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"Good bye Bauhaus - hello Bologna!

**The University of Art and Industrial Design, Linz
(Austria) in Transition"**

II . The University of Art and Industrial Design, the University Act (UOG 2002) and the Bologna Process

At the beginning of the 21st century major changes occur for which the legal framework is provided by the University Act (UOG 2002). It has transformed the University into a „cooperation under public law“, which means that it is now largely autonomous. This also results in a substantial change in the organisational as well as corporate governance structures. The University is headed by a Rectorate, a Senate and a University Council. Under the new rectorat professorships in Cultural Studies, Art History & Gender Studies and Media Theory – which allow for a theoretical focus - as well as in Time based & Interactive Media and Interface Cultures has been instituted. According to this development the University has given itself a new profile in „three principal areas of concentration:

Integrated Media Applications (Intermediality),
Spatial Design Strategies and
Academic Research in Art Sciences.“¹

The Universities Act 2002 also provided the legal framework for the implementation of the Bologna Process – starting with the diploma supplement, but much more important with the transformation of the Diploma Programmes into Two Cycle Study Programmes.

It requires that:

„(2) New degree programmes may normally only be instituted as

¹ Kunstuniversität Linz (Ed.): Academic Year 207/2008. Linz 2007, 9

bachelor's or master's degree programmes. However the degree programmes named in Schedule 1 University Study Act (UniStG), BGBl. I No. 48/1997 may be established as diploma programmes. Programmes conferring secondary teacher accreditation, and medical and dental medicine studies may only be offered in the form of diploma programmes. The academic titles conferred by diploma programmes shall be designated in accordance with Schedule 1 UniStG."²

The implementation process at the University of Art and Industrial Design started in the academic year 2003/04 (at that time 757 full students³) in one of the seven diploma study programmes. Ceramics, Textile/ Art& Design and Space Strategies were transformed into bachelor and master programmes. In 2005 the only recently developed diploma programme in Media Studies was transformed into three bachelor and three master programmes.⁴

(Colleagues from these Institutes comment on their experiences in the videos which belong to this presentation.⁵)

In 2006 (962 full students⁶) the number of bachelor and master programmes has increased to seven each and there are only three diploma programmes left: Fine Arts, Architecture and Secondary Teacher Training. - Teacher Training programmes - offered in Art Education, Design and Technology and Textile Education - are still exempt by law. - There exist two doctoral programmes however no PhD studies have been instituted so far.⁷

	2000	2005	2006	Difference (%) to the previous year total
full Studies	12	17	19	11.80%

² University Organisation and Studies Act (Universities Act 2002)
http://www.reko.ac.at/upload/UG_2002_Englisch.pdf

³ Bundesministerium für Wissenschaft und Forschung (Ed.): Monitoring report 2007
 (Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007.
 Berichtszeitraum 2000 – 2006)

http://www.bmwf.gv.at/fileadmin/user_upload/europa/bologna/national_report_05_07.pdf
 Stand der Umsetzung der Bologna-Ziele in Österreich 2007, 83

⁴ Stand der Umsetzung der Bologna-Erklärung in Österreich 2005,64

⁵ Statements of Marga Petraschek Persson and Gerhard Funk at www.ufg.ac.at Valencia 2007

⁶ Table 3

⁷ Table 1

Diploma Studies	10	4	3	-25.00%
BA Studies	0	4	7	75.00%
MA Studies	0	7	7	0.00%
Doctorate Studies	2	2	2	0.00%
PhD-Studies	-	0	0	-

Tab.1: Qualifications available at Art University

Linz

Compared to the average decrease in diploma studies at Austrian Universities of -13,1 % the Art University has reached - 25%⁸ but the decrease in diploma students is only by - 9%⁹ which is still substantially higher than the average - 2,8%.¹⁰

	2000		2005		2006		Difference (%) to the previous year total	
	total	of which	total	of which	total	of which	total	of which
		women		women		women		women
full Studies	697	425	895	547	991	619	10,70%	13,20%
Diploma Studies	684	419	701	416	634	378	-9,60%	-9,10%
BA Studies	0	0	121	84	235	165	94,20%	96,40%
MA Studies	0	0	49	35	84	51	71,40%	45,70%
Doctorate Studies	13	6	24	12	38	25	58,30%	108,30%
PhD-Studies	-	-	0	0	0	0	-	-

Tab. 2: Number of students at Art University Linz

An interesting issue – especially for students - is of course mobility. Statistical data are available since winter term 2002. They show that the number of outgoing students is surprisingly low. In 2002¹¹ as well as in 2006¹² only 17 students of the Art University in Linz went abroad. - Only in 2005 with 22 there were more. - In relation to the total number of full students the percentage of outgoing students has even decreased from 2, 4% in 2002 to 1,8 % in 2006¹³, however it is still higher than the Austrian

