



University of Vienna International Report 2015

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Heinz Fassmann, Vice Rector for Human Resources Development and International Relations

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 Internationalisation @ University of Vienna

The year 2015 was an anniversary year for the University of Vienna: It was founded 650 years ago, in 1365, by the Habsburg monarch Rudolph IV ("the Founder"). After Charles University in Prague it is the second oldest university in central Europe. In his article "650 Years University of Vienna" the director of the Vienna University Archive, Thomas Maisel, highlights significant events in the long history of the university.

The University of Vienna has taken the anniversary as an occasion to not only engage in a historical retrospective but also to draw the public's attention to the University's societal significance. In the framework of more than 80 events and 12 exhibitions the public has been informed of the university's functions in research and academic teaching.

A highlight of the events was the UVIECON 2015 anniversary conference in which numerous rectors and presidents of partner universities in Europe and beyond participated. In three workshops the subject of "Global Universities and their Regional Impact" was discussed and at the end a declaration, the so-called Vienna Communiqué, was adopted.

All information on the anniversary can be found at www.univie.ac.at/en/650.

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The year 2015 was not just an anniversary year; it was also a successful year for internationalisation. The number of Erasmus incoming and outgoing students rose once again. This is noteworthy since the number of students from Switzerland declined significantly as a result of the referendum on limitation of immigration and the subsequent suspension of the Erasmus Agreement.

A continuous rise in the statistics in the Erasmus Teaching Mobility segment could also be recorded. By comparison with the 2012/13 academic year, the number of participants rose by 12.5 % in 2013/14. Internships also enjoyed increasing popularity and since the 2010/11 academic year applications for Erasmus internship scholarships have increased fivefold.

And finally, the number of outgoing students to Latin America and Asia, who went abroad to study for one or two semesters in the framework of the Non-EU Student Exchange Program financed by the University itself, also rose.

The present report provides information on the basis of relevant statistics about the student mobility and, beyond that, about its successes in recruiting research grants from abroad, about the origin of newly appointed professors, about existing university cooperation and those new ones established in 2015 as well as about additional select activities.

Since 2003, Vienna Children's University has been conducted with ever greater success. Not only has it linked up Vienna's universities but also contributed to internationalisation.

Since as far back as 1962, the "University Preparation Programme of the Vienna Universities" has been conducted. Future students of the University of Vienna who do not yet have all of the prerequisites for university studies receive preparation in this course of study. Besides language courses in German and English, subjects such as mathematics, chemistry, geography and history are taught.

Finally, a reminder about our own concerns: The internationalisation activities of the University of Vienna, in particular those of its central International Office, were evaluated in 2015 by three external foreign experts. The experts were positively impressed by the high degree of international integration of the University of Vienna and by its central International Office, working efficiently and effectively in respect of its broad spectrum of tasks, and they gave the University particularly good marks. That too is a reason to thank all those participating in the University's internationalisation activities, and in particular the head of the International Office, Dr. Lottelis Moser and her committed team, for their successful achievements.



The Internationalisation Strategy of the University of Vienna

As an internationally orientated leading European university, the University of Vienna considers the long-term implementation of the internationalisation strategy to be an essential element in achieving the following goals:

- Acquiring a position as one of the best research universities in Europe
- Raising its international profile in research and education
- Consolidating the international presence of its achievements in research and teaching.

In this context, the University of Vienna understands internationalisation as meaning both the process of integrating an international dimension into all levels and all areas of activity of the university and also the active participation in discussions on, and the creation of, European policy with regard to research institutions and universities. The University of Vienna is committed to an EU-wide common research policy, and its activities contribute to the further development of the European Higher Education Area (EHEA) and the European Research Area (ERA).

Concerning the geographical dimension, the University of Vienna is pursuing the following strategy:

- Europe with due regard to Eastern and South Eastern Europe
- Areas outside Europe, with a concentration on North America and East Asia

Internationalisation is considered to be the shared responsibility of all university employees and is focussed in particular on the following goals, broken down according to research and education.

Research

Internationalisation in research is seen by the university as an instrument to increase the quality, competitiveness and visibility of the results. To promote the internationalisation of research, the university aims to:

- Increase cooperation with the best universities and research institutions in the world in the various subject areas
- Increase participation in international projects, especially in those activities arising out of the EU research programmes
- Intensify cooperation between academics from the University of Vienna and international colleagues working on similar issues and increase the share of joint publications
- Increase the share of incoming or returning researchers with an excellent research profile to improve the international perspective of the university



Study and Teaching

Internationalisation in education guarantees the best quality in the classroom and widens the cultural and cognitive perspective of the students. Internationalisation in education means

- Raising the mobility of students (outgoing and incoming) and the mobility of lecturers
- Increasing the ability of both students and lecturers to use a foreign language and developing intercultural competences
- Attracting international students to master's and doctoral/PhD courses
- (Further) development of study programmes (master's/PhD) conducted in a language other than German

Staff

Internationalisation of research and education starts with the staff:

- Increasing the proportion of international academics at all levels
- Further improving of quality by increasing the number of appointments made from non-German-speaking countries
- Attracting highly qualified academics, including those from outside Austria, to take up tenure-track appointments
- Increasing the foreign language and intercultural competence of staff at the University of Vienna – establishing the use of English throughout all services

Indicators and Monitoring

In order to make achieving these goals measurable and verifiable, a set of central internationalisation indicators has been developed which will be regularly assessed using current data. These indicators will be used to measure the process of internationalisation year by year as a means of monitoring progress or shedding light on deficiencies. The monitoring system is an important element of the university's evidence-based management system.

In addition, the topic of internationalisation has been given appropriate attention in the University's development plan, the University's internal target-setting agreements and the Agreement on Achievement ("Leistungsvereinbarung") with the Federal Ministry for Science, Research and Economics.

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Facts and Figures

Since 2008 the internationalisation of the University of Vienna has been measured by a set of indicators which constitute a specific monitoring system. Some aspects of these indicators have been altered and adapted according to the needs of the faculties. The cross-university figures shown here are also collected on a faculty basis and made available to the individual units.

The set of indicators relates to the areas of study and teaching, staff and research referred to in the internationalisation strategy. The figures given are an attempt to quantify central aspects of these areas and to permit an annual comparison of the development of the internationalisation activities.

Study and teaching

Students at the University of Vienna by country of origin (selection): degree and credit mobility¹ (Key figure 1.A.1) (As of winter semester 2014/15)

One important indicator measures the share of non-Austrian students in order to determine how attractive the University of Vienna is for foreign students as a place of education and research. The share of foreign students is currently 28.8% of the total. In comparison with 2013/14 the number of Austrian students fell by 0.3%, while the number of foreign students rose by 4.3%. Students at the University of Vienna come from 141 countries.

Country	Students	% of all students	% of all non-Austrian students
Austria	66,209	71.2	
Germany	8,537	9.2	31.9
Italy	1,471	1.6	5.5
Turkey	1,447	1.6	5.4
Hungary	952	1.0	3.6

¹ Credit mobility is temporary learning mobility in the framework of ongoing studies at a "home institution" for the purpose of gaining credit. After the mobility phase, students return to their "home institution" to complete their studies. Degree mobility is learning mobility in order to obtain a degree abroad.

Country	Students	% of all students	% of all non-Austrian students
Bosnia and Herzegovina	816	0.9	3.2
Slovakia	767	0.8	3.0
Bosnia and Herzegovina	815	0.9	3.0
Serbia	792	0.9	3.0
Slovakia	782	0.8	2.9
Poland	709	0.8	2.7
Bulgaria	693	0.7	2.6
Croatia	692	0.7	2.6
Romania	656	0.7	2.5
Ukraine	604	0.6	2.3
Russian Federation	526	0.6	2.0
Iran	325	0.3	1.2
Luxembourg	317	0.3	1.2
Czech Republic	279	0.3	1.0
China	228	0.2	0.9
France	217	0.2	0.8
Greece	213	0.2	0.8
Spain	197	0.2	0.7
Switzerland	184	0.2	0.7
Kosovo	180	0.2	0.7
United States	177	0.2	0.7
Slovenia	139	0.1	0.5
United Kingdom	136	0.1	0.5
Republic of Macedonia	129	0.1	0.5
Albania	101	0.1	0.4
Korea	100	0.1	0.4
Mongolia	97	0.1	0.4
Georgia	95	0.1	0.4
Egypt	85	0.1	0.3
Netherlands	81	0.1	0.3
Japan	80	0.1	0.3
other countries	4,696	5.1	17.6
Total	92,941	100.0	100.0

Source: Reporting System of the University of Vienna

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90% of all foreign students are from Europe, 7% from Asia, and about 1% each from Africa, North or South America. 45% of all foreign students are from neighbouring countries, of which Germany is the most important with 31.9% (2013/14: 33.9%).

About 10% of all foreign students are from successor states of former Yugoslavia. In relation to the population in the countries of origin more students come from Bosnia and Herzegovina, Slovakia or Croatia than from Germany, which ranks first in absolute numbers.

Distribution of studies by country of origin of the students (selection), broken down by the stage of studies² in % (Key figure 1.A.2)

(As of winter semester 2014/15)

Country	Total students	Bachelor students	Master students	Diploma students	Doctoral students (inkl. PhD)
Austria	66,209	46.6	13.7	31.2	8.6
Germany	8,537	58.7	19.8	13.5	8.1
Italy	1,471	53.9	21.1	14.9	10.2
Turkey	1,447	57.0	20.5	13.5	8.9
Hungary	952	60.6	16.5	15.8	7.0
Bosnia and Herzegovina	815	44.7	19.9	28.4	7.0
Serbia	792	50.8	20.0	21.8	7.4
Slovakia	782	48.0	24.5	19.0	8.5
Poland	709	49.2	22.0	14.7	14.1
Bulgaria	693	62.6	18.2	14.1	5.1
Croatia	692	44.2	19.3	24.3	12.2
Romania	656	55.3	23.4	14.1	7.1
Ukraine	604	49.6	29.7	11.9	8.8
Russian Federation	526	46.2	30.0	13.8	10.1
Iran	325	30.5	25.0	13.4	31.1
Luxembourg	317	74.3	18.2	4.8	2.7
Czech Republic	279	50.8	23.4	15.7	10.0
China	228	44.8	25.1	6.7	23.4
France	217	43.5	23.8	16.1	16.6
Greece	213	43.8	20.4	16.8	19.0

² Students may be enrolled in more than one degree programme.

