

Regulations

For the Evaluation of Teaching and Learning [Evaluation Regulations]

2 May 2022 (Status: 3 May 2022)

Based on Art. 12, Art. 50 Para. 1 and Art. 54 of the University Statutes of 25 October 2010,¹ the Board of Governors of the University of St.Gallen hereby decrees the following regulations.²

A. Main Section

I. General Provisions

Art. 1 Subject

¹ These Regulations govern the evaluation of teaching and learning in undergraduate and postgraduate programmes (Assessment Year, Bachelor's, Master's and PhD programmes).

² The evaluation of teaching and learning comprises centralised and decentralised evaluations of undergraduate and postgraduate course offerings, organised as degree programmes, and of teaching and learning conditions.

³ Evaluations include the gathering of relevant information, as well as its evaluation and communication to the relevant groups.

Art. 2 Purpose

¹ The evaluation of teaching and learning serves in particular to review the competencies or the development of competencies in students and faculty, the course design and teaching and learning conditions, as well as their interrelationships.

² Evaluation serves quality assurance and quality development in order to ensure the continuous improvement of the curricular, didactic and organisational aspects of teaching and learning at the University of St.Gallen.

³ Quality assurance and quality development processes support the groups at the different levels of action in a systematic manner and enable an evidence-oriented approach geared towards continuous improvement.

Art. 3 Scope

¹ The following groups have been established for the purpose of evaluations:

- a) Faculty;
- b) Students;
- c) Student representatives;
- d) Academic directors or programme directors;

¹ sGS 217.15.

² Pursuant to Art. 123 US; sGS 217.15, only the German-language version of this decree shall be deemed binding.

- e) Academic Board of Contextual Studies;
- f) Module directors or coordinators;
- g) Tenure & Promotion Committee;
- h) Deans;
- i) School assemblies;
- j) School quality managers;
- k) Delegate for Quality Development;
- l) Dean of Studies & Academic Affairs;
- m) Vice-President's Board for Studies & Academic Affairs;
- n) Vice-President for Studies & Academic Affairs;
- o) President's Board;
- p) President of the University of St.Gallen;
- q) Senate.

Art. 4 Terms and Definitions

¹ In these Regulations

- a) "Quality" shall mean the multidimensional and multi-perspective requirements in relation to the quality dimensions input, process, results and impact (effectiveness and efficiency).
- b) "Quality assurance" shall mean the ongoing actions and measures taken to ensure the attainment of and compliance with quality standards;
- c) "Quality development" shall mean all actions and measures that contribute to continuous quality improvement;
- d) "Evaluation" shall mean the use of systematic qualitative and quantitative procedures to monitor the attainment of objectives and the provision of services. Evaluations are conducted either as self-evaluations or as external evaluations, or as a combination of these two types of evaluation;
- e) Centralised evaluation: university-wide and/or cross-school or cross-programme evaluations;
- f) Decentralised evaluation: school-, programme- or faculty-specific evaluations;
- g) Compulsory course evaluations: Evaluations that are conducted on a rotating basis or scheduled by programme directors, as well as the evaluation of new courses and courses offered by new faculty or by assistant professors.

II. Duties and Responsibilities

Art. 5 President and President's Board

¹ Under the provisions of this Decree, responsibility for quality assurance and quality development lies with the President of the University of St.Gallen.

² She or he may appoint a Delegate for Quality Development to provide expert advice.

³ She or he may establish a Quality Development Services unit. This unit performs an advisory and operational function and reports directly to the Delegate for Quality Development and to the President's Board.

⁴ The President's Board is responsible for conducting centralised evaluations of undergraduate and postgraduate programmes. It may delegate this responsibility either to the Delegate for Quality Development or to Quality Development Services.

Art. 6 Vice-President's Board for Studies & Academic Affairs and the Dean of Studies & Academic Affairs

¹ The Vice-President's Board for Studies and Academic Affairs and/or the Dean of Studies & Academic Affairs are responsible for conducting centralised evaluations of teaching and learning conditions.

² The Vice-President's Board and/or the Dean of Studies & Academic Affairs support faculty and programme directors through the responsible units in developing the quality of teaching and learning in undergraduate and postgraduate programmes.

