



European University Viadrina Frankfurt (Oder) – International University – Internationality, Interdisciplinarity and Quality Management

Dr. André Albrecht – Quality Management Department

Janine Nuyken – Vice-president for Education, International Affairs and the
Collegium Polonicum

Torsten Glase – Deputy Head of the Department of International Affairs

Viadrina's main building



Photo: © Heide Fest

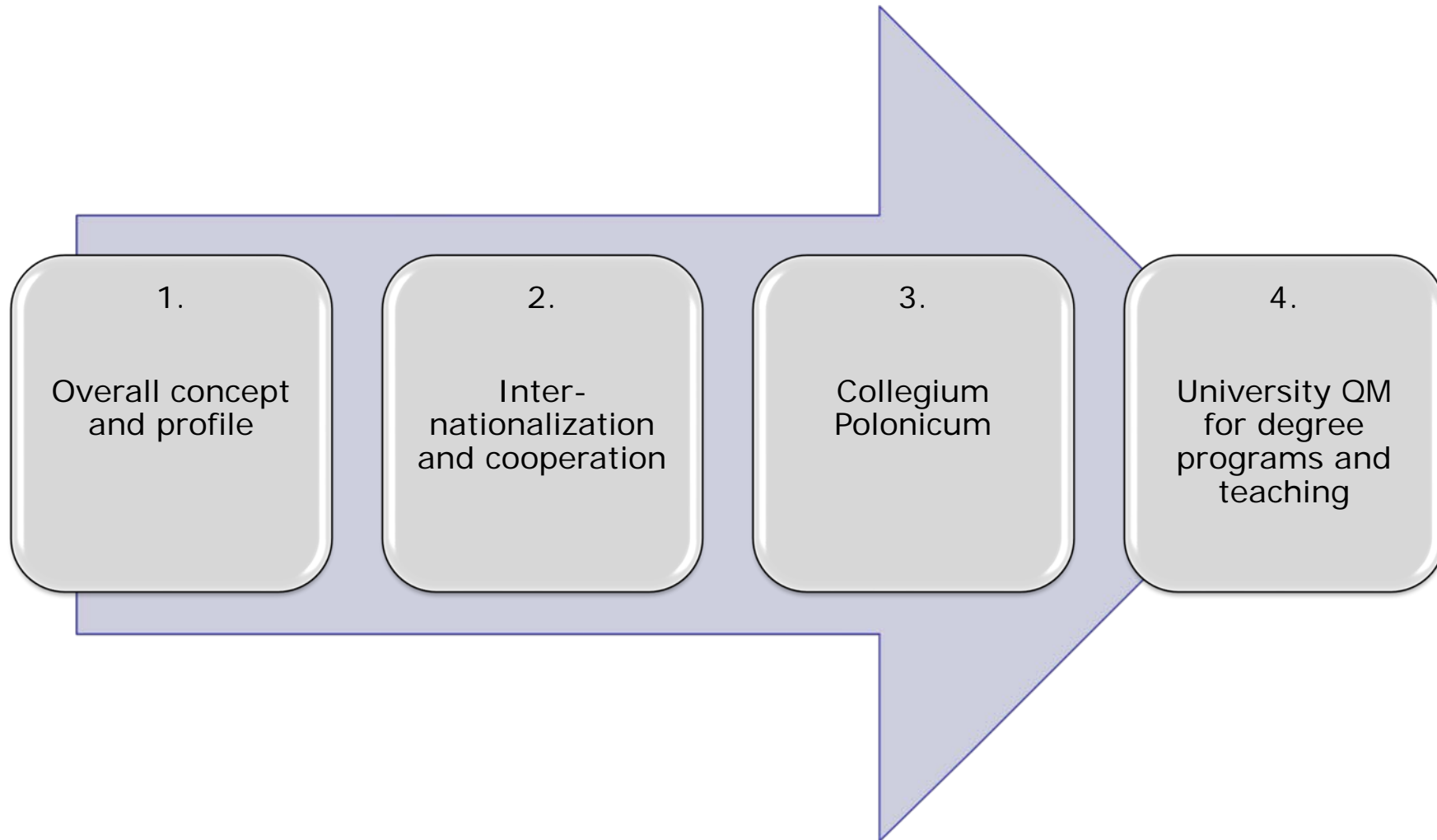


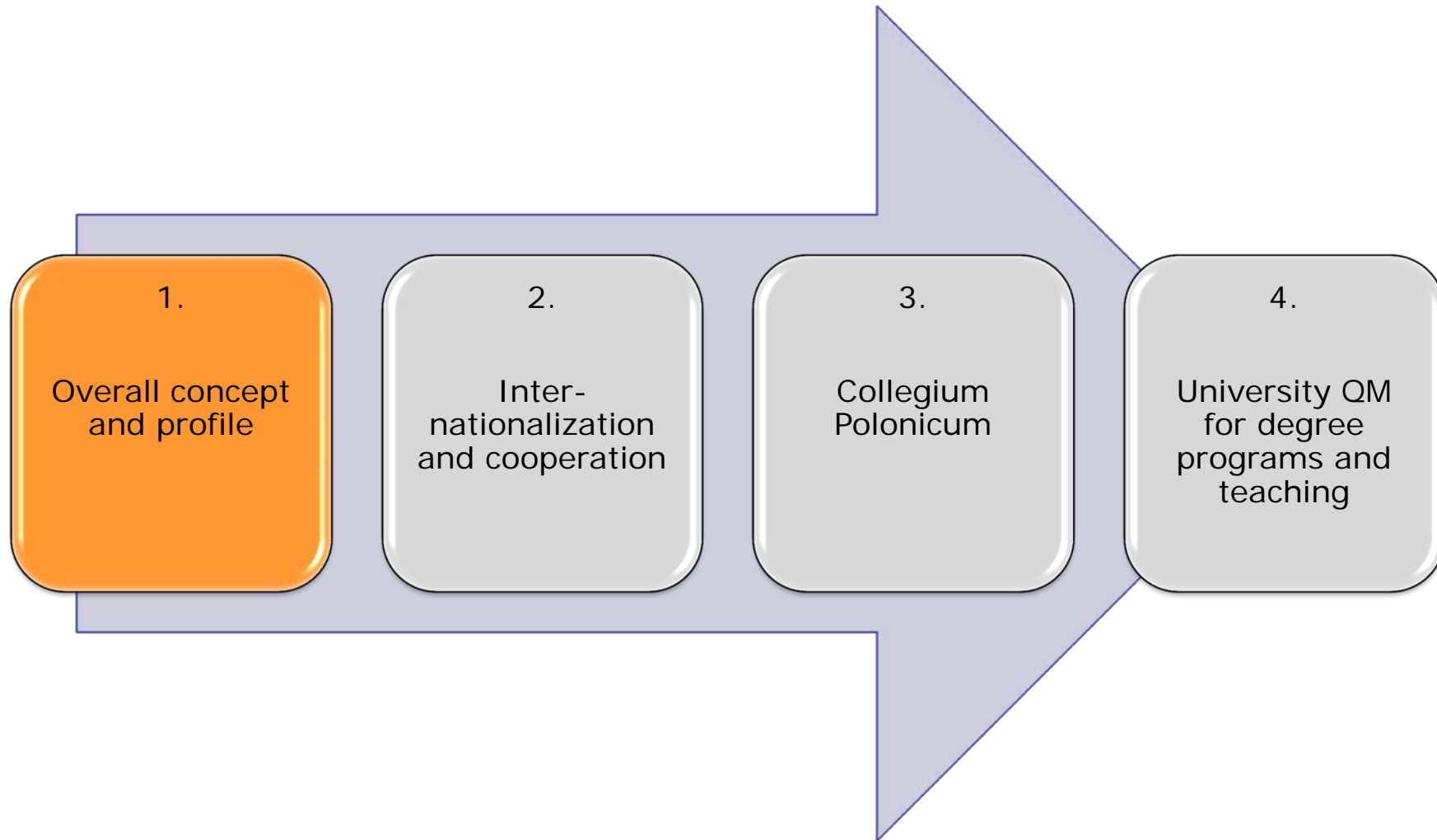
Viadrina's campus with a view over the River Oder