Country	Total students	Bachelor students	Master students	Diploma students	Doctoral students (inkl. PhD)
Spain	197	52.4	21.2	15.4	11.1
Switzerland	184	51.3	17.9	16.4	14.4
Kosovo	180	39.9	28.0	14.5	17.6
United States	177	42.1	32.2	6.6	19.1
Slovenia	139	39.0	28.1	16.4	16.4
United Kingdom	136	35.9	20.4	25.4	18.3
Republic of Macedonia	129	40.2	23.5	19.7	16.7
Albania	101	45.5	18.8	24.1	11.6
Korea	100	51.9	18.5	19.4	10.2
Mongolia	97	63.7	20.6	9.8	5.9
Georgia	95	63.4	21.8	9.9	5.0
Egypt	85	43.7	26.4	11.5	18.4
Netherlands	81	43.0	25.6	14.0	17.4
Japan	80	44.0	19.0	3.6	33.3
Foreign students	26,732	53.8	21.5	14.6	10.2
Total number	92,941	48.3	15.6	27.2	9.0

Source: Reporting System of the University of Vienna The figures show that students from some countries prefer doctoral studies to other stages of studies at the University of Vienna: It is noticeable that among students from China, Iran, Japan and United States many doctoral students can be found. Generous scholarships from the countries of origin are one of the explanations for this significant mobility.

Credit mobility

Graduates of the University of Vienna 2012/13 with stays abroad during their studies

In a survey Statistik Austria asked all 12,682 students who graduated in the 2012/13 academic year whether they had studied abroad during their studies. 10,954 questionnaires were returned, while 1,728 were treated as missing values. Of these 10,954 graduates who completed a questionnaire, 26.8% had spent a time abroad during their studies.

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Graduates of the University of Vienna 2012/13 with stays abroad during their studies,³ broken down according to branch of science⁴ (Key figure 1.B.1)

Branch of science	Stays abroad during their studies	No experience abroad	Graduates with stays abroad in % of all graduates	Graduates with stays abroad in % of the graduates in this branch of science
Natural sciences	390	1,642	13.3	19.2
Social sciences (incl. law)	300	735	10.2	29.0
Humanities (incl. theology)	2,106	5,369	71.8	28.2
Other (technical sciences,				
individual degree courses ⁵	136	276	4.6	33.0
Total	2,932	8,022	100.0	26.8

Source: USTAT 2 survey; own calculation

Of the 2,932 graduates who indicated that they had spent a period of at least one month abroad related to their studies, the majority (71.8%) came from the humanities. 13.3% of the graduates with a stay abroad came from the natural sciences, 10.2% from the social sciences and 4.6% pursued individual degrees (or technical sciences).

Related to the number of graduates from the various fields of science, graduates of individualised degree programmes (or technical studies) were at 33% the most mobile. Around 29% of all social sciences and humanities students and almost 20% of all natural sciences students who graduated from the University of Vienna have spent a period of time studying at a foreign university during their degree programme.

Male/female graduates with stays abroad (Key figure 1.B.2)

Branch of science	Male	Female	Total	% female
Natural sciences	165	225	390	57.7
Social sciences (incl. law)	118	182	300	60.7
Humanities (incl. theology)	459	1,647	2,106	78.2
Other (technical sciences, individual degree courses ⁵	42	94	136	69.1
Total	784	2,148	2,932	73.3

Source: USTAT 2 survey; own calculation

Of the 2,932 students with a stay abroad, 26.7% were men and 73.3% were women. Related to the total number of male and female graduates, female students proved to be slightly more mobile than male: 23.8% of the female graduates as opposed to 21.4% of the male graduates stated that they had spent a period of time abroad.

Graduates of the University of Vienna 2012/13 with stays abroad during their studies, ⁶ broken down by stage of studies (Key figure 1.B.3)

The stage of studies and the type of curricula significantly influence the probability of a stay abroad. Generally speaking, it can be observed that diploma, master and doctoral students show a higher percentage of graduates with a stay abroad than bachelor students. Around a third of graduates of diploma, master and doctoral programmes stated that they had spent at least one month abroad to study or to do research. Bachelor students show a lower percentage of graduates with a stay in a foreign country. This can easily be explained with tighter curricula and with the ambitions of bachelor students to finish their study within the shortest time possible.

³ Statistik Austria poll pursuant to USTAT 2

⁴ System of branches of science according to the ÖSTAT classification

⁵ Ån individual degree course is an interdisciplinary combination of various subjects from existing degree courses.

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In total, 26.8% of all students who graduated in the academic year 2012/13 had spent a period studying abroad during their studies. Compared to 2011/12, the percentage of graduates who studied abroad remained the same, although both the absolute number of students with experience of studying abroad and the total number of graduates rose by more than 20%.

Stage of studies	Stay abroad during their studies	No experience abroad	Graduates 2012/13 with stays abroad in % (without missing values)
Bachelor	894	3,964	18.4
Master	330	673	32.9
Diploma	1,543	3,108	33.2
Doctoral degree	165	277	37.3
Total	2,932	8,022	26.8

Source: USTAT 2 survey; own calculation

ERASMUS programme (Key figure 1.B.4)

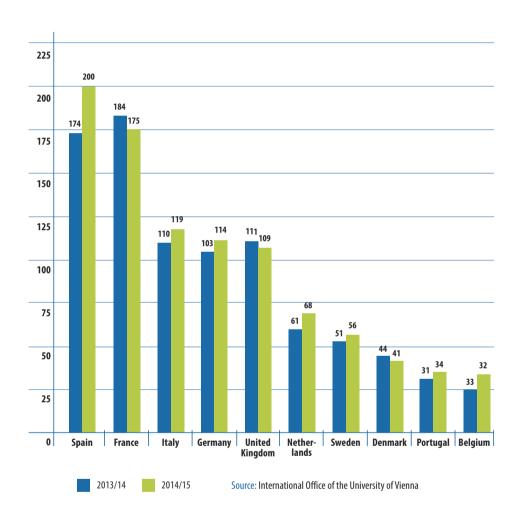
The university offers several mobility programmes for students allowing them to undertake a one or two semester period of study abroad at a partner university. The best known programme is ERASMUS (for periods of study abroad in Europe).

In the 2014/15 academic year, 1,198 students of the University of Vienna benefitted from an ERASMUS stay abroad (2013/14: 1,157), and 1,113 foreign students studied at the University under this programme (2013/14: 1,014).

The University of Vienna accounts for 23.4% of all Austrian ERASMUS outgoing students⁷. The participation of Austrian students in the ERASMUS programme as a percentage of the country's graduates is amongst the highest in Europe⁸. The University of Vienna is ranked tenth among the top 100 universities sending students abroad under the ERASMUS programme and first among all German-speaking universities, and thirteenth among the top 100 universities receiving ERASMUS students, as the statistics published by the EU Commission show⁹.

Erasmus outgoing students by destination (Top 10)

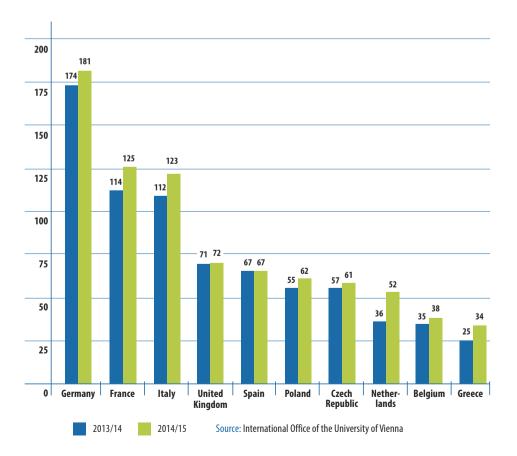
(Academic years 2013/14–2014/15; absolute numbers)



- 7 Austrian National Agency Lifelong Learning, Statistical Overview Erasmus in Austria 2012/13 http://www.lebenslangeslernen.at/fileadmin/lll/dateien/lebenslanges_lernen_pdf_word_xls/erasmus/erasmus_allqemein/statistiken/era-statistik_aktuell.pdf
- 8 Latest statistics for the 2012/13 academic year: European Commission,
 On the way to Erasmus+ A statistical overview of the Erasmus Programme 2012-2013,
 http://ec.europa.eu/education/library/index_en.htm#_doctype=statistics
- 9 Annex 4: Erasmus 2012-13: Top 100 higher education institutions sending Erasmus students: http://ec.europa.eu/education/library/statistics/ay-12-13/annex-4_en.pdf Annex 3: Erasmus 2012-13: Top 100 higher education institutions receiving Erasmus students: http://ec.europa.eu/education/library/statistics/ay-12-13/annex-3_en.pdf

The most popular destinations in the ERASMUS programme in 2014/15 were Spain, France, Italy, Germany and the United Kingdom (which account for almost 60% of all outgoing students), followed by the Netherlands, Sweden, and Denmark. The number of students going to Spain, Italy, Germany, the Netherlands, Sweden and Portugal has increased, while fewer students than last year went to France, the United Kingdom, Denmark and Belgium. The total number of outgoing students rose again by 3.5% from 1,157 (in 2013/14) to 1,198 (2014/15).

