



University of St.Gallen

Quality Development Guidelines 2021

From insight to impact.

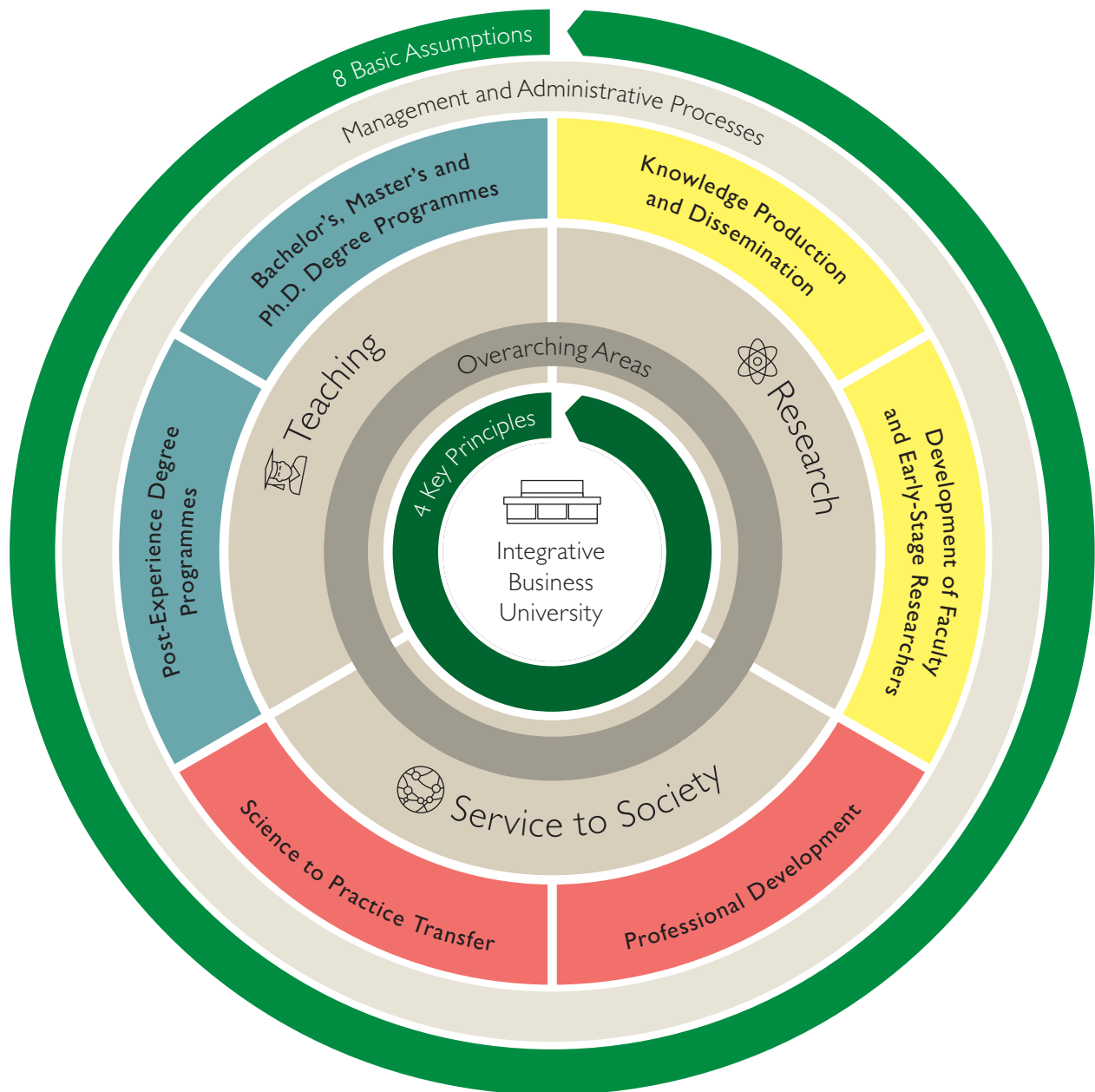
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Accreditation

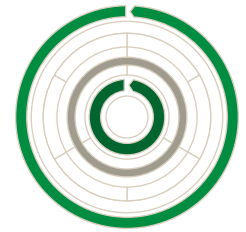


Quality Development Guidelines March 2021



These guidelines were approved by the Board of Governors in March 2021 after being discussed and agreed on by the President's Board and the Senate Committee (February 21).