Photo: © Heide Fest







1. Witamy! Welcome! Bienvenue! Willkommen!



Photo: © Heide Fest

1. Overall concept and profile: Viadrina at a glance

- First state university in Brandenburg: 1506-1811
- Re-established in 1991
- Became a foundation university in 2008
- 249 partnerships, 70 % of those being in Europe (EUV, 2014)
- Multilevel cooperation model (EUV, 2014)
- 6645 students in three faculties*
percentage of international students: 24.74 %*
- Around 30 degree programs*
- 67 professors and lecturers and 443 other staff members*

* As at winter semester 2013/2014



1. Overall concept and profile: University level

- To act as a *reform university*, the new aspects being, first and foremost, Viadrina's *internationality* and *interdisciplinarity*.
- To contribute to the *development of the region* on both sides of the River Oder.
- To promote *German-Polish cooperation*, in particular in academia and in culture.
- To strengthen *European integration*. (EUV, 2014)



1. Overall concept and profile: Strategic focus

- The overall concept determines the strategic focus, the structure of institutions and the staff structure as well as the teaching and research profile
- Central and Eastern Europe as a key partner in teaching and academic dialog
- Specific feature of our profile: *internationality* and *interdisciplinarity* are a central feature of all university structures and goals
- Teaching and research are interconnected in accordance with Humboldt's philosophy (EUV, 2014)



1. Overall concept and profile:

Internationality and interdisciplinary (extract)

- Multiculturalism and multilingualism
- Foreign language teaching as part of the curriculum
- Internationalization of teaching staff/students
- International cooperation in teaching and research
- Interdisciplinary curricula
- Excellent links between the various fields of knowledge
→ concept of interconnectedness (EUV, 2014)



1. Overall concept and profile: At the level of the three faculties

- Faculty of Law
- Faculty of Business Administration and Economics
- Faculty of Social and Cultural Sciences



1. Overall concept and profile: Faculty of Law (extract)

- A key feature in European Law: Establishment of the Frankfurt Institute for the Law of the European Union (FIREU) in 2010
- FIREU: Combines the teaching and research activities of eight departments dealing with European law
- Network of (inter)national partners
- Unique in Europe: degree program in German and Polish law → Joint Degree awarded by the Viadrina and the Adam Mickiewicz University Poznań (EUV, 2014)



1. Overall concept and profile: Faculty of Business Administration and Economics (extract)

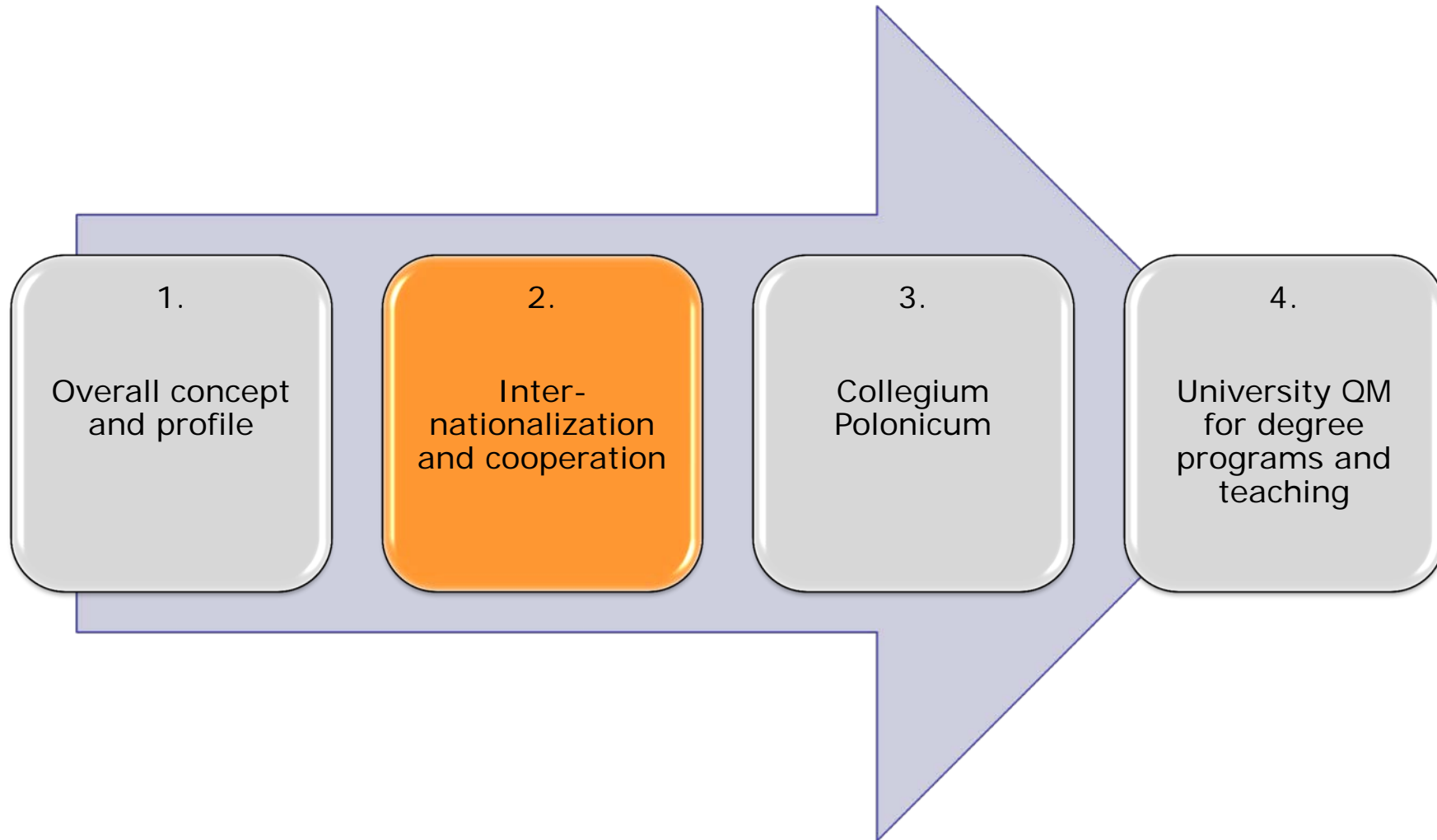
- Four different tracks with an international focus:
 - (1) Finance, Accounting, Controlling and Taxation
 - (2) Finance and International Economics
 - (3) Information and Operations Management
 - (4) Management and Marketing
- Spending time abroad is an integral part of the degree program – assessed as excellent practice by the HRK
- Degree program “Law and Economics|Economics and Law” run jointly by the Faculty of Business Administration and Economics and the Faculty of Law (EUV, 2014)



1. Overall concept and profile: Faculty of Social and Cultural Sciences (extract)

- Dialog between four disciplines under the same roof: cultural history, comparative social sciences, literature studies and linguistics
- The interdisciplinary approach to social and cultural studies goes hand in hand with a sound grounding in the theory and methodology of each subject
- Bachelor and Master programs run jointly with the Adam Mickiewicz University at the Collegium Polonicum in Słubice (EUV, 2014)





