

Implementation of the AUT Strategy 2030

## **Where we Stand in our Project ?**

**Hubert Hasenauer**

6. Meeting from 28. – 31. 1. 2025:  
This is the summary and the next steps of the project

# AUT 2030 - Mission

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- Competitive research programs
- Competitive study programs
- Knowledge transfer and new businesses
- Regional Center of Excellence

***Project Start:***

***1. June 2024, 6 Meetings including this one***

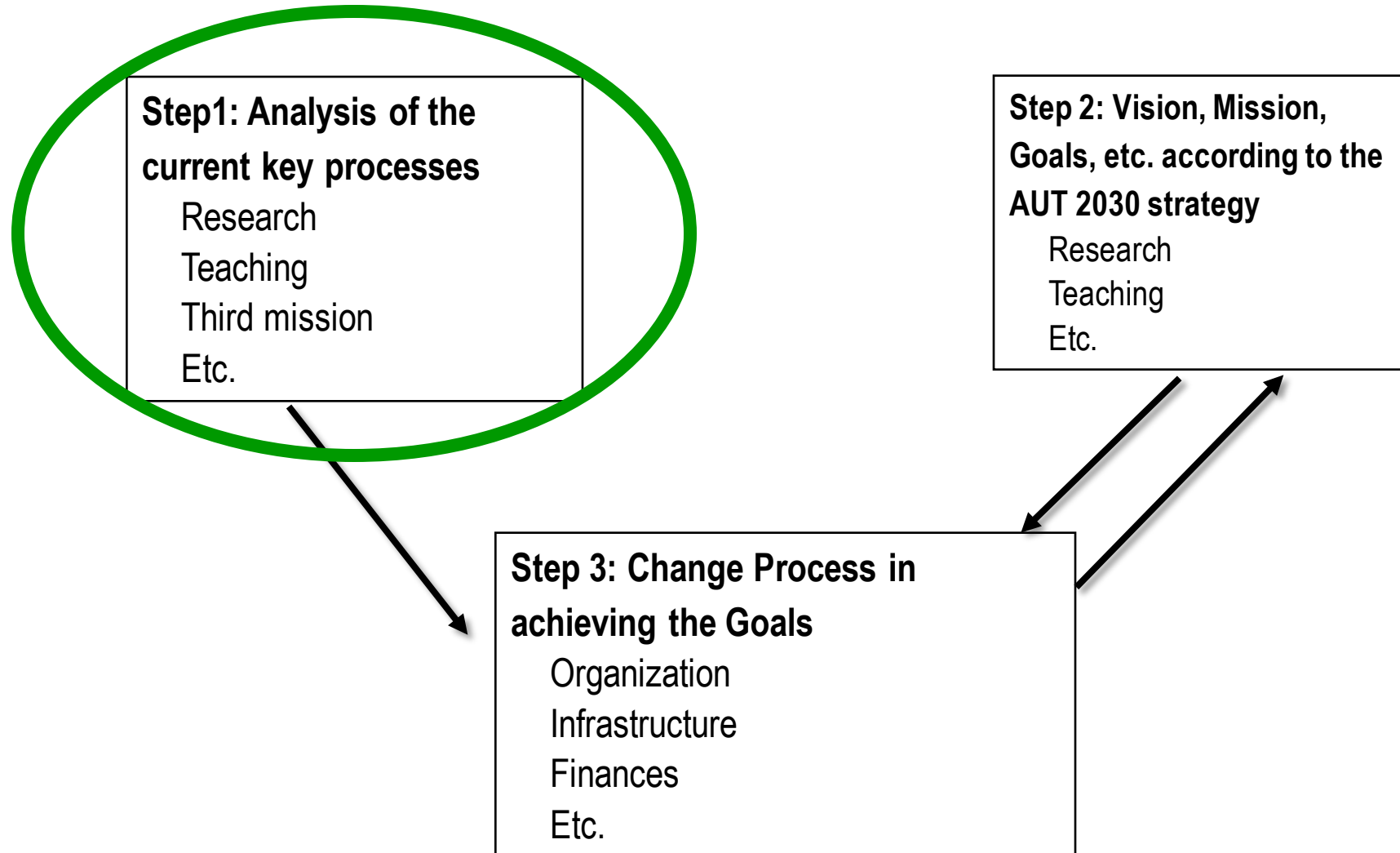
# AUT – 2030: Implementation

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- Work along the 3 Steps:
  - (i) Analysis, (ii) Goals, (iii) Change
- The key processes support the goals and derive the implementation and/or change process
  - (i) Teaching, (ii) Research, (iii) Third mission (iv) Administration
- Establishment of a formal structure for the change process
- Development of an “AUT Ownership”

# AUT strategy 2030: Analysis – Goals - Change

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# Step 1: Key Processes of AUT

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- Research (publications, PhD, etc.)
- Teaching (has to be research based)
  - Bachelor
  - Master
- Third Mission (knowledge transfer)
- Internationalization (access to know how)
- Administration (facilitates the key processes)

# Analysis of the Research

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- List of the faculty competences
- Publications from Google Scholar and Scopus (since 2019)
- Citations since 2019
- Third party funding (since 2019)
- PhD finished (since 2019)

# Summary of Research Analysis II

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- Since 2019 AUT has produced with 259 Professors
  - 5,56 Mill Euro
  - 928 SCI papers
  - 86 PhD
- High Research Potential in Natural Science & Economics
- Top Author: 92 SCI papers, 1793 citations 1793, h Index 19

# Analysis of the Teaching

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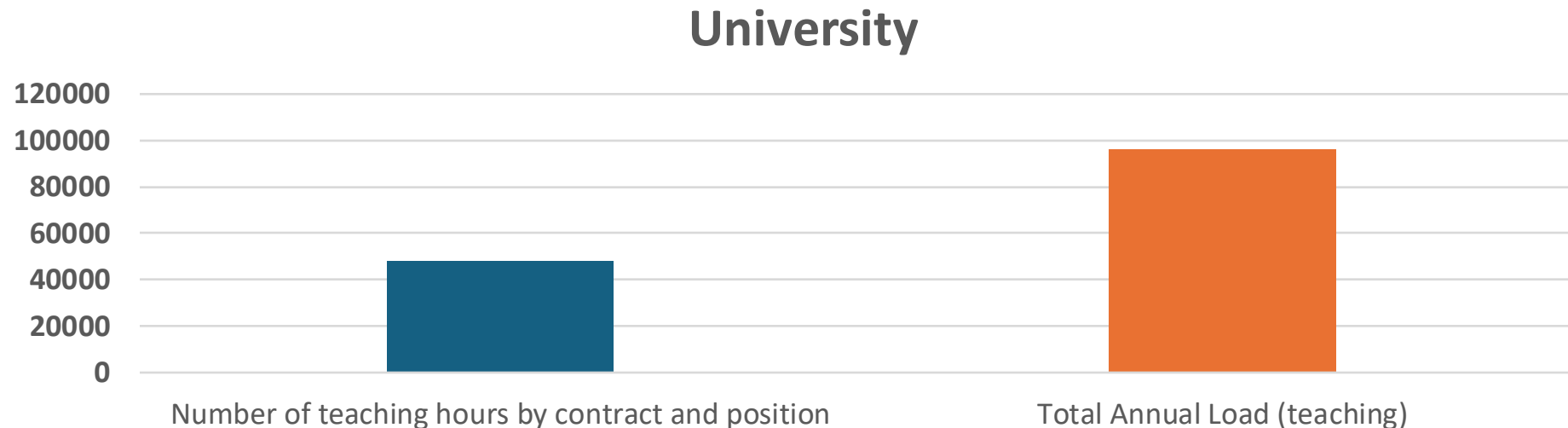
- AUT: 21 Bachelor, 20 Master, 16 professional Master, 1 VetMed Program for 5000 Students
- Many programs, however, topics are missing
- VetMed Program has no accreditation of the EAEEVE
- Teaching load is high, not enough time for research



# Summary Teaching (BS & MS)

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- The teaching load of the faculty is twice as much as it should be according to the contract
- How to ensure a research driven education?