Art. 7 Responsible Units at the Vice-President's Board for Studies & Academic Affairs

¹ The Vice-President's Board for Studies & Academic Affairs appoints the units responsible for advising and supporting faculty and programme directors in ensuring the quality of undergraduate and postgraduate teaching and learning.

² These units coordinate the concerns, processes and structures for decentralised evaluations of teaching and learning and coordinate these evaluations in cooperation with Quality Development Services.

Art. 8 Quality Development Services

¹ The head of Quality Development Services coordinates the concerns, processes and structures for the centralised evaluations of undergraduate and postgraduate programmes.

² The Quality Development Services unit is responsible for conducting centralised evaluations of undergraduate and postgraduate programmes.

³ The Quality Development Services unit is responsible for the further development of the principal evaluation instruments in consultation with the Delegate for Quality Development, the Vice-President's Board for Studies and Academic Affairs and with the involvement of faculty, students, programme directors and the Academic Board of Contextual Studies.

Art. 9 Schools

¹ The schools are responsible for programme quality.

² The schools delegate the responsibility for implementing centralised evaluations of teaching and learning to the respective programme directors.

³ The deans may arrange decentralised evaluations of teaching and learning. Such activities must be coordinated with the Delegate for Quality Development.

⁴ The deans are responsible for conducting evaluation meetings with faculty undergoing career development and/or promotion processes, in particular assistant professors. At these meetings, the deans shall make reference to the relevant evaluations of undergraduate and postgraduate teaching.

Art. 10 Academic Board of Contextual Studies

¹ The Academic Board of Contextual Studies is responsible for the quality of Contextual Studies.

² The Academic Board of Contextual Studies may arrange decentralised evaluations of teaching and learning. Such activities must be coordinated with the Delegate for Quality Development.

Art. 11 Programme Directors

¹ Programme directors may conduct decentralised evaluations of teaching and learning in consultation with Quality Development Services or with the responsible units of the Vice-President's Board for Studies and Academic Affairs.

III. Evaluations

1. Types of Evaluation

Art. 12 Evaluation of Undergraduate and Postgraduate Offerings

¹ The evaluation of undergraduate and postgraduate offerings (i.e. courses and degree programmes) includes the evaluation of programme curricula, teaching and learning processes and performance assessments.

² Undergraduate and postgraduate offerings may be evaluated centrally or decentrally.

Art. 13 Evaluation of Teaching and Learning Conditions

¹ The evaluation of teaching and learning conditions includes the conditions and factors influencing course offerings, such as student administration or the use of infrastructure in teaching and learning, aspects of the specific learning situation, programme completion, transfer or entry into working life.

² Teaching and learning conditions may be evaluated centrally or decentrally.

2. Joint Provisions

Art. 14 Evaluation Concept

¹ The procedures and instruments for evaluating teaching and learning in undergraduate and postgraduate programmes are based on concepts that must be clearly identified.

² The Delegate for Quality Development is responsible for devising the evaluation concepts in association with the Quality Development Services unit and the responsible units of the Vice-President's Board for Studies & Academic Affairs and in accordance with Paragraph 1.

Art. 15 Evaluation Instruments

¹ The following procedures and instruments are used either on their own or in combination to evaluate teaching and learning:

- a) quantitative and qualitative methods for assessing teaching quality;
- b) predominantly quantitative methods for assessing teaching conditions;
- c) quantitative and qualitative methods for assessing the design of examinations and performance assessments;
- d) quantitative and qualitative methods for assessing specific aspects of teaching and learning as well as learning conditions;
- e) self-evaluation;
- f) external evaluation;
- g) case-specific or ad hoc methods;
- h) behavioural methods, i.e. analyses of performance data;
- i) higher education statistical and quantitative monitoring procedures, i.e. analysis of data stored in the University's management and information systems.

Art. 16 Transparency

¹ Evaluations must be designed and conducted transparently.

² The purpose, methods and processes, as well as the basis of evaluation and the use of its results, must be disclosed, in particular to evaluatees.

Art. 17 Data Collection

¹ The data required for evaluations are collected systematically using appropriate procedures and processes.

² The University's data protection, data security, information security and cyber requirements must be complied with.

Art. 18 Data Processing

¹ Collected data are processed analytically in a suitable form and appropriate to the target group.