1 Background



1. The University of St. Gallen (HSG) regards quality and quality development as *multidimensional requirements*. The quality of the University's core areas (teaching, research and services), management and administration can be differentiated in terms of effectiveness (effects) and procedure (efficiency). The University is committed to pursuing both dimensions of quality.
2. Quality and quality development result from the interaction of the University's different stakeholders, who assume *joint and shared responsibility* for their actions. Quality development arises from the *interplay of the duties and responsibilities* of the University's actors at all levels, as well as from the organisational responsibility (discharged via regulations) of the University. This interplay is based on the understanding of process-oriented, decentralised responsibility in association with aggregated, centralised accountability. Joint and shared responsibility is concretised both by individual-level activities and by the interfaces between those levels.
3. Quality and quality development at the University are based largely on the *motivation of its members*, who strive for excellence in their respective areas of activity. Correspondingly, quality development aims to promote and support the pursuit of excellence in the University's core areas (teaching, research and services). Quality development requires (1) developing a *clear understanding of these core areas and their tasks* and (2) designing corresponding support and management processes. This understanding is set out and communicated in various documents (e.g. guidelines and regulations).
4. At the University, quality and quality development are governed by the Higher Education Act and the University Act currently in force and by the strategy of the University. Periodic review and further development are envisaged in conjunction with any revisions of applicable law and strategy adjustments. The University's strategic orientation is accompanied by a *value-conscious stance* and *discussion* of quality development. The applicable core values of HSG, as adopted by the Senate in the University's Code of Conduct, provide the normative framework for quality development at the University.
5. At the University, quality and quality development are based on an understanding of the University as an "*expert organisation*" whose academic staff enjoys a high degree of autonomy and is coupled with the institution. The management culture of expert organisations is based not on hierarchy, but on consensus. Experts cannot be "streamlined" with the goals of the University. Feedback from peers, recognition within the scientific community and/or the University's schools are often more effective than material incentives or organisational rules. Consequently, intrinsically motivated individuals on the one hand and the participatory definition of organisational rules on the other are both highly important for quality development at the University. *Incentives instead of instructions, persuasion instead of directives* are essential approaches to quality development at HSG. Within this holistic approach, those requirements deemed to be unfulfilled are also defined, as are the ways in which shortfalls should be dealt with in terms of possible consequences and/or sanctions.
6. Quality and quality development at the University take effect when they are perceived and implemented as integral to the tasks and

responsibilities of the University's individual members and bodies. Thus, quality development must be anchored in the University's *core areas and their processes*. These in turn must be aligned and coordinated as effectively as possible.

7. Quality and quality development at the University can be described as follows as a *holistic approach*: Quality and quality development at HSG are enabled by the interconnectedness of its various actors and their perspectives at the different levels of the University, both in terms of joint and shared responsibility and in terms of four key *principles*: (1) strategic orientation, (2) orientation towards core processes, (3) evidence-based orientation, and (4) the continuous improvement of their way of working.

This approach can be illustrated with the metaphor of "toeing the same line," in that the individual "threads" represent the above principles.

(1) Strategy orientation

The University Strategy serves as a normative framework for quality development. Quality management serves to establish the information and foundations upon which decisions about further developing the University's core areas are taken. These foundations support the different actors in their design and evaluation tasks. The common normative framework provided by the University Strategy creates a coordinated system that contributes to further developing the quality of the University as a whole through sectional quality development in the individual core areas and their sensible integration. The normative basis is concretised by discussions about shared values (e.g. Code of Conduct).

HSG's approach to quality is based on the awareness of its members having diverse backgrounds and needs along various dimensions (in particular gender, age, sexual orientation, disabilities). The University measures quality development,



among others, by the degree of inclusion and "well-being" of its heterogeneous social groups as well as by the unlimited protection of its members against discrimination.

The University's approach to quality rests on its commitment to social responsibility (individual and societal) and sustainability, understood as multidimensional, in all its activities (research, teaching, services, management and administration). Its firm belief in responsible management shapes the University's strategies, principles, instruments and actions from a sustainability perspective, at all levels and of all its actors.

(2) Orientation towards core processes

Quality development at HSG focuses on developing its three core areas (teaching, research and services). The overarching goals of the University's approach to quality are (1) to monitor the relevant influencing factors (in terms of input, process and output/outcome) as closely as possible, both in and around processes in the core areas, and (2) to support their targeted development. Likewise, developing support processes and management tasks continuously improves the framework conditions for processes in the core areas.

(3) Evidence-based orientation

The actors responsible for quality development in the core areas (teaching, research and services) are supported by the University's central bodies (data collection and analysis, as well as suitably processed information). This enables informed decisions on quality development. The University's support processes and management processes are also executed in an evidence-based manner.

