Wie orchestrieren wir den Kulturwandel?

Internationale Wegweiser für eine "Währungsreform" in der Hochschulentwicklung

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Konferenz Handlungskoordination in Hochschulen

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1. Aufbruchstimmung, Ausgangslage, Motivationen für eine Neubewertung der Lehre
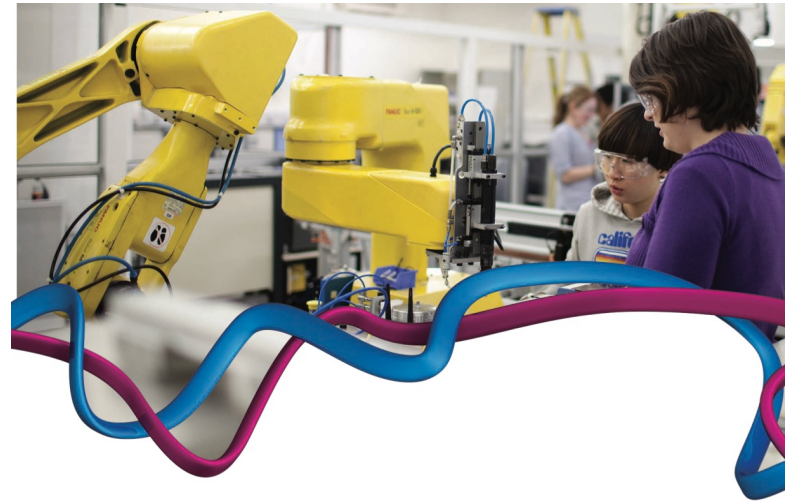
Renaissance der "First Mission"

EUA (2019): "Teaching, although intrinsically rewarding, is often viewed as a private activity with no commonly accepted criteria of quality: a common notion seems to be that what cannot be measured does not play any role in external recognition or promotion.

At the same time, teaching has become increasingly collaborative and a collective responsibility, and individual courses need to contribute to the curriculum level. The ultimate focus should be on learning: how teachers facilitate and act on student learning on the one hand, and how teachers themselves are continuously learning."

Die treibenden Kräfte hinter der Wiederentdeckung der Lehre in der strategischen Hochschulentwicklung

Neuwerbewertung v. F&L

Nachfrage-/ Studierenden-zentrierte HS-Entwicklung

Volatile Welt, disruptiver Wandel, Twin Transition → Transformation

- Kompetenzorientierung in der Lehre wird dringlich: Veränderungsfähigkeit und Handeln in einer ungewissen Welt als zentrale Erwartungen an Absolvent:innen

- Third Mission wird strategisch zentral: Hochschulen werden in ihrer Transformationsrolle gefordert → inkl. Betonung von problembasiertes Lernen

Digitalisierung stellt traditionelle HS in Frage

- Wert der Präsenzlehre = Interaktion / aktivierende Lehre, studierenden-zentrierte Lehre, Qualität d. Feed-backs

- Kooperative Notwendigkeit in digital gestützter Lehre

- Koordinations- und Weiterbildungsnotwendigkeit

- neue HS-Modelle als neue Wettbewerber

Neubewertung der Forschung

- Weg von indikatorengestützer Leistungsbewertung (Zitationsind.) – "DORA-Principles", hin zu qualitativer Bewertung, neuer Betonung von Impakt, kooperativer Forschung

- Open Science, Quadruple Helix Koop. in F & forschungsbasierter Lehre

- Diverse Anforderungsprofile

Fachkräftemangel

- HS müssen sich Nachfragebedarfen öffnen

- Qualität der Interaktion & Feed-back, der Lernumgebung entscheidet über Stud.ort

- Kooperation mit externen Partnern und Berufseinstieg wird Qualitätsmerkmal

- Counselling und Marketing wichtiger

- Diversifizierung der akad. Personalprofile

Innovation 4.0 und Innovationskompetenzen: Reformansätze der Hochschulen

Table 2 Learning and teaching: needs, responses and framework conditions

New needs and concerns related to universities' role in innovation	Institutional responses of universities	Necessary framework conditions
Qualitative aims:	Teaching reforms:	Regulatory:
• Prepare for disruptive innovation	• Extend interdisciplinary, project-based learning	• Sufficient academic autonomy of universities for introducing new study programmes and design their content
• Promote systemic understanding and competences	• Support student self-organisation	• Sufficient academic autonomy of universities for the selection of students to study programmes
• Create game-changers	• Improve teaching innovation services	
• Extend students research-related competences	• Extend mentoring, including by external stakeholders	Financial:
• Promote digital skills	• Provide entrepreneurial modules, as extra offer or integrated into curriculum.	• Sustainable funding for low student/staff-ratios to allow for project-based learning, orientation in diverse learning paths, and mentoring
• Foster entrepreneurial mind-set and skills	• Develop digital skills modules	
	• Encourage and support start-ups	