2. Internationalization and cooperation



Photo: © Heide Fest

2. Internationalization and cooperation: Multilevel cooperation model

- At the Viadrina, *internationality* means far more than just the exchange of students and teaching staff:
- Multilevel model of internationalization:
 - (1) Focus on Europe
 - (2) International cooperation
 - (3) International students and international academic staff
 - (4) Languages and culture of organizations
- The focus on internationalization is symbolized by the **Weimar Triangle** (EUV, 2014)

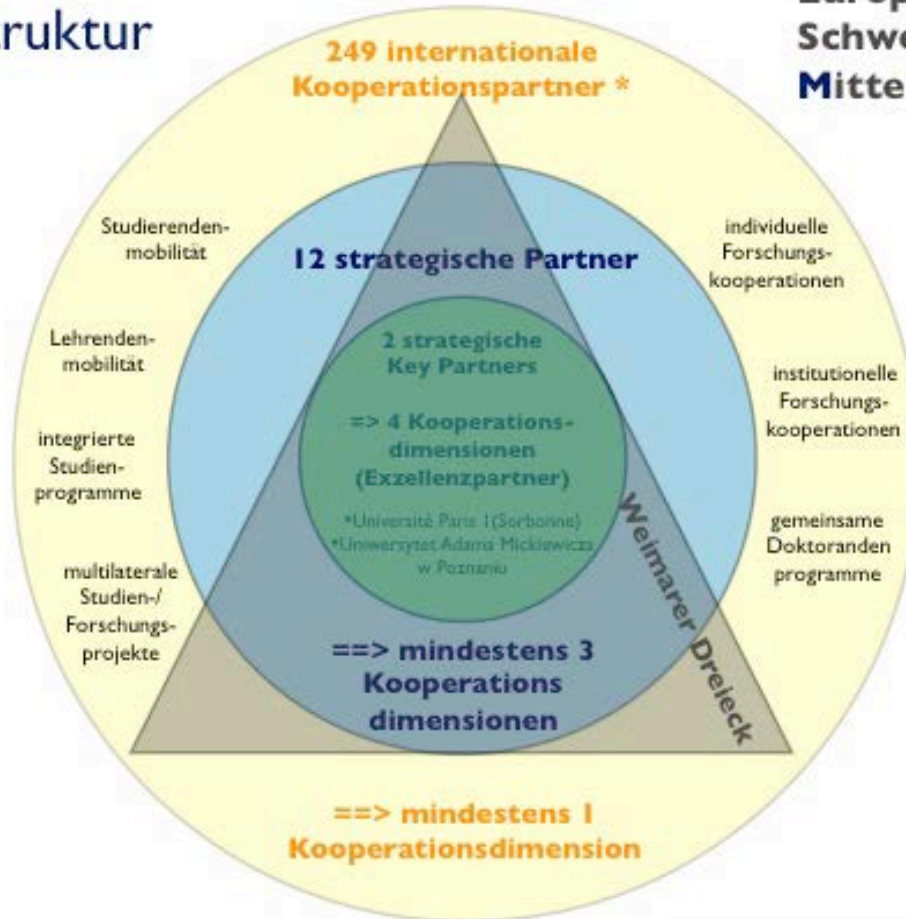


2. Internationalization and cooperation: “Weimar Triangle” Poland/Germany/France

Internationale Kooperationsstruktur



**Strategischer Fokus:
Europa mit
Schwerpunkt auf
MittelOstEuropa**



(EUV, 2014)

* vertragliche gebundene Partner; hinzu kommen zahlreiche individuelle internationale Forschungsk Kooperationen



2. Internationalization and cooperation: Selected aspects

- 249 partnerships, 70 % of those being in Europe
- 42 partnerships in the “Weimar Triangle”
- Multilingualism requirements/study or internships abroad are an integral part of the curriculum
- 19 international agreements on joint degrees
- International Days, “Country Days” and visiting academics from partner universities
- Active intercultural integration of international students
- Intercultural awareness training for students prior to study or internships abroad (EUV, 2014)



2. Internationalization and cooperation: Department of International Affairs

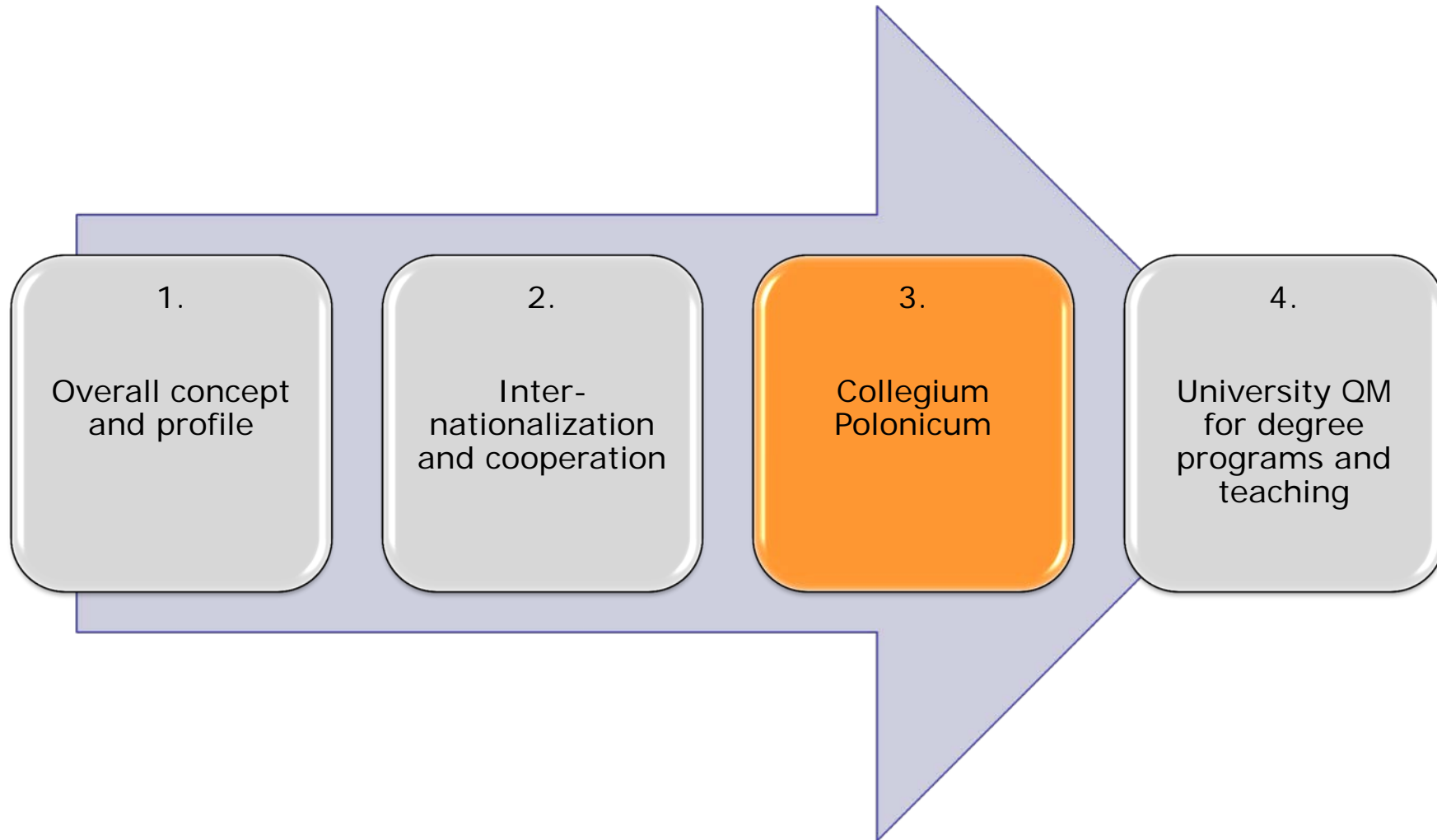
- Responsible for coordinating the numerous cooperation agreements
- Organization of international partnership and exchange programs
- Advisory services for Viadrina's students, guest students, prospective international students and academics
- Providing information for students
- Providing assistance to students/academics preparing for a stay at the Viadrina or abroad
- Extensive support is available
- ...



2. Internationalization and cooperation: Successes in internationalization (extract)

- Awarded the Erasmus “E-Quality” Seal of Quality by the DAAD: 52 % of all students complete a period of study abroad
- International focus, good reputation and content of degree programs at the Viadrina = key reasons for choosing to study at the Viadrina (e.g. Albrecht & Nuyken, 2013)
- Large number of foreign language courses each year – above all, English, French, Polish
- ERASMUS Seal, with an excellent score
- Clear-cut strategic focus is factor in Viadrina’s success





3. Collegium Polonicum in Słubice



Photo: © Heide Fest

3. Collegium Polonicum: Partnership with the Adam Mickiewicz University in Poznań

- Academic institute run jointly by the Viadrina and the Adam Mickiewicz University in Poznań
- Cross-border cooperation in teaching and research
- Funded by the State of Brandenburg and the Republic of Poland



3. Collegium Polonicum: Strategic objectives (extract)

- Core areas correspond to specifics resulting from the situation and structure
- Teaching: joint degree programs (Double-BA/MA to Joint Degree)
- Research: research activities at the joint research institute at the Collegium Polonicum
- Close links with the Viadrina's strategic development project "B/Orders in Motion"
- Cross-border cooperation in theory and practice
- The Collegium Polonicum is a model of German-Polish cooperation for numerous institutions and enterprises
- Demand for cross-border expertise
- **Development into transnational faculty**

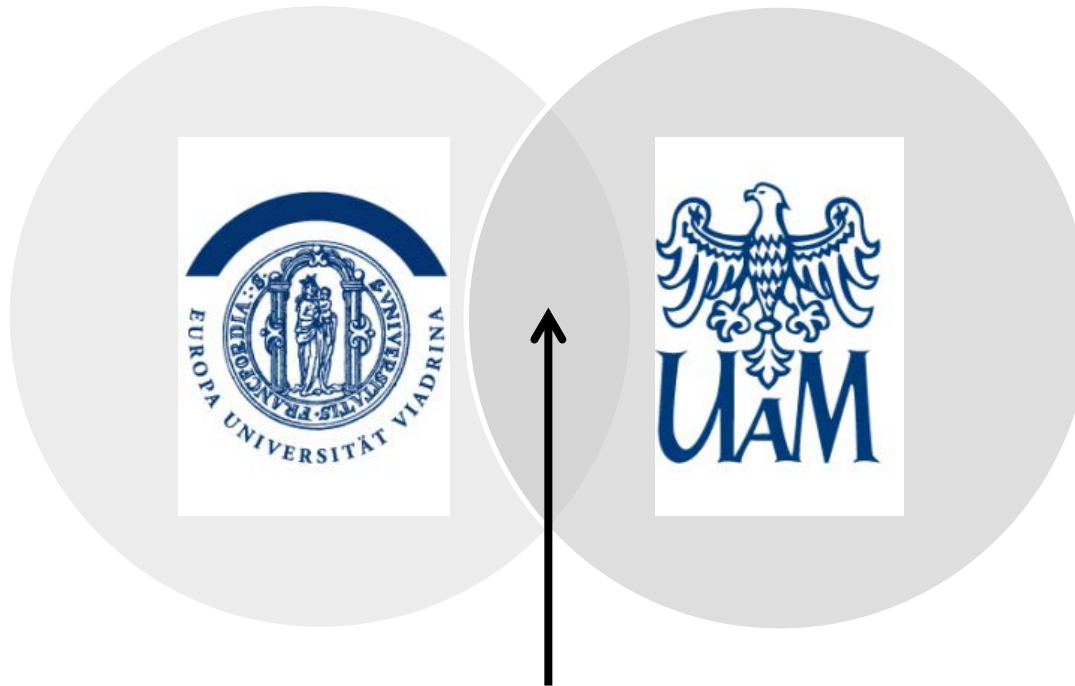


3. Collegium Polonicum: Structural integration (extract)

- Cooperative/joint management structure
- Joint budget for the two universities
- Joint appointments committee
- Joint IT infrastructure (Cross-border WLAN, joint telephone network)
- Integrated libraries (catalogs, lending systems...)
- Languages: German and Polish



3. Collegium Polonicum: Cooperative degree programs



- German and Polish Law (BA/MA)
- Intercultural Communication Studies
- Intercultural German Studies
- Polish Studies (planned)

3. Collegium Polonicum: Associated institutions

- Foundation for the Collegium Polonicum
- Karl Dedecius Archive
- German-Polish Academy for Seniors
- Foundation for the Preservation of Historical Monuments: Dobro Kultury



3. Collegium Polonicum: Foundation

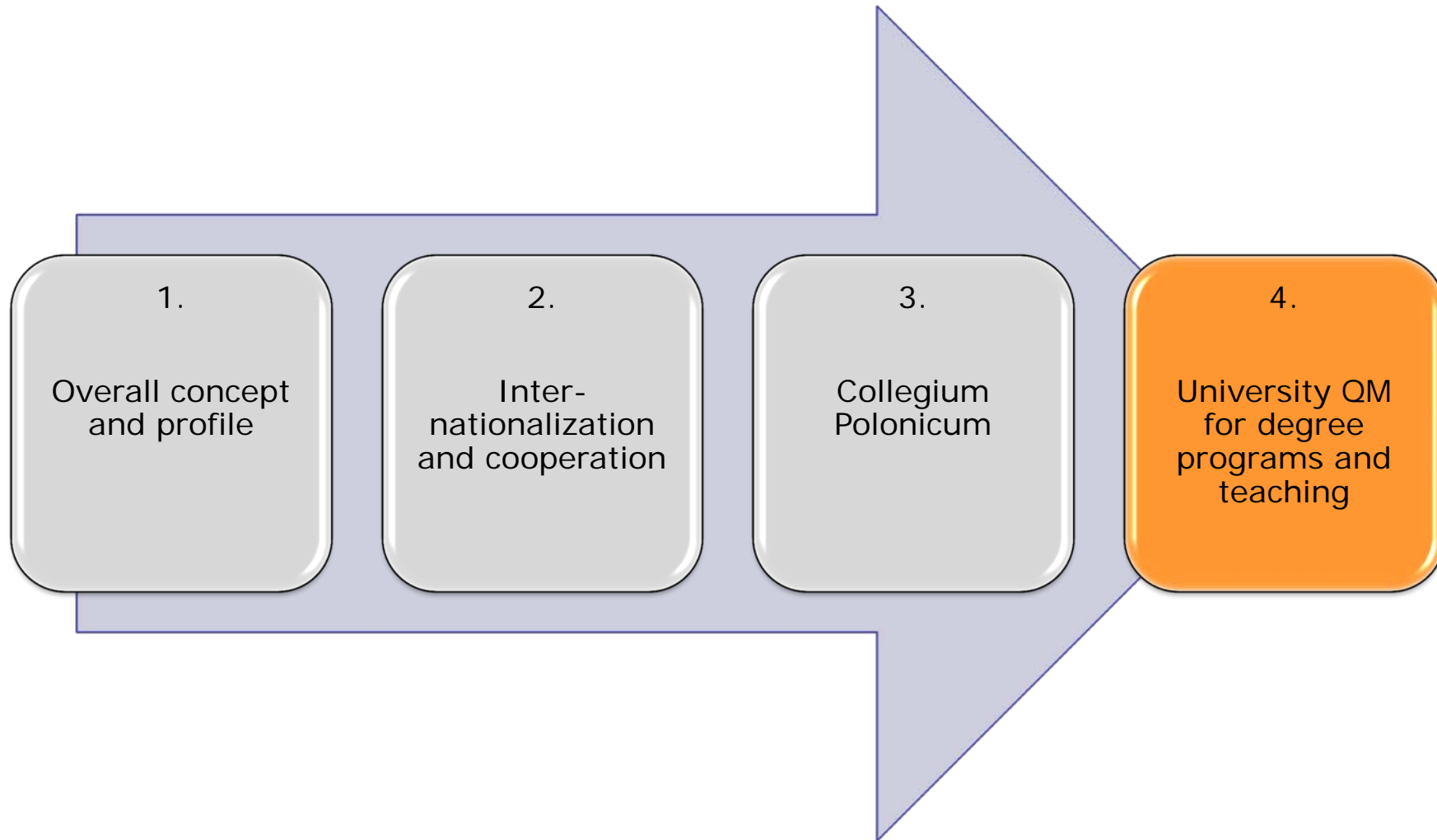
- Support for international cross-border projects on the German-Polish border
- Main task = to support the development of the Collegium Polonicum
- Funds the following programs: courses, development projects, cultural activities and regional identity programs



3. Collegium Polonicum: Karl Dedecius Archive

- Archive of gifts and bequests of well-known German-Polish translators and cultural mediators
- Academic basis for experts/professionals studying Polish and German literature, translation studies, Eastern European history, politics or theatre
- The archive currently contains around 20,000 documents





4. University QM for degree programs and teaching



Photo: © Heide Fest

4. University QM for degree programs and teaching: Introduction

- All stakeholders in the university are included (EUV, 2014)
- University QM is based on guidelines, including:
 - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ENQA, 2009)
 - Standing Committee of the German Ministers of Education and Culture (KMK, 2005a, 2005b)
 - Accreditation Council (AR, 2013)
 - Federal State of Brandenburg
 - Viadrina: Overall concept, profile, strategies and agreed targets (EUV, 2014)
 - ...

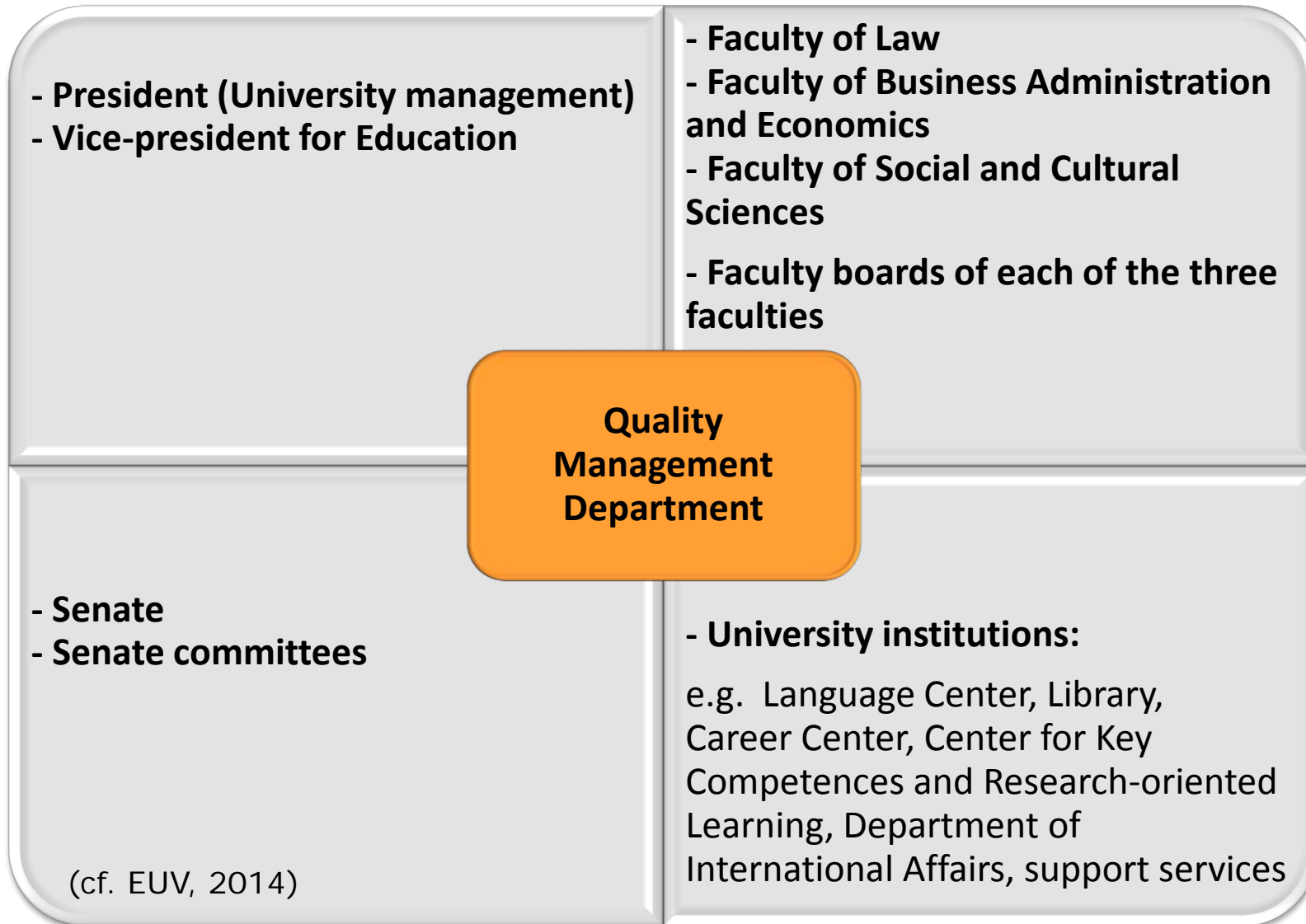


4. University QM for degree programs and teaching: Extract

- Key aspect: sound internal system of quality assurance at the university which ensures that educational aims can be achieved and high-quality degree programs and teaching, taking account of current quality standards (cf. AR, 2013)
- Closed PDCA cycle (EUV, 2014)
- Continuous quality assurance and continuing development of quality of degree programs, teaching and in related segments (EUV, 2014)



4. University QM for degree programs and teaching



4. University QM for degree programs and teaching: as illustrated by *interdisciplinarity* (extract) (EUV, 2014)



Quality objectives

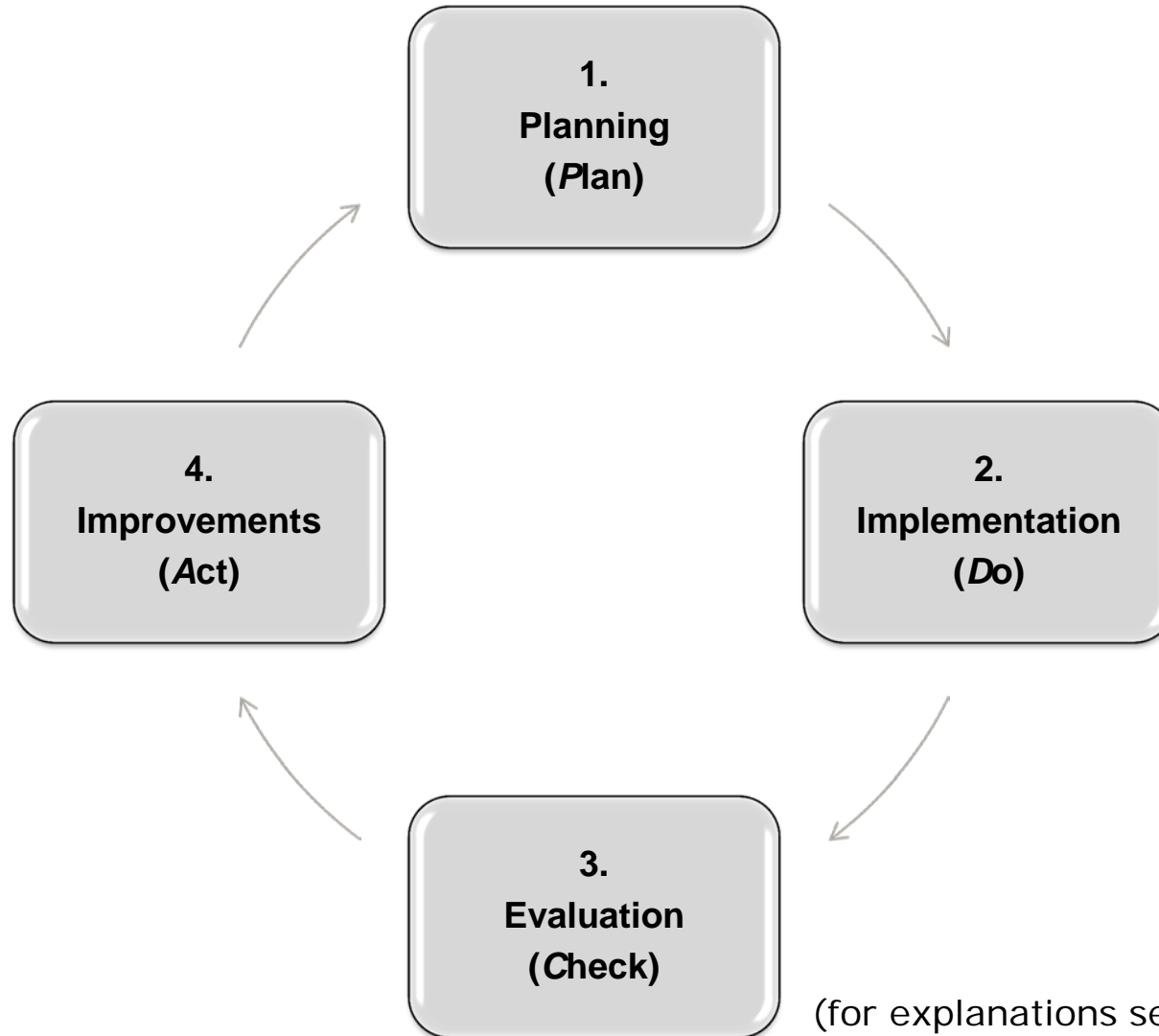
- Interdisciplinary degree programs
- Professional qualifications
- Ensuring degree programs are manageable for students, advisory services and mentoring, integration
- Excellent quality of teaching
- Highly professional teaching staff



Indicators

- Percentage of interdisciplinary cooperation (internal/external)
- Graduates, labour market
- Length of courses, their “manageability”, workload, equal opportunities, advisory, mentoring and integration measures
- Increase in skills and knowledge, cohort statistics
- Quality of teaching, both institutional and of teaching staff

4. University QM for degree programs and teaching: PDCA



(for explanations see Scholz, 2013,
for example)

4. University QM for degree programs and teaching: External evaluation procedures (extract)

- Accreditation and re-accreditation of programs
- Evaluation by the German Council of Science and Humanities
- Annual participation in Degree Program Quality Survey conducted by HIS GmbH since 2007
- Benchmarking internationalization of universities by HIS GmbH in 2010
- Participation in CHE graduate survey since 2011
- Participation in CHE-QUEST study in 2010/2011
- Participation in INCHER survey "Transformation of teaching and studying at German universities - Experiences and perceptions of professors", 2011/2012
- Evaluations commissioned by faculties



4. University QM for degree programs and teaching: Internal evaluation procedures (extract)

- Evaluation of teaching at regular intervals
- Model-based survey of students
- Model-based survey of former students
- Model-based survey of doctoral students
- Skill-based survey into need for further education
- Evaluation of advisory and support services available for transitions between various phases
- Evaluation of tutoring and mentoring programs
- Advisory boards for individual degree programs
- Faculty boards hear issues raised by students



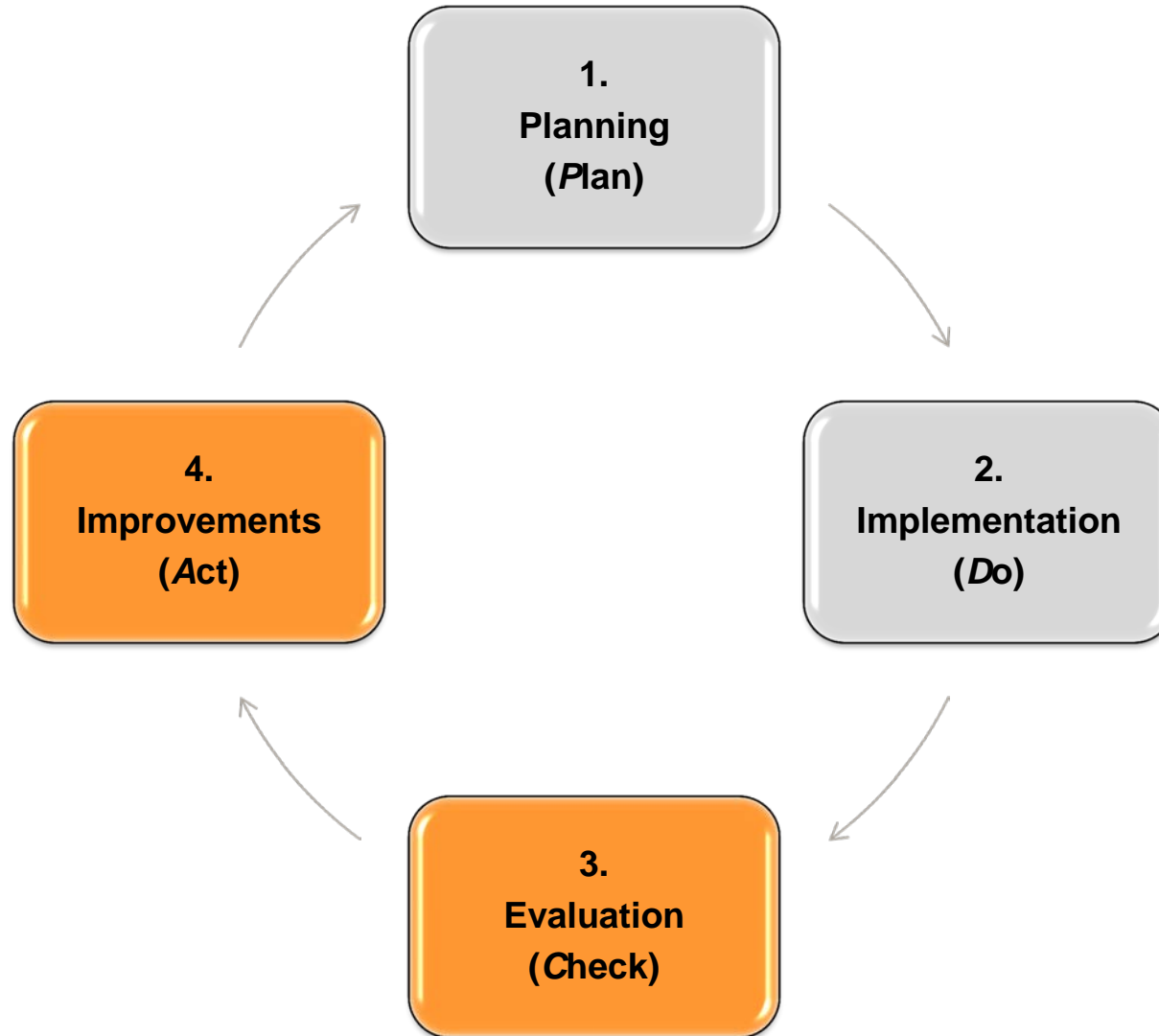
4. Selection procedure – Internal evaluation procedures for optimising degree programs and teaching

- Based on current university research
- Piloted and validated survey tools based on sound theory and models – e.g for conducting surveys of current and former students or skills-based evaluation of teaching
- Survey tools can be linked to form an overall model for the various stakeholders
- Cooperation between universities

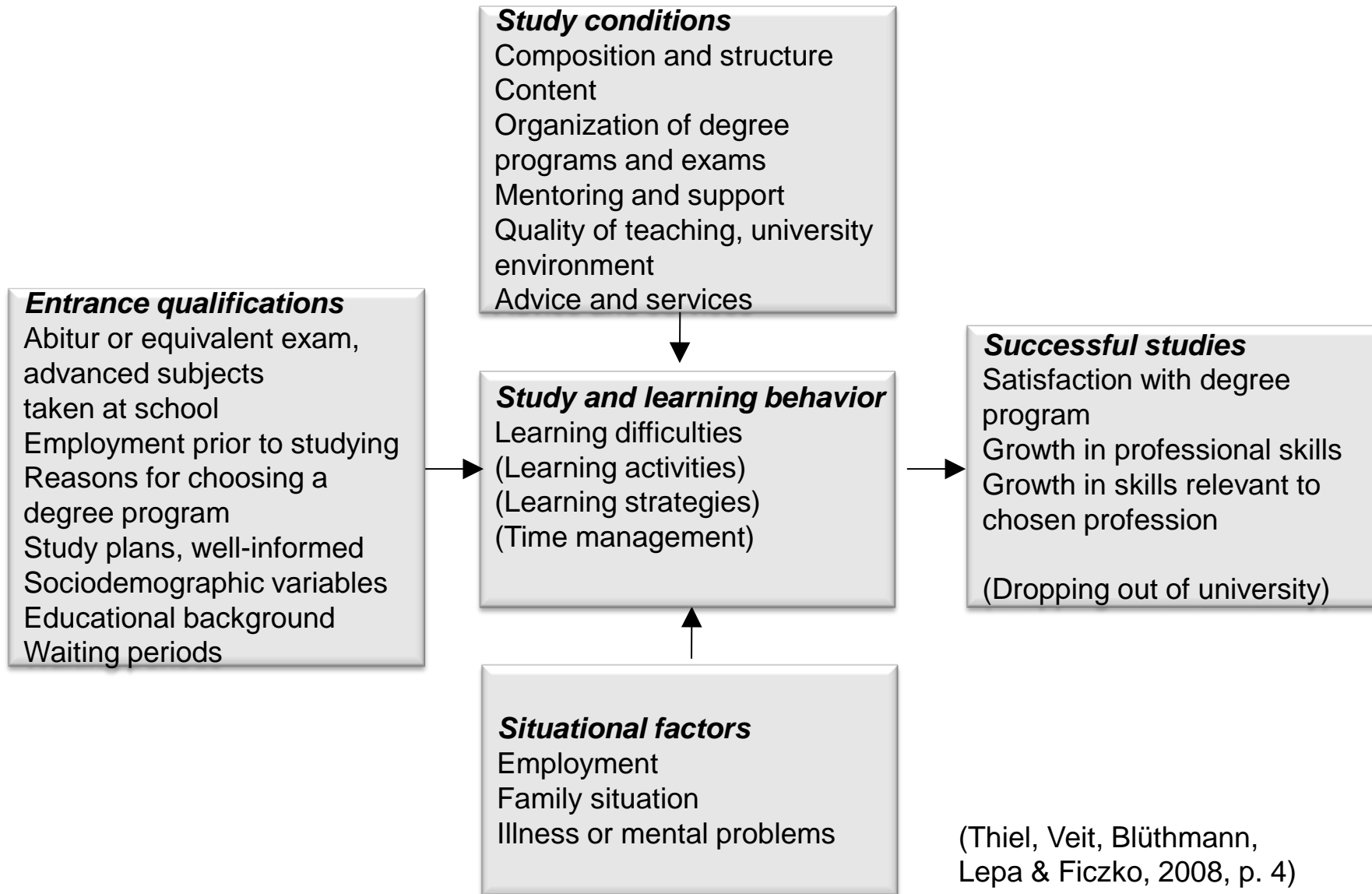
(cf. Albrecht & Köster, 2013; Albrecht & Nordmeier, 2011, 2013a, 2013b; Albrecht & Nuyken, 2013; Thiel, Blüthmann, Lepa & Ficzko, 2007; Thiel, Blüthmann & Watermann, 2012; Thiel, Veit, Blüthmann, Lepa & Ficzko, 2008)



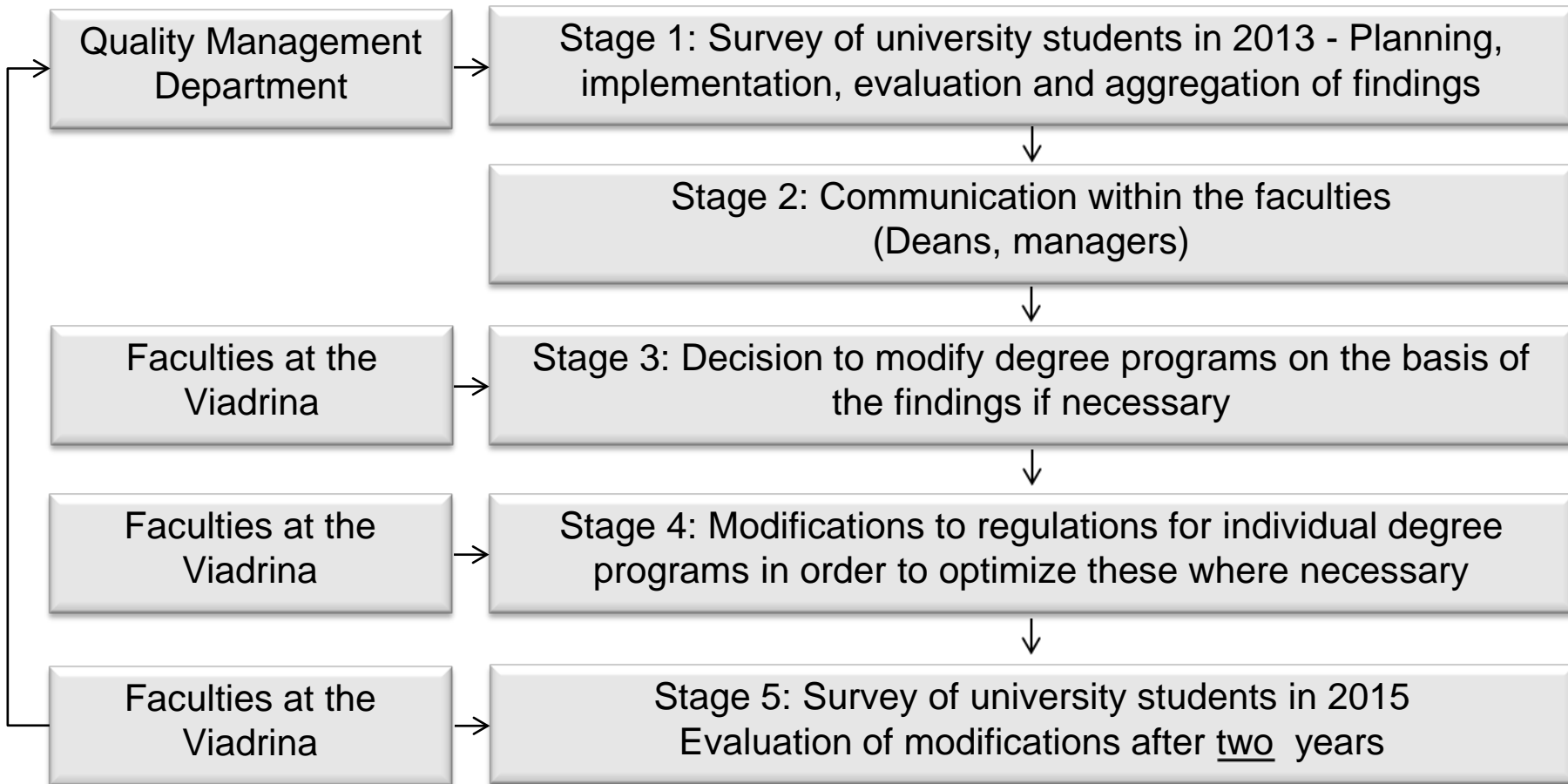
4. University QM for degree programs and teaching: Example of an internal evaluation cycle



4. General theoretical model of successful studies



4. University QM for degree programs and teaching: Example of a PDCA cycle (EUV, 2014)





Dr. André Albrecht –Quality Management Department

aalbrecht@europa-uni.de

Janine Nuyken – Vice-president for Education, International Affairs and
the Collegium Polonicum

nuyken@europa-uni.de

Torsten Glase – Deputy Head of the Department of International Affairs

glase@europa-uni.de



Bibliography I

- AR (2013) = Akkreditierungsrat. (2013). *Regeln für die Akkreditierung von Studiengängen und für die Systemakkreditierung. Beschluss des Akkreditierungsrates vom 08.12.2009, zuletzt geändert am 20.02.2013* (Drs. AR 20/2013). Zugriff am 06.06.2014 unter http://www.akkreditierungsrat.de/fileadmin/Seiteninhalte/AR/Beschluesse/AR_Regeln_Studiengaenge_aktuell.pdf
- Albrecht, A. & Köster, H. (2013). „Frühe Bildung“ – Ergebnisse einer längsschnittlichen Befragung. *Das Hochschulwesen*, 61, 193-199.
- Albrecht, A. & Nordmeier, V. (2011). Ursachen des Studienabbruchs in Physik. Eine explorative Studie. *Die Hochschule*, 20 (2), 131-145.
- Albrecht, A. & Nordmeier, V. (2013a). Studium der Physik. Untersuchung und Analyse von Bedingungen für einen erfolgreichen Studieneinstieg. *Psychologie in Erziehung und Unterricht*, 60, 32-47.
- Albrecht, A. & Nordmeier, V. (2013b). Interventionsstudie im Lehramtsstudium der Physik – dem Erfolg auf der Spur. *PhyDid A, Physik und Didaktik in Schule und Hochschule*, 12, 62-72. Zugriff am 06.06.2014 unter <http://www.phydid.de/index.php/phydid/article/view/404/Artikel%20404>
- Albrecht, A. & Nuyken, J. (2013). *Ergebnisse der Befragung der Studierenden an der Europa-Universität Viadrina Frankfurt (Oder) – Sommersemester 2013*. Zugriff am 04.07.2014 unter http://www.europa-uni.de/de/struktur/unileitung/stabsstellen/qm/dokumente/Studierendenbefragung_2013_Druckversion.pdf



Bibliography II

- ENQA (2009) = European Association for Quality Assurance in Higher Education. (2009). *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (3rd edition). Zugriff am 06.06.2014 unter http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf
- EUV (2014) = Europa-Universität Viadrina Frankfurt (Oder). (2014). *Qualitätsmanagement an der Europa-Universität Viadrina Frankfurt (Oder) im Bereich Studium und Lehre* (Version 1.1 | Stand April 2014). Zugriff am 04.07.2014 unter www.europa-uni.de/qm/doku
- KMK. (2005a). *Qualitätssicherung in der Lehre* (Beschluss der Kultusministerkonferenz vom 22.09.2005). Zugriff am 06.06.2014 unter http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2005/2005_09_22-Qualitaetssicherung-Lehre.pdf
- KMK. (2005b). *Qualifikationsrahmen für Deutsche Hochschulabschlüsse* (Im Zusammenwirken von Hochschulrektorenkonferenz, Kultusministerkonferenz und Bundesministerium für Bildung und Forschung erarbeitet und von der Kultusministerkonferenz am 21.04.2005 beschlossen). Zugriff am 06.06.2014 unter http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2005/2005_04_21-Qualifikationsrahmen-HS-Abschluesse.pdf



Bibliography III

- Scholz, H. (2013). *Qualität für Bildungsdienstleistungen. Qualitätssicherung und -entwicklung nach DIN EN ISO 9001, DIN ISO 29990, DVWO und AZAV* (2., überarbeitete und erweiterte Auflage). Berlin, Wien, Zürich: Beuth Verlag.
- Thiel, F., Blüthmann, I., Lepa, S. & Ficzko, M. (2007). *Ergebnisse der Befragung der exmatrikulierten Bachelorstudierenden an der Freien Universität Berlin - Sommersemester 2007*. Zugriff am 06.06.2014 unter www.ewi-psy.fu-berlin.de/einrichtungen/arbeitsbereiche/schulentwicklungsforschung/downloads/Exmatrikuliert_enbefragung_2007.pdf?1310986825
- Thiel, F., Blüthmann, I. & Watermann, R. (2012). Konstruktion eines Fragebogens zur Erfassung der Lehrkompetenz (LeKo). In B. Berendt, H.-P. Voss & J. Wildt (Hrsg.), *Neues Handbuch Hochschullehre. Lehren und Lernen effizient gestalten. Teil I. Evaluation. Veranstaltungsevaluation* (S. 1-26). Stuttgart: Raabe Verlag.
- Thiel, F., Veit, S., Blüthmann, I., Lepa, S. & Ficzko, M. (2008). *Ergebnisse der Befragung der Studierenden in den Bachelorstudiengängen an der Freien Universität Berlin - Sommersemester 2008*. Zugriff am 06.06.2014 unter www.fu-berlin.de/universitaet/entwicklung/qualitaetsmanagement/bachelorbefragung/bachelorbefragung-2008.pdf?1304061426