⁸ Table 1; Stand der Umsetzung der Bologna-Ziele in Österreich 2007, 83

⁹ Table 2

¹⁰ Stand der Umsetzung der Bologna-Ziele in Österreich 2007, 92

¹¹ Stand der Umsetzung der Bologna-Erklärung in Österreich 2005, 83; Table 1

¹² Stand der Umsetzung der Bologna-Ziele in Österreich 2007, 101

¹³ Stand der Umsetzung der Bologna-Erklärung in Österreich 2005, 83; Table 1

average which is 1.5 in 2006.¹⁴ However it turned out that these numbers and accordingly the percentage rates have to be multiplied by two since by counting only the winter term these results ignore the number of outgoing students of the second term of the academic year. (This also explains the numbers mentioned in the video statement by Eva Kosa of International Relations.)

	2000		2005		2006		Difference (%) to the previous year total		
	total	of which women	total	of which women	total	of which women	total	of which women	
students (full & associate)	823		511	947	581	1.035	642	9.30%	10.50%
full students	713		440	878	534	962	599	9.60%	12.20%
Outgoing	N.A.		N.A.	20	12	17	12	-15.00%	0.00%
Outgoing in %	-		-	2.30%	2.20%	1.80%	2.00%	-0.5%	-0.2%

Tab. 3: Mobility of students at Art University Linz (outgoing)

The number of incoming students has increased significantly from 5 (0,7%) in 2002¹⁵ to 19 (2,0%) in 2006¹⁶ and thus 0,5% higher than the average incoming rate. These numbers have to be multiplied as well.

	2000		2005		2006		Difference (%) to the previous year total	
	total	of which women	total	of which women	total	of which women	total	of which women
Students (full & associate)	823	511	947	581	1,035	642	9.30%	10.50%
full students	713	440	878	534	962	599	9.60%	12.20%
Incoming	k.A.	k.A.	15	9	19	15	26.70%	66.70%
Incoming in %	-	-	1.70%	1.70%	2.00%	2.50%	0.30%	0.80%

Tab. 4: Mobility of students at Art University Linz (incoming)

It has to be noted that during the last years mobility of female compared to male students is slightly higher – at the Art University as well as on an average and this holds true for outgoing as well as for incoming students.¹⁷

¹⁴ Stand der Umsetzung der Bologna-Ziele in Österreich 2007, 101

¹⁵ Stand der Umsetzung der Bologna-Erklärung in Österreich 2005, 88

¹⁶ Table 4

¹⁷ Stand der Umsetzung der Bologna-Ziele in Österreich 2007, 101 u. 108

Compared to mobility on the basis of Erasmus agreements the number of foreign students studying in Linz is substantially higher. It has increased from 68 (8,3%) in 2000¹⁸ to 159 (15,4 %) in 2006¹⁹ which is less than an average of 20,4 % for the Austrian Universities in 2006²⁰.

	2000		2005		2006		Difference (%) to the previous year total	
	total	of which women	total	of which women	total	of which women	total	of which women
students	823	511	947	581	1,035	642	+9,30%	+10,5%
foreign students	68	47	132	88	159	105	+20,5%	+19,3%
foreign students in %	8,30%	9,20%	13,9%	15,10%	15,40%	16,40%	+1,40%	+1,20%

Tab. 5: Foreign Students at Art University Linz

The two monitoring reports of 2005 and 2007 covering the period of 2000 – 2004 and 2000 – 2006 provide not only substantial statistical data but also detailed information concerning the goals agreed upon during the conferences which since Bologna in 1999 have taken place in 2001 in Prague, in 2003 in Berlin and in 2005 in Bergen. For every defined goal the state of the - necessary - legislative reform as well as it's institutional implementation is laid down.

The selected data presented in the five tables taken from the second monitoring report clearly indicate that the organisational core issue, the process of transformation of the entire university system into a two and three cycle system is by now not even formally completed.

Moreover there seems to be quite a discrepancy between the actual situation at the university level and the intended goals. The European Credit Transfer System ECTS serves as a good example. The problems connected with it are recognized in the template compiled in 2006 with respect to question 31 as a „main challenge ahead“ for Austria:

„ Finetuning of ECTS: moving from a sometimes rather superficial

¹⁸ Stand der Umsetzung der Bologna-Erklärung in Österreich 2005, 109

¹⁹ Table 5

²⁰ Stand der Umsetzung der Bologna Ziele in Österreich 2007, 115

implementation to a well-devised and accurate one (e.g. correct allocation of credits relating to the work load, European grading scale, etc.)“²¹

Also lacking experience and little exchange between universities on how to best develop modular study programmes have to be mentioned as an obstacle.

