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Operationalisation of Higher Education Teaching Performance (HETP): recognising and rewarding teaching as a part of science is enabled by Open Scholarship

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Propositions by Verena Weimer

at least four propositions relating to the subject of the dissertation

- I. The unity of research and teaching is not merely a normative ideal of the philosophy of science, but a politically intended and broadly acknowledged structural principle of modern universities within the scientific community.
- II. Within the academic recognition and reward system, research achievements systematically receive greater visibility and symbolic capital than teaching achievements, thereby creating rational incentives for scholars to prioritise research over teaching.
- III. The OER Statistics Framework constitutes a structural intervention instrument through which teaching activities are, for the first time, rendered compatible with existing academic recognition logics.
- IV. A meaningful integration of open education and OER into academic recognition and reward systems requires the combination of quantitative indicators with qualitative evaluative dimensions, as isolated metrics systematically distort the complexity of teaching performance.

at least four scientific propositions relating to the field of the subject of the dissertation (science studies / science of science)

- I. Science studies reproduce the primacy of research over teaching by predominantly analysing evaluation, career, and reputation mechanisms through the lens of research practices, while marginalising teaching practices.
- II. Given the central societal role of (higher) education, its limited presence in science studies stands in a normative mismatch with its actual influence on societal knowledge production.
- III. Scientometric indicators are not neutral; rather, they actively co-constitute scientific reality by rendering certain forms of performance visible while structurally obscuring others—particularly teaching-related activities.
- IV. Open Science holds the potential to transform existing recognition logics in academia yet simultaneously reproduces established hierarchies as long as openness is primarily associated with research output rather than teaching practices.

at least one and at most four propositions on one or more societal subjects of the candidate's choice

- I. In the face of global societal crises, education is a necessary, though not sufficient, precondition for collective action, insofar as it is understood as a process of personal development that fosters reflexive and normative orientations and enables people to jointly analyze, evaluate, and responsibly address contradictory societal challenges.