# Key Messages of the Visit by Prof. Müller at the ECON Dep:

(24. – 25.Nov. 2024)

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- Economists & Social scientist are needed in the Agricultural Sector
- Research (know how) needs will increase with the EU integration
- Existing cooperation need to be more visible or developed
- Econ/Social Science is important for all other teaching programs
- Stronger interdisciplinary approach will strengthen the Department
- Juridical competences (research & teaching) are missing

# Survey among:

**(i) Faculty, (ii) Students, (iii) Administration, (iv) Alumni, (v) Stakeholder**

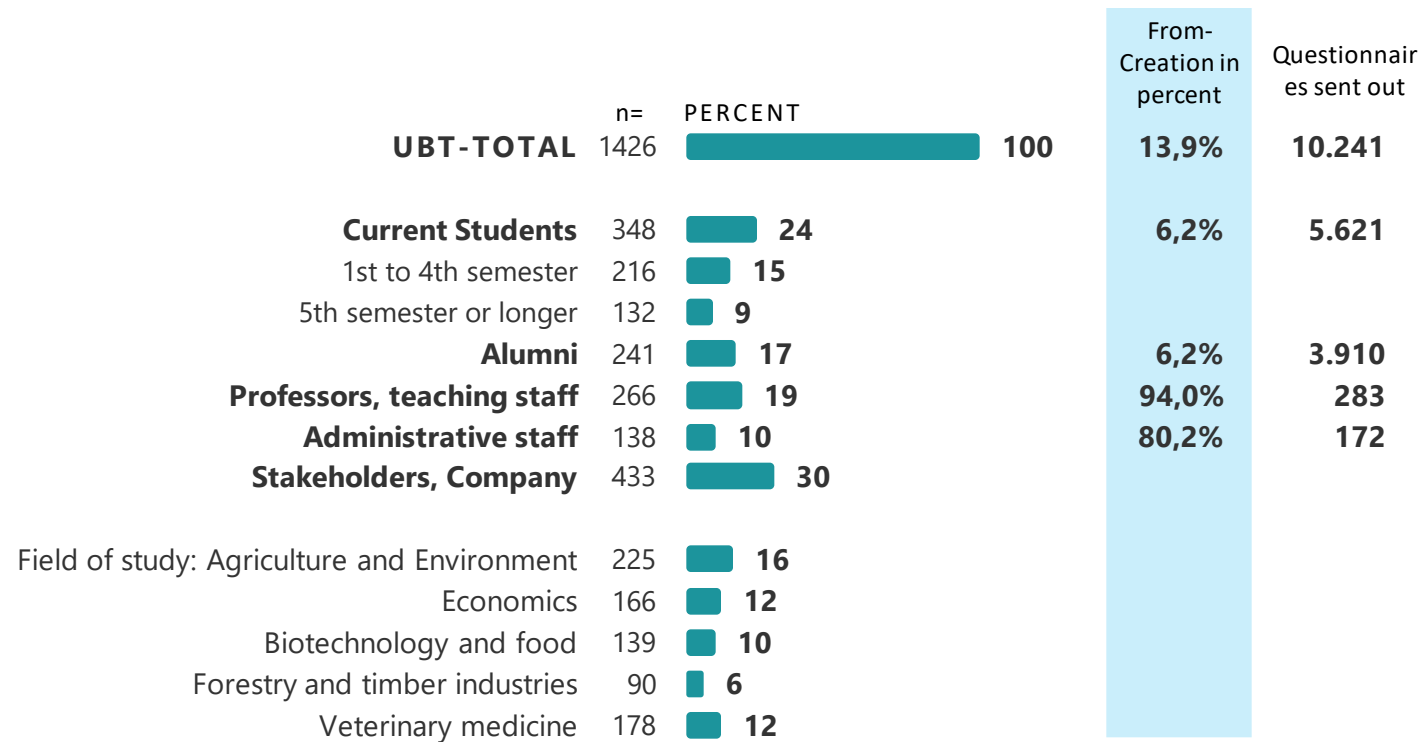
Repositioning of the UBT -

Universiteti Bujqësor i Tiranës

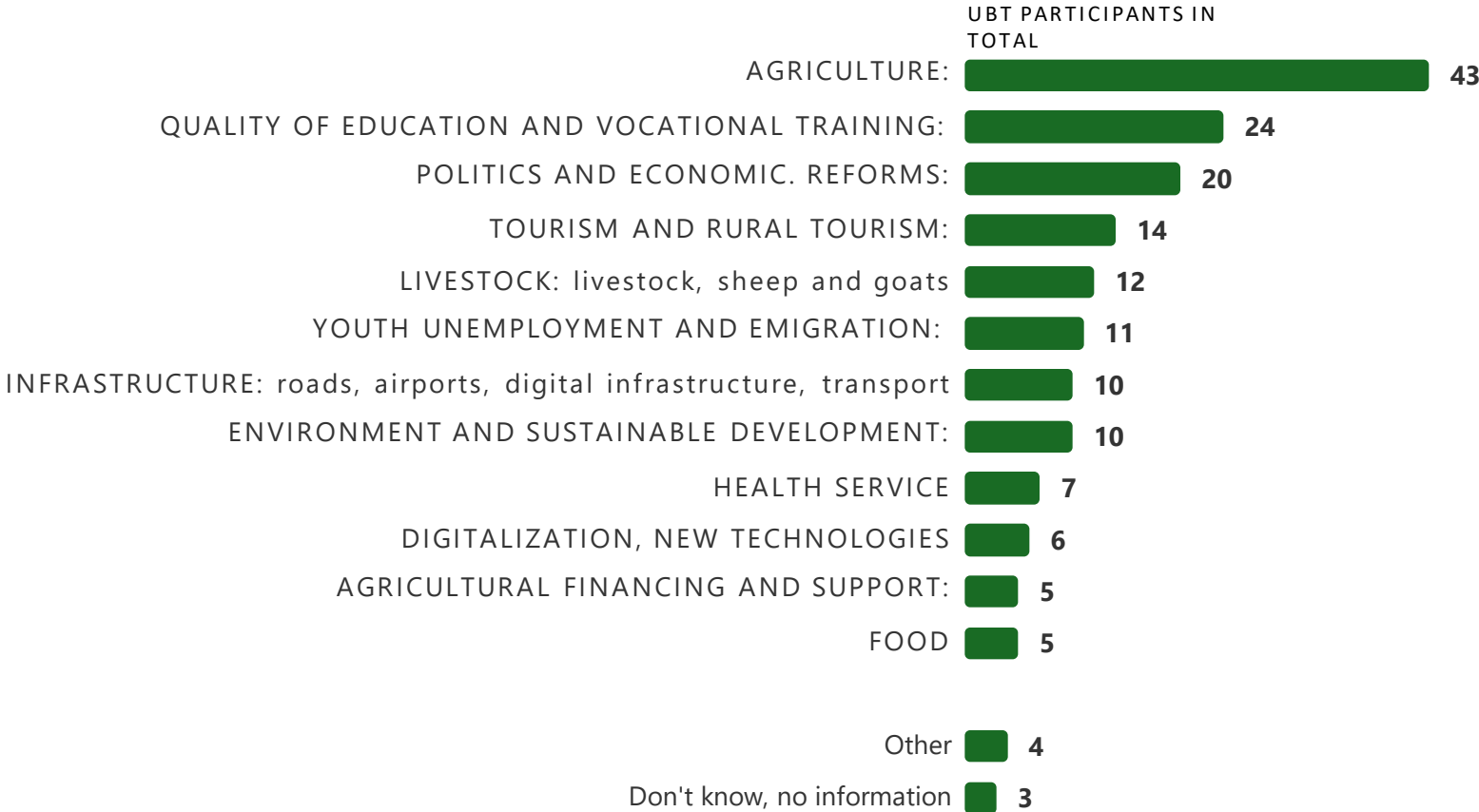
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# Structure of respondents