And finally during the process of transition students in the old diploma programmes have a right to be served alongside students of the new bachelor and master programmes. As Gerhard Funk points out in his video statement on the process of implementation the Institute of Media Studies it is not easy to serve both programmes without additional financial means.

While at university level curricula commissions – faculty and students - are still struggling with so to say „grassroot problems“ officials identify as „challenge seen ahead“ the „ implementation of the National Qualification Framework: It seems to be necessary that within the implementation process every single aspect of the NQF has to fulfil the higher target of the NQF, which is to make study programmes more transparent, to provide full information on study and career paths, and to guarantee mobility within a given sector of education as well as among them. A precarious balance will have to be struck between a too general or too detailed definition of descriptors.“

And as another challenge the „ implementation of a national Quality Assurance System fully compatible with the agreed European Standards and Guidelines: Such a system is necessary to ensure comparability between the national HE systems, transparency and a fair competition between the European HE institutions.“

It is highly appreciated that the Valencia conference aims not only at top down but also bottom up exchange!

²¹ Bologna Process Template for National Reports: 2005-2007
http://www.bmwf.gv.at/fileadmin/user_upload/europa/bologna/national_report_05_07.pdf

„Mobility“ is also mentioned as a “challenge ahead”: „In contribution to the Bologna process the mobility of the students and teaching staff develops quite well. Mobility of the teachers, and, especially, administrative staff in HE-institutions could be enhanced further.“²² Student mobility represents undoubtedly – at least to my way of thinking - one of the major benefits connected with the Bologna process. It is however questionable whether there will be a significant increase during the next years. In the new two cycle programmes the bachelor studies tend to have rather tight schedules which do not allow for „electives“. With economic stress on students increasing – most of them work part time - they might think twice whether they can afford – not only financially but also contentwise - to go abroad for one semester – despite of acknowledgement of their earned ECTS – if receiving their degree in time could be at stake. They might postpone „outgoing“ for the second cycle only to encounter a similar situation.

In developing a new study plan desirability of mobility definitely needs to be taken into account! We have done so in 2002 in our nine semester – still diploma - study plan for secondary teacher training in Art Education. It provides for twenty hours of artistic projects to be freely chosen according to the interest of the students as well as to the availability of courses. This arrangement and an additional twelve hours of electives – then required by law - easily allow for a semester abroad which in any case ideally complements the programme at home. It will be quite a challenge to secure such an option in future curricula.²³

But will it be possible at all under current circumstances ?

Questions like this addresses also Konrad Paul Liessmann in „Theorie der Unbildung. Die Irrtümer der Wissensgesellschaft“ which according to the publisher should translate into „The Theory of Miseducation. Failures of

²² Bologna Process Template for National Reports: 2005-2007

http://www.bmwf.gv.at/fileadmin/user_upload/europa/bologna/national_report_05_07.pdf

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Major abbreviations used: HEI - higher education institutions NQF .- National Qualification Framework

²³ Study plan for the Teaching profession in English http://www.ufg.ac.at/art-education.bildnerische_erziehung+M52087573ab0.0.html

the Information Age.“ In this essay the author is extremely critical of the Bologna process. He titles chapter 6: „Bologna: Die Leere des europäischen Hochschulraumes.“ By exchanging the German word *Lehre* / *teaching* for *Leere/ emptiness* he The first sentence even reads: „Die Misere der europäischen Hochschulen hat einen Namen: Bologna.“²⁴ The misery of European Universities has a name: Bologna. As professor at the Institute of Philosophy at the University of Vienna he knows his subject quite well and as a brilliant essayist and critic he precisely makes his points. It was not possible to have the chapter on Bologna translated into English by the publisher - no English translation exists so far. His arguments would certainly enriched the discussion.

While a reversal of the process is not to be expected it is at times necessary to stepp back and reconsider! This conference provides a chance for it.

All Tables taken from:

Bundesministerium für Wissenschaft und Forschung (Ed.):Monitoring report 2007
(Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007.
Berichtszeitraum 2000 – 2006)

http://www.bmwf.gv.at/fileadmin/user_upload/europa/bologna/national_report_05_07.pdf

Table 1: Stand der Umsetzung der Bologna-Ziele in Österreich 2007, 83

Table 2: Stand der Umsetzung der Bologna Prozess (sic) in Österreich 2007, 91

Table 3:Stand der Umsetzung der Bologna-Ziele in Österreich 2007, 101

Table 4: Stand der Umsetzung der Bologna-Ziele in Österreich 2007, 108

Table 1: Stand der Umsetzung der Bologna-Ziele in Österreich 2007, 105

²⁴ Konrad Paul Liessmann: Theorie der Unbildung.Die Irrtümer der Wissensgesellschaft.
Paul Zsolnay Verlag. Wien 2006