

A...kademie der
bildenden Künste Wien

Quality Development at the Academy of Fine Arts Vienna

Handbook of Conceptual Approach and Principles

Version 2.3

Academy of Fine Arts Vienna
Quality Development
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Abbreviations used

AfG	Working Group on Equal Opportunities (Arbeitskreis für Gleichbehandlungsfragen)
AG	Working Group (Arbeitsgruppe)
AG bAS	Working Group for Barrier-free Working and Studying (Arbeitsgruppe barrierefreies Arbeiten und Studieren)
AgidS	The Academy Goes to-School (Akademie geht in die Schule)
BfÖ	Public Relations Office (Büro für Öffentlichkeitsarbeit)
CuKo	Curricula Commission (Curriculakommission)
FGD	Advancement of Women Gender Studies Diversity (Frauenförderung Geschlechterforschung Diversität)
GTB	Facility Management and Procurement department (Abteilung Gebäude Technik Beschaffung)
IBK	Institute of Fine Arts (Institut für bildende Kunst)
IKA	Institute for Art and Architecture (Institut für Kunst und Architektur)
IKL	Institute for Education in the Arts (Institut für das künstlerische Lehramt)
IKR	Institute for Conservation – Restoration (Institut für Konservierung – Restaurierung)
IKW	Institute for Art Theory and Cultural Studies (Institut für Kunst- und Kulturwissenschaften)
INTK	Institute for Natural Science and Technology in the Art (Institut für Naturwissenschaften und Technologie in der Kunst)
KFS	Art Research Support (Kunst Forschung Support)
LV	Course (Lehrveranstaltung)
ÖH	Student's Union of the Academy (Österreichische Hochschüler_innenschaft an der Akademie)
WTZ	Center of Knowledge Transfer (Wissenstransferzentrum)
ZID	Central IT Services (Zentraler Informatikdienst)

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Introduction

This handbook serves to present and make transparent both the conceptual approach to quality development at the Academy of Fine Arts Vienna and its individual components and procedures for staff and students. It provides an overview of goals pursued and tools employed by the Academy in quality development, and of how quality development is understood and implemented in accordance with the institution's profile.

Chapter I begins by laying out in some detail the Academy's concept of quality. The main section then focuses on the concrete implementation of quality development at the Academy: Chapter II explains how the goals pursued by the Academy in quality development are defined. Chapter III describes the Academy's self-view with regard to the issue of responsibilities. Chapter IV delineates the guidelines that inform the Academy's quality development, and Chapter V the key elements of quality development. Subsequently, a model for a quality cycle is outlined against the background of given contexts at the Academy (Chapter VI). Chapters VII and VIII illustrate in tabular form how the Academy understands the overall orientation of its quality development in terms of specific implementation, including assignment of responsibilities and the most important participation formats. The glossary in the appendix explains the technical terms used. Finally, a compilation of the most important documents on quality development at the Academy is provided.

This handbook should not be regarded as complete. Rather, it represents an ongoing project which is in a process of constant rethinking – not least against the background of changing social and academic conditions – and is always open to new and different contents. To reflect this dynamic in the design of the handbook, the instruments and procedures mentioned are connected with hyperlinks that provide quick and easy access to topical documents published on the Academy website.

The handbook is therefore an interim documentation of the Academy's orientation of development; incoming new results of the continuing quality debate will be incorporated on an ongoing basis.

I Concept of quality

What constitutes quality in a university is abstract and obscure at first. What is defined as quality is basically an open-ended process. Answers only emerge in the respective given context. Quality is therefore always multifaceted and cannot be viewed divorced from specific situations or a time perspective. At art universities in particular, which are characterized by multifarious forms of learning and teaching, of research, development, and exploration of the arts, by complex pedagogical contexts and by often undefinable teaching, research and art processes, quality can always only be viewed from a situational and differentiating perspective.

The Academy therefore understands quality primarily as a social process: The different dimensions of quality and the Academy's quality objectives deriving from them are to be seen as results of an ongoing communal process of communication, decision-making and awareness creation as well as lived practice. This simultaneously requires openness to outside influences, a reflection of international discourse, and established interchange, for example through networks or institutional cooperation. The goal is to keep the discussion about aspects of quality alive and going, while at the same time establishing institutional commitment, clarity, and orientation at the various organizational levels of the Academy.

Questions surrounding the issue of quality are always linked with varying experiences and interests and with negotiation processes. For the Academy, this means giving these diverse perspectives space and visibility in a democratic sense. In this respect, the Academy is under obligation equally committed to its students, to its staff in teaching, research, development and exploration development of the arts as well as in the administration, and last but not least, to the general public.

II Quality objectives

The Academy's fundamental principles, which also guide its actions in matters of quality objectives and quality development, are laid out in the mission statement, which sets out the university's self-perception as a whole and also in its dealings with one another

Another key document for the Academy's quality objectives is the Development Plan. The objectives, as set out in the Development Plan, are then operationalized in the Performance Agreement, that is, concretized in terms of specific measures and instruments. Both documents provide orientation for the internal workings of the Academy as well as for its positioning in the area of arts and academia and in the wider public.

The Academy's Development Plan for 2025–2030 is based on five strategic development directions that serve as guiding principles for university practice, teaching, art and research, development and exploration of the arts, and administration:

- Equality, diversity and inclusion
- Internationalization and decolonization
- Sustainability and ecology
- Digitalization
- Recursivity¹

The Development Plan is drawn up through shared reflection and communication, with feedback to the Senate, the ÖH, the institutes and departments as well as relevant committees and working groups ensuring the participation of the university spheres.

Also formative for the Academy's profile and self-image are the social objectives, as formulated in, among others, the Anti-Discriminatory Works Agreement, the Plan for the Advancement of Women, and the Equal Opportunities Plan. On the basis of these fundamental documents, appropriate instruments and processes are implemented both for the various core areas of the Academy and across the institution.