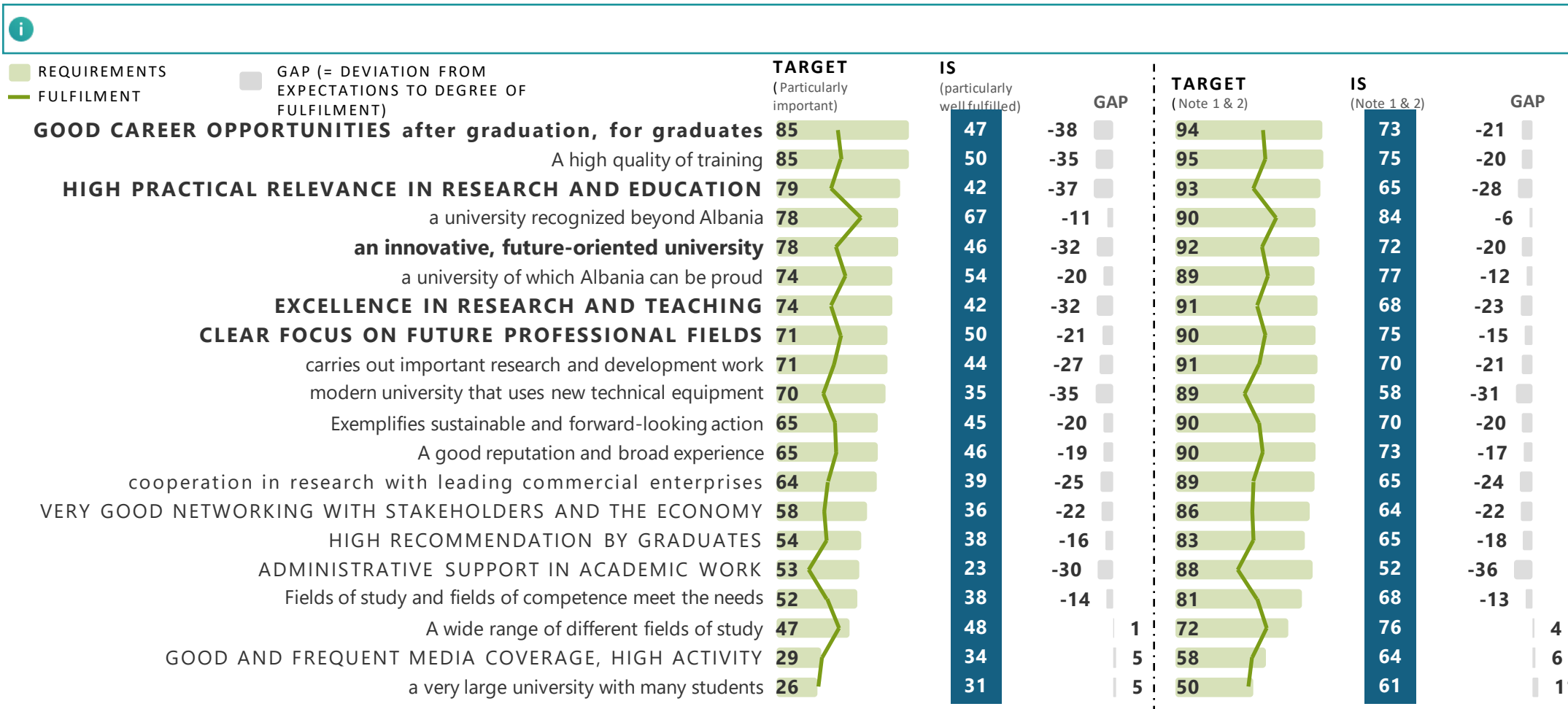


# Greatest need for action for Albania's economic future



Frage: If you first think of the economic future in Albania. Where do you see the greatest need for action here, where do you think it is essential to start?

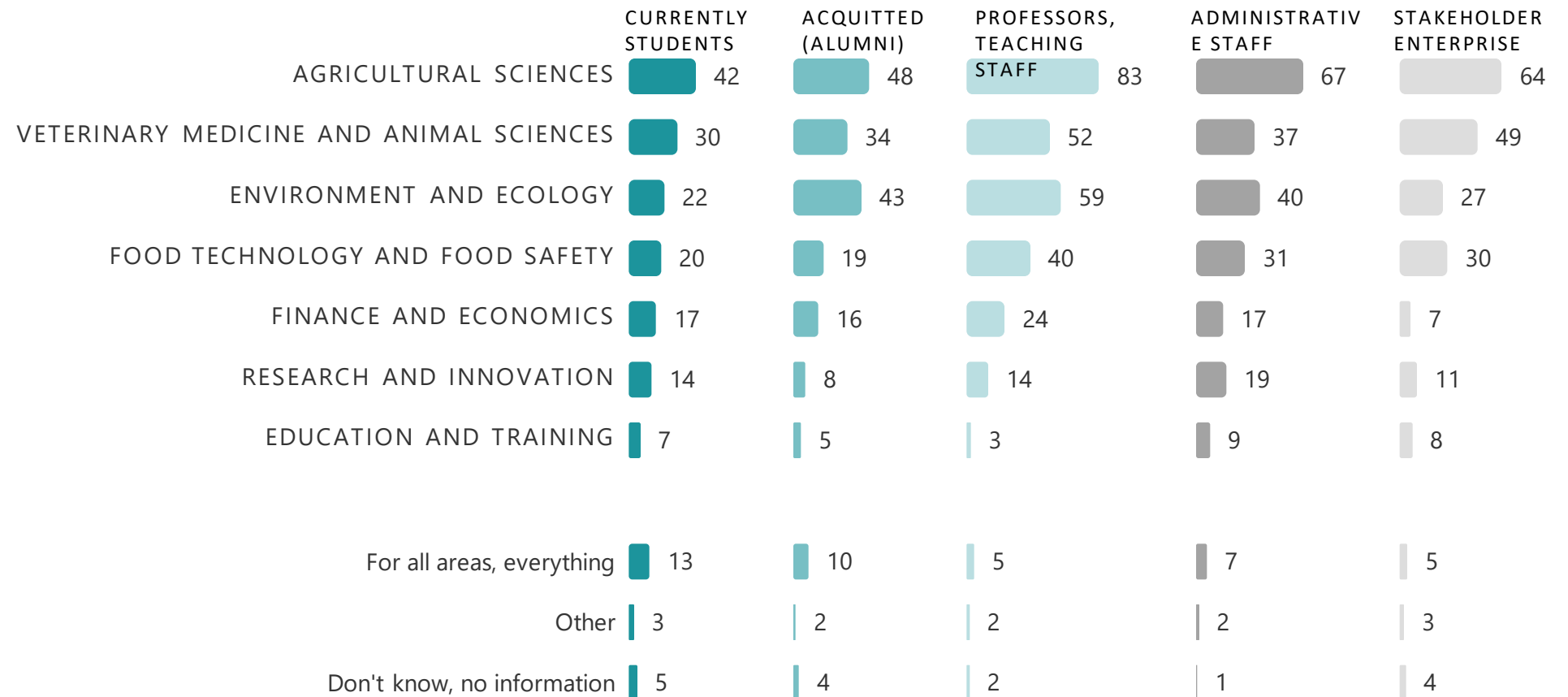
# TARGET / ACTUAL PROFILE:: Universiteti Bujqësor i Tiranës (UBT)



Frage: How would you rate the Universiteti Bujqësor i Tiranës (UBT based on the following characteristics)?