(4) Continuous improvement

The University's approach to quality aims to achieve continuous improvement rather than conformity with fixed standards or predefined target values. The data-based monitoring of indicators and of the variables influencing quality in the core areas is used to further develop quality standards and requirements within the core areas.

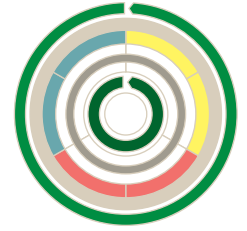
8. Coupled with the principle of strategy orientation is the *periodic review and further development* of the University's quality development guidelines. In order to ensure their strategic fit, these guidelines are (1) reviewed in a timely manner after the periodic review of strategy, (2) aligned with the respective strategy orientation and (3) further developed as required. Periodic reviews are conducted approximately every three to five years.

2 Goals of Quality Development at the University of St.Gallen



1. Quality development at the University of St.Gallen serves to strengthen and further develop high quality standards in the three core areas (teaching, research, services) in accordance with national and international standards. It also serves to ensure that the core areas receive the necessary support from the University's management and administration.
2. Quality development at the University concretises the quality goals and areas of action in the core areas. These specific goals and areas of action can be interlinked through their common orientation towards the fundamental principles. Actions and measures are concretised in further regulations and process descriptions.
3. Quality development at the University aims to support individual actors (in particular teaching faculty, students, researchers and staff). It supports their decisions and actions at the various levels of the University. Relevant information is collected and processed through quality development measures. Those actors who are responsible for designing measures and for taking decisions further develop the respective processes, activities and instruments by using the collected data.

3 Processes in the Core Areas of the University of St.Gallen and Quality Development Measures



The following six core processes are central to the University of St.Gallen's three core areas (teaching, research and services):

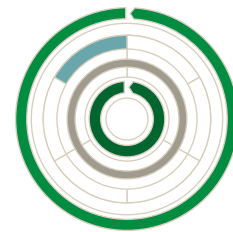
- **Teaching I:** Bachelor's, Master's and Ph.D. Degree Programmes
- **Teaching II:** Post-Experience Degree Programmes (e.g. MBA, EMBA)
- **Research I:** Knowledge Production and Dissemination
- **Research II:** Development of Faculty and Early-Stage Researchers
- **Services I:** Science to Practice Transfer (e.g. public lectures, consultations, lectures, expert reports)
- **Services II:** Professional Development (Non-Degree Programmes)

These core processes are framed and supported by the University's management and administrative processes.

The image of the University as a place of thought and as a place where knowledge and competencies are co-constructed and developed reflects that its support and management processes are aligned with its core processes and serve to further develop their quality.

The six core processes, the University's management and administrative processes, and the associated areas for developing quality are described below.

4 Teaching as Core Process: Bachelor's, Master's and Ph.D. Degree Programmes



4.1. Characterisation

1. Teaching as a core process is characterised by increasingly heterogeneous goals and requirements. Quality development tasks in teaching as a core area are directly evident in teaching-learning situations (i.e. faculty-student interaction). Developing the quality of teaching and learning as a core process is oriented towards the “constructive alignment” of learning objectives, learning opportunities and examinations. These three components are integrated into the University’s quality development measures. The quality of learning opportunities is shaped indirectly by an extensive network of support and management processes.
2. In the area of teaching, individual faculty, followed by the programme directors and deans, are primarily responsible for developing course and programme quality. They are supported by various quality assurance measures in the area of student and teaching-related administration. The service units of the vice-presidents’ boards are responsible for supporting teaching and programme development. Formal responsibility for quality assurance and quality development lies with the President’s Board. Non-tenured faculty participate in the further development of academic studies and teaching through their representatives. The Vice-President of the Student Union (SHSG) responsible for studies and academic affairs coordinates student involvement (via representatives) in the University’s quality assurance and development in coordination with the Vice-President for Studies & Academic Affairs.
3. The comprehensive development of teaching quality requires giving impulses on several levels: faculty and student competencies, courses and lectures (including examinations), written theses, co-curricular offerings, degree programmes, schools, and the University as a whole. Accordingly, quality development addresses both the actions of those responsible for teaching and the organisational framework for ensuring high-quality academic studies. The quality of teaching and examination performance is also measured by barrier-free access to learning opportunities and materials. The University is committed to accommodating any persons with special needs as far as possible, in order to prevent them from suffering disadvantages in their studies and examinations for health, psychological or financial reasons.
4. At the level of *courses and lectures, written theses and degree programmes*, the responsible actors are provided with feedback that is relevant to action (e.g. via course evaluations, assurance-of-learning processes). After consultation with faculty, feedback is linked to follow-up activities (e.g. modified course design). Feedback processes and aggregated data also provide other units and committees with valuable information (e.g. the assessment of course evaluations serves as a basis for developing courses in the area of higher education teaching methods and skills).
5. At the level of the *schools and the University*, the quality of teaching is also influenced by the structural and cultural framework of academic studies (e.g. too small-scale modules, one-sided examinations). Such framework conditions are included in quality development and contribute to critically reflecting on potential discrepancies between the intended and the implemented learning culture (e.g. via annual programme committee meetings, targeted analyses).
6. The *co-curricular engagement of students* (e.g. in the context of student associations and initiatives) is valued as a distinguishing feature of the



