and a representative of the DLE financing and controlling (DLE Finanzwesen und Controlling) are participating the meeting. They give basic information to the working group in phase 4 in order to develop the curriculum. The working group is supported by the curricular commission. The finished curriculum is sent to the curricula commission for a first reading. It has to be a formulated curriculum, and have additional information about quality assurance (quality frameworks, budget information, the additional tasks). If the senate is passing the curriculum in the first reading, it is going to be published on the webpage of the curricular commission for a university statement. Otherwise it is going to be sent back for a revision. In phase 6 it is possible to make statements to the curriculum, which is now available at the homepage. The Rectorate has a four-week deadline (especially about budget matters). All statements are going to be sent to the working group. In phase 7 the working has to dispute the statements. The new finished curriculum is sent to the curricular commission to the second reading. If the curriculum is resolved by the members of the curricular commission in phase 8, it is sent to the senate for approval, otherwise it is going back to the working group. In phase 9 the curriculum has to be approved by the senate, because the curricular commission is only a sub-commission of the senate. If it is approved, the curriculum has passed all necessary phases. Finally, in phase 10 the curriculum is published in the bulletin of the University of Vienna (Mitteilungsblatt der Universität Wien). New curricula respectively complementary study programmes and curricula adjustments published before 1st of July become valid at the 1st of October of the same year. By being published after the 30th of June, they become valid at the 1st of October of the following year. University courses of instruction become valid in the following month of publication.

The most important body in organizing the teaching and learning issue is the Center for Teaching and Learning (CTL). It was an important project ("A-Projekt") in the development plan of 2012 and began its work in 2009. It is now a joint bureau of the traditional teaching & learning development bodies and the former Bologna Bureau and supports the Rectorate and Senate in the development and adjustment of strategic goals for curricula.

The overall objective of the CTL is the translation of the Bologna process concerning profile shaping of curricula and quality development at the University of Vienna. Incentives are the objectives of the current strategic plan and international developments. Other main issues of the CTL are: teaching
and learning operated and supported by e-learning (“interactive blended learning-mass seminars”), the use of streaming (seminars & interviews), emphasis on multiple choice exams and mentoring programs (senior students as mentors for new students). Furthermore the CTL provides consultative support for qualification frameworks to help deans of studies (Studienprogrammleiter), lectors and curricula working groups as well as strengthening teaching competence and basic teaching skills. In this sense, it deals also with the legal aspects concerning especially e-learning. It offers furthermore other events, e.g. a public seminar series (“Friday lectures”) to discuss quality assurance and development in teaching and learning.

The CTL is led by two members, one of the Rectorate and one of the Senate and, if needed, by members of quality assurance and controlling bodies. In addition, the international advisory board of five members is providing the CTL with international expertise and experience in the fields of quality assurance development, teaching/learning and e-learning.

The information sheet 3 (employability) emphasizes importance of employability in the future university development. The focus is not on providing students with a pre-university vocation for a job but giving them relevant education/skills. Emphasis is given on the anchoring of employability in the curricula. The main points are the profile of the study program, central academic competences, internationalization and mobility (especially horizontal mobility) and interdisciplinarity by focusing on complementary study programs.

The development plan of the University of Vienna emphasizes the importance of life-long learning in every part of the university.

Due to the precarious situation of too many students and insufficient supervision especially in the bachelor programs, the university currently is focusing on providing more mentors and tutors and intensifying the use of e-learning instruments. All bachelor programs are going to have an orientation phase in the first semester in order to clarify expectations on the study programs. Complementary study programs (Erweiterungscurricula) are supporting diversity and broadness of a study while simultaneously making the acquired education/skills more comparable.

Master programs are developed according to the research profile of the university. They are involving students in research and are either more in depth or interdisciplinary. Overall objective of the master programs is to attract international students, implement the Bologna structure and interdisciplinarity.

Concerning the doctoral/PhD programs, the university wants to strengthen its international position and attract more young and innovative academics/scientists especially from Central Europe. Due to
the Bologna process, the doctoral/PhD programs are seen as an interface between the European higher education area and the European research area. The structure of the programs has been reformed respectively adjusted in 2009/2010 and is now focusing on a multilateral relationship between candidates and supervisors/expert teams instead of the traditional bilateral relationship candidate-supervisor. Furthermore the formal structure of the programs has been standardized in order to assure quality standards. In addition, the Center for Doctoral Studies has been established in the recent decade, among other in response to the increasingly connected European higher education area. The overall goal of the center is to support candidates in supervision and acquiring additional skills for future jobs/research.

In this sense, the university is focusing on further training/education (Weiterbildung) especially on finding a nexus between research and vocation. The university wants to acquire synergetic effects with partner institutions and support interdisciplinarity and new stimuli for research, teaching and learning. In addition to the regular study programs the university wants to provide certain courses/modules (Zertifikatskurse) with specific knowledge/skills in order to respond to the lifelong learning concept. The university emphasizes the importance of being unique and distinct compared to other (Austrian) education institutions. The Postgraduate Center plays an important institutional role in this strategic development; especially to take administrative pressures off (new) academics and scientists so that they can focus more on research tasks. The Postgraduate Center maintains various cooperations with institutions and universities in Vienna.