# Main topics for which the UBT should stand

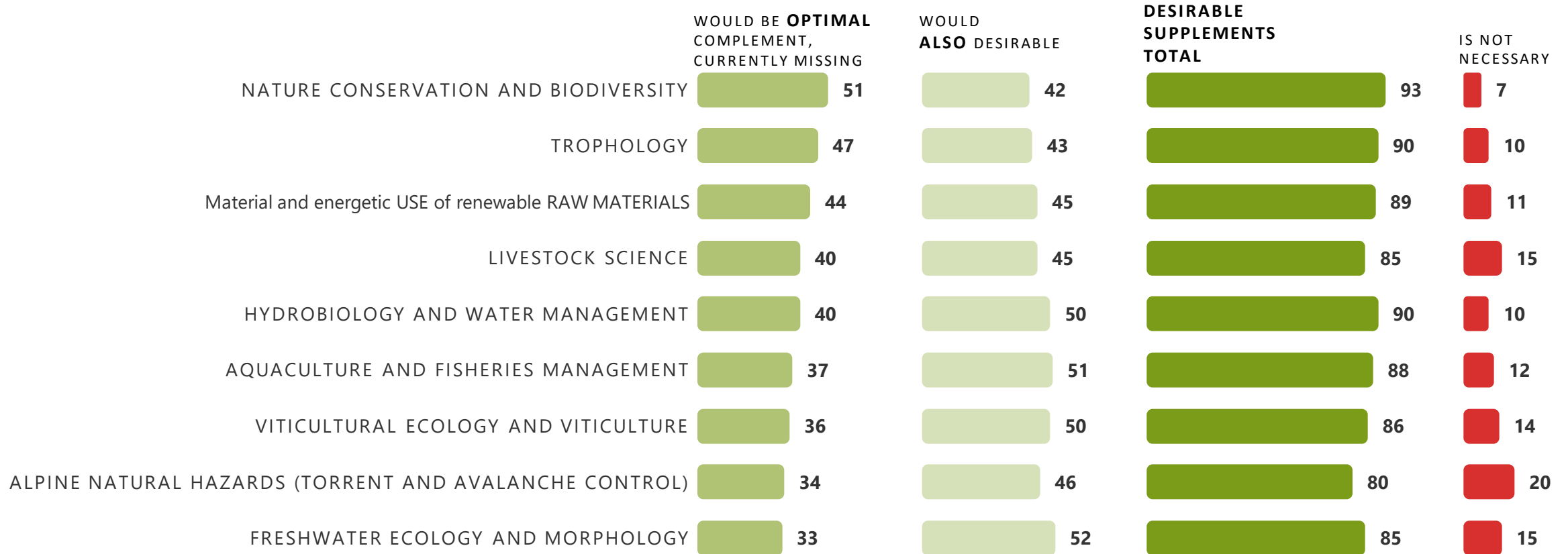
**i** Students find it much more difficult than other target segments to define the competence of the UBT, while professors see the UBT much more universally.



Frage: In your opinion, what thematic priorities and competencies should the Universiteti Bujqësor i Tiranës (UBT) stand for?

# Possible additions to the current range of courses

**i** Additions would be wide-ranging, in the direction of nature conservation and resource conservation, in the direction of water management and nutritional sciences.



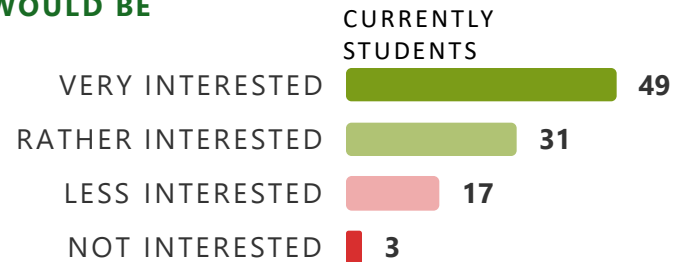
Frage: Below you will find a list of possible additions, which ones do you find suitable and complementary to the current range of courses?



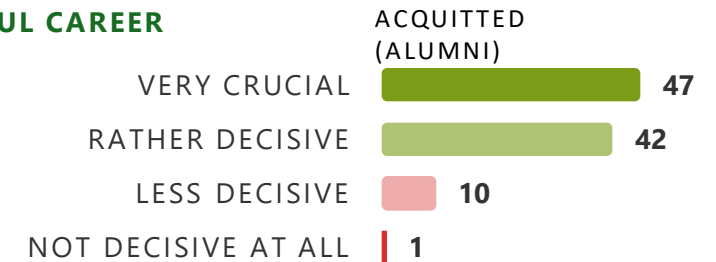
# Importance of transdisciplinary education

**i** It is also seen as an important approach to a successful career.

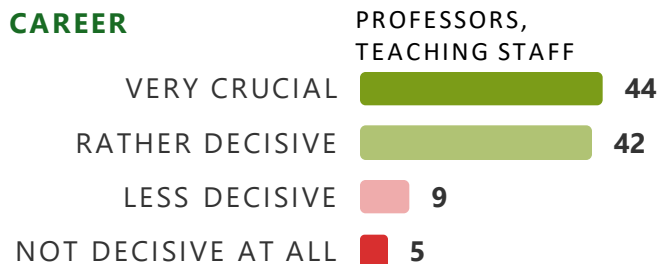
## A TRANSDISCIPLINARY EDUCATION WOULD BE



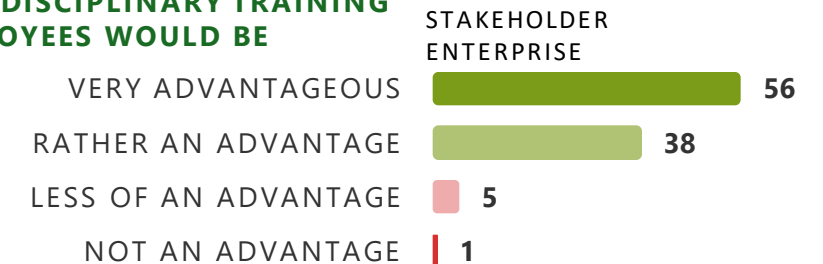
## A TRANSDISCIPLINARY EDUCATION IS ESSENTIAL FOR A SUCCESSFUL CAREER



## A TRANSDISCIPLINARY EDUCATION IS ESSENTIAL FOR A SUCCESSFUL CAREER



## A TRANSDISCIPLINARY TRAINING OF EMPLOYEES WOULD BE

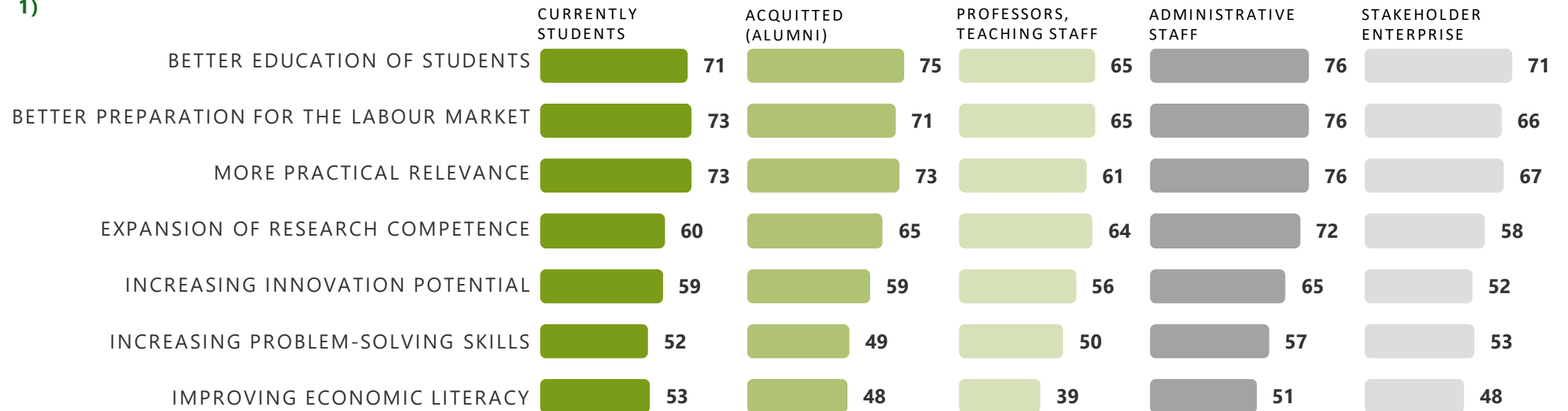


**Question:** Would you personally be interested in a transdisciplinary education that combines the three areas of natural sciences, engineering, and economics and social sciences in order to gain even more problem-solving competence in research, teaching and practice? Would you say that would be for you in your current education - Would it be advantageous for you or for your company if your employees and thus potential graduates of the university bring an even broader range of knowledge to the table by linking natural sciences, engineering and economics and social sciences? Do you think linking these three areas (natural sciences, engineering and economics and social sciences) in education is crucial for a successful career? Do you think linking these three areas (natural sciences, engineering and economics and social sciences) in training is crucial for the professional success of graduates?

