1. Background
Transformations: Bologna Process & Lisbon Strategy

What are the aims of the Bologna and Lisbon policies?
- European strategy in globalization
- Foster mobility of knowledge and workforce in Europe
- European knowledge areas

1. Project Description
- Transformations of academic work

Universities in the knowledge economy
Universities as academic workplaces for knowledge-intensive work
- Teaching
- Research
- Administration

What transformations occur in academics’ workplaces?
Significant impact: Changes in academic work due to reforms
→ Need for additional knowledge and skills for academic teachers

Transformation: Knowledge Economy
- Bologna Process – Educational framework for the EU
- Lisbon Strategy – Growth and Jobs

"Make Europe the most competitive and the most dynamic knowledge-based economy in the world by 2010,"
e.g. General Agreement on Trade and Services (GATS)
- Higher Education and knowledge workers as tradeable goods & services
3. Preliminary results

Delphi-Study: Assessment of competence changes and new affordances due to reforms

Delphi-Study: Expert Inquiry (N=31), 4 rounds
- Identification of general work fields of academic teachers
- Identification of 57 specific sub-competences
- Identification of central competence affordances as indicated by recent reforms
- Perception of the effects of the Bologna Process

4. Preliminary results

Central competence affordances

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Testing/Grading</th>
<th>Academic self-administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Didactic practice skills</td>
<td>3. Assessment competence</td>
<td>1. Communication skills</td>
</tr>
<tr>
<td>2. Subject matter knowledge</td>
<td>4. Didactic practice skills</td>
<td>2. Communication skills</td>
</tr>
<tr>
<td>5. Subject matter knowledge</td>
<td>7. Communication skills</td>
<td>5. Communication skills</td>
</tr>
</tbody>
</table>

4th round:
- How can the 30 competences be described in practice situations?
- Which competences & skills have the most demand for training?

Discussion:
- Results should provide new goals for VET of academics
- Still open: Role of formal and informal learning processes

Thank you!