Last but not least, the university wants to connect and sustain the relationship with its alumni. The alumni network (Alumniverband) is responsible for the development forums and dialogues in order to exchange expertise between university and its former members.

3.4. Personnel Policies

The university employs over 9,000 people. It is focusing on some core issues in the next years, especially the extensions of tenure tracks, task-oriented purpose of administrative personnel, strategic plan for lecturers and senior-lecturers and the involvement of students and doctoral students/PhD candidates. Another issue in this process is the promotion of women and equality. This includes in general the closure of career interruptions and creating a sensitive environment for related problems. The personnel is characterized by a high legal and functional diversity. Therefore the university is focusing on some issues in personnel administration and controlling. This concerns the intensification of quality management (effectiveness and efficiency in administrative/working processes), development of administrative/working processes (e.g. concerning ICT and university
information system), improvement of administrative processes that deal with foreign matters (visa, residence permit, etc.)

Concerning administration, the university focuses on standardization in ICT-infrastructure and concentrating it in the central administration and the improvement of services for students (e.g. u:book). Another issue is intensifying the research cooperation (high performance computer of the Vienna Scientific Cluster VSC) between the Vienna University of Technology and the University of Natural Resources and Life Sciences. Supercomputing is a core issue in this area and the infrastructure is to be extended with other universities in Austria (Shared-Service-Center-Modell). The main library is calling for digital development and wants to improve the e-journal section, probably by on-demand/pay-per-view solutions. It will still support the open-access-policy to academic publications. It is also planning to merge various sub-libraries. New and special service tasks of the main library (e.g. Biblio- and Szientometrie) are going to be improved and used for quality assurance.

Special focus on creating and extending tenure tracks with continuing appointments in order to avoid cohort effects and non-terminable positions, combined with temporary pre- and post-doc positions should lead to more flexibility in personnel politics. The university wants a more task-oriented than organisation-oriented personnel. The wage agreement has introduced new tasks especially in administration. The qualification of personnel must be improved. Further improvement of lecturers and senior lecturers by functional aspects is important, as well as a stronger (formal) involvement of students and PhD candidates in teaching and research.

There are several plans to develop personnel politics: the further development of the scientific personnel (by workshops, support programmes for junior scientists, upgrading of qualifications, soft skills, supporting tenure tracks, etc.), “welcome seminars” for new professors and quality assurance & improvement of the recruitment new personal.

Gender issues have become one of the main issues concerning personnel policies. The university wants a balance between women and men. Recent developments have led to a rise of women in pre-doc positions. Still, their number is declining in post-doc positions (e.g. because of motherhood). The university therefore evaluates the “back-to-research” grant which was implemented in 2011 in order to bring women back to workplace. Furthermore, the university tries to achieve an improvement of the supporting childcare programmes, as well as a development of the “Berta-Karlik” programme which was implemented for improving the chances of women being appointed as professors (domestic and abroad). The university wants to sensitize problematic issues like gender payment gaps, discrimination, mobbing, and sexual harassment and to strengthen the evaluation of those topics.
The university has specific priorities until 2015, which shall take the high functional and legal diversity of scientific/administrative staff into account. A special focus is on the intensification of quality management by raising effectiveness/efficiency, IT-support and standardisation of business processes and workflow, with taking the service orientation into account. IT-support in specific processes like recruitment and reporting should be improved. Furthermore, the university wants to simplify foreign legal matters (visa affairs, residence permits, etc.) and to improve the collaboration between university administration and the responsible authorities for foreign matters.

The wage agreement is the new introduced contract mechanism between university personnel bodies, represented through the Austrian Trade Union Federation (Österreichischer Gewerkschaftsbund, ÖGB) & the Union of Public Service (Gewerkschaft Öffentlicher Dienst, ÖDG), and the umbrella organisation for universities. One focus of this new contract agreement was to make the working conditions for academic staff in Austria more transparent. In addition, the wage agreement introduces more standardization, minimum standards/salaries, adjusted cancellation periods and new pension regulations. In this sense, the agreement should support personnel transfers between universities and provide better career opportunities. The wage agreement concerns those who work at universities since 2004 and is valid since 2009. It does not concern state employees (Beamte), members of the rectorate and volunteers.

Salaries are going to be negotiated and adjusted annually between the bodies. The contract agreement has reorganized the salary structures for scientific and administrative personnel. Scientific personnel are organized in A1: appointed professors, A2: academic personnel (doctors/PhD) with performance agreements (NB: Qualifizierungsvereinbarung, performance agreements coupled with significant salary adjustments, more detailed information to find in the wage agreement), B1: assistants/senior scientists/senior lecturers/project assistant (master graduates), B2: lecturer, C: student assistants/project assistants without master title. Administrative personnel are employed on a basic level (Grundstufe) in the beginning, if they don’t have former working experience. They can ascend after three years into the regular level (Regelstufe), which concerns more experienced employees.

The university wants to attract more international scientists/academics. The new budgets of the faculties and centres are taking higher expenditures for this specific aim into account. They are aiming for a stronger institutionalized internationalisation process with leading research universities in Europe and a better documentation of these processes (on faculty level as well as centralizing it and in making it more public). Furthermore the university is focusing on assisting and supporting international scientists in a better way while they are working at the University of Vienna.
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