Erasmus incoming students by country of origin (Top 10) (Academic years 2013/14 – 2014/15; absolute numbers)

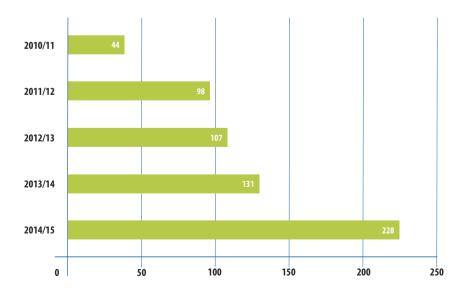


The figures show that the number of incoming students is still growing, with the total number of incoming students increasing from 1,014 (2013/14) to 1,113 (2014/15). More than 50% of the incoming ERASMUS students come from five countries: Germany, France, Italy, the United Kingdom and Spain. In comparison with 2013/14, there has been an increase of incoming students from Germany, France, Italy, Poland, the Netherlands and Greece, while the number of students from the United Kingdom, Spain, the Czech Republic and Belgium have remained on the same level.

Erasmus internships

Besides the common student mobility within Erasmus, students of the University of Vienna can also apply for a scholarship for an self organized internship relevant to their studies in one of the European countries which participate in the ERASMUS programme. The number of applications for such scholarships increased rapidly in recent years.

In the current academic year 2014/15 there were five times as many applicants as in the academic year 2010/11. Just compared to last year, an increase of 74% was achieved.



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Erasmus partnerships (by faculty/centre) (Key figure 1.B.5)

	Numbers of Erasmus Partnerships	Erasmus out- going students 2014/15
Faculty of Philological and Cultural Studies	330	227
Faculty of Historical and Cultural Studies	181	76
Faculty of Social Sciences	162	172
Faculty of Law	91	178
Faculty of Business, Economics and Statistics	84	83
Faculty of Life Sciences	80	30
Faculty of Philosophy and Education	67	66
Faculty of Psychology	46	59
Centre for Translation Studies	43	86
Faculty of Earth Sciences, Geography and Astronomy	38	14
Faculty of Mathematics	36	36
Faculty of Protestant Theology	29	2
Faculty of Computer Sciences	22	5
Faculty of Chemistry	22	11
Faculty of Catholic Theology	21	6
Faculty of Physics	19	8
Centre for Sport Science and University Sport	19	32
Centre for Molecular Biology	14	5
Total	1,304	1,140*

^{*} excl. outgoing students of Gender Studies and Joint Degree Programs Source: International Office of the University of Vienna

Non-EU Student Exchange Program (Key figure 1.B.6)

An important element of the University of Vienna's mobility programme is the Non-EU Student Exchange Program. Since 1992, this programme has supported student exchange primarily with universities outside the EU. In the 2014/15 academic year, 157 students of the University of Vienna (2013/14: 138) spent time abroad as part of the Non-EU Student Exchange Program, with 202 incoming students studying at the university under this programme (2013/14: 214). The number of outgoing students has increased by 12%, as a

result of new agreements with universities in Asia and Latin America, while there were slightly fewer incoming students (-5% compared to 2013/14).

The most popular destinations are Asia, North America and Australia, which account for almost 80% of all outgoing students to Non-EU countries. The high number of incoming students from North America and Australia is due to the fact that more and more students come for shorter periods (e.g. study abroad periods at the University of Vienna during the university holidays at the home university). Unfortunately there are no incoming students from Africa, due to a lack of financial resources.

Non-EU outgoing students by destination

	Non-EU outgoing students 2014/15	% of total number of Non-EU outgoing students
Asia	52	33
North America	36	23
Australia	33	21
Latin America	16	10
Russia	15	10
Africa	5	3
Total	157	

Non-EU incoming students by origin

	Non-EU incoming students 2014/15	% of total number of Non-EU incoming students
North America	66	33
Australia	60	30
Asia	49	24
Russia	19	8
Latin America	8	4
Africa	0	0
Total	202	

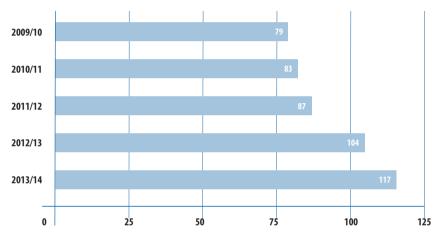
Source: International Office of the University of Vienna

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ERASMUS Teaching Mobility (Key figure 1.B.7)

The ERASMUS Programme also offers short-term teaching periods for the University of Vienna teaching staff at ERASMUS universities abroad. In comparison with 2012/13, the number of teachers participating in this programme in 2013/14 increased by 12.5%. This trend is likely to continue for the current academic year.

Number of teaching staff mobility cases



Source: International Office of the University of Vienna

Number of courses offered in a foreign language as a share of the total number of courses on offer (Key figure 1.C.1) (Academic year: 2013/14)

23.2 % of all courses offered at the University of Vienna are taught in a foreign language, including modern philology. English is the language of instruction in 15 % of all courses. Courses in English are offered in law, business administration, history, political science, philosophy, sociology and cultural and social anthropology, and in biology.

The University of Vienna offers these courses for incoming international students as well as students staying at home in order to create an international working environment for all students. The aim of the University of Vienna is to significantly increase the number of courses taught in a foreign language in the next four years.

Staff

Composition of a cademic staff in %

(As of May 2015) by place of origin (full-time equivalent)

	% Austria	% EU (excl. A)	% Other	% Total
Composition of academic staff (total) – Key figure 2.A.1	61.4	29.5	9.1	100.0 (3,513)
Composition of academic staff financed by third-party funding – Key figure 2.A.2	46.7	35.6	17.7	100.0 (917)

Source: Reporting System of the University of Vienna

More than a third of all academic staff are international: The total share of international academic staff at the University of Vienna rose to 38.6%, a rise of 1.1% compared with last year. Among the group of academic staff financed by third-party funding, there are more international staff (53.3%) than researchers with Austrian citizenship.

Number of appointments from abroad (Key figure 2.B.1)

Appointment of professors by country of origin	2010	2011	2012	2013	2014
Austria (in %)	25	29	36	25	24
EU (excluding Austria) (in %)	66	47	46	65	56
Other (in %)	9	24	18	10	20
Total number of appointments	53	34	22	20	41

Source: Reporting System of the University of Vienna

76% of the professors appointed in 2014 were appointed from abroad, clearly demonstrating that in this regard the University of Vienna has achieved its goal of becoming attractive to international academics. 56% of the appointments were from EU countries other than Austria, 20% were from outside the EU.

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Research

Inter-university collaboration (Key figure 3.A.1)

The University of Vienna has 74 partners at university-wide level, including the University of Chicago, Stanford University, the Australian National University, the Hebrew University of Jerusalem and the Fudan University in Shanghai. Last year new contracts were signed mainly with universities in Asia and Latin America.

Number of partner universities by continent

	Partners at university-wide level	Partners at faculty or institute level
Asia	23	37
North America	18	10
Europe	16	31
Australia	8	1
Latin America	8	11
Africa	1	5
Total	74	95

Source: International Office of the University of Vienna

The University of Vienna's internationalisation strategy is to develop only a limited number of partnerships at university-wide level, but to do so with top class universities in Asia, North America and Europe. In addition to the ranking of the partner university, common research and teachings interests and existing faculty links are a prerequisite for the conclusion of an agreement with a partner university.

Internationally funded research projects (Key figure 3.B.1)

Total amount of third party funding

	Project total (in euro)	Projects funded by the EU	Projects funded by other countries	Projects funded by Austria
2008	53,600,283	8,444,091	364,575	44,792,617
2009	57,964,886	9,158,928	146,853	48,659,105
2010	66,210,330	11,214,358	774,786	54,221,186
2011	71,254,743	13,418,290	1,173,304	56,663,150
2012	76,666,020	15,706,259	1,555,615	59,404,146
2013	76,684,132	15,814,762	1,908,865	58,960,505
2014	79,209,324	16,482,221	1,729,644	60,997,460

Source: Intellectual Capital Report of the University of Vienna, Indicator 1.C.2

Compared to 2013, funding by Austria has grown by 3.5%, EU funding by more than 4%. Although international non-EU funding has declined by about 9%, the total amount of third-party funding in 2014 has risen by 3.3%. However, the University of Vienna endeavors to increase again international funding outside of EU programmes.



650 Years University of Vienna

"... that every wise person shall become more reasonable and every unwise person shall be brought to human reason ..."

With these words, Duke Rudolf IV set out his reasons for the foundation of a university in his residence city Vienna on 12 March 1365. It was set up according to the model of the Paris Sorbonne, with the express aim of contributing to the "particular dignity and exaltation" of the country of Austria and the city of Vienna. Rudolf IV, who thus became the first founder of a university without a royal crown, was pursuing extremely ambitious political objectives, however, due to his early death, the university was only able to operate at a rudimentary level during the first two decades of its existence.

It was only the restructuring and ratification of the university by Duke Albrecht III in 1384 that led to a sustained consolidation. For the first time, the University was given its own building and a viable financial basis, while the theological faculty, intended from the start, was finally approved by the Pope in the same year. In addition, favoured by the Great Western Schism, a growing and dynamic university community developed and energetically pursued a policy of endowing the university with autonomous rights and its own statutes.

Rise to become the largest university in

central Europe. It was on this basis that one of the most significant centres of scholarly teaching in central Europe developed in the 15th century. Until the early 16th century, the number of students was higher than almost anywhere else in the Holy Roman Empire, and the university's masters and doctors included renowned representatives of early Renaissance humanism north of the Alps. In particular, the "Vienna school of mathematics and astronomy" contributed to the great reputation of the Alma Mater Rudolphina: The works by Johannes von Gmunden, Georg von Peuerbach and Johannes Regiomontanus created the essential preconditions for the transition to the heliocentric world image. The reputation of the University of Vienna extended far beyond the scope of Habsburg domination, attracting students from throughout Europe, particularly from the south and south-west German territories.

