**Evaluation of Professors at BOKU**

**Self Evaluation Report**

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| **Personal data of the candidate** | |
| **Degree** |  |
| **Last name** |  |
| **First name** |  |
| **Name of chair** |  |
| **Department** | Department of Material Sciences and Process Engineering (MAP) |
| **Institute/ Division** |  |
| **Evaluation period** |  |

**Wichtige Anmerkung der Stabsstelle QM für § 98 und A2: Bitte den Bericht auf Deutsch verfassen und eine maximale Länge von 15 Seiten nicht überschreiten.**

**Content**

1. Positioning of the candidate
2. Evaluation of own performance during the last 5 years
   1. Retrospect: Research
   2. Retrospect: Education
   3. Retrospect: Management
3. Outlook: Mid- to long term strategies and planned activities
   1. Research
   2. Education
   3. SWOT analysis
4. Addendum
5. **Positioning of the candidate**

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| **The knowledge triangle[[1]](#footnote-1)**  A valuable model to refer to is, that of the so-called ‘knowledge triangle’, which explains the interactions between research, education and innovation as the interdependent drivers of a knowledge-based society. The concept of the knowledge triangle has gained a strong foothold in European Union economic and higher education policies. These policies aim to strongly connect the three key drivers. European higher education institutions should play a central role in creating and disseminating knowledge valuable for society and business by linking education, research and innovation through collaboration with the wider community. In general terms, the knowledge triangle can be described as follows. The base of the triangle is formed by the connection between research and education and both contribute to innovation, for example through practical application, at the top of the triangle. It should be emphasised that this image, static as it may seem, presupposes that under optimal conditions the connections between the three points of the triangle are highly dynamic. Teaching at universities, for example, should be research driven, and good teaching raises questions that form starting points for new research. Research driven teaching also gives students the ability to work as innovative practitioners or researchers. Innovative practitioners, in turn, provide valuable contributions to practice-oriented teaching and to gathering empirical data for answering research questions. In Figure 1, these connections are illustrated by the arrows.  Innovative practice  Research  Teaching  Figure 1: The knowledge triangle  **Please describe your position in respect to the knowledge triangle below.**   * **Which of the three areas (research, education, innovative practice) require most of your time?** * **Between which areas is the strongest interrelation? And in what respect?** |
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1. **Evaluation of own performance during the last 5 years**

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| * 1. **Retrospect: Research**   **Please describe your research portfolio taking into consideration the objectives of your chair. If relevant please make also reference to the mission of your institute and your department, the BOKU development plan and the performance contract between the department and the rectorate. Please cover the following aspects:**   * **Publications (list the 5 most significant ones),** * **projects,** * **co-operations (at BOKU, national and international),** * **scientific conferences,** * **research stays,** * **scientific community service,** * **PhD supervision,** * **fostering young scientists,** * **consideration of gender and diversity aspects,** * **technology transfer (patents, spin offs).**   **Assess your research performance on the basis of the provided data.**   * **If your publication output is not above the mean of the department, explain why.** * **If your supervision rate of dissertations is not above the mean of the department, explain why.** |
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| * 1. **Retrospect: Education**   **Please respond to the “Leitfaden zur Erstellung eines Lehrportfolios”[[2]](#footnote-2) and discuss the following items:**   * **Teaching philosophy,** * **strategy for teaching and learning,** * **projects and co-operations (at BOKU, national and international)** * **teaching activities (courses, exams),** * **supervision (Bachelor, Master),** * **feedback mechanisms and quality development in teaching,** * **consideration of gender and diversity aspects,** * **contributions to curricular development,** * **activities in university continuing education,** * **knowledge transfer,** * **communication with media, stakeholders and society.**   **Assess your research performance on the basis of the provided data:**   * **If your supervision rate of Master thesis is not above the mean of the department, explain why.** |
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| * 1. **Retrospect: Management**   **Assess your performance in management and administration:**   * **your activities as a head of department/institute/division/working group covering**   **staff management,**  **management of funds and infrastructure.**   * **your major collaboration in committees at BOKU and outside of BOKU.** |
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1. **Outlook: Mid- to long term strategies and planned activities**

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| 1. **Outline your strategies and planned activities in research. Please make a reference to the knowledge triangle and cover the following aspects:**  * **The research strategy for your working group,** * **publication strategy,** * **planned research projects,** * **co-operations within and outside of BOKU (nationally and internationally),** * **fostering young scientists.** |
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| 1. **Describe your strategies and planned activities in education. Please make a reference to the knowledge triangle and cover the following aspects:**  * **review and further development of your courses in respect to**    + - **content and methodology,**     - **quality of education,**     - **innovation,** * **the development of courses and degree programmes at BOKU,** * **knowledge transfer.** |
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| 1. **Please outline the major strengths, weaknesses, opportunities and threats in respect to the planned activities you have outlined above[[3]](#footnote-3).** |
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1. **Addendum**

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| Research Information system: Link to profile of the candidate in FIS |
| Educational information system: Link to profile of the candidate in BOKU online |
| List of publications and projects (Source: FIS) |
| List of courses, exams, supervision and course evaluations (Source: boku:data) |
| Mission of institute and department, relevant parts of performance contract and of development plan |
| Key performance indicators (Source: boku:data) |
| Organisational chart of the Chair: To be elaborated by the candidate |

1. See: <https://digitaldublin.files.wordpress.com/2013/05/markku-markkula-parallel-1-the-knowledge-triangle-re-inventing-the-future.pdf> [↑](#footnote-ref-1)
2. See: [www.boku.ac.at/fileadmin/data/H05000/H17100/Qualifizierungsvereinbarung/Lehrportfolio\_-\_Leitfaden\_zur\_Erstellung.pdf](http://www.boku.ac.at/fileadmin/data/H05000/H17100/Qualifizierungsvereinbarung/Lehrportfolio_-_Leitfaden_zur_Erstellung.pdf) [↑](#footnote-ref-2)
3. Please consider that the analysis of the internal strengths refers to the present, the analysis of the chances and challenges refers to the environment to which we have to respond and which brings various changes. The analysis of the four fields (strengths-weaknesses, strengths-threats, weaknesses-chances and weaknesses-threats) shall lead to strategic development options. See also: <http://www.wpelz.de/ress/swot.pdf> [↑](#footnote-ref-3)