Neue Dringlichkeit der Lernreformen – Kompetenz- u. Studierendenorientierung

Betonung von Forschungskompetenzen

Balance v. interdisziplinäres Verständnis u. disziplinärem Fachwissen,

Informations-, Daten- & Wissenschaftskompetenz

Digitale Kompetenzen
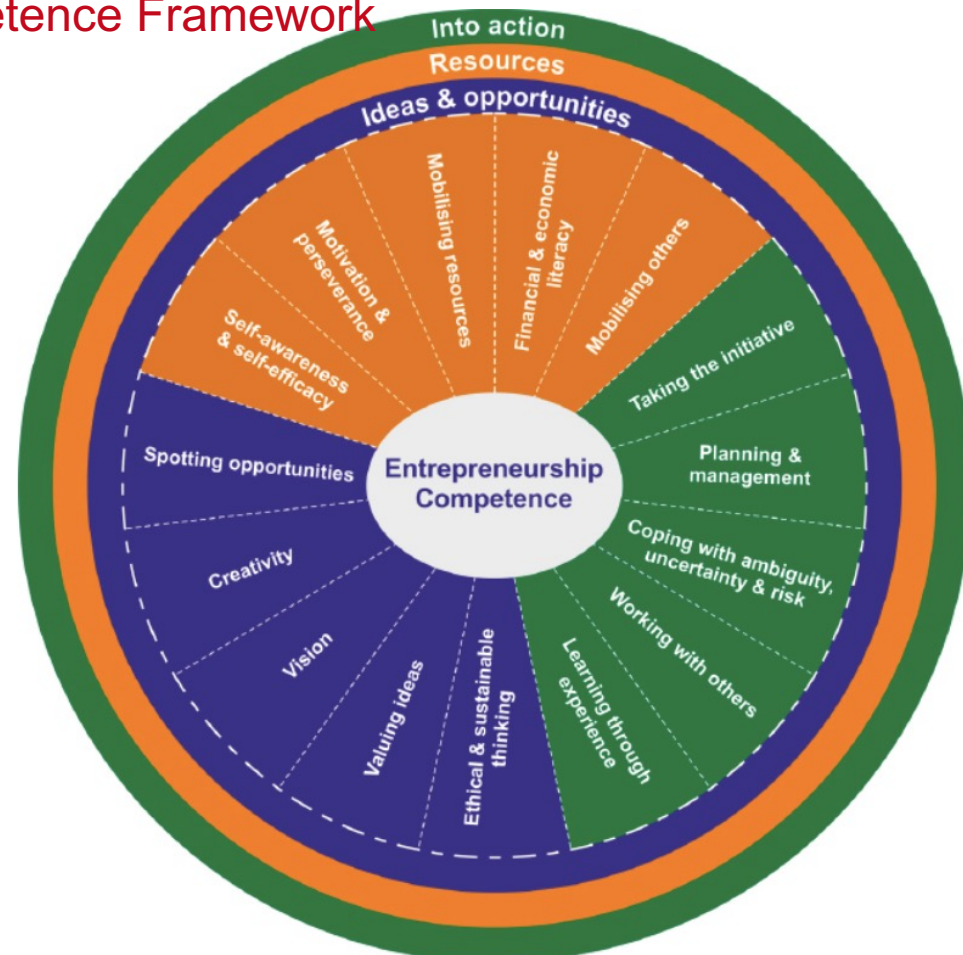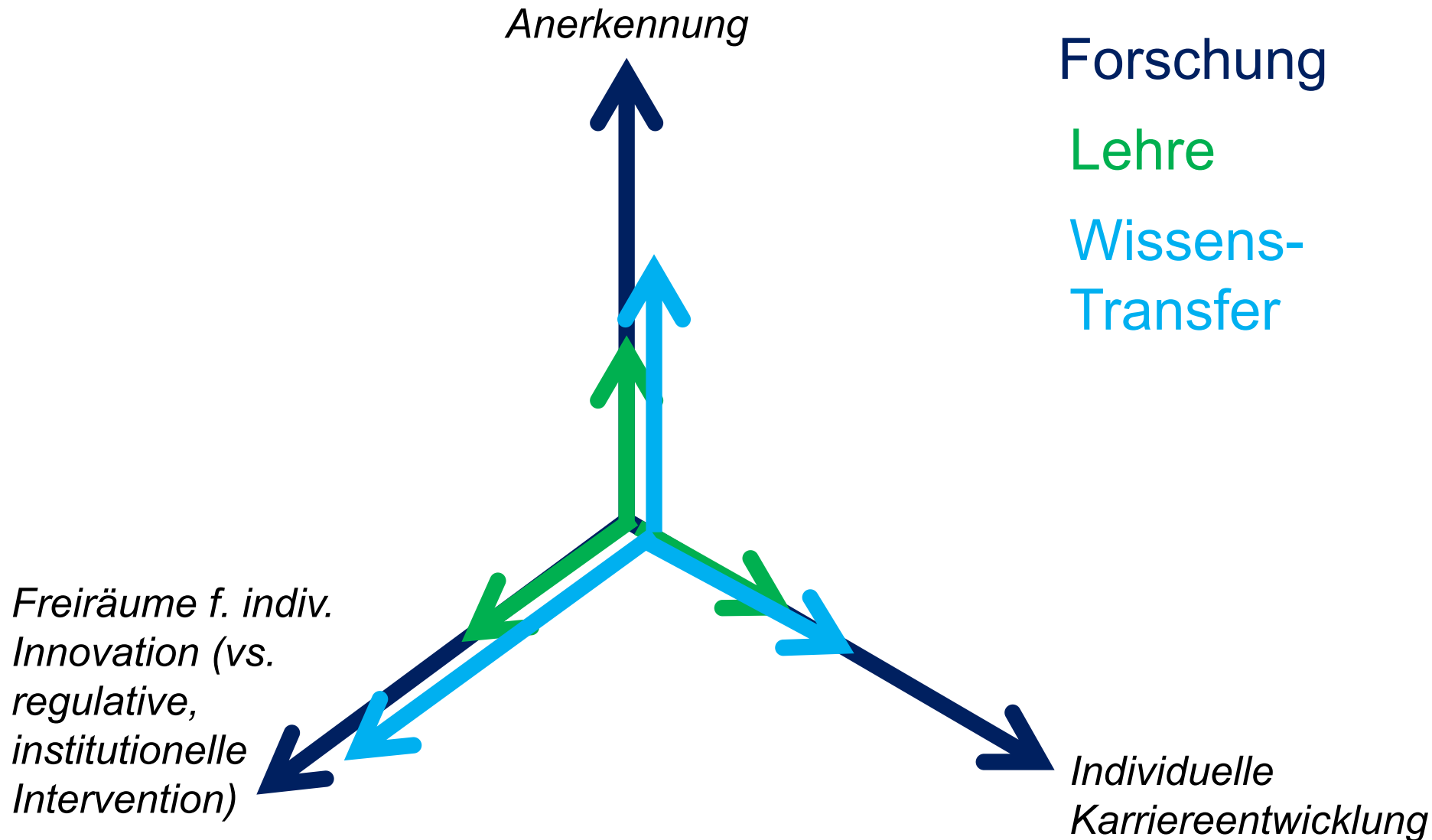
unternehmerische Denkweise & Kompetenz