² Evaluation data may be used for research purposes or as research data in compliance with the University's data protection and data security requirements. If data are used for internal research purposes, this requires an application to and consultation with the Delegate for Quality Development. If used for external research purposes, evaluation data may be used exclusively in well justified cases and following prior application to and approval by the President's Board.

Art. 19 Data Transmission

¹ Those responsible for conducting an evaluation must inform the groups entitled to access data in advance about every evaluation procedure and evaluation instrument. They must also inform those concerned about forthcoming evaluations and identify those conducting the evaluation.

² Those responsible for conducting an evaluation must inform the relevant groups about the evaluation results concerning them in an appropriate and target group-oriented manner.

³ Processed data shall be transmitted to groups in accordance with the predefined access authorisation.

3. Centralised Evaluations of Undergraduate and Postgraduate Offerings*Art. 20 Centralised evaluations of undergraduate and postgraduate offerings*

¹ Centralised evaluations of undergraduate and postgraduate offerings are carried out as part of standardised processes through regular and systematic student surveys (i.e. course and examination evaluations).

² The Quality Development Services unit informs the groups about the instruments and processes used in centralised course evaluations and examination evaluations.

³ The evaluation instruments of compulsory course evaluations and examination evaluations must be submitted to the Senate for its attention prior to widespread deployment.

Art. 21 Data Transmission

¹ Processed data are transmitted based on a multi-level approach. Access authorisation is as follows:

- a) Faculty and students: access to evaluations of their courses;
- b) Programme directors and the directors of Contextual Studies: access to the evaluations of courses in their programmes subject to compulsory evaluation, as well as to the anonymised evaluations of courses in other programmes subject to compulsory evaluation as part of higher education statistical monitoring.
- c) Delegate for Quality Assurance and Quality Development: access to the evaluations of courses subject to cyclical mandatory evaluation;
- d) Tenure & Promotion Committee: access to the evaluations of courses taught by faculty undergoing tenure processes and subject to compulsory evaluation, as well as to the evaluations of courses taught by such faculty subject to voluntary evaluation and designated accordingly;

- e) Deans: access to the evaluations of courses taught by faculty, in particular assistant professors, undergoing career development and/or promotion processes and subject to compulsory evaluation, as well as to the evaluation of courses taught by such faculty subject to voluntary evaluation and designated accordingly;
- f) President: access to the evaluations of courses taught by full professors as well as to the evaluation of courses taught by such faculty subject to voluntary evaluation and designated accordingly; access is provided via the statement of the Delegate for Quality Development as part of re-election processes;
- g) Deans, Vice-President of Studies & Academic Affairs, Dean of Studies & Academic Affairs: access to the evaluations of courses subject to compulsory evaluation at the programme level via higher education statistical monitoring. In well justified cases or if deemed necessary, the above officials may inspect the evaluation results of courses or faculty subject to compulsory evaluation. The reasons for requesting access must be stated in writing to the Delegate for Quality Development.

Art. 22 Evaluation

¹ Faculty may provide feedback on course evaluations to programme directors, deans, the Delegate for Quality Development or/and to Quality Development Services.

² If evaluation results indicate critical points potentially affecting faculty adversely in terms of the criteria defined and communicated in the practical evaluation instructions, discussions with the faculty concerned must observe a clearly defined escalation hierarchy:

1. Programme directors or directors of Contextual Studies;
2. Delegate for Quality Assurance and Quality Development;
3. Vice-President for Studies & Academic Affairs.

³ Programme directors must submit a written report on the agreed measures to the Delegate for Quality Assurance and Quality Development at the latest by the end of the following semester.

Art. 23 Use of Results

¹ The deans and programme directors shall prepare, either periodically or ad hoc, reports on the quality of undergraduate and postgraduate offerings for the attention of the Delegate for Quality Assurance and Quality Development.

² The results of centralised course evaluations form part of the re-election process of full professors.

³ The results of centralised course evaluations form part of the tenure evaluation process of faculty undergoing tenure processes.

⁴ The results of centralised course evaluations form part of the career development process of those concerned, in particular assistant professors.

B. Entry into Force

Art. 24 Entry into Force

¹ These Regulations entered into force on 3 May 2022.