# Effects of the transdisciplinary approach

**i** Here, too, all target groups are quite unanimous about the effects.

**THIS SHARPENING WOULD DEFINITELY HAVE THE FOLLOWING EFFECT (GRADE 1)**



Frage: In your opinion, what would this sharpening do for the Universiteti Bujqësor i Tiranës (UBT)?

# Ihre Ansprechpartnerin



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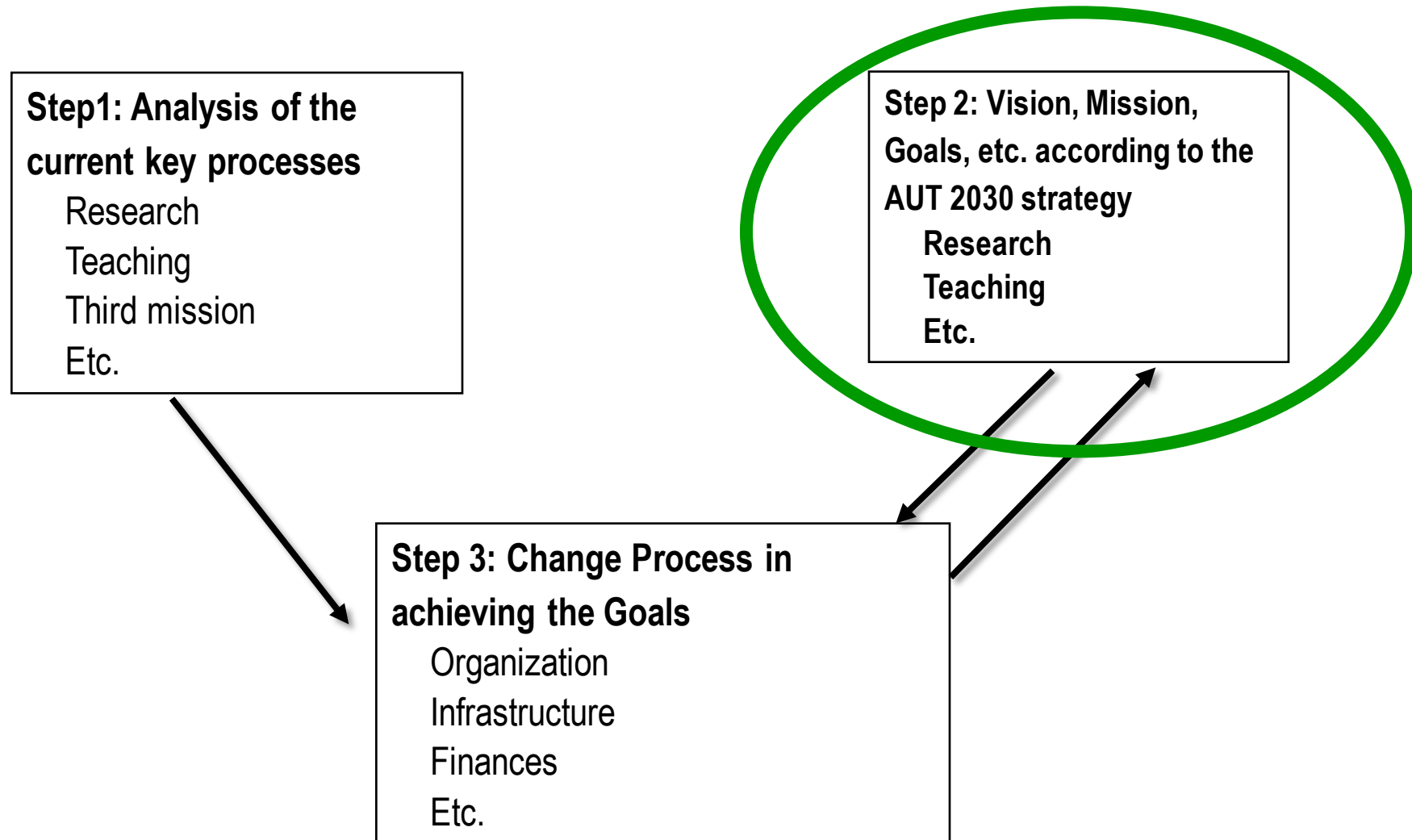
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# AUT strategy 2030: Analysis - Goals - Change

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## Step 2: Vision and Mission of AUT

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### **Vision of AUT (see proposal):**

- Balkans best Agriculture and Life Science University
- Provides high quality and transdisciplinary research and education
- Leading role in technology transfer

### **Mission of AUT (see proposal):**

- Competitive research programs
- Competitive study programs
- Knowledge transfer and new businesses
- Regional Center of Excellence