Problemlösungs- und Teamfähigkeit

interkulturelles, globales Verständnis
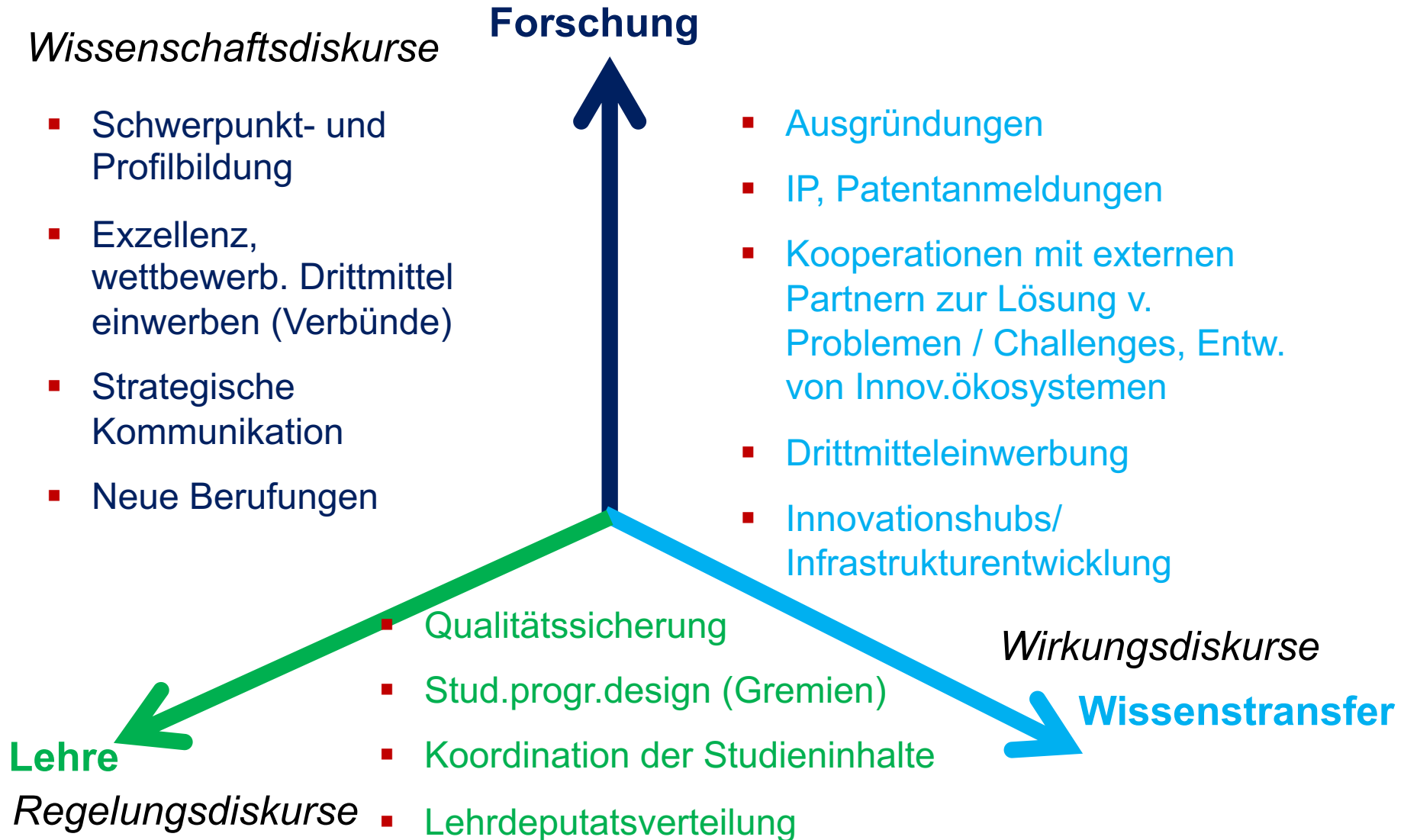
Beispiel 1: The European Entrepreneurship Competence Framework

Status Quo Ante:
Kultur der ungleichen Missionen

Anerkennung

Forschung

Lehre

Wissens-
Transfer

Freiräume f. indiv.
Innovation (vs.
regulative,
institutionelle
Intervention)

Individuelle
Karriereentwicklung

Unterschiedlicher Steuerungsfokus der Missionen - Verhältnis zu intrinsischer Motivation?

Forschung

Wissenschaftsdiskurse

- Schwerpunkt- und Profilbildung
- Exzellenz, wettbewerb. Drittmittel einwerben (Verbünde)
- Strategische Kommunikation
- Neue Berufungen

- Ausgründungen
- IP, Patentanmeldungen
- Kooperationen mit externen Partnern zur Lösung v. Problemen / Challenges, Entw. von Innov.ökosystemen
- Drittmitteleinwerbung
- Innovationshubs/ Infrastrukturentwicklung

Wirkungsdiskurse

Wissenstransfer

- Qualitätssicherung
- Stud.progr.design (Gremien)
- Koordination der Studieninhalte
- Lehrdeputatsverteilung

Lehre

Regelungsdiskurse

2. Internationale Beispiele für Neuansätze in der Hochschulsteuerung

Beispiele für Neubewertung: UK – Teaching Framework (Royal Academy of Eng.)

- **Framework commissioned** and funded by the Royal Academy of Engineering (RAEng), developed and tested:

- **2014–15: survey** (n=604) and **interviews** (n=52) **across UK HE** on how teaching achievement is recognised and rewarded in academic careers;

- **2015: review of current practices, state of the art** in evaluation and reward of university teaching achievement (expert interviews, review of the promotion guidelines);

- **2015–2016: draft framework to guide career advancement on the basis of university teaching and learning,** reviewed by a panel of global experts in university teaching and learning;

- **2016–2018: feedback** from 15 partner universities (incl. National University of Singapore, U of New South Wales and University College London), iterative improvements.

- **2018: Framework launched**

Royal Academy of Engineering: Career Framework for University Teaching (Ruth Graham)
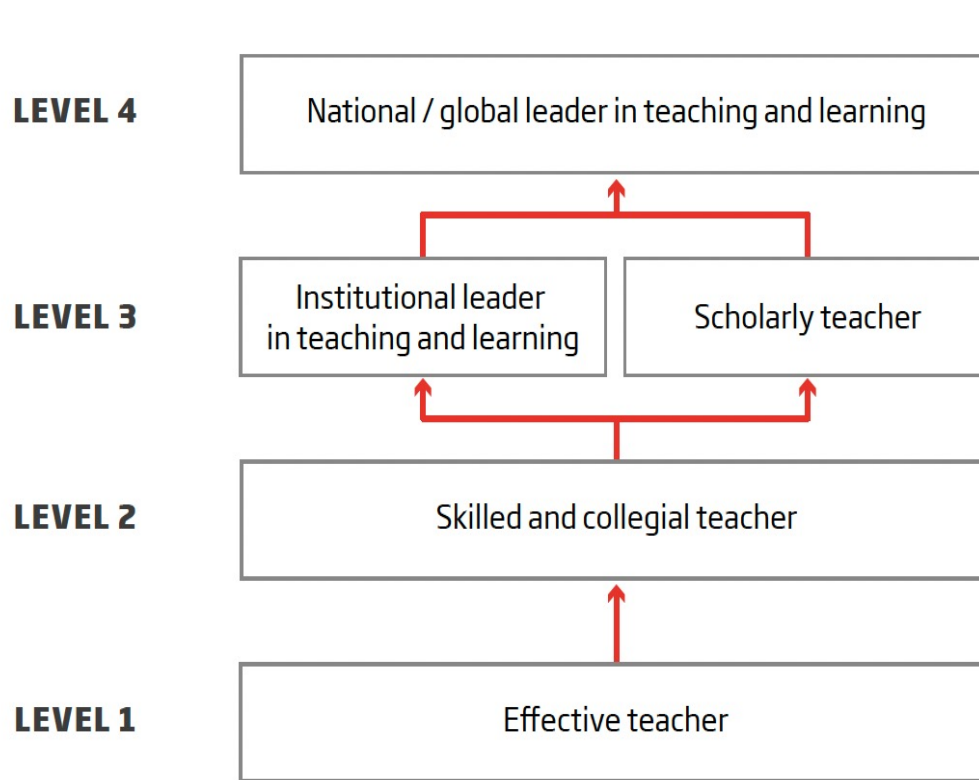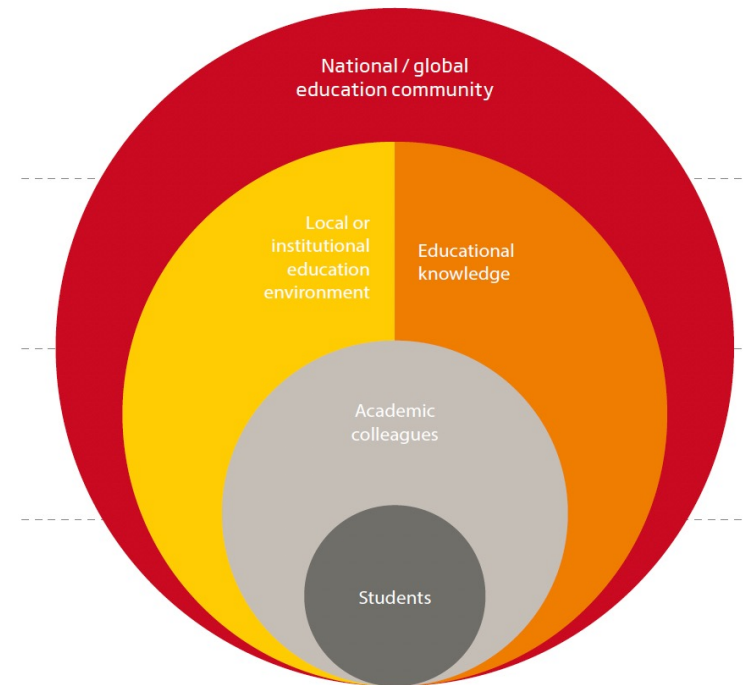

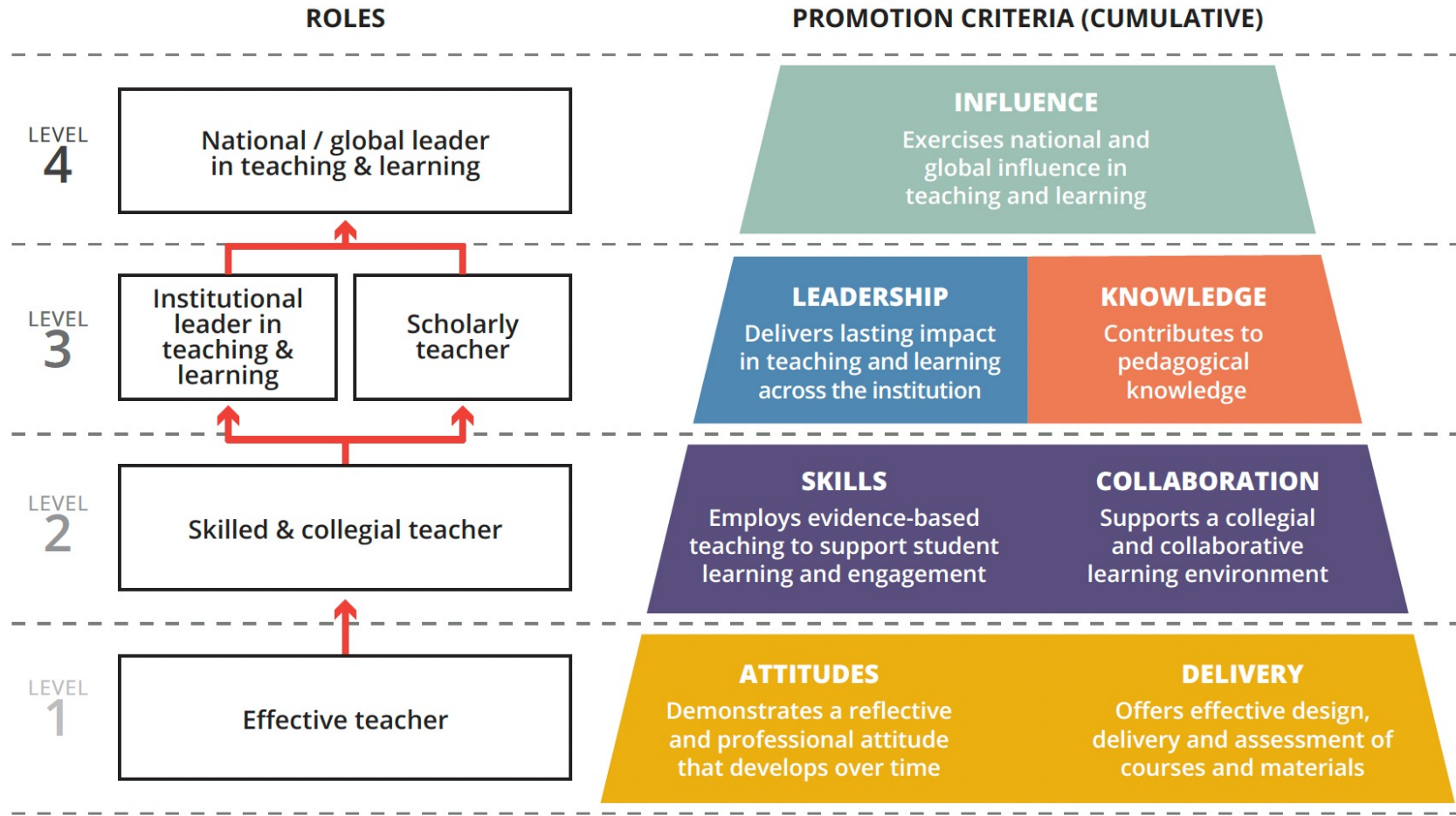Figure 3: The Framework's core structure, containing four progressive levels of teaching achievement

SPHERES OF IMPACT (CUMULATIVE)

Bisherige Hindernisse:

- Keine klaren und akzeptierten Definitionen von Stufen von Lehrleistungen ("progressive levels of achievement")

- Unzureichende Bewertung, -messung, Belege für Leistungen auf den verschiedenen Ebenen der Karriereentwicklung
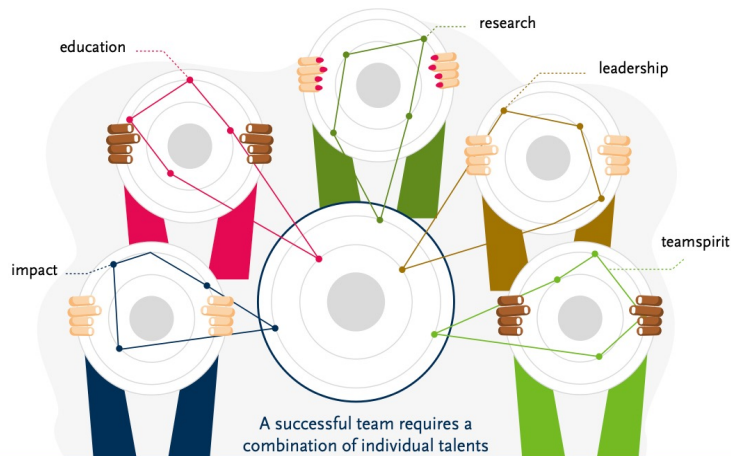
Royal Academy of Engineering: Teaching Framework (Ruth Graham)

ROLES

PROMOTION CRITERIA (CUMULATIVE)

LEVEL 4 — National / global leader in teaching & learning

INFLUENCE — Exercises national and global influence in teaching and learning

LEVEL 3 — Institutional leader in teaching & learning | Scholarly teacher

LEADERSHIP — Delivers lasting impact in teaching and learning across the institution

KNOWLEDGE — Contributes to pedagogical knowledge

LEVEL 2 — Skilled & collegial teacher

SKILLS — Employs evidence-based teaching to support student learning and engagement

COLLABORATION — Supports a collegial and collaborative learning environment

LEVEL 1 — Effective teacher

ATTITUDES — Demonstrates a reflective and professional attitude that develops over time

DELIVERY — Offers effective design, delivery and assessment of courses and materials

Diversifizierung der akadem. Karrierepfade: NL: nationaler Rahmen, institutionelle Strategien

The nationwide position paper *Room for Everyone's Talent* calls for a new perspective with respect to the appreciation of the key areas of education, research, impact, and leadership to which academic staff members contribute: a perspective that emphasizes the talents and strengths of staff. Core elements in the modernization of the system of recognition and rewards are:

- Diversification and vitalization of career paths, thereby promoting excellence in each of the key areas
- Acknowledgement of the independence and individual qualities and ambitions of academics as well as recognizing team performance
- Emphasizing quality of work over quantitative results (such as number of publications)
- Encouraging all aspects of Open Science, and
- encouraging high-quality academic leadership (VSNU et al., 3)

A successful team requires a combination of individual talents

Reasons for modernization of the system

Many academics currently feel that there is a lack of balance in the appreciation of the different key areas. They perceive a one-sided emphasis on research excellence, leading to an under-appreciation of the other key areas such as education, impact, leadership, and team spirit. At the same time, academics feel that they have been expected to do the impossible; combining research, education, societal impact, and leadership roles while excelling in all of these areas, regardless of their innate, individual talents and capabilities. This system, with its focus on performance and output, is one of the reasons for the heated debate about work pressure, which has gained momentum over the past few years and in which young academics—working towards tenure—have been especially vocal.

rijksuniversiteit groningen

Room for everyone's talent

Towards a new balance in recognizing and rewarding academics

rijksuniversiteit groningen

Vision

- Academic careers will become very diverse.

- Individual career development will be stimulated in cohesion with desired organizational development.

- More qualitative criteria will be used in assessment. This means that we will work with intersubjective assessment more often, in combination with responsible use of metrics.

- There is room for diversity at a faculty level within the institution-wide vision.

Kulturwandel und Steuerung an der Leiden University: Externe Gründe

Why innovation in education?

A number of developments within and outside the University make it necessary to treat the issue of innovation with greater urgency:

- Increasing international competition and continuing growth in the number of international students- increasing cultural diversity in the intake of students

- Rapid technological developments: forcing the University to rethink its approach to teaching. Many new providers appearing on the global stage, University has to respond new providers of online teaching or modular education.

- Labour market for which we educate increasingly dynamic, requires different knowledge and skills from our graduates, strong call for 21st-century skills and transferable skills, such as collaboration, communication and entrepreneurship

8 ambitions

The Learning@LeidenUniversity vision on teaching and learning proposes eight ambitions and their associated actions.
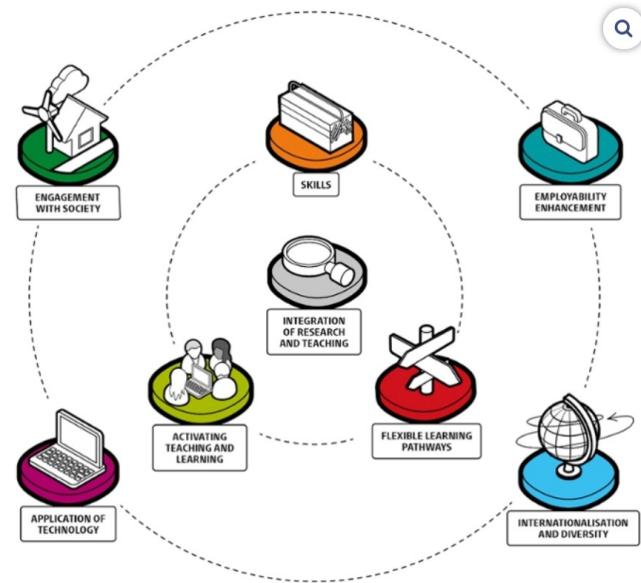
The aim is to have students develop into academic and engaged citizens that are able to look beyond boundaries. The first four ambitions relate to the students 'immediate learning environment and the last four relate particularly to the orientation towards the external environment and the interaction with the university community and our students.

Leiden University: Interne Gründe für Entwicklung einer *Shared Vision on Teaching and Learning / innovation plan*

1. Innovation fragmented

More than 150 innovative projects (digitisation, curriculum reform, skills teaching, internationalisation, active learning and community building) initiated by staff, proven highly effective. However, full potential of these projects not utilised:

- knowledge about innovation widely dispersed and fragmented, not being shared sufficiently,

- benefits of scale not exploited and the connections between different innovations not recognised and implemented.

A University-wide vision on teaching and learning can ensure that the aims of knowledge sharing, benefits of scale are achieved.

2. Imbalance between research and teaching

Careers within the University are still too biased towards research performance. (Internal Report on Academic Career Policies, 2014, Implementation started 2015).

- **make it possible to be promoted from Assistant to Associate Professor (or from Lecturer to Senior Lecturer) on the basis of teaching performance.**

- forces us to look carefully at what exactly constitutes good or excellent teaching, what aspects of teaching we *and* our students consider important.

3. Student satisfaction

Lack of satisfaction identified in the National Student Surveys

- compels us to take a closer look at our programmes, curricula, courses and teaching methods and to reflect on how we can involve our students more actively in our teaching.

- Student satisfaction will have a positive impact on study results, and is one of the indicators of teaching quality.

"Room for Everyone's Talent: The Tilburg University Ambition"- Vision for Modernization

Reasons for modernization of the system

Many academics currently feel that there is a lack of balance in the appreciation of the different key areas. They perceive a one-sided emphasis on research excellence, leading to an under-appreciation of the other key areas such as education, impact, leadership, and team spirit. At the same time, academics feel that they have been expected to do the impossible; combining research, education, societal impact, and leadership roles while excelling in all of these areas, regardless of their innate, individual talents and capabilities. This system, with its focus on performance and output, is one of the reasons for the heated debate about work pressure, which has gained momentum over the past few years and in which young academics—working towards tenure—have been especially vocal.

University's vision on recognition and rewards and the implications for culture change, career paths, required competencies, and the way in which we envision academic leadership. In order to specify our own position, we link the position paper of the VSNU, NFU, KNAW, NWO, and ZonMW to the values and strategic positioning of Tilburg University.

In this aspiration paper, we describe:

- the values and strategic intent of Tilburg University and how these relate to the envisioned modernization of the system of recognition and rewards;
- the background and reasons for a new system for recognition and rewards;
- the steps that need to be taken and what has already been set in motion;
- the approach and phases of the program at Tilburg University in relation to the national program;
- the envisioned cultural change and the stakeholders we want to involve;
- our ambition for the near future;
- a number of tensions that need to be addressed before we will be able to realize our vision and ambition.

Tilburg University

- Five key areas - research, education, societal impact, leadership, and team spirit – are translated into basic criteria, further elaborated within the Schools, thus allowing for diversity at the level of the Schools and the Departments.

- Transparent career paths reflect the shared values of Tilburg Univ.

- The five domains will be implemented within the Schools in the existing processes of recruitment, selection, staffing, development, and promotion.

- Tilburg University will stimulate and support academic staff in developing their profiles and career paths by adapting and further developing the career training courses.

Twente University

- Anpassung der Berufungs- und Beförderungskriterien
- Definition, Ausbau u. Einforderung v. Lehrkompetenzen
- Personalentwicklung u. MitarbeitendenAsessment

New institution-wide systems to recognise and reward teaching achievement

The University of Twente is a research-led and technology-focused university based in the Netherlands. Following a recent institution-wide reform of its bachelor programmes, the university is addressing how teaching excellence is nurtured, supported and rewarded among its academic staff. Consultations with the university's teaching community revealed two important challenges: firstly, teaching achievement was widely perceived to be a low priority within the university's reward and recognition processes; and secondly, the criteria and indicators of teaching achievement used in the promotion system were perceived to be narrow in scope and inconsistent in application.

To tackle these challenges, the university has undertaken a major overhaul of its academic reward, recognition and support systems in teaching and learning. The Career Framework for University Teaching has been used to inform and structure these reforms, which have allowed the university to introduce consistent and transparent definitions of teaching achievement across its appointment/promotion, recognition and professional processes.

The reforms underway are outlined below:

1. **Appointment/promotion procedures:** the university is establishing a more robust and transparent system for defining and rewarding the teaching achievements of academics during both appointment and promotion. The new policies will stipulate that all academics must fulfil the requirements of an 'effective teacher' (level 1 of the Framework). In addition, the university will enable the opportunity for career advancement (up to Full Professorship) on the basis of teaching achievement. Rather than creating

achievements.. For example, as illustrated in the Figure, a '75% education-focused' candidate would be promoted to Full Professorship if they could demonstrate research achievements equivalent to an Associate Professor level and teaching achievements in line with level 4 of the Framework.

2. **Academic teaching qualifications:** for a number of years, in line with national government guidelines, the University of Twente has required all academics to gain a basic University Teaching Qualification (UTQ). Over the past year, the university has reframed the UTQ to align with the 'effective teacher' level of the Framework and has introduced a Senior University Teaching Qualification (SUTQ), which prepares for the 'scholarly teacher' level of the Framework. Unlike the UTQ, application for an SUTQ would be voluntary, driven by the interests and ambitions of the individual academic. A major focus of the SUTQ will be the development of a pedagogical community of practice and support among the awardees.

3. **Professional development:** the university will also implement important changes to how teaching achievement is considered in its professional development and annual appraisal of academics. So, for example, in annual appraisal, academics will be assigned a score of 'low', 'medium' or 'high' against each of the promotion criteria for the relevant level of the Framework. These weightings will then be used to identify and explore opportunities to develop and advance the academic's approach and impact in teaching and learning.

Following a series of pilots and consultations in 2016 and 2017, the University of Twente will roll out these reforms during early 2018.

CAREER FRAMEWORK FOR UNIVERSITY TEACHING

UNIVERSITY OF TWENTE ACADEMIC CAREER PATHWAY

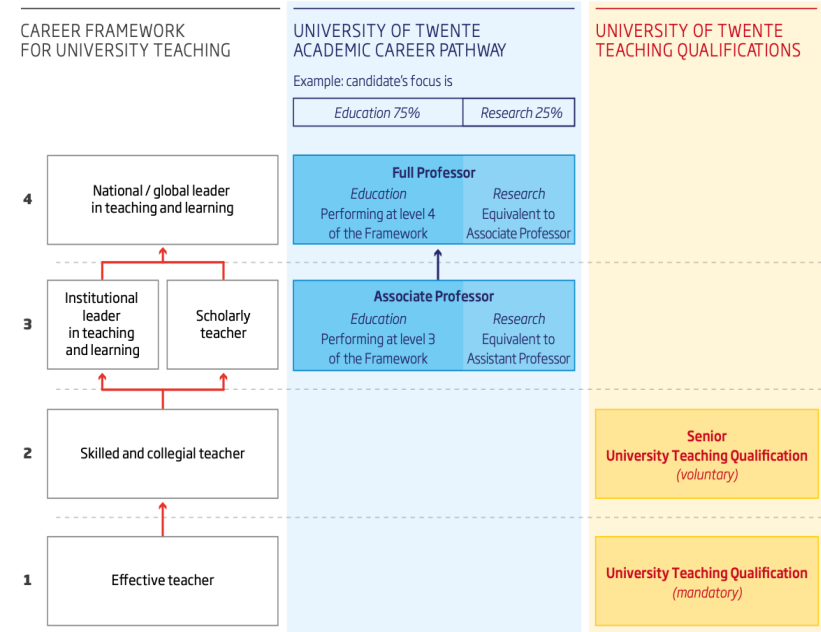UNIVERSITY OF TWENTE TEACHING QUALIFICATIONS

Figure: The relationship between the levels of the Career Framework for University Teaching and the levels of the University of Twente's new (i) single academic career pathway, where the candidate has selected to dedicate 75% of their promotion case on education; and (ii) university teaching qualifications, at the UTQ and SUTQ levels

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Beispiele für Neubewertung in Karrierepfaden: Neue TT mit stärkerer Bewertung der Lehre

Österreich:

- Gesetzgebung 2016

- Neue Berufungs-prozesse

- Internationale Ausschreibung

- Interne u. externe Kandidat:innen

- Qualifizierungsvereinbarung u.-rat, Design variiert stark (Hochschulautonomie) – Umsetzungspraxis zeigt: Lehre stärker bewertet als bei traditionellen Berufungen

California, Canada:

- TT Lehre, neuer Stellentypus, immer häufiger an großen Unis, 8 % der Vollzeit-Stellen in Canada and 5-10 % im University of California System

- Fokus: pedagogische Methoden entwickeln, untersuchen wie Studierende lernen. Arbeiten in Gremien mit "research-focused colleagues" zusammen.

- Im UC system, Lehre 2/3 der Zeit, Rest Selbstverwaltung und Forschung.

European University Alliances als Motoren für Lerninnovation und institutionellen Wandel

HOW WE DO IT

SEE WORK PACKAGES

HOW WILL AURORA TRANSFORM OUR UNIVERSITIES

Aurora will **contribute to public dialogue** as an innovative network of socially engaged research universities.

The **Aurora Competence Framework** will allow the integration of transversal skills and development of mind-sets throughout the curricula at all levels (Bachelor, Master, PhD, Microcredentials).

Through our **pilot domains** and **SDG dashboard** the focus on societal ch education, research and innovation, and service to society throughout ou

The **Aurora Institute** and **Aurora Expert Centres** will be the articulatio transformation of Aurora Universities into a common new identity

Through our **collaboration with universities in research-emerging re** universities to develop their institutional capacity for academic excellenc

The **Aurora Board** and **Aurora Student Board** will form the core govern in every Work Package Team and Task Team, the student voice will be fir

Studie über European Universities Initiative und Wirkung der Allianzen (Craciun et al, 2023):

"…lead to an improved offer, quality and innovativeness of teaching and learning and strengthening the connections between research, teaching and innovation. The most significant innovations in teaching and learning pushed by EUAs is challenge-based learning (CBL) and micro-modules/micro- credentials."
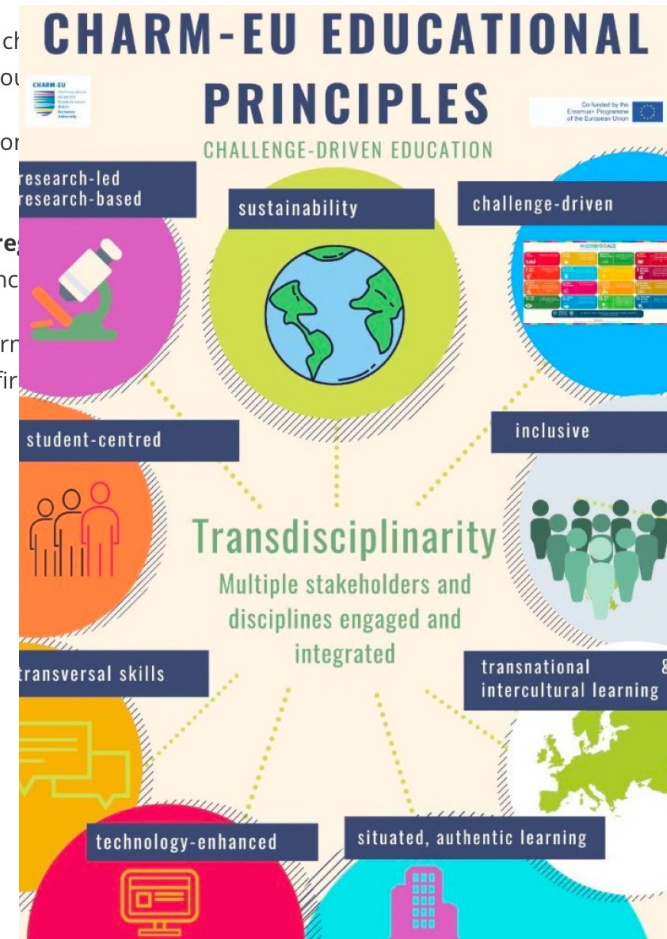
3. Neubewertung der Lehre: Herausforderungen für die Hochschulsteuerung

Hochschulentwicklung/–steuerung: Neue Bedarfe

- **Diversifizierung der akademischen Personalprofile**

  ➤ Höherbewertung der Lehrleistungen in Anforderungsprofilen v. Professuren – Umsetzung in Berufungs- u. Beförderungsprozessen

  ➤ Diversifizierung der Aufgabenprofile für Lehrunterstützenden Dienstleistungen – Orientierung, Beratung, prof. Lehrmaterialerstellung, techn. Unterst. in digitaler Lehre, Lehrdesign in problembasierter Lehre, Karriereberatung, internat. Marketing, WB & Innovation in der Lehre - neue Stellenprofile

  ➤ Einforderung der Kooperation u. Koop.bereitschaft zwischen verschiedenen Akteuren in der Lehre und Lehrentwicklung, Förderung der Teamarbeit

  ➤ Anerkennung/ Förderung der Fähigkeit zur strategischen Kommunikation und Kooperation, intern und mit ext. Partnern in innovativer kooperativer Lehre u. F.

- **Entwicklung der Lehrprofile als strategische Führungsrolle**

  ➤ Definition von zentralen Lehr/Lernpolicies (Leiden, Tilburg, Student-driven Learning@Twente – Erwartung an Lehrpersonal), strategische Kommunikation

  ➤ Programmentwicklung mit stärkerer Kompetenzorientierung oder problembasierter Lehre – wer führt, koordiniert, mobilisiert, regt WB an?

  ➤ Raum für innovativen Lehr-/Lerndesign diesseits von starker Lehrregulierung

  ➤ Umsetzung von hinderlichen Kapazitäts- u. Lehrdeputatsrechnungen

  ➤ Ermöglichung von flexiblen Lernräumen u. innov. Formaten (challenge-based L.)

Ermöglichung einer Renaissance der Lehre

Steuerungs-ebene →	System	Organisation
Karrierepfade	▪ Akad. Stellenprofile, Zugangskriterien, Berufungs- und Beförderungs-prozesse ▪ Tarifliche Einordnung ▪ Freiräume f. Leistungszulagen	▪ Berufungsprozesse u. -kommissionen ▪ Beförderungsprozesse ▪ Einweisung/ Fortbildung Kommissions- Vorsitzende (unconscious bias training) ▪ Zielvereinbarungen, Qualifikationsv. ▪ Mitarbeitendengespräche, Mentoring ▪ Assessment, Zwischenevaluationen
Rahmen-bedingungen Ermöglichung, Anerkennung Lehrleistungen, Lehrinnovation	▪ Sichtbare Wettbewerbe für Innovation ▪ zusätzl. Mittel für verstetigte Innovation mit Mehraufwand ▪ Reduktion der Regelungsdichte ▪ Anpassung der Lehrdeputatsregelungen zur Ermöglichung innovativer Formate	▪ Lehrevaluationen u. Feed-back anpassen ▪ Lehrinnovation: Kompetenzförderung der Lehrenden u. Lernenden (institutionelle Erwartungen?) ▪ Lehrpolicy – Leidbild, Erwartungen an Absolventen? ▪ Diversifzierte Weiterbildung inkl. Meer-to-pee-mentoring, flächendeckende Vermittlung von innovativen Formaten ▪ Zeiträume (Lehrinnov.sabbatical, Assistenz für Lehrinnov., Lehrinnov.fonds ▪ Freiräume für neue Stud.angebote ohne Genehmigungsaufwand ▪ Mobilisierung, Koordination, strateg. Kommunikation neuer Entwicklungen