Reorganisation as a Habsburg regional university.

From the 1520s on, the situation of the University of Vienna deteriorated dramatically, with the number of registered students plummeting within only a few years. In the absence of students, many doctors and professors also left the University. The cause of the decline was the increasing military threat to Vienna from the Ottoman Empire, and the spread of the Reformation, which condemned universities as institutions of the Roman Church and the Pope. It was only through the intervention of the sovereign princes that the University of Vienna managed to survive, although at the cost of an extensive reduction of its mediaeval autonomy. The University of Vienna was instrumentalised for the expansion of the Habsburg rule and as a



means of enforcing the Catholic counterreformation. Its intake was reduced to the lands ruled by the Austrian Habsburgs.

In 1623, responsibility for the teaching at the philosophical and theological faculties was transferred to the Jesuits. This measure was intended to secure the religious conformity of the students and graduates, but led to an increasing neglect of legal and medical studies. When in the 18th century the ideas of the Enlightenment began to prevail, criticism of the Jesuits' domination began to increase.

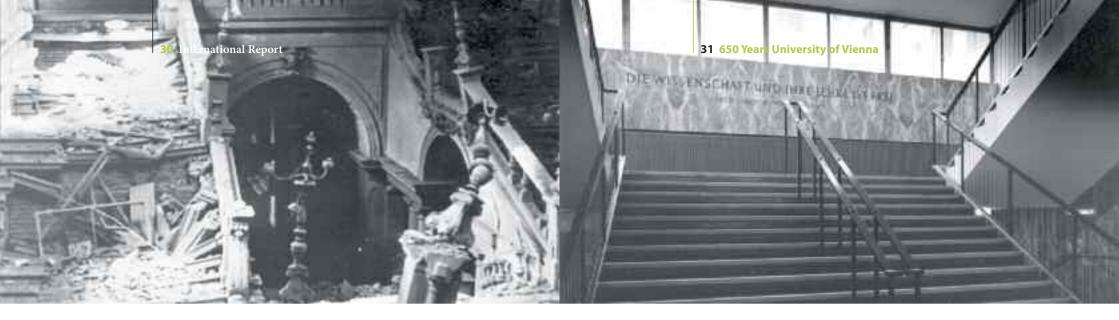
The reforms of Maria Theresa and Joseph II. The aim of the university reforms under Maria Theresa and Joseph II was to eliminate the Jesuit influence. When in 1773, the order was finally dissolved, the University of Vienna was already on its way to becoming a public institution under state control, whose function was primarily to educate the future servants of the state. Particular attention was given to raising the standard of medical teaching, since it was hoped that this would have long-term population policy effects. Although the tolerance legislation under Joseph II permitted Protestants and Jews access to the University of Vienna for the first time, it nevertheless remained a purely provincial university, with only few students coming from abroad. Above all during the "Vormärz" restoration period, rigid state supervision over university studies was used as a means of preventing the import of ideas that threatened the state and religion. For the university, this meant a risk of losing touch with international scientific developments.

Freedom of teaching and learning. One of the consequences of the 1848 Revolution, in which students and young graduates played a leading role, was that Austrian universities were allowed the freedom of teaching and learning. Although the forces of reaction ended up as victors, the reform process begun in 1848 was continued in the neo-absolutist period under the Minister of Education Leo Graf Thun-Hohenstein. The result was a "university of professors", in which the professors, while admittedly being appointed by the Minister, remained free of state influence in their research and lectures. The structure of the degree courses was based on science and research.

The consequence of the reforms was an undreamt-of development of intellectual forces that gained the University of Vienna a world-wide reputation in many academic disciplines. The label "Vienna school" is still today used to refer to significant innovations from the middle of the 19th into the first third of the 20th century, such as in the fields of medicine, political economics and art history. The number of students tripled during this period. A contributing factor was that women were allowed to study from 1897 on, and their share increased almost without interruption.

Expulsion and persecution under National

Socialism. The 1938 Anschluss did not find the University of Vienna unprepared. In broad sectors of the student community and the teaching staff, anti-Semitism had been developing since the late 19th century, leading, in the period after the First World War,



to increasing and frequently successful attempts to prevent the academic careers of Jewish scholars. This was a contributing factor to the brain drain even before 1938. When the National Socialists then seized power, the imposition of National Socialist principles and the cleansing of the University of Vienna took place quickly and efficiently. The expulsion of over 300 professors and lecturers classified as Jewish or politically unreliable meant an intellectual bloodletting from which the post-1945 Austrian scholarly landscape was a long time in recovering.

From "reconstruction" to the "opening-up of the universities". Although air-raid damage and the relocation of library stocks and laboratory facilities caused by the war made conditions difficult, the University of Vienna was one of the first teaching institutions to recommence operations in liberated Austria. In the first two post-war years, a relatively thorough denazification process of the teaching body was begun, but was soon replaced by a phase of amnesties and the rehabilitation of former National Socialists. Only few of the academics who were expelled in 1938 returned from emigration, and there were no sustained efforts to encourage them. It was only in the late 1980s that the University began to examine its National Socialist past critically.

In the last third of the 20th century, a veritable educational boom began in Austria, leading to the phenomenon of the mass university.

The abolition of tuition fees opened access to higher education to new social strata, while the number of women students rose to over 50%. The explosive increase in student numbers and the significant increase of subjects led to a permanent shortage of space, mitigated through new university buildings and the renting of premises. The largest single project was the University Campus Vienna, opened on the site of the old General Hospital in 1998.

Reorganisation as an autonomous institution. At the beginning of 2000, the University Organisation Act 1993 entered into effect to replace the University Organisation Act 1975 at the University of Vienna. This was the start of a four-year reform period that ended with a complete organisational restructuring as part of the 2002 Universities Act. The legal status of the university changed fundamentally, with the federal public institution with limited legal capacity being converted into a "public law corporation" with full legal rights and capacity. The functions of academic research and teaching are no longer exercised on the basis of state regulations but instead autonomously on the basis of performance agreements with the ministry responsible. History will show that this new legal framework was the basis and starting position for a new and successful development of the University of Vienna.

Vienna University Archive

http://bibliothek.univie.ac.at/archiv



Global universities as regional drivers of innovation

International conference on the occasion of the 650th anniversary of the University of Vienna

The anniversary conference "Global Universities and their Regional Impact" (UVIECON) was held on Friday, 13 March. The conference with its high-calibre participants from many partner universities worldwide addressed the role of global universities and the variety of their influences on their regions in the international context.

What role is played by universities as regional developers? Global universities are exposed to tough global competition for the best academics and students. Their significance in the field of education and science is global. However, they also have a strong influence on the development of the region.

Universities make society curious. The aim of the UVIECON 2015 "Global Universities and their Regional Impact" anniversary conference was to undertake a differentiated study of the regional significance of global universities and to make their role as a regional driver of innovation more strongly visible. Top-quality research and the high qualifications of the staff and students, together with an ambitious appointments policy – catchword "brain circulation" – are all factors that ultimately benefit regional social and economic development. The global universities also contribute to creating an open society that is inquisitive about changes.

VIENNA COMMUNIQUE: Global Universities and their Regional Impact

What makes a university "global" is that

- it strives at hiring the best researchers and academic teachers from a global market
- it attracts talented students from all over the world, equipping them with the skills and analytical abilities to make a difference throughout global society
- it enables its students, graduates and researchers to be competitive globally
- it contributes to the global pool of human knowledge through its educational programmes and research activities, especially through the publications of its members
- it fosters and is committed to the exchange of students and the dissemination of innovative new ideas, across both academic communities and national borders by establishing networks of global collaboration

A global university adds value to its region by

- transferring the knowledge gained from globally competitive research to the region, thereby enhancing regional society, commerce, trade and industry and supporting innovation and entrepreneurship
- driving economic expansion in the region through the skills of its alumni and its on-going research activities, leading to new knowledge and innovations



- contributing to the region's "brain gain" and to its open social climate through its international exchange programmes and global staff recruitment policy
- feeding questions from the region into the global research discourse and sharing the knowledge acquired

To secure its positive impact on society and to remain competitive, a global university should

- enable and support investigator driven basic research from which real innovations eventually originate in usually unexpected ways
- be open to new developments and respond to these by establishing fresh fields of research along with corresponding curricula
- respond to global, societal and economic challenges, contributing to the development of a knowledge-based society and the competitiveness of regional economies
- build upon its basic research and research-led education to establish links to industry as attractive and responsible partners; such partnerships should be for mutual benefit, both contributing to the competiveness of industry and triggering challenging questions for basic research
- assume its responsibility towards society also via outreach activities and science communication in order to conduct a mutually advantageous conversation with society and to enable a knowledge-based development of the future
- recognise the diversity of faculty, staff, and students as a key strength and rich source of creativity and productivity, for itself and the region

- use its global network to strengthen its voice internationally and contribute to resolving problems where the resources of a single field, a single institution, or a single state may not be sufficient
- insist on its autonomy to make long term plans and its freedom to form partnerships across boundaries and disciplines in order to create prosperity and wellbeing.

High quality research and research-led education at universities are among the best assets that a society can invest in. Universities educate the next generations of responsible citizens who are able to adapt to rapid change and formulate new approaches that are vital in a world in which knowledge becomes rapidly outdated and where unforeseen new challenges appear. In a time of crises, universities have a key role to play in Europe's revival – and they must be listened to in the debate about Europe's future. Europe needs strong universities, which are economically and politically autonomous to make sustainable contributions for Europe to remain strong and competitive. In order to achieve this, they have to be active on the global scale.