University of St.Gallen. It also contributes significantly to the development of leadership skills and transdisciplinary methods (in particular students' personal and interpersonal skills). Developing the quality of co-curricular activities is supported by targeted initiatives so as to more strongly integrate transversal issues—diversity and inclusion, responsibility and sustainability—at HSG.

4.2. Responsibilities and Measures

1. *Courses and lectures* are evaluated at regular intervals. Evaluation results are made available in suitable form to faculty, students, academic directors, the Delegate for Quality Development and the University President (within the framework of re-election procedures). If action is required, responsibility lies primarily with faculty. Secondly, the responsible programme director and the Delegate for Quality Development or the Vice-President for Studies & Academic Affairs are responsible for monitoring the changes derived from course evaluations. Quality assurance procedures for the supervision and assessment of written theses are developed and implemented in the degree programmes.

2. Internal and external procedures are used to further develop *degree programmes* (e.g. student focus groups and graduate surveys, periodic peer reviews and, in individual cases, programme accreditations). Programme development is supported by the Vice-President's Board for Studies & Academic Affairs (e.g. curricular development, general programme management). Assurance-of-learning analyses are conducted in the degree programmes. Courses and written theses are reviewed with regard to their contribution to the attainment of programme objectives, based on which student performance is analysed accordingly. Measures for course and programme development are deduced from such analysis and implemented. The tasks of programme directors regarding the development of programme quality are clearly defined. Contextual Studies play an important role in all HSG degree programmes. The director of Contextual Studies is responsible for developing the quality of offerings across degree programmes.

3. In the case of degree programme reforms, quality analyses and evaluations are compiled as a starting point for justifying the need for reform. Competency profiles are

formulated as programme objectives. Guidance on curricular development and on the need to reform teaching and examination methods is formulated accordingly.

4. At the level of the *schools*, regular meetings are held between the deans and programme directors to monitor the quality and quality development of degree programmes and to ensure that the programmes forming part of a school's portfolio develop as coherently as possible.
5. The *University* establishes the framework for designing teaching at the level of degree programmes and courses (e.g. lectures, seminars, workshops). Quality assurance measures are taken by the University's student administration (e.g. regulatory framework for degree studies, curricular developments, curricula, examination organisation, written theses). A wide range of service units (e.g. Centre of Learning and Teaching in Higher Education, General Programme Management, Teaching Innovation Lab, HSG Academy, Evaluation, and Accreditation) provides specific support in developing teaching quality along various dimensions.

5 Teaching II as Core Process: Post-Experience Degree Programmes



5.1. Characterisation

1. The core process of post-experience degree programmes (MBA and Executive MBA) is characterised by an increasingly competitive orientation and a clear market positioning of the various programmes. HSG's executive education portfolio comprises two MBA programmes (full- or part-time) and five Executive MBA programmes. In post-experience degree programmes, quality development tasks are directly evident in teaching-learning situations (i.e. faculty-student interaction). These tasks are oriented towards the "constructive alignment" of learning objectives (programme/course development), learning opportunities and examination performance. These three components are incorporated in quality development measures. The quality of these learning opportunities is shaped indirectly by an extensive network of support and governance processes.
2. Comprehensively developing teaching quality in post-experience programmes requires giving impulses on different levels: faculty and student competencies, courses and lectures, supervision of students and their theses, extra-curricular offerings, degree programmes, the affiliation of the respective institute or Executive School with HSG.
3. Correspondingly, quality development focuses on the actions of those who are responsible for teaching as well as on the organisational framework for ensuring high-quality post-experience studies.
4. At the level of courses and degree programmes, feedback that is relevant to action is generated for the responsible actors (e.g. by means of course evaluations) and linked to follow-up activities (e.g. programme adjustments). Feedback processes and aggregated data provide information for other units and bodies (e.g. Executive School).
5. The Executive Education Committee serves as a strategic control committee of the Executive School. It monitors and develops the quality of post-experience programmes across the University through the Executive School and the participating institutes. In addition to internal measures, external quality development activities (e.g. accreditations or rankings) are also pursued for post-experience programmes.