# Step 2: Competences of AUT

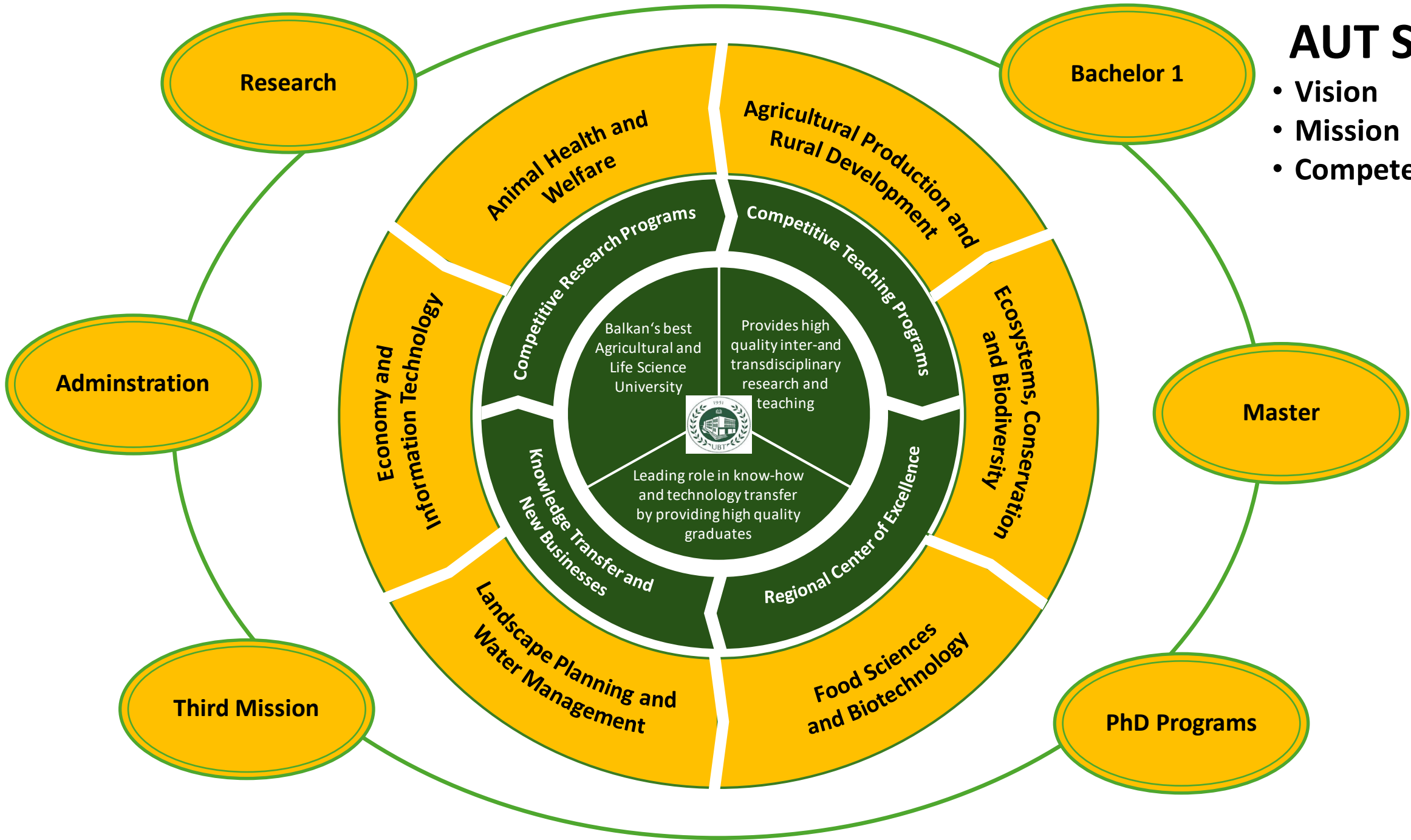
## Results of the October 2024 Workshop

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- Agricultural Production and Rural Development
- Ecosystems, Conservation and Biodiversity
- Food Science and Biotechnology
- Landscape Planning and Water Management
- Economy and Information Technology
- Animal Health and Welfare

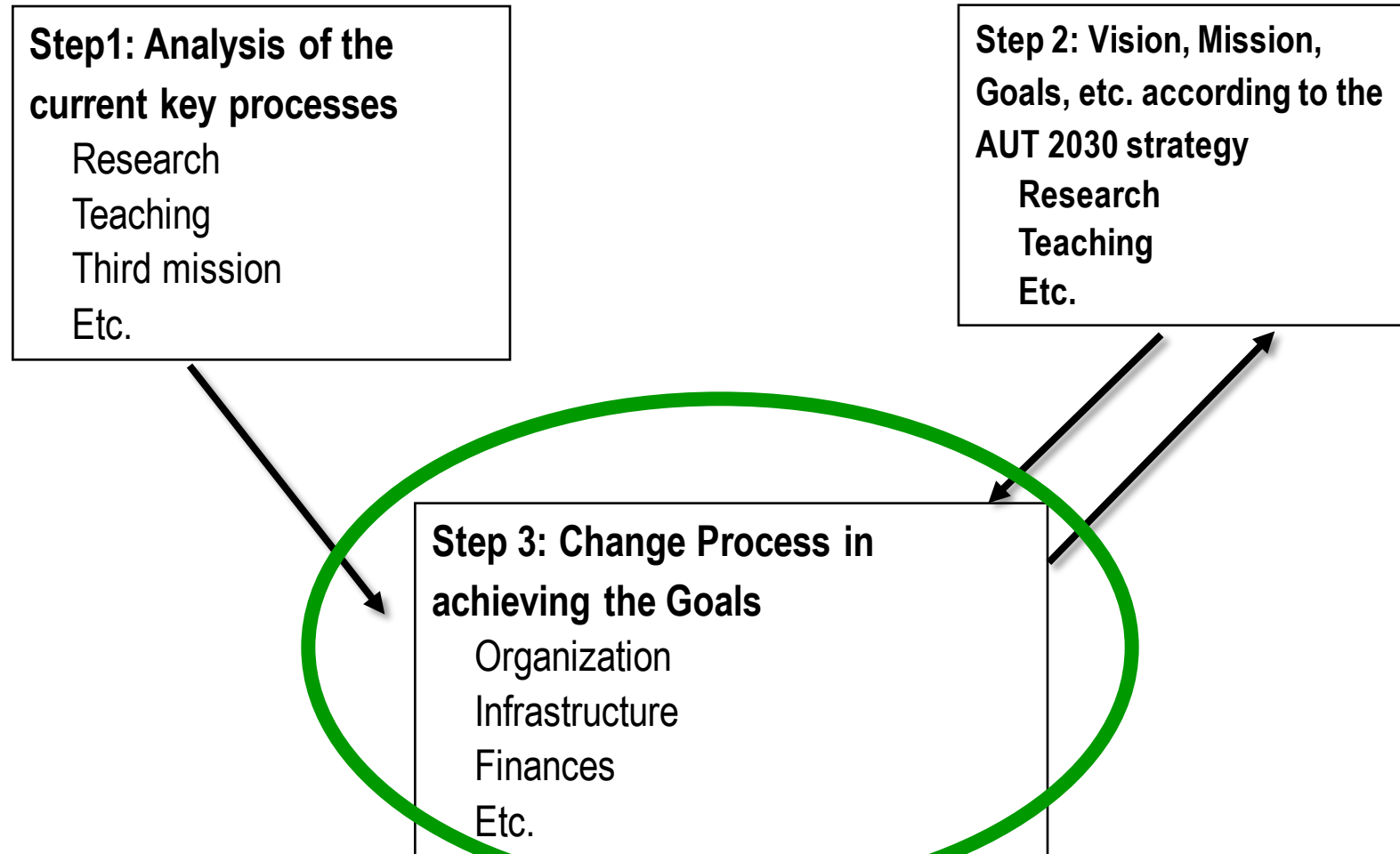
# AUT SUN

- Vision
- Mission
- Competences



# AUT strategy 2030: Analysis - Goals - Change

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# Step 3: The Change Process

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- Teaching process (change process has started)
  - Bachelor, Master, etc.
- Research (Analysis & Goals clear, change process starts )
- VetMed accreditation process has started
- Software tools for documenting the teaching and research
  - Research information system
  - Teaching information system
- Next processes .....

# Accomplishments of the Teaching Process

## Establishment of a formal Structure for the Curricula Development

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# Meeting with EAEVE - European Association of Veterinary Education in Vienna (President Petra Winter and Team)



European System of Evaluation of Veterinary Training (ESEVT)

Information Session

Prof. Pierre Lokeux  
DVM, PhD, Dipl ECVP  
Director of ESEVT/EAEVE

# Study Curricula Committee (SCC) Meeting

1<sup>st</sup> Meeting 16.1.2025

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- Constitution of the AUT - BOKU Joint SCC
- Terms of Reference and Study working groups
- Agreement of the Nomination Process
- Informal change process of the curricula development is formalized
- Muster Curricula and Competences for Study programs

**The University Bodies**

**Ministry**

**Administrative board**

**Senat**

**Rectorat**

Secretariat for the  
SCC & SWG

**Study Curricula Commission (SCC)**

5 Profs (AUT) + 2 Studs (AUT) + 5 Profs (BOKU) + 2 Studs (BOKU)

**Working group (SWG) Agricult.**

**Working group (SWG) Water**

**Working group (SWG) Biotec**

**Working group (SWG) Econ**

**Working group (SWG) Forestry**

**Working group (SWG) VetMed**

each: 5–7 Profs (AUT) + 2-3 Studs (AUT) + Profs (BOKU) as Mentors

**Faculty of Agriculture**

**Faculty of Biotech & Food**

**Faculty of Economy**

**Faculty of Forestry & Wood**

**Faculty of Vet. Medicine**

# 1. Establishment of the SCC and SWG Academic Process

Ministry

Administrative board

Senat

Rectorat

1

establishes

3

Nominates the SWG members

Secretariat for the SCC & SWG

Study curricula commission (SCC)

**Faculties**

- Nominate SWG Members
- at least 1 Member comes from a diff. Faculty
- Ensure the competences for Curricula development

2

Establishes Study Working Groups SWG

4

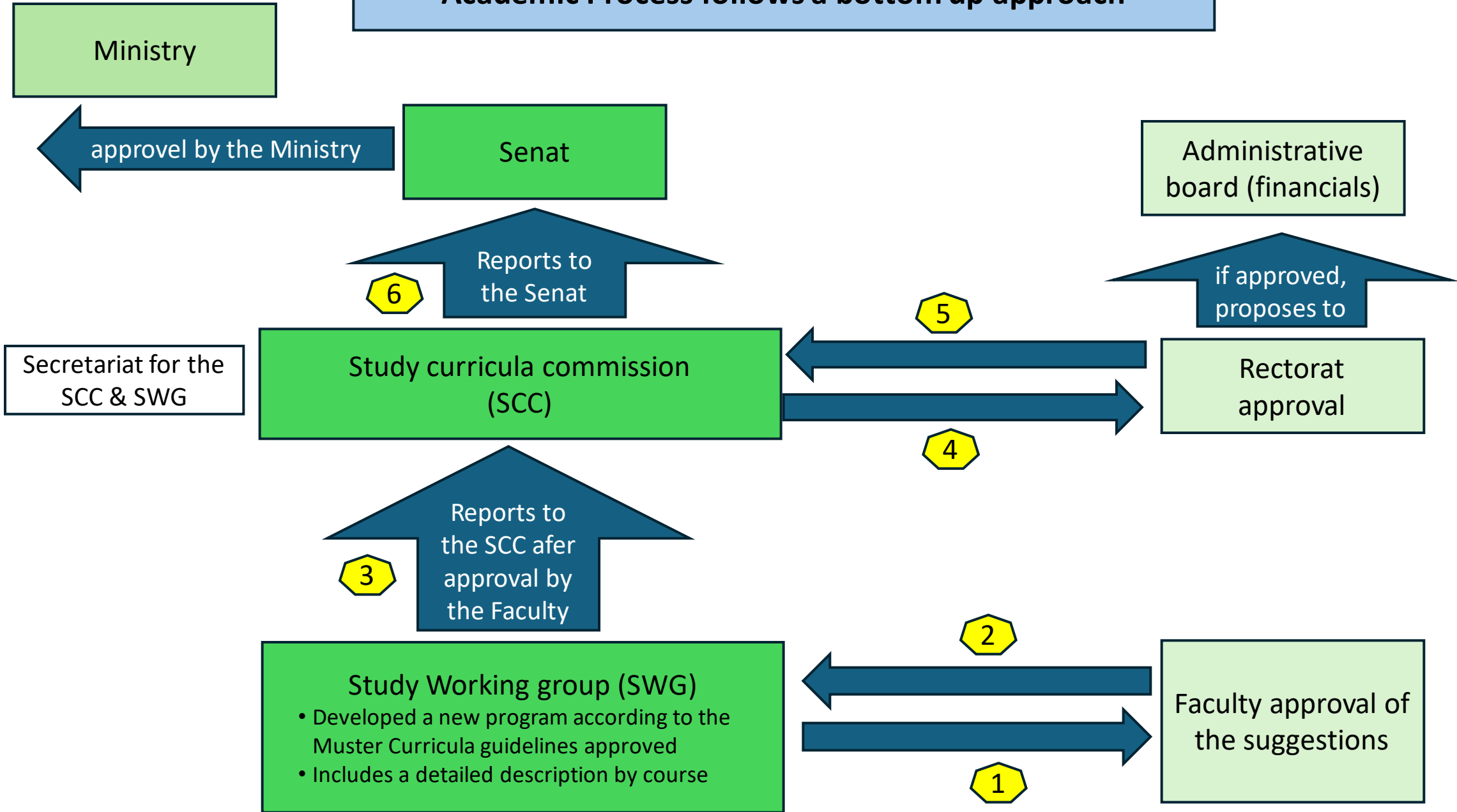
Approves It's members

**Study Working group (SWG)**

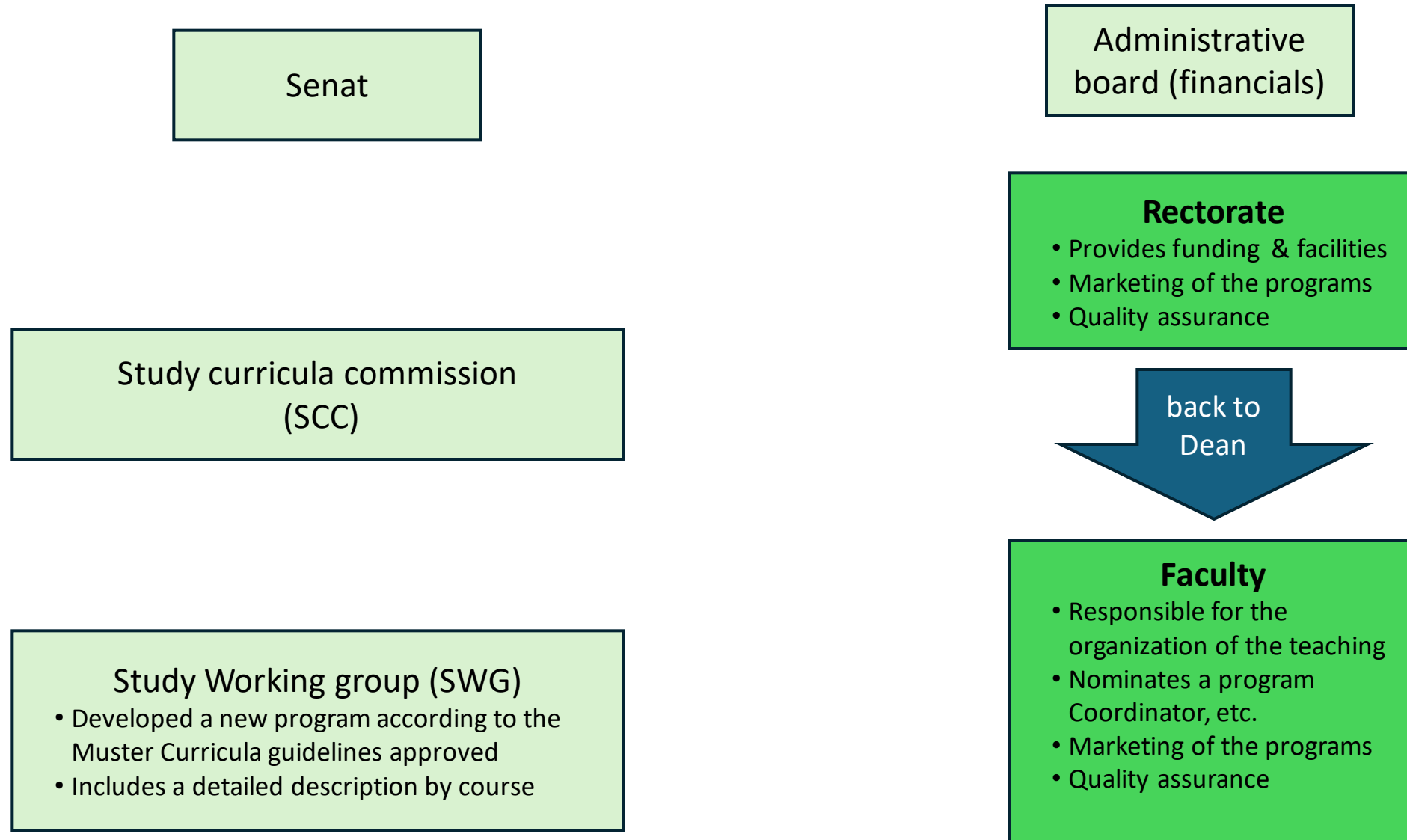
- do the Curricula Development
- Cover the required competences
- Propose the content
- Do the work and report to the Faculties & SCC



**2. Work flow for establishing a New Program and changes**  
**Academic Process follows a bottom up approach**



### 3. Work flow of the Implementation after approval Management Process follows a top down approach





# Why a „Muster Curriculum“

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## WHY:

- It makes AUT curricula unique!
- It makes them easy to compare/evaluate (new students and stakeholders)
- It makes them homogeneous, allowing for an easy way-up to AUT masters

## WHAT:

- It sets general rules for the design on principles such as:
  - 3 pillars
  - Equal numbers of compulsory, elective, practical, thesis, English ECTS
  - Homogeneous module descriptions
  - Defined types of courses (lecture, exercise, seminar, excursion...)

# General design of Bachelor programs across all faculties

## - 3 pillars -

Bachelor Programs	Natural Sciences 25%	Technical Sciences 25%	Social-economic Sciences 25%	Program specific 25%
Agriculture...				
Economics...				
Forestry...				
Biotechnology...				
VetMed				
Water Management				
..?..				

**The respective lecturers determine the proportions of the three pillars for each module!**

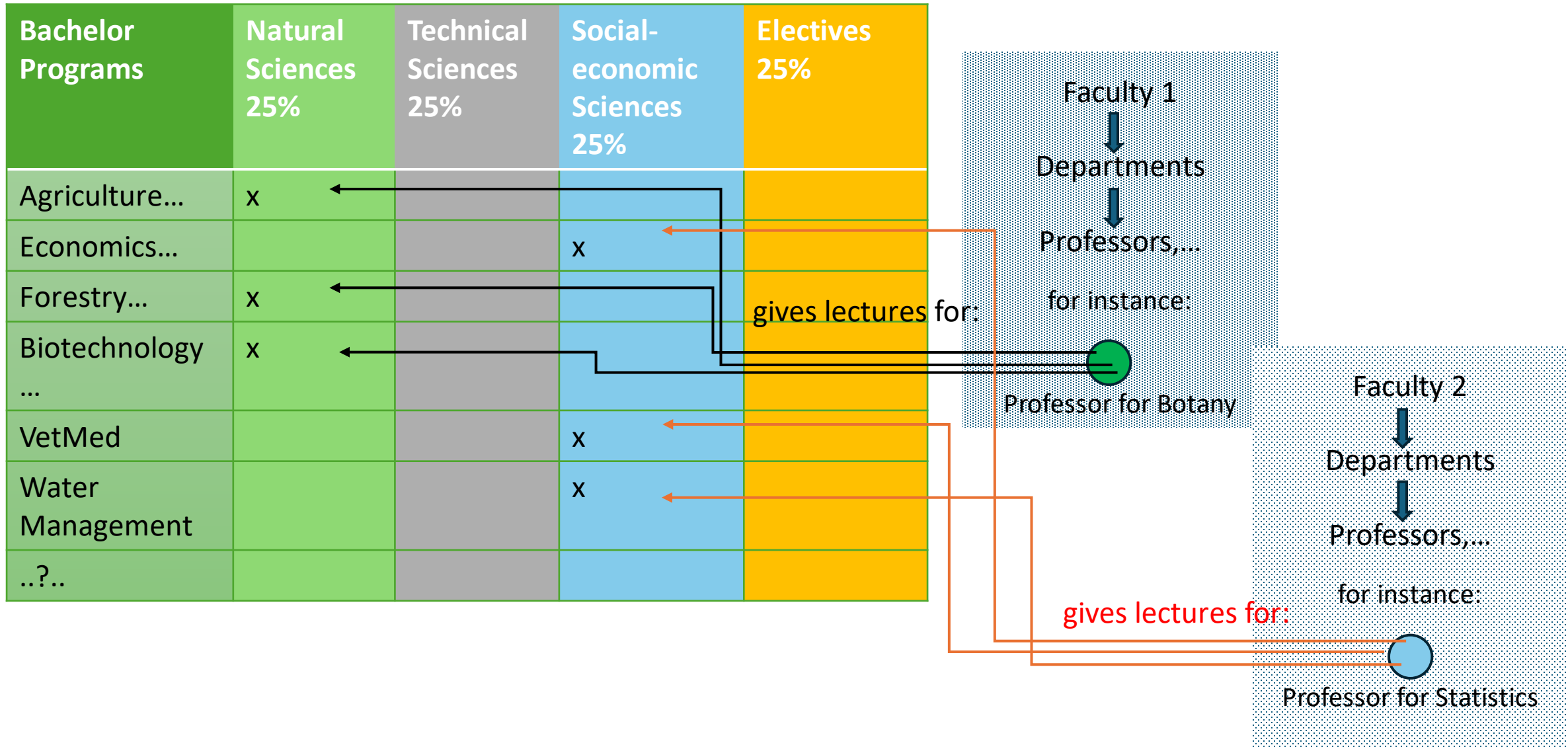
# General design of Bachelor programs across all faculties

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- 180 ECTS\* in total, organized in modules at 6 ECTS each, including:
  - **138 ECTS compulsory** modules including
    - **12 ECTS Bachelor thesis** module
    - **6 ECTS practical** module
  - **30 ECTS elective** modules
  - **12 ECTS of „free electives“**
- out of all above: **12 ECTS „foreign language“**
- Possibility of **„core themes“ for specialization with 30 ECTS**
  - max. 18 ECTS compulsory, max. 24 ECTS elective modules

\*One ECTS credit point corresponds to 25 working hours (60 minutes each).

# Principle of giving lectures across faculty borders



# Purpose of this meeting from 28-31.1.2025

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- Continuation and Finalization of the Bachelor Programs
- Start with the Master Programs
- Work with the Accreditation committee of the Vet Med
- Start with the conceptualization of the research process
- Work on the teaching and research software implementation
- Information about the work progress

# What do we want from the faculty ?

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- Participate in the committees and activities
- Speak up and help us so that we do not forget things
- You will have to reorganize your teaching and research
- We will need information for the research information system
- The first Bachelor program should be established soon



# Main Activities and Results of the Meeting



- Podcast with Prime Minister, Rector Sallaku and a Student
- Meeting with the Minister of Agriculture including a discussion with students at the Ministry of Agriculture
- First Steps of a new Research process
- Discussion on the Software tools for teaching and research
- Information and Communication and its implementation

# Results Working Group Agriculture and Water

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- New Bachelor Agriculture with 5 Specializations
  - Agronomy
  - Live stock
  - Horticulture
  - Plant protection
  - Aquaculture and fishery
- New Bachelor Environmental Engineering with 2 Specializations
  - Water Management
  - Natural Resource management
- Open Topics such as Landscape Planning, Smart Farming, etc. will be discussed once the first two Bachelor are fixed



# Results Working groups Forest and Biotech

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- Revised Bachelor Program in Forestry with two Specializations
- Revised Bachelor in Wood Science with two Specializations
- Revised Bachelor in Food Technology
- Revised Bachelor in Food and Nutrition
- ... a first draft for all 4 is available, some fine tuning is needed
- ... The description of the classes is the next step
- .... A review will be required prior to the decision making process

# Results Working Group Econ and VetMed

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- Very important area at the university
- They start with revision of one (or two) Bachelor
- VetMed Education has to follow the EAEVE
- This requires an accreditation process which has been started and includes 54 Topics with criteria which need to be addressed
- Report of the current situation will be ready by the end of February for the planned EAEVE site visit at end of march

# Results of the Change Process in Teaching

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- Restructuring of the curricula development is done:
  - University Study Curricula Committee (SCC)
  - Working groups (WG) for the different teaching areas
  - SCC and WG include students and BOKU Professors as mentors
  - Muster curriculum covering the principle outline for all study programs
- 7 revised Bachelor Programs are planned to open in Oct. 2025
- The remaining Bachelor (2 – 3) and all the Master programs are planned to open with Oct. 2026

# Next Steps

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- Promotion of the new Bachelor Programs with 27.2.2025
- Webpage for placing Information about the project, etc.
- Hiring a secretary to support the working groups and the SCC
- Meeting with BOKU Professors for Wood, Biotech, Econ, Agriculture and Water to finalize the programs
- Research: How do we administrate, organize and motivate third party research funding (current funding is low the potential is high)
- Next visit of the BOKU Team in Tirana 19. to 21. 3. 2025.

# Meeting with the Students at AUT

31.1.2025