Sir Leszek Borysiewicz, Vice-Chancellor University of Cambridge
Tony F. Chan, President The Hong Kong University of Science and Technology
Andrew J. Deeks, President University College Dublin,
Heinz W. Engl, Rector University of Vienna
Maria Helena Nazaré, President European University Association,
Jan-Hendrik Olbertz, Rector der Humboldt-Universität zu Berlin
Joseph J.Y. Sung, Vice-Chancellor The Chinese University of Hong Kong
Tomáš Zima, Rector Charles University Prague
Robert J. Zimmer, President The University of Chicago







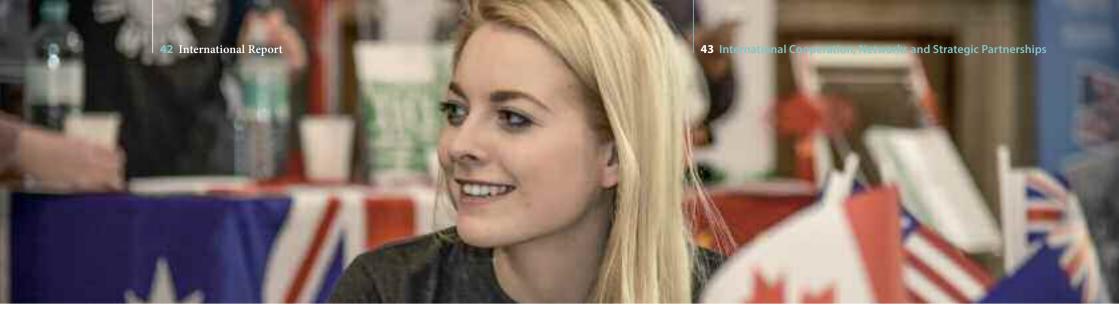
International Cooperation, Networks and Strategic Partnerships

Bilateral partnership agreements which formalise the cooperation between universities through written contracts are one of the manifold instruments for international cooperation nowadays. They were established long before the many opportunities to develop links through participation in EU- and other international research and mobility programmes occurred, and have contributed significantly to the consolidation of the University of Vienna's focal points in North America, Central Europe, Australia and Asia.

Cooperation with North America has always been a top priority in the internationalisation strategy of the University of Vienna. Partner universities in the United States include Stanford University, the University of Chicago, the University of Illinois at Urbana-Champaign, the University of Washington in Seattle and Georgetown University. The University of Chicago offers a human rights program for its students that will be taught at the University of Vienna regularly in the summer semester and thus will complement the existing European Civilisation program scheduled at the University of Vienna for students from the University of Chicago during the winter semester. Among the partner universities in Canada are the University of Montréal, the University of Toronto, the University of Ottawa, Queen's University, and the University of Alberta. The Center for Canadian Studies, a joint cooperation between the Department of English and American Studies and the Department of Romance Languages, regularly organises conferences and coordinates research interests and exchanges in Canadian area studies. These agreements offer excellent research opportunities for scholars and a study abroad experience for students from both sides of the Atlantic.

Formalised contacts with universities within Asia date back to the early 1990s and were first established as part of the ASEA-Uninet. For the Chinese Studies department, founded at the University of Vienna as long ago as 1973, the conclusion of new partnership agreements with e.g. the City University Of Hong Kong and the Fudan University in Shanghai represent a milestone in direct cooperation with China.

An agreement reached with Renmin University in 2003 and a recent agreement with the China University of Political Science and Law (CUPL) support the 'Area Studies' activities of the Chinese Studies department, which include not just the teaching of modern and classical Chinese, but which also draw attention to important historical, cultural and political aspects. A new agreement has been signed with the Momoyama Gakuin University in Osaka, which is open for students from all fields of study. Of course, experience has shown that agreements in this area are relevant especially to Japanese Studies, which are combined with the Korean and the Chinese Studies in the 'Department for East Asian Studies' at the University of Vienna. University-wide agreements with Kyoto, Osaka and Hitotsubashi Universities (Japan) as well as Seoul National University, Korea University and Yonsei University (Korea) make interesting and top quality collaboration projects possible for many students, not just those from the aforementioned subject areas.



Given the central location of the University of Vienna in the heart of Europe and the links which have grown up over the centuries with universities in the countries which lie to its east and southeast, the University of Vienna was determined long before the fall of the Iron Curtain to sustain the many relationships it had developed throughout history. Partnership agreements with Eötvös Loránd University Budapest and Warsaw University date back to 1977, the one with Charles University in Prague to 1987, and 1991 saw the signing of agreements with the Komensky (Comenius) University in Bratislava and the Masaryk University in Brno, followed some years later by agreements with the Jagiellonian University in Cracow, the University of Zagreb and with Lomonosov University in Moscow. These networks and the many contacts forged as part of the university partnerships have intensified research relationships significantly ever since.

The collaboration with Latin America is supported by formalised opportunities to cooperate with the Universidad de Chile, the Universidad National Autónoma de México, CIESAS (Center for Research and Advanced Studies in Social Anthropology, Mexico) and the Universidad de La Habana. New agreements with the Universidade São Paulo, the Universidade Estadual de Campinas, Campinas – São Paulo and the Universidade Federal Fluminense, Niterói – Rio de Janeiro are opening new ways of communicating with Latin America.

It is the policy of the University of Vienna to manage student exchange programmes through the International Office only on a

central level and to increase as far as possible the number of exchange students with our existing partner universities before entering into new agreements. In addition to the university-wide partnership agreements with student exchange, there are some cooperation agreements on faculty level, whose priority is to promote the mobility of teaching staff and researchers.

Student mobility and lecturer exchanges with universities in Europe (research in Europe is increasingly coming under the remit of the EU-Framework Programmes) are predominantly arranged through the ERASMUS or CEEPUS (Central Exchange Programme for University Studies, created by Austria in 1995) programmes. ERASMUS is the major mobility programme for students and lecturers from the member states of the European Union, complemented by CEEPUS networks.

The current Erasmus+ programme (2014-2020) is opening up new opportunities for students and staff. In contrast to former Erasmus programmes, students may now spend up to 12 months in each stage of their studies (bachelor, master, PhD), either by studying as ERASMUS students or by gaining work experience through an internship in a company. Therefore, students may take advantage of the ERASMUS programme more than once in their student career and thus can stay at more than one Erasmus country. Staff training will now be possible for even a shorter period than before (a minimum of two day, previously five days) while the minimum number of teaching hours for teaching staff mobility has been slightly increased to eight hours (previously five hours).



In addition to opportunities for student and staff mobility, the Erasmus+ programme offers funding for education and research projects. These projects foster on the one hand collaborations among all kind of educational institutions as well as between HEIs (Higher Education Institutions) and the economy. On the other hand Erasmus+ enables teaching and research in EU-studies. Additionally, sports events and cooperation projects in the field of sport may be funded by the programme.

One main focus in these ERASMUS+ actions is the modernization of teaching and learning by developing and introducing new methods such as e.g. modular learning or MOOCs. Another aim is a stronger linkage between the European education systems and business and economy. An additional goal is fostering cooperation between European HEIs and universities in non-EU partner-countries to realize modernization of university systems in these countries.

The new funding schemes in the Erasmus+ programme offer additional opportunities for partnerships and exchange beyond the European Higher Education Area, either of students and staff becoming internationally mobile, or by internationalization at home.

A newly implemented program, the Non-EU Teaching Mobility, is enriching the spectrum of cooperation options since 2014 and is fostering the collaboration with partner universities outside Europe. In a selection process chaired by members of the Rectorate, academics from Africa, North America, Asia, Australia and Latin America were already selected to teach at the University of Vienna

since the winter semester 2014/15. Lectures are given in English, mainly offered in block courses. They will supplement the English language teaching program at the University of Vienna and thus contribute to achieving one of the objectives of the University's internationalisation strategy which is to internationalize teaching.

The call for applications for this guest teaching of this kind will be open twice a year. The deadlines for applications are 1 February and 1 July. Academics from partner universities outside of Europe are invited to apply for English language teaching at the University of Vienna. A precondition is that the course provides a meaningful supplement to at least one course of study at the University of Vienna and that an invitation letter by the Director of the Studies Program (Studienprogrammleiter) of the Faculty (School) of the University of Vienna where the course is planned is provided. The offer should be for a 1-2 hour course. Up to seven such courses per year shall be granted in order to enable students at the University of Vienna to become familiar with the academic culture and research focus at partner universities through these English language courses.

The academics whose applications are successful will be given a working contract, the salary depending on the length of the stay and the qualification. The University of Vienna will also cover travel costs to a given maximum. The academics selected will be offered the opportunity of not only using the facilities of the University of Vienna but also of networking more intensively with researchers at the University of Vienna and of developing synergies for research and teaching.



Current developments in European university systems are seen by the University of Vienna as being an ideal opportunity to strengthen its position as a research institution and to increase the attractiveness of studying here for international students. Forging sustainable links in many international networks is a necessity for a European research institution nowadays and contributes significantly to raising its profile. For this reason the University of Vienna is a member of the following networks at central level:

- EUA (European University Association) Umbrella organisation of European universities and national Rectors' Conferences with more than 850 members in 47 countries. The rector of the University of Vienna, Heinz Engl, is a member of the EUA Council and the Research Policy Working Group and the University of Vienna is also a member of the EUA Council of Doctoral Education.
- UNICA (Network of UNIversities from the CApitals of Europe) 46 universities from 35 capital cities of Europe form this network and represent more than 150,000 employees and more than 1.8 million students. Representatives and employees of the University of Vienna are active in many of the UNICA Working groups.
- ASEA-UNINET founded in 1994 is an ASEAN European Academic University Network, which supports the exchange of

knowledge between 75 partner universities from 17 member countries in Europe and South-East Asia. It provides financial support for PhD and Post Doc students, as well as teaching and research visits.