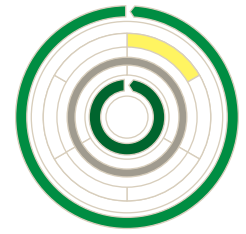
5.2. Responsibilities and Measures

1. *Courses and lectures* are evaluated at regular intervals. Evaluation results are made available in suitable form to faculty, students, academic directors and other HSG units. If action is required, responsibility lies equally with the programme director, who initiates and monitors the changes derived from evaluation, and with faculty, who are responsible for implementing those changes when the programme is next delivered.
2. At the level of the *various programmes*, internal and external procedures are used to further develop degree programmes (e.g. regulatory framework, course feedback, downstream feedback groups and graduate surveys, periodic peer reviews and, where appropriate, accreditations, which can also provide information from an external perspective).
3. A support structure for teaching quality and its development, in particular in the case of reforms, has been implemented in the area of *post-experience degree programmes across the University* and will be further expanded in the future. Technical and didactic support for online and



- hybrid forms of teaching is offered by various service units of the Executive School and the University (e.g. technology: HSG Executive Campus/ HSG/ institutes infrastructure; teaching methods: peer groups, Centre of Learning and Teaching in Higher Education, the Executive School's co-teaching initiative, exchange of experience between the Executive School and institutes, other universities and institutions (e.g. IMD, INSEAD, Harvard); faculty teaching skills: Centre of Learning and Teaching in Higher Education, HSG Academy, Faculty Development).
4. At the level of the *University*, new executive education offerings, as well as programme contents and teaching methods, are discussed in *various coordinating committees* (e.g. Executive Education Committee, Conference of Institute Directors, Star Alliance Group, Key Account Management Group, etc.) (see also point 3). Their activities on the executive education market are incorporated in the *Internal Control System (ICS)* by the various departments of the Executive School and by the institutes. In addition, market positioning is assessed at regular intervals by means of market comparisons and external feedback.
 5. From April to November 2020, the University developed a new and comprehensive *executive education strategy* for HSG as a whole. A new strategic orientation and a new governance structure were devised by including a large number of internal and external stakeholders. The implementation of the new executive education strategy is scheduled to begin in spring 2021 and will also impact quality development in the area of post-experience degree programmes.

6 Research I as Core Process: Knowledge Production and Dissemination



6.1. Characterisation

1. Research as the systematic search for new knowledge is largely based on individual researchers, their interests and their scientific communities. It cannot be steered into any specific direction but can only be supported by providing appropriate framework conditions and freedom. Research is mainly subject to professional self-monitoring (e.g. peer review, competitive third-party funding and peer evaluations).
2. Comprehensively developing research quality starts at different levels: research competencies, research initiatives and projects, guidance (e.g. on research funding, research methods and their design, documentation of research achievements and publications). Responsibility for research lies primarily with individual faculty, followed by the institute directors, the deans of the schools and the Vice-President for Research & Faculty. Their efforts to develop research quality are supported by the University's service units (e.g. HSG Academy, Faculty Development, Research Promotion).
3. This bottom-up dynamic is promoted across the University, in particular by grouping content-related synergies

in research focuses (e.g. institutes, "global centres," centres and chairs). Within such focuses, research resources are used to investigate selected areas of economic and societal relevance.

4. Incentives are provided through internal research funding to consistently align HSG research with relevant academic quality criteria (e.g. funding principle of the Basic Research Fund, FT50 journal premium and SNSF success fee).
5. The relevant standards of the respective scientific communities serve as guiding principles for ensuring scientific integrity. Within the University, these standards are set out in the Code of Conduct and in the Guidelines on Integrity in Scientific Work. These serve all HSG employees, in particular academic staff, as a basis for action. Processes and structures for dealing with non-compliance have been established (e.g. Guidelines on Integrity, Disciplinary Committee). In addition, the University's Ethics Committee is the central body for reviewing research projects and publications in terms of their compliance with ethical standards.

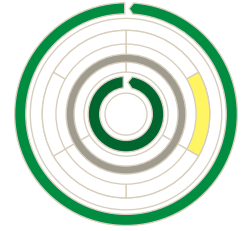
6.2. Responsibilities and Measures

1. The research performance of the University of St.Gallen is evaluated by means of various indicators. The Vice-President's Board for Research