In the area of teaching and studies, the strategic objectives are more specifically defined in the qualification profiles and teaching objectives delineated in the curricula. Responsibility here lies primarily with the curricula commissions and the Senate.

The quality objectives derived from the Development Plan in the areas of research, development and exploration of the arts are primarily determined by the institutes and the corresponding service departments (especially Art | Research | Support; Library). Quality objectives in the area of internationalization are embedded in a separate Internationalization Strategy.

¹ Recursivity refers to the engagement with dimensions of the public and political which simultaneously produce the conditions for one's own work. Recursivity also refers to the dynamics of social networking with non-academic spaces that help sustain and improve the conditions of university work. The aim is therefore not only to reflect on the existing (e.g. social) framework conditions, but also to shape and intervene in them.

For the service facilities and administration, quality objectives resulting from the Development Plan and the planning of adequate instruments are worked out in regular exchange with the Rectorate. In addition, service facilities and administration are involved in the development processes of the institutes through various exchange formats.

The Academy's quality objectives are subject to continuous joint reconsideration and further development through communication between the Rectorate, the Senate, the institutes and departments as well as relevant committees and working groups. An integrated strategy and planning process ensures university-wide consolidation of quality objectives. This process enables a focused exchange on self-image and previous practice as well as cross-departmental connections and future approaches. At the same time it serves to develop positions as well as concrete measures and instruments. To this end, annual workshops, thematic focus meetings, and closed meetings with the Rectorate and department or institute chairs are used.

In this way, the Academy is able to develop key policy measures and projects, define commitments, and thus consistently anchor the diverse approaches to strategic university development at all levels.

III Responsibilities

The Academy sees itself as a recursive university. It seeks to intervene in the conditions that constitute university activity in accordance with the quality objectives it has set itself and to help shape social developments within the scope of its possibilities.

Quality development is a task that addresses both structures and individual agents at the Academy. Quality therefore relates to both the institutional level (the Academy and its organizational units) and the individual level (every employee) and can only be guaranteed through interaction between these levels. In this spirit, the Academy sees quality development as an overarching shared task for all those involved at all levels of the institution.

Responsibility for quality development is characterized by the principle of subsidiarity: subsidiarity means that quality development tasks are performed in self-determined and self-responsible fashion. The academy offers many levels of communication, and all areas of work are invited to participate in the jointly defined goals. If tasks cannot be carried out in a smaller organizational unit, the higher-level unit is consulted. Great importance is attached to creating structures that offer all institutes, departments, committees, and individuals the greatest possible support to get involved. Last but not least, it is important to embody an attitude and practice based on mutual trust, cooperative working methods, and low-threshold access to information.

An overview of responsibilities and competencies relating to core areas and measures of quality assurance and quality development at the Academy as well as the most important participatory formats can be found in Chapters VII and VIII.

IV Quality development guidelines

The Academy has made it an issue to anchor university and quality development in all its areas and to keep the discourse on quality alive and ongoing. Quality development in this meaning encompasses all quality-related activities.

Aside from theoretical and implementability-oriented approaches, orientation for the Academy's quality assurance and development is provided – to the extent that they are meaningful for the contexts of the Academy – by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)² and the standards of the DeGEval.³ An evaluation regulation⁴, which specifies evaluation procedures at the Academy in detail, is part of its statutes.

Development and change are central aspects of the Academy's understanding of quality. It adheres to three guidelines in its quality development:

- Implementation of quality objectives
- Promotion of a self-reflective and critical university
- Continuous improvement of quality assurance and quality development measures and procedures

Implementation of quality objectives

The orientational framework for the Academy's quality development is marked with strategic goals jointly formulated particularly in the Development Plan. Various measures and instruments are used to implement and control them, as well as to continuously analyze and adapt the achievement of objectives.

Promotion of a self-reflective and critical university

The Academy aims to support the practice of criticism through its quality assurance and quality development tools. The goal is to promote an attitude based on self-reflection, openness to criticism, and a readiness to change. Critically examining existing processes and working methods, questioning habits, and recognizing different viewpoints are important building components for this. Through feedback, reflection and joint learning, the Academy combines an open attitude with effective quality development. It thus ensures as much freedom as possible and as much structure as necessary. The Academy thrives on a strong culture of communication that facilitates exchange at both informal and formal levels.

² Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015). Brussels. https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf.

³ DeGEval (Gesellschaft für Evaluation) (2016): Standards for evaluation. Mainz. <https://www.degeval.org/en/publications/degeval-standards>.

⁴ Academy of Fine Arts Vienna (2020): Evaluation regulation. In: Statutes of the Academy of Fine Arts Vienna. <https://www.akbild.ac.at/de/universitaet/Satzung/inhalt>.

Continuous improvement of quality assurance and quality development measures and procedures

Quality assurance and development procedures developed at the Academy are not seen as concluded, but rather processual projects that are continually improved and expanded. The Academy remains open to new perspectives. Various instruments, like involvement of interest groups in the development of measures, ongoing exchange with those involved, or meta-evaluations, are used to systematically ensure realignment of procedures with the interests of those involved as well as improvement processes.

V Key elements of quality development

Key elements refer to those principles and the Academy's institutional self-view that guide the conceptual approach to quality development.

Participation and self-definition

It is important to the Academy to draw on the knowledge and experience of those working in a given context. It seeks to direct quality development in close cooperation with those involved. Collegial exchange and reflection on objectives are just as important as the joint discussion of results and the implementation of objectives through instruments, processes and appropriate action.

Participation particularly means facilitating active involvement in as many areas as possible. This, in turn, is closely linked to self-definition, particularly when formulating area-specific goals and independently implementing quality development measures.

Student orientation

Student orientation comprises two closely corresponding levels of quality development:

On the one hand, the term means providing the best possible support for students and creating optimal academic conditions. In so doing, the Academy is committed to promoting and recognizing student diversity and to strengthening underrepresented groups at the Academy. The aim is to create a positive study environment for all.

Student orientation, on the other hand, refers to issues of student participation and the right to co-decision. Students are represented in academy-wide and departmental committees beyond the legal requirements. This gives them an active role in the design of learning and teaching processes and in the quality development of general conditions at the university. Students and student representatives are involved, as experts for their specific situation, in both the planning and implementation of quality assurance and quality development measures.

Usability

One important prerequisite for quality development measures and procedures to be systematically connected to practice, is usability and implementability orientation. This is to be ensured by two complementary approaches: first, the starting point for quality assurance and development measures are concrete interests or tasks that are regarded as supportive or necessary in the various fields of action within the academy. Secondly, it is also a matter of incorporating quality or feedback loops that systematically interweave a reflective and analytical understanding of quality with follow-up procedures and changing practices.

Context sensitivity

Context sensitivity means that the academy's quality development takes legal requirements into account, but does not adopt standardized formats unquestioningly. Rather, the ambition is – on the level of both content and method – to develop and employ measures and instruments precisely tailored to the context and interests of those involved. This differentiated approach focuses particularly on the specifics of an art university.

Transparency

Mutual trust, comprehensible decision-making, and active participation are ensured through open communication and transparent procedures. The Academy is committed to provide results, reports, guidelines, and other documents in a precise and comprehensible form and language, and undertakes to make all essential information easily accessible. It regards transparency as the basis for broad participation and therefore tries to avoid exclusionary structures.

Recognition of contingency and indeterminacy

The Academy does not solely pursue a planning-oriented quality development, but also allows for contingency, i.e. the insight that something could also be different. Contingency creates space for alternatives and openness, or even for risks and experiments. In this context, it is necessary to depart from one-dimensional explanatory patterns. The unplanned, unforeseen or contradictory should also be considered. The Academy therefore increasingly uses discursive, open-ended formats in its quality development.

Inclusion of the gender and diversity dimension

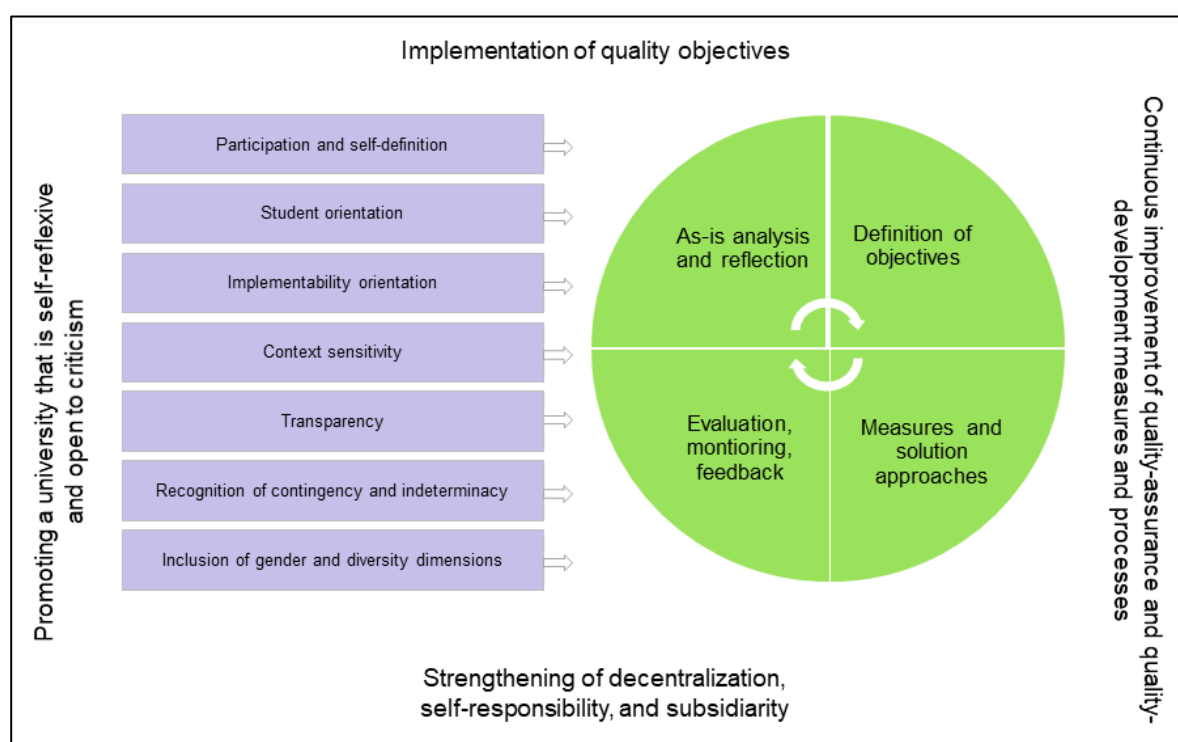
The Academy takes a gender-equality and diversity-oriented perspective in its quality development and quality assurance measures and instruments. Dimensions of gender and diversity should always be dealt with in an integrated manner. This includes considering, as far as is legally permissible pursuant to data protection regulations, aspects of gender and diversity in collecting data and information during evaluations. The context and results of quality-development measures and instruments as well as decision-making processes, are systematically examined for possible distinctions being made with regard to gender and other diversity factors, and the evaluation of effects is done from an equality-oriented perspective. In consequence, this implies that the gender and diversity dimensions must also be considered in follow-up processes and other formats of continued development.

VI Quality cycle

The Academy's schematic quality cycle shows the interaction of the individual levels: At the beginning of the quality cycle, there is (1) reflection and analysis of the current situation and its context. This is followed by (2) the definition of desired objectives, which are operationalized and implemented in the next step through (3) concrete measures and solutions. The effectiveness of measures taken and their results is verified through (4) evaluation and monitoring, or through feedback processes and observations. This in turn leads back to (1) analysis and reflection, which may result in (2) complementary or adapted objectives and (3) further development of measures and solutions. The guidelines and key elements named in Chapters IV and V as well as the principle of subsidiarity provide the structural framework for this.

Illustration

Quality cycle of the Academy of Fine Arts Vienna



VII Overview of key quality assurance and development measures and responsibilities

The table below gives an overview of key quality assurance and quality development measures, structured by core areas at the Academy. It lists the respective objectives, (process) responsibilities, the parties involved, time frames, and brief substantive descriptions of the measures. Due to the participative approach, (process) responsibilities and parties involved are not always clearly distinguishable. It is noted that continuing development is not least ensured through networking with national and international partners and initiatives. These, however, have not been included in the table for reasons of brevity and clarity. The instruments and procedures named are linked to hyperlinks that lead to pertinent documents on the Academy website.

Strategic development and management

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Development of strategic university objectives	Mission Statement	Rectorate	Department of Public Relations	published 2019, revised 2024	The mission statement outlines the academy's goals, principles, and vision.
Development of strategic university objectives	Development Plan (in German only: Entwicklungsplan)	Rectorate	Senate, institutes, departments, committees, working groups	every 3 years	The Development Plan is drawn up for institutional profile building, strategic orientation and internal management.
Operationalization and monitoring of objectives	Performance Agreement (in German only: Leistungsvereinbarung)	Rectorate	Senate, institutes, departments, committees, working groups	every 3 years	The Performance Agreement defines measures and instruments to achieve the objectives stipulated in the Development Plan. The Performance Agreement is a contract between the Academy and the federal government.

Strategic development and management (continued)

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Operationalization and monitoring of objectives	Performance Report – monitoring the Performance Agreement as part of the Intellectual Capital Report (in German only: <u>Wissensbilanz</u>)	Quality Development department	Rectorate, institutes, departments	annually	The Performance Report (= Part III of the Intellectual Capital Report) describes the current status of measures/projects defined in the Performance Agreement.
Operationalization and monitoring of objectives	strategy and planning process incl. closed meetings / workshops with the chairs of institutes and departments	Rectorate	chairs of institutes and departments	annually	The integrated planning and strategy process involves jointly developing future measures for further development and strategic orientation, and strengthens cross-institutional/cross-departmental cooperation.
University development	<u>Audit</u>	Rectorate, Quality Development department, external evaluation agency	Senate, institutes, departments, committees, ÖH	every 7 years (most recently 2020/21)	The audit is a legally mandated analysis and assessment of the Academy's quality management system by external experts.
Advancement of women	Plan for the Advancement of Women and Equal Opportunities Plan (Section A). In: <u>Statutes of the Academy</u> (in German only: Frauenförderungsplan und Gleichstellungsplan (Abschnitt A))	Rectorate	Working Group on Equal Opportunities, Senate	published 2020, revised 2025	The Plan for the Advancement of Women specifies measures for the promotion of women and sets equal opportunity goals. Like the Equal Opportunities Plan, it is part of the Academy Statutes.

Strategic development and management (continued)

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Equality, diversity and inclusion	Plan for the Advancement of Women and Equal Opportunities Plan (Section B). In: <u>Statutes of the Academy</u> (in German only: <u>Frauenförderungsplan und Gleichstellungsplan</u> (Abschnitt B))	Equal Opportunities Commission, Rectorate	Working Group on Equal Opportunities, Senate	published 2019, revised 2025	As part of the Academy Statutes, the Equal Opportunities Plan defines the institutional understanding of equality and anti-discrimination and sets out specific measures for implementation.
Internationalization and decolonization	<u>International Strategy</u>	Rectorate	International Office	published 2014, revised 2025	The International Strategy provides strategic direction in the area of internationalization and decolonization and sets priorities for plans and projects.
Digitalization	<u>Digitalization Strategy</u>	Rectorate	Library, Art Research Support	published 2023	The Digitalization Strategy defines the institutional self-image and strategic orientation in the area of digitalization and lays out specific implementation measures.
Sustainability and ecology	Mobility Directive (in German only: <u>Mobilitätsrichtlinie</u>)	Rectorate	Legal and Human Resources department, Finance department, Works Councils	published 2023	The directive regulates climate-friendly mobility (e.g. for business trips) and defines targets for a significant reduction in the CO2 footprint.
Sustainability and ecology	<u>Sustainability Strategy</u>	Rectorate	–	published 2022	Based on the UN's Sustainable Development Goals (SDGs), the Sustainability Strategy formulates ways and opportunities for climate-friendly and resource-conserving university practice.

Strategic development and management (continued)

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Recursivity	<u>Preamble to Academy Art Public Sphere</u>	Rectorate	Department of Public Relations, Committee Academy Art Public Sphere, International Board Academy Art Public Sphere	published 2022	Recursivity refers to the examination of dimensions of the public sphere that simultaneously produce the conditions for one's own work. It is therefore about not only reflecting on the existing social framework conditions, but also helping to shape them.

Study and teaching

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Continuing development of equal opportunities and equality in admission procedures	<u>Opportunities Monitor</u>	Quality Development department	admissions committees, institutes	ongoing, biennial reports published	The monitoring represents a cross-academy and study-specific analysis of data collected from applicants, focusing on diversity issues.
Continuing development of equal opportunities and equality in admission procedures	Handout: Good Practices in the Admission Procedures	Quality Development department, Working Group on Equal Opportunities	admissions committees, ÖH, experts	to be published in 2026	The collected good practices are intended to provide suggestions and proposals on how the admission examinations at the Academy can be designed to be as fair and transparent as possible for applicants.
Continued development of courses	<u>Course Feedback</u>	Quality Development department, institute chairs and teaching staff of the respective institute	curricula commissions, student representatives	every 2 years and ongoing offer	Course Feedback is formalized feedback from students to teachers, based on online questionnaires or student discussions.

Study and teaching (continued)

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Promotion of good study conditions	<u>Graduation Survey</u>	Rectorate, Quality Development department	institutes, departments, committees, ÖH	ongoing, reports published every 5 years (last in 2023)	All graduates from the Academy are asked about their studying experience in an online questionnaire right after graduation. The results are used as a basis for further university development.
Promotion of good study conditions	Monitoring of good study conditions	Rectorate, Quality Development department	institute chairs, curricula commissions, student representatives	ongoing	The monitoring is carried out as part of the Course Feedback and involves a regular, academy-wide survey and documentation of factors that promote or hinder studying at the Academy.
Continuing development of curricula	<u>Accompanying research for the further development and redesign of curricula</u> (broad support portfolio)	curricula commissions, Quality Development department	institutes, student representatives for the respective program, Senate	permanent offer	The Quality Development department offers conducting out empirical studies of the following types: (1) expert surveys: e.g. interviews with professionals in the field (2) focus discussions with graduates (3) international comparative analyses of similar fields of study
Continuing development of curricula	<u>Handbook for the design and further development of curricula</u> (CuKo Handbook)	curricula commissions, Senate, Quality Development department	institutes, student representatives for the respective program	published 2024	The handbook, which was developed collaboratively, clearly explains key aspects of the design and further development of curricula (e.g. process flow, legal framework, qualification profile, workload/ECTS).
Continuing development of transition process from studying to working life	<u>Evaluation of the Art Mentoring Program</u>	Vice Rectorate for Art and Teaching	–	annually	The Art Mentoring Program is regularly evaluated through a feedback questionnaire for both the scholarship holders and mentors.

Study and teaching (continued)

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Continuing development of transition process from studying to working life	<u>Graduate Study</u>	Quality Development department	Alumni Association	2019, 2025	The graduate study, which is conducted every six years, focuses on questions relating to career entry and the career paths of graduates.

Research/development and exploration of the arts

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Continuing development of doctoral programs	<u>Support and promotion of doctoral students and their supervisors</u>	Art Research Support (Doctoral Studies Center)	CuKo doctoral studies, doctoral supervisors	ongoing	Doctoral students and supervisors are supported by a comprehensive bundle of measures, including, for example, skills development, giving visibility to research results, integration and networking of doctoral students, supervisor peer workshops as well as funding and scholarships for doctoral students.
Continuing development of doctoral programs	<u>Handbook of the Center for Doctoral Studies</u>	Art Research Support (Doctoral Center)	–	published 2022	The handbook provides doctoral students with all the information they need about doctoral programs at the Academy – from beginning to end.
Good research practice	Guideline on mandatory plagiarism checks for dissertations (in German only: <u>Richtlinie zur verpflichtenden Plagiatsprüfung für Dissertationen</u>)	Rectorate, Registrar's Office, doctoral supervisors	Art Research Support, CuKo doctoral studies	published 2024	The guideline regulates measures for the prevention and avoidance of plagiarism.

Research/development and exploration of the arts (continued)

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Good research practice	Part of the Statutes – Ensuring good research practice in the context of dissertations. In: <u>Satzung der Akademie</u> (in German only: Sicherung der guten wissenschaftlichen Praxis im Rahmen von Dissertationen)	Rectorate, Senate	CuKo doctoral studies, doctoral supervisors	published 2024	This section of the statutes describes the rules of good research practice, in particular measures to prevent plagiarism.
Quality assurance and development for third-party fundraising	<u>Support for applicants</u> to ensure that formal and substantive requirements are met	Art Research Support (Art Research Service)	researchers	ongoing	Applicants receive comprehensive support and consulting in project application and implementation. Feedback structures promote further development.
Visibilization of research and artistic work	Art and research documentation	Vice-Rectorate for Infrastructure and Sustainability	Library	ongoing	Art and research documentation offers a digital database for research and artistic work by Academy staff.
Visibilization of research and artistic work	<u>Research Catalog</u>	Art Research Support	Library	ongoing	The Research Catalogue offers a digital infrastructure to develop and conduct as well as publish and disseminate artistic research projects.
Continuing development of Open Access	Consulting and support for all questions relating to <u>Open Access</u>	Open Access working group	Library, Art Research Support, Central IT Service	ongoing	Pursuant to <u>Academy's Open Access Strategy</u> , staff and students are offered consulting and support in all matters relating to the publishing and editing of Open Access publications.

Research/development and exploration of the arts (continued)

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Continuing development of knowledge transfer	Development of strategies and measures in the area of <u>knowledge transfer</u>	Art Research Support (Knowledge Transfer)	institutes, graduates Rectorate	ongoing	The offers are intended to promote and facilitate utilization and exchange of knowledge and works and their transfer to non-university partners. The intended target group are students, teaching staff, and graduates.

Personnel, personnel development

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Quality assurance for staff recruitment	Guideline for the hiring of new personnel (in German only: <u>Richtlinie über die Aufnahme neuer Mitarbeiter innen</u>)	Rectorate, selection committee	Working Group on Equal Opportunities, Human Resources Development, Legal and Human Resources department	published 2005	Among other things, the guideline ensures compliance with the legal framework, standardized processes for new employee hiring, and equal-opportunity and transparent procedures.
Quality assurance for staff recruitment	Monitoring of the procedures by the <u>Working Group on Equal Opportunities</u>	Working Group on Equal Opportunities	selection committee involved in hiring procedure, Human Resources Development	ongoing	The Working Group on Equal Opportunities oversees all personnel procedures and ensures non-discrimination, transparency and equal opportunities (cf. § 42 UG).

Personnel, personnel development (continued)

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Quality assurance for staff recruitment	Part of the Statutes – Appointment procedure for university professors pursuant to § 98 UG 2002. In: <u>Statutes of the Academy</u> (in German only: <u>Satzungsteil – Berufungsverfahren für Universitäts-professor_innen gemäß § 98 UG 2002</u>)	Rectorate, appointment commission	Working Group on Equal Opportunities, external experts	published 2013, revised 2025	The statutory regulations ensure, among other things, compliance with the legal framework, standardized processes, and equal-opportunity and transparent procedures.
Quality assurance for staff recruitment	Directive on the extension of fixed-term university professorships pursuant to § 98 UG (in German only: <u>Richtlinie zur Verlängerung von befristeten Universitätsprofessuren gemäß § 98 UG</u>)	Rectorate	Senate, respective institute and student representatives, external experts	published 2021	The directive regulates the tenure procedure for previously fixed-term university professorships pursuant to § 98 UG.
Quality assurance for staff recruitment	Guideline for positions with a qualification agreement (in German only: <u>Richtlinie zu Stellen mit Qualifizierungsvereinbarung</u>)	selection committee, Qualification advisory board, Rectorate	respective institute, Working Group on Equal Opportunities	published 2020	The guideline regulates the selection procedure as well as the subsequent procedure and the evaluation process to assess the achievement of qualification objectives.

Personnel, personnel development (continued)

Objective	Measure	(Process) responsibility	Parties involved	Time frame	Description
Personnel development	Further development of continuing education program, evaluation of courses and needs analysis	Human Resources Development	Quality Development department	ongoing	Continuing education courses offered by Human Resources Development are evaluated on an ongoing basis through polling of participants. In addition, the Quality Development department conducts a needs analysis among teaching staff as part of the meta-evaluation of Course Feedback in the area of university didactics.
Personnel development	Goal-feedback interview	supervisor, Human Resources Development	individual employee	annually	The guideline-based talk with the immediate supervisor serves to clarify tasks and goals and to promote and develop employees.
Monitoring the equality objectives	<u>Gender Monitoring</u> (in German only)	FGD coordination office, Vice Rectorate for Art and Teaching	Quality Development department, Legal and Human Resources department, Rectorate	every 2 years	The monitoring report presents data and developments on gender distribution and equality at the Academy.

VIII Overview of central participation formats

Committees and other institutionalized forums of exchange

Committee/Format	Convening frequency	Members/Participants	Main responsibilities
<u>University Council</u>	quarterly	members (5), guests	pursuant to its legal mandate, approval of the Development Plan, of the draft Performance Agreement, election of the Rector from a three-candidate proposal passed by the Senate, a.o.
<u>Senate</u>	approx. 4 x per semester	members (26) – representatives of artistic/scientific/ administrative personnel and the ÖH, guests	issuance and amendment of curricula; issuance and amendment of the Academy Statutes at the proposal of the Rectorate, approving the Development Plan, appointing collegial bodies (e.g. curricula commission/appointment commission), preparation of a three-person proposal to the University Council for the election of the Rector
curricula commissions (CuKo)	approx. 3 x per semester	members (6–12) incl. students, Working Group on Equal Opportunities (AfG) and FGD coordination office by invitation	(continuing) development of the respective curriculum
appointment commission (Berufungskommission)	occasion-based for appointments	members (9) – representatives of the professors, artistic/scientific staff, and students	implementation of the selection procedure for professorships pursuant to § 98 UG on the basis of Part of the Statutes – Appointment procedure
<u>Working Group on Equal Opportunities</u> (Arbeitskreis für Gleichbehandlungsfragen – AfG)	monthly	members (12) – representatives of artistic/scientific/ administrative personnel and ÖH	advancement of women, equality, anti-discrimination, counseling, participation in personnel procedures, appointment/curricula/ habilitation commission or committees, and in admission procedures
Equal Opportunities Council (Gleichstellungsrat)	1 x per semester	Rectorate, AfG, FGD coordination office, Senate, ÖH	tasks as mandated by the Equal Opportunities Plan, reporting and discussion of equality measures taken

Committees and other institutionalized forums of exchange (continued)

Panel/Format	Convening frequency	Participants	Main responsibilities
<u>Academy Art Public</u>	approx. 2 x per semester	Rectorate, BfÖ, representatives of the institutes, departments and the ÖH, international board	creation of structures to conceptualize and coordinate the relationship between art and the public at the academy; project implementation with internal and external partners
<u>Exhibition committee</u>	2 x per semester	representatives of institutes and ÖH, 2 external curators, Vice Rectorate for Art and Teaching	conception and selection of the exhibition program of Exhibit Gallery, Exhibit Eschenbachgasse and Exhibit Studio
jour fixe of institute chairs and Rectorate	monthly	chair of institutes, Senate chair, Rectorate	mutual information, exchange
jour fixe of department chairs and Rectorate	monthly	department chairs, Rectorate	mutual information, exchange
focus meetings between institute and department heads and the Rectorate	1 x per semester	Rectorate, chair of institutes and departments, invited representatives from committees or working groups, guests	mutual information and exchange on a specific topic, university development
jour fixe of ÖH and Rectorate	monthly	ÖH chair, Rectorate	exchange on and promotion of study-related interests
meetings with individual department chairs	regularly	department chair, responsible member of the rectorate	mutual information, exchange, e.g. on the implementation of the projects in the Performance Agreement
jour fixe of AfG and Rectorate	quarterly and on topic/occasion-specific basis	AfG chair, Rectorate	exchange on the tasks of the AfG, development of measures to counter discrimination
jour fixe of Works Councils and the Rectorate	quarterly and on topic/occasion-specific basis	Works Council for the Artistic/Scientific Staff, Works Council for the General University Staff, Rectorate	complaint cases, personnel issues
institute conferences (also: institute meetings)	at least 1 x per academic year, usually more often	institute members incl. student representatives, guests	institute and study-specific topics

Committees and other institutionalized forums of exchange (continued)

Panel/Format	Convening frequency	Participants	Main responsibilities
team meetings in departments	regularly	department chair, staff	Team-specific and department-specific topics
different exchange formats, e.g. workshops, closed meetings (artistic/scientific area)	annually	chairs of institutes, Rectorate	integrated strategy and planning process, university development
different exchange formats, e.g. workshops, conferences (administrative area)	annually	chairs of departments, coordinators of relevant administrative units, Rectorate	integrated strategy and planning process, university development

Permanent working groups

Working group	Convening frequency	Participants	Main responsibilities
<u>Open Access Working Group</u>	occasion-based	Rectorate, chair of Library, chair of KFS, chair of ZID	advice and support on open access issues, promotion of open access, networking with national and international initiatives
Working Group <i>Rundgang</i>	approx. 3 x in the winter semester	representatives of institutes, BfÖ, GTB, ÖH, AfG, Library, Art Collections, Office for Contemporary Exhibitions, Vice Rectorate for Art and Teaching	preparation and conception of the annual <i>Rundgang</i>
Gender Equality Working Group	1 x per semester	Rectorate, FGD coordination office, 2 ÖH representatives, one institute representative each	implementing the goals of gender diversity and gender equality in art, research and teaching
Digitalization Working group	regularly	Rectorate, chair of ZID, chair of Library, chair of KFS, Project Management Digitalization	implementing the strategic goal of digitalization
<u>Gender Class Race Disability Studies Advisory Board</u>	annually	FGD coordination office, 2 ÖH representatives, one institute representative each, Vice Rectorate for Art and Teaching	selection of external teaching assignments for Gender/Queer/Decolonial Studies

Permanent working groups (continued)

Working group	Convening frequency	Participants	Main responsibilities
<u>Working Group for Barrier-free Working and Studying</u> (AG bAS)	at least 1 x per semester	Student Welcome Center, AfG, GTB, Disabled persons representatives, Special needs officers for students, ÖH, Human Resource Development, Rectorate, guests	tasks in accordance with the Equal Opportunities Plan, support, monitoring and evaluation of accessibility
Working Group <u>AgidS</u>	occasion-based	AgidS, representatives of IKA, IKL and IKW	monitoring and continuing development of AgidS
<u>Publications Advisory Board</u>	1 x per semester	Project management of the publication series, representatives of the institutes, chair of Library, rector, external experts	The Publications Advisory Board is responsible for the content orientation of the Academy's publication series.

Appendix 1: Glossary

Critical Friends

Critical Friends take an appreciative and trustful approach, are constructive yet critical and ask specific questions to advance the development of the other side. They have an outside perspective, engage with the context and try to understand it. Project success is important to Critical Friends.

Evaluation

An evaluation is an analysis of projects, measures or organizational units according to previously defined values or measurable objectives. Evaluations are an instrument of empirical research (based on experience and observation) and are conducted using social-science methods (e.g. questionnaires, interviews, group discussions). Evaluations conducted at, and under the responsibility of, the Academy are subject to formal requirements as stipulated by the Evaluation Regulation.

Meta-Evaluation

A meta-evaluation is the evaluation of an evaluation or a synoptic analysis of several evaluations conducted under a common question. This can be done methodically, e.g. through a survey in which participants provide their feedback and suggestions for change. A meta-evaluation serves to describe and critically analyze prior evaluations so as to derive improvements.

Monitoring

Monitoring means looking at measures or processes instigated under a common question (e.g. in relation to a goal) over an extended period of time. Monitoring thus makes longer-term developments or changes discernible. The Academy's Gender Monitoring Reports, for example, show whether the institution is on the right track with regard to the objectives of equality opportunity and gender equality or whether there is need for adjustments or intervention.

Operationalization

Operationalization defines processes and measures through which university objectives are implemented or achieved.

Peers, peer review process

Peers are external consultants who have expert and/or organization-specific knowledge and a precise understanding of the specific conditions they are brought in to assess. Like Critical Friends, peers have an outside perspective, but are expected to take an appreciative approach. A peer review process is a method of external assessment of work by independent persons from the same area of expertise (= peers).

Qualitative methods

Qualitative methods analyze issues of research from the perspective of those affected and involved. The focus is on interpreting and understanding subjective actions and situations, but also on making latent structures, structural conditions, and social contexts visible. The qualitative method is explorative, i.e. issues are investigated in depth with the central interest being the search for new information and background. The qualitative method also helps interpret quantitative results and data. Common methods include individual interviews, focus discussions, participant observation, qualitative content analysis, and hermeneutics. Many participatory methods that seek to overcome the separation between subject/researcher and object/the researched (e.g. action research) can also be categorized as qualitative methods.

Quality management system

A quality management system comprises the structure and interaction of an organization's quality-assurance and quality-development measures and instruments. It ensures the systematic and ongoing self-assessment and improvement of university quality. Its purpose is the university's continuing development toward its self-defined objectives.

Quantitative methods

Quantitative methods include all those methods of empirical social research that are represented numerically (through numbers). They can, for example, be used to illustrate developments or explain relationships (correlations) or show reciprocal influences between factors or features.

Self-evaluation

In a self-evaluation, a subject's own work is systematically analyzed and evaluated either on an individual level (e.g. self-evaluation as part of the tenure process for § 98-professorships) or organizational level (e.g. self-evaluation as part of the development of an institute). Those conducting the self-evaluation therefore are both evaluators and the evaluated. Self-evaluation is directly tapping into the practice and experience of those working in the respective context. The Academy uses self-evaluations to strengthen self-definition and participation as well as self-responsibility.

Appendix 2: Key documents of quality assurance and development at the Academy

Berufungsverfahren für Universitätsprofessor_innen gemäß § 98 Universitätsgesetz 2002 (Appointment procedure for university professors pursuant to § 98 of the Universities Act 2002). In: Satzung der Akademie der bildenden Künste Wien (Statutes of the Academy of Fine Arts Vienna). <https://www.akbild.ac.at/de/universitaet/Satzung/inhalt> (in German only).

Betriebsvereinbarung über Antidiskriminierung und partner_innenschaftliches Verhalten am Arbeitsplatz – Antidiskriminatorische Betriebsvereinbarung (Agreement on anti-discrimination and partnership behavior in the workplace – Anti-Discriminatory Works Agreement). <https://www.akbild.ac.at/de/universitaet/interner-bereich/betriebsvereinbarungen/betriebsvereinbarung-uber-antidiskriminierung-und-partnerschaftliches-verhalten-am-arbeitsplatz-antidiskriminatorische-betriebsvereinbarung> (available only for employees, in German only).

Course Feedback at the Academy. Short information.
https://www.akbild.ac.at/en/university/quality-development/course-feedback-1?set_language=en.

Design and Further Development of Curricula – CuKo-Handbook.
https://www.akbild.ac.at/en/university/quality-development/curriculum-development?set_language=en.

Digitalization Strategy. https://www.akbild.ac.at/en/university/documents/digitalization-strategy-of-the-academy-of-fine-arts-vienna?set_language=en.

Entwicklungsplan 2025–2030 (Development Plan 2025–2030).
<https://www.akbild.ac.at/de/universitaet/dokumente/entwicklungsplan> (in German only).

Evaluationsordnung (Evaluation Regulation). In: Satzung der Akademie der bildenden Künste Wien (Statutes of the Academy of Fine Arts Vienna).
<https://www.akbild.ac.at/de/universitaet/Satzung/inhalt> (in German only).

Frauenförderungsplan und Gleichstellungsplan (Plan for the Advancement of Women and Equal Opportunities Plan). In: Satzung der Akademie der bildenden Künste Wien (Statutes of the Academy of Fine Arts Vienna).
<https://www.akbild.ac.at/de/universitaet/Satzung/inhalt> (in German only).

Gender Monitoring Berichte (Gender Monitoring Reports).
<https://www.akbild.ac.at/de/universitaet/dokumente/geschlechterverteilung> (in German only).

Geschäftsordnung des Rektorats der Akademie der bildenden Künste Wien (Procedural Rules of the Rectorate of the Academy of Fine Arts Vienna).
https://www.akbild.ac.at/de/universitaet/rektorat/aufgaben-des-rektorats/geschaeftsordnung_rektorat_akademie_2023.pdf (in German only).

Handbook of the Center for Doctoral Studies. https://www.akbild.ac.at/en/research/center-for-doctoral-studies/forms-and-documents/handbook_en_2023.pdf.

Internationalization Strategy.

https://www.akbild.ac.at/en/university/documents/international-strategy-2024-2028?set_language=en.

Leistungsvereinbarung (Performance Agreement). Academy of Fine Arts Vienna / Federal Ministry of Education, Science and Research.

<https://www.akbild.ac.at/de/universitaet/dokumente/leistungsvereinbarung> (in German only).

Leitfaden für die Durchführung von Ziel I Feedback I Gesprächen (Guidelines for Conducting Goal-Feedback Interviews.). <https://www.akbild.ac.at/de/universitaet/internebereich/personalentwicklung/ziel-feedback-gesprach> (available only for employees, in German only).

Leitfaden geschlechtergerechtes Formulieren und geschlechtersensible Kommunikation (Guide to Gender-equitable Formulation and Gender-sensitive Communication).

https://www.akbild.ac.at/de/universitaet/dokumente/richtlinien/copy_of_Richtlinie_Leitfaden_geschlechtergerechtesFormulierenundgeschlechtersensiblerKommunikation.pdf (in German only).

Mission Statement. https://www.akbild.ac.at/en/university/mission-statement?set_language=en.

Mobilitätsrichtlinie (Mobility Guideline).

<https://www.akbild.ac.at/de/universitaet/dokumente/richtlinien/mobilitatsrichtlinie> (in German only).

Organisationsplan (Organizational Chart).

<https://www.akbild.ac.at/de/universitaet/dokumente/organisationsplan> (in German only).

Richtlinie des Rektorats zur Open Access-Strategie der Akademie der bildenden Künste Wien (Directive of the Rectorate on the Open Access Strategy of the Academy of Fine Arts Vienna).

https://www.akbild.ac.at/de/universitaet/dokumente/richtlinien/akademie_openaccessrichtlinie.pdf (in German only).

Richtlinie des Rektorats zur Verlängerung von befristeten Vertragsverhältnissen von Universitätsprofessor_innen gem. § 98 UG (Directive of the Rectorate on the Extension of Fixed-term Contracts of University Professors Pursuant to § 98 UG).

https://www.akbild.ac.at/de/universitaet/dokumente/richtlinien/Richtlinie_zur_Verlangerung_von_befristeten_Universitaetsprofessuren_2021.pdf (in German only).

Richtlinie des Rektorats zu Stellen mit Qualifizierungsvereinbarung gem. § 99 Abs. 5 UG (Directive of the Rectorate on Positions under a Qualification Agreement Pursuant to § 99 Para. 5 UG).

https://www.akbild.ac.at/de/universitaet/dokumente/richtlinien/Richtlinie_zu_Stellen_mit_Qualifizierungsvereinbarung_2020.05.25_unterschrieben1.pdf (in German only).

Richtlinie über die Aufnahme neuer Mitarbeiter_innen, mit Ausnahme der Universitätsprofessor_innen, externen Lehrbeauftragten sowie Studienassistenzen (Guideline on the Hiring of New Employees, with the Exception of University Professors, External Lecturers, and Study Assistants).

<https://www.akbild.ac.at/de/universitaet/dokumente/richtlinien/implacement-1.pdf> (in German only).

Satzung der Akademie der bildenden Künste Wien (Statutes of the Academy of Fine Arts Vienna. <https://www.akbild.ac.at/de/universitaet/Satzung/inhalt> (in German only).

Sustainability Strategy. https://www.akbild.ac.at/en/university/documents/sustainability-strategy-of-the-academy-of-fine-arts-vienna?set_language=en.

Wissensbilanz (Intellectual Capital Report).

<https://www.akbild.ac.at/de/universitaet/dokumente/wissensbilanz/jaehrliche-wissensbilanzen> (in German only).