- EURASIA-PACIFIC UNINET is an educational network with more than 140 member institutions, which supports activities in Central and Eastern Asia and the Pacific area. It funds PhD and Post Doc grants, teaching and research visits and research projects.
- DRC (Danube Rectors' Conference) is an association that was founded in 1983, with the aim of intensifying collaboration between the now 67 member universities from 14 countries of the Danube region. Here, too, the University of Vienna is represented in individual working groups.
- ACUNS (Academic Council on the United Nations System) is a global professional association of educational and research institutions, individual scholars, and practitioners. The University of Vienna is member of ACUNS in order to institutionalise long-standing research cooperation between the University of Vienna and United Nations representatives. Membership in this organisation also gives students access to events and lectures with high-ranking members of the United Nations.



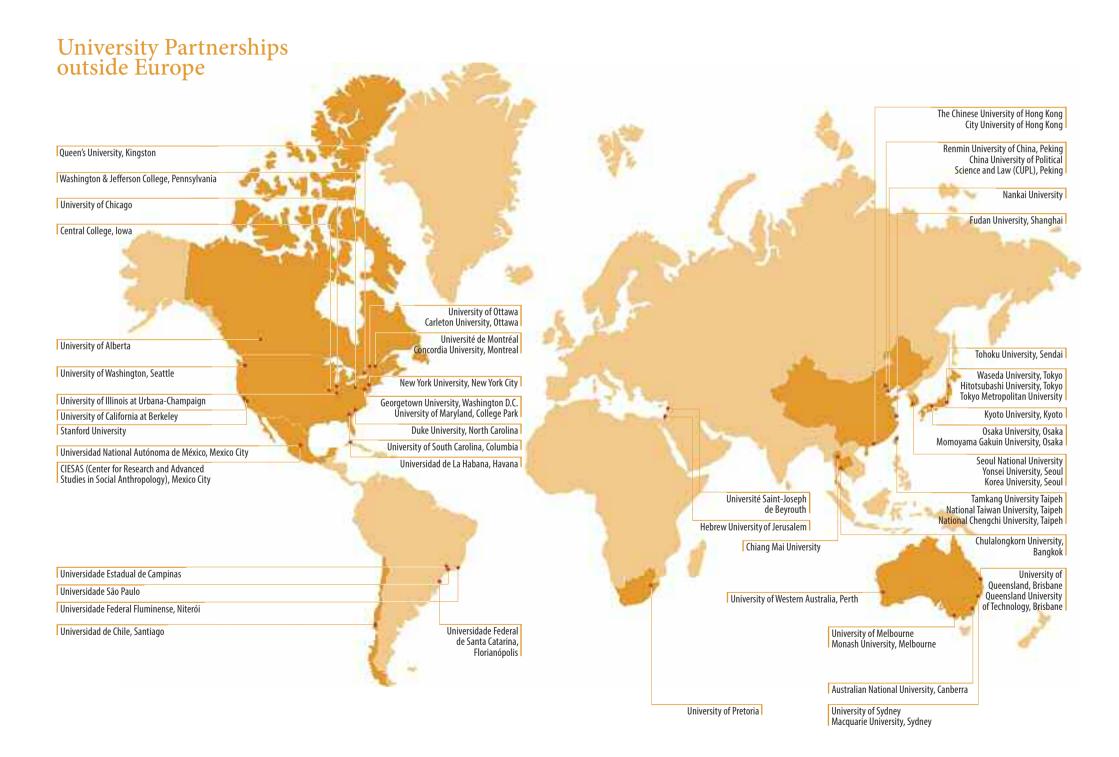
■ The CENTRAL Network has been launched by the Humboldt University zu Berlin, the University of Vienna being a partner together with the Charles University in Prague, Eötvös Loránd University Budapest and the University of Warsaw with the intention of engaging in academic activities which will further strengthen strategic partnership activities between its members. The successful application of the CENTRAL Network in the DAAD funding line 'Strategic Partnerships' on the initiative of the Humboldt Universität zu Berlin may be seen as a very promising start for many specific activities in this new cooperation mode.

Strategic Partnership: Hebrew University of Jerusalem

Next to the CENTRAL Network the University of Vienna has launched the instrument of a Strategic Partnerships in order to intensify collaboration with successful and strong partner universities worldwide. A first strategic partnership was negotiated with the Hebrew University of Jerusalem.

In the framework of the Strategic Partnership, the University of Vienna and the Hebrew University of Jerusalem regularly implement joint seminars for researchers from both institutions, in order to present ongoing projects and to discuss and develop future research activities – including third-party funding.

Although the collaboration on research level is the main focus at present, future activities also imply an extension of student mobility.



Partner Universities for ERASMUS Student Mobility: BELGIUM Universiteit Antwerpen Vrije Universiteit Brussel | Université Libre de Bruxelles | Universiteit Gent | Katholieke Universiteit Leuven Université de Liège Université Catholique de Louvain Université Saint-Louis Facultés Universitaires Notre-Dame de la Paix à Namur BULGARIA Sofijski Universitet »Sveti Kliment Ohridski« CROATIA Sveučilište u Dubrovniku | Sveučilište u Rijeci | University of Split | Sveučilište u Zagrebu CYPRUS Panepistímio Kyprou CZECH REPUBLIC Masarykova univerzita | Jihočeská univerzita v Českých Budějovicích | Univerzita Karlova v Praze | University of West Bohemia | Univerzita Palackého v Olomouci **DENMARK** Aarhus Universitet | Københavns Universitet | Copenhagen Business School – Handelshøjskolen Danmarks Tekniske Universitet Roskilde Universitet Syddansk Universitet ESTONIA Tallinna Ülikool | Tartu Ülikool FINLAND Helsingin yliopisto | Hanken Svenska handelshögskolan Joensuun yliopisto Jyväskylän yliopisto Oulun yliopisto Lapin yliopisto Tampereen yliopisto | Turun yliopisto | Åbo Akademi | Vaasan yliopisto FRANCE Université d'Angers Université Catholique de l'Ouest | Université d'Avignon | Institut d'Études Politiques de Rennes Université de Franche-Comté | Institut d'Etudes Politiques de Bordeaux (Sciences Po Bordeaux) Université Bordeaux 1 | Université de Cergy-Pontoise | Université d'Auvergne | Université de Bourgogne Université Joseph Fourier Grenoble 1 | Université du Havre | Université des Sciences et Technologies de Lille Université Claude Bernard (Lyon I) Université Lumière (Lyon II) Université Jean Moulin (Lyon III) Université Catholique de Lyon Institut d'Études Politiques de Lyon Aix-Marseille Université Université de Lorraine | Euromed Marseille École de Management | Université des Antilles et de Guyane, Campus Martinique Institut d'Études Politiques d'Aix en Provence Institut Protestant de Théologie Université de Montpellier II - Science et Techniques | École Supérieure de Commerce de Montpellier Université de Nantes Université de Nice – Sophia Antipolis Université d'Orléans Université Panthéon-Sorbonne (Paris I) Université Panthéon-Assas (Paris II) Université de la Sorbonne Nouvelle (Paris III) Université de Paris-Sorbonne (Paris IV) Université Paris Descartes (Paris V) Université Pierre et Marie Curie (Paris VI) Université Paris Diderot (Paris VII) Université de Vincennes – Saint Denis (Paris VIII) Université Paris Dauphine Université Paris Ouest Nanterre la Défense (Paris X) Université de Paris-Sud (Paris XI) Université Paris-Est Créteil Val de Marne (Paris XII) Université Paris 13 Nord France Business School | Institut d'Études politiques de Paris (Sciences Po Paris) | Institut Catholique de Paris | École des Hautes Études en Sciences Sociales | École nationale des chartes | École Supérieure de Commerce de Paris | Institut National des Langues et Civilisations Orientales | École du Louvre ISIT – Institut de management et de communication interculturels Université de Poitiers Université de Haute-Bretagne (Rennes II) | Agrocampus Ouest | Université de Rouen | Université de la Réunion Université Jean Monnet de Saint-Étienne | Ecole Nationale Supérieure des Mines - 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Háskóli Íslands IRELAND University College Cork | Cork Institute of Technology | Trinity College Dublin | University College Dublin | National University of Ireland, Galway | University of Limerick | National University of Ireland, Maynooth ITALY Università degli Studi di Bari Aldo Moro Università di Bologna Università degli studi di Cagliari Università degli studi di Catania Università degli studi di Ferrara | European University Institute | Università degli studi di Firenze | Università degli studi di Genova Università degli studi di Macerata Università degli studi di Milano Università Cattolica del Sacro Cuore di Milano Università degli studi di Milano-Bicocca Università degli studi di Napoli Federico II Università degli Studi di Napoli L'Orientale | Università degli studi di Padova | Università degli Studi di Palermo Università degli Studi di Parma Università degli studi di Pavia Università degli studi di Perugia Università degli studi di Pisa | Scuola Normale Superiore di Pisa | Università degli studi di Roma 'La Sapienza' LUISS - Libera Università Internazionale di Studi Sociali Roma | Università degli Studi di Roma 'Foro Italico' | Università degli Studi Roma Tre | Università degli studi di Siena | Università degli studi di Torino Università degli Studi di Trento Università degli studi di Trieste Università degli studi di Urbino 'Carlo Bo' Università Ca' Foscari Venezia LATVIA Latvijas Universitäte Latvijas Kultūras akadēmija LITHUANIA Kaunas University of Technology V Vytauto Didžiojo universitetas Vilniaus universitetas | Mykolo Romerio universitetas LUXEMBURG Université du Luxembourg MALTA University of Malta THE NETHERLANDS Universiteit van Amsterdam | Vrije Universiteit Amsterdam Rijksuniversiteit Groningen Rijksuniversiteit Leiden Universiteit Maastricht Radboud Universiteit Nijmegen | Erasmus Universiteit Rotterdam | De Haagse Hogeschool | Universiteit van Tilburg Universiteit Utrecht | Hogeschool Utrecht NORWAY Universitetet i Bergen | Universitetet i Oslo Handelshøyskolen BI Norges teknisk-naturvitenskapelige universitet POLAND Uniwersytet Śląski w Katowicach Uniwersytet Jagielloński Akademia Górniczo-Hutnicza Uniwersytet Ekonomiczny w Krakowie | Uniwersytet Papieski Jana Pawla II w Krakowie | Uniwersytet Łódzki | Uniwersytet im. 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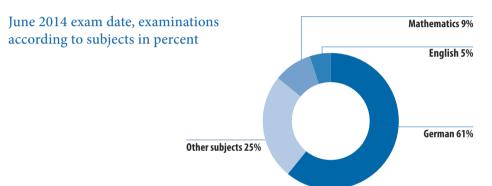
University Preparation Programme:

Where multiculturalism is at home and the way is paved for internationality

VWU profile www.vwu.at

- Name: University Preparation Programme of the Vienna Universities (VWU)
- Legal form: Joint university studies programme of six universities in preparation for supplementary examinations (pursuant to Secs. 63 and 64 of the Universities Act 2002)
- Host organisation: Austrian Exchange Service (OeAD-GmbH)
- Teaching staff: Funded by the Federal Ministry for Education and Women (BMBF)
- Supervisory body: VWU Commission (responsibility for curricula and examinations)

An institution for international degree-seeking students. The University Preparation Programme of the Vienna Universities (VWU) is the largest facility for preparing for a degree course in Austria. The VWU offers intensive courses to prepare international students for supplementary examinations in order to establish equality amongst school-leaving certificates. Courses and supplementary examinations are offered in the subjects German as a foreign language, English, mathematics, physics, chemistry, biology and environment science, history and social studies, geography and economics. More than half of the VWU students learn German and are preparing for the supplementary examination in German, as can be seen in the example of the June 2014 exam date.

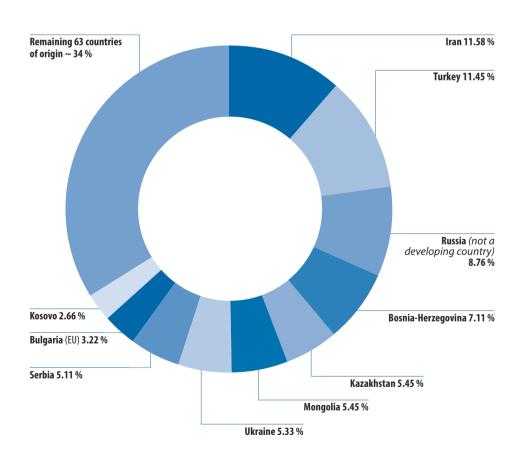


That the language in which the student's future degree course will be taught can be acquired in the host country within a university institution as a member of a university can – in an international comparison – indeed be regarded as a privilege. The students have been admitted to study at a university in Vienna (i.e. have a place at a university), are registered as non degree-programme students and as a result, even as nationals of a third country, they are also covered under residence law.

Most students finance their studies themselves (as "unrestricted students") and intend to take a bachelor's degree course, primarily at the University of Vienna, Austria's largest university. Accordingly, of the students who sat the supplementary examinations at the June 2014 date, 51% were studying at the University of Vienna. The remaining 49% were spread across the other five Vienna universities. Each semester, around 800 students from 70 to 80 different countries attend the VWU courses.



Top 10 countries of origin of the VWU students, summer semester 2014



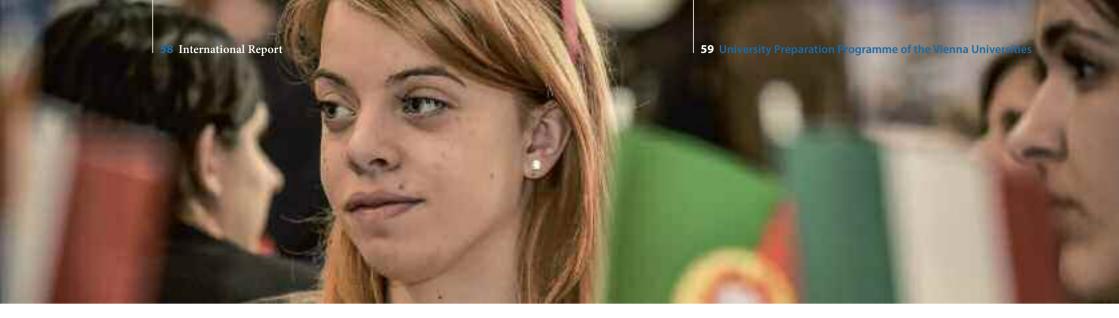
As these figures show, it is above all students from third countries that attend the VWU. And here again, the share of developing countries (according to the OECD's DAC list) with 8 out of the top 10 countries of origin is very high. This is also the reason why Austria can claim to the OECD that the costs for the teaching staff at the VWU, borne by the Ministry of Education, are development aid.

For the universities, this service is cost-neutral, which is increasingly important in times of tight budgets, and for the students it has the benefit that the course fees can be kept relatively low.

An advantage for the students

But even apart from the low course fees, a preparatory phase in the host country is of itself an advantage:

- The daily and academic (scientific culture) integration takes place largely before the start of the degree course proper. During this orientation phase, it is still possible to correct false or unrealistic expectations in good time before the start of the degree course. This helps to save resources, both the students' financial and time resources (lifetime), and University resources.
- The students can develop social contacts, make networks and acquire information in advance, which likewise has a positive effect in the critical first ordinary semester (STEOP/introductory and orientation period).



The VWU assists this orientation process through various measures. In cooperation with German as a foreign language offered by the Institute for German Studies at the University of Vienna, it offers an "intercultural practical course", arranges information days at the university, organises excursions etc.

Added value for the University

The University profits from the VWU, since after a preparatory phase at the VWU the students tend to come to terms better with their degree course.

There are a number of countries of origin whose secondary school-leaving examinations do not permit direct access to university. Here, the VWU has the function of enabling these students nevertheless to study at university via the supplementary examinations. In this way, the range of countries of origin of the international students is substantially expanded, with the result that the VWU contributes to a balanced internationalisation. Not least for reasons of development-policy responsibility, it is important that precisely students from developing countries from Asia, South America and Africa are able to study at a university of Vienna. Without them, the "international lecture hall", "internationalisation at home", global learning, intercultural education and "global education" would only be empty catchwords.

In addition, the VWU serves as a practical field for teaching courses in German as a foreign language at the University of Vienna. The cooperation activities range from intercultural practical courses to projects on academic language.

The VWU new – a sustainable internationalisation partner. Over the last few years, there has been a rapid increase in the number of students, including in particular international students. This was ultimately the decisive reason why, in 2014, the restructuring of the VWU started. This involves creating sufficient capacities in order to be able to handle the growing number of students as well as to achieve optimisation in the fields of quality and administration. The exciting project is to be implemented in the 2016 winter semester, and will enable the VWU to overcome the many challenges of the future.



Diversity student survey

The Gender Equality and Diversity Unit of the University of Vienna, with the assistance of CHE-Consult, conducted a diversity student survey commissioned by the Rectorate of the University of Vienna and covering around 19,000 regular students of the university. In a roughly 15-minute anonymous online questionnaire, the students were asked questions on the core dimensions of diversity and on further topics related to studies at the University of Vienna. This survey has provided the University of Vienna with a valuable set of data about the composition and the specific needs of its student body.

The following presents a number of the results of this diversity student survey, with a particular focus on foreign students:

Definition of "foreign students"

("BildungsausländerInnen"): Roughly 24% (n = roughly 4,250) of the students polled fall under the heading "foreign students". This term refers to all students who grew up abroad, acquired their school leaving certificate (or other relevant entitlement to university studies) abroad and have come to Austria in order to study at the University of Vienna.

CORE DIMENSIONS OF DIVERSITY				
Dimensions and manifestations		Foreign students (n = 4,243)	Average of all students (n = 17,784)	
Gender	Male	roughly 31%	roughly 29%	
	Female	roughly 68%	roughly 70%	
	Transgender	roughly 1%	roughly 1%	
Sexual orientation	Heterosexual	roughly 89%	roughly 90%	
	Homo- or bi-sexual	roughly 11%	roughly 10%	
Physical and intellectual capacities	Students who are physically and/or mentally impaired such that this has a restrictive effect on their studies	roughly 17 % (of these - roughly 66% are only mentally - roughly 7% are only physically - roughly 27% are both physically and mentally impaired	roughly 17 % (of these • roughly 77% are only mentally • roughly 7% are only physically • roughly 16% are both physically and mentally impaired	
Religion/worldview	Students who "very strongly" or "strongly" regard themselves as members of a religious tradition	roughly 16%	roughly 17%	
Age	Students up to and including 25 Students over 25	roughly 60% roughly 40%	roughly 66% roughly 34%	
Educational background (highest educational level of parents)	University Secondary school-leaving certificate Apprenticeship, master craftsman, vocational school Compulsory schooling	roughly 60% roughly 16% roughly 20% roughly 4%	roughly 43% roughly 26% roughly 26% roughly 5%	
Nationalities - Top 3		Germany roughly 43% EU-10: roughly 10% Former Yugoslavia: roughly 7%	Austria roughly 75% Germany: roughly 11% EU-10: roughly 3%	



Core dimensions of diversity: The group of foreign students corresponds to the average of all students surveyed with respect to gender, sexual orientation, physical and intellectual capacities and sense of belonging to a religious tradition. With respect to 'age' and 'educational background'², however, the group of foreign students surveyed differed: the foreign students surveyed tended to be a little older (over 40% of foreign students are over 25 years of age; this age group accounts for 34% of the population of all students surveyed) and the share of foreign students whose parents' highest educational level is a university degree is 60%, significantly above the average (on average, 43% of all students surveyed have at least one parent with university degree).

Selection of degree course, completion and success:

Of the foreign students surveyed, the degree courses in psychology (12%), economic sciences (roughly 11%) and translation science (around 7%) are the most popular. The smallest percentage of foreign students are to be found in the degree courses in sports science (0.5%), theologies³ (1%), geosciences and the new degree programme for future teachers (each around 2%). More of the foreign students surveyed are currently studying for a bachelor's degree (roughly 48%) at the University of Vienna than the average of all students surveyed (roughly 40%). The situation is the opposite for those studying for a master's degree: only 37% of foreign students are currently studying for a master's degree, compared with 47% of all students surveyed.

With doctorates/Ph.Ds, the group shares are similar: 9% of foreign students and roughly 8% of all students surveyed are currently studying for a doctorate/Ph.D. As far as it concerned confidence that the current degree course would be completed successfully, no great differences could be identified between the foreign students surveyed and the average of all students surveyed: in each case, 59% are very optimistic⁴ of completing their degree course successfully, while in each case around 7% are not optimistic⁵ of completing their degree course successfully.

Financial situation, type of financing and employ-

ment: Roughly 90% of all students surveyed state that their current financial situation is "comfortable" or at least that they "manage" with their current financial situation, although this figure is, at 84%, somewhat lower for foreign students. Around 11% of all students surveyed and around 16% of all surveyed foreign students suffered from serious financial problems or the fear that their degree course would have to be terminated for financial reasons in the near future. Both for the foreign students surveyed and the average of all students surveyed, the degree course is financed mainly by funding from parents (roughly 63% in each case state this as being the main source of finance) and own employment (in each case around 59% give this as the main source of financing). Of the foreign students polled, roughly 67% are employed during term or during the holidays, while the figure for the average of all students polled is somewhat higher at roughly 72%.



Discrimination experience and need for action:

Roughly 10% of all students polled stated that they had already encountered personal discrimination in the course of their studies at the University of Vienna, and with foreign students the figure was as high as 17%. Most of them described this personal discrimination experience as being "very drastic" or "drastic".

The students (and in particular the foreign students surveyed) see the greatest need for action as being on the part of the University of Vienna in the way it deals with the topics of "origin or nationality" and "language": 46% of the foreign students see a "very large" or "large" need for action in both cases.

Forecast: The University of Vienna constitutes a very attractive educational location for many international students. For roughly 71% of the foreign students surveyed, the University of Vienna was their first choice. The most important reasons for coming to Vienna for a degree course is given by the foreign students as being the attractiveness of the city (roughly 61%), the range of degree courses and the variety at the University (roughly 60%), and the high quality of living (roughly 47%). The University of Vienna already runs a wide range of programmes and measures that deal with the various dimensions of diversity. The results of the Diversity Student Survey are now to serve as the basis for optimising and extending these measures to meet the needs of the target groups.

Further background about the Diversity Student Survey 2014 can be found at diversity.univie.ac.at

- 1 The core dimensions of diversity include migration and educational background, gender, sexual orientation, age, physical and mental capacities, religion/worldview.
- 2 "Educational background" here means the educational background of the students' parents, i.e. the highest educational level achieved by the parents.
- 3 In order to maintain anonymity, a number of degree programmes have been clustered (there must be a minimum size) and "Theologies" means the degree courses in Protestant and Catholic theology.
- 4 "Very optimistic": The subjective assessment of the students concerning the probability of completing their degree is over 80%.
- 5 "Not optimistic": The subjective assessment of the students with respect to the probability of completing their degree is below 50%.
- 6 Multiple replies possible
- 7 Information about the specific type of discrimination would have to be determined in more detailed analyses.



Children's Office of the University of Vienna

First exploratory steps in science

The Children's Office of the University of Vienna, a University of Vienna spin-off, is organised as a non-profit-making limited company and addresses various approaches for the communication of science to children and young people. From the very start, internationalisation was part of the strategy and an integral element of the Children's Offices work.

The core project of the Children's Office is the Vienna Children's University, held every summer since 2003 and attracting around 4500 children and 500 academics. In 500 workshops, seminars and lectures, children aged between 7 and 12 meet scientists at their own level and take over the lecture halls, laboratories and libraries. Children's University events are offered in 11 different languages with teachers from 10 different countries. In the meantime, six further universities have joined the University of Vienna project, creating one of the largest knowledge communication projects in Europe.

In order to reach all children equally and to achieve the aim of social inclusion in a society characterised by diversity, the Children's Office has developed specific models such as the Children's University Day Tickets. In addition, in an outreach programme, over 2500 children a year attend the Children's University on Tour in Vienna's parks. For young people from families in which hitherto nobody has concluded a degree course in Austria, the UniClub, a group of young people

aged 13 and above, provides an insight into the vocational fields of the University of Vienna's graduates.

The concepts of the Children's University activities have met with international recognition, and as a result the Children's Office was commissioned to set up a European network. To quote the evaluation report of the EU Commission 2008: "Children's Universities represent the most radical approach to open universities towards the general public." The development of the network was financed in the 7th EU Research Framework Programme and subsequently set up as a sustainable organisation with headquarters in the Children's Office at the University of Vienna.

In the meantime, the European Children's University Network (EUCU.NET) has been joined by 67 children's university initiatives from 4 continents and encourages a regular exchange of ideas and experiences on matters such as quality assurance and the further development of the concepts. Under the auspices of the network, support was provided in particular for the national development of children's universities in the Netherlands, Poland, Turkey and Egypt.

In addition, as a recognised pilot project and showcase model, the Children's Office became a core team member of the "SiS-Catalyst –



Children as Change Agents" project, a project conducted within the 7th EU Framework Programme from 2011 to 2014 and coordinated by the University of Liverpool, with a total budget volume of 4 million Euro. The Children's Office was the lead in the field of "Paneuropean benchmarking and mutual agreement process", which provided the framework for a discussion on how for instance children's universities can change the structures and mechanisms of universities.

This also included the organisation of an annual conference held at the University of Vienna in 2014 following conferences at the University of Ankara, the University of Porto and the University of Lodz. Just under 200 visitors from 27 countries discussed the question of "Visionary or Fantasy? Creating open spaces for science communication and social inclusion". A large-scale mentoring project with working partnerships from 32 international organisations was not only organised by the Children's Office but also used for its own learning process – for instance to intensify the cooperation with the University of Copenhagen's faculty of science.

The Children's Office project is intended to communicate to society and to future students at an early stage the idea that research can be exciting and groundbreaking, and lives from its international focus. The Children's University activities are intended to help children and young people and their families to make informed decision on the course of their further education. The aim is to present the University as a place of variety where various languages are spoken, where people from different nations meet and where future students with a variety of backgrounds are welcome.

http://kinder.univie.ac.at http://www.eucu.net



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The University of Vienna operates several service facilities to assist international students and staff.

This overview shows the most important services and offers of the University of Vienna regarding international issues.

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http://neue-professuren.univie.ac.at/en	berufungsservice@univie.ac.at



Publisher

University of Vienna | Universitätsring 1 | 1010 Vienna | Austria www.univie.ac.at

Content Responsibility

Heinz Fassmann

Vice Rector for Human Resources Development and International Relations

Concep

Lottelis Moser | International Office http://international.univie.ac.at

Editorial Staff

International Office: Johanna Rieckh | Tatjana Antalovsky | Lottelis Moser

Contributor

International Office: Karin Krall | Maximilian Kudler | Larissa Lippert | Lottelis Moser Others: Stefan Maisel, Vienna University Archive | Margarete Kernegger, University Preparation Programme | Helga Reichert, Gender Equality and Diversity Unit | Karoline Iber, Children's Office of the University of Vienna | Lorenz Platzgummer, Reporting and Analysis

Translation

David Wright, Wrightone Translations | Nicola Wood | proverb – M. Maibach

Graphic Design

Nele Steinborn | Lori Trauttmansdorff

Photos

Hans Schubert | Barbara Mair | Matthias Cremer | http://www.flickr.com/photos/univienna

Printed by

Druck Resch KG

Reporting Period

Summer semester 2014 and Winter semester 2014/15 (unless stated otherwise)

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- Runners at the Vienna City Marathon, courtyard of the University of Vienna
- 2 Opening Ceremony of the 650th Anniversary year: Austrian President Heinz Fischer, Margit Fischer, Eva Nowotny (Chair of the University Board), Reinhold Mitterlehner (Vice Chancellor of Austria and Federal Minister of Science, Research and Economy), Gabriele Kucsko-Stadlmayer (Chair of the Senate)
- 3 Opening Ceremony of the 650th Anniversary year: Deans of the University of Vienna
- 4 Opening Ceremony of the 650th Anniversary year: Rector Heinz W. Engl
- 5 Opening Ceremony of the 650th Anniversary year, Main Ceremonial Chamber, University of Vienna
- 6 Campus Festival
- 7 Reinhold Mitterlehner (Vice Chancellor of Austria and Federal Minister of Science, Research and Economy) and Rector Heinz W. Engl
- 8 Tram branded with the anniversary logo in front of the main building of the University of Vienna
- 9 Vienna University Choir and Orchestra, St. Stephen's Cathedral, Vienna
- Opening of the anniversary exhibition »Wien 1365. Eine Universität entsteht«: Rector Heinz W. Engl, Johanna Rachinger (Director-General of the Austrian National Library), Josef Ostermayer (Federal Minister for Arts and Culture, Constitution and Media)
- Dies Honorum, honorary doctorate from the University of Vienna to John Boyer (Dean of the University of Chicago)
- 12 Premiere of the anniversary composition »In Traumton« by Austrian composer Thomas Daniel Schlee
- UVIECON Conference: Heinz Faßmann (University of Vienna), Robert J. Zimmer (The University of Chicago), Maria Helena Nazaré (EUA), Leszek Borysiewicz (University of Cambridge)
- International University Rowing Regatta, award ceremony, Danube
- 15 International University Rowing Regatta, Danube
- 16 Rare plants fair and presentation of the anniversary wine, Botanical Garden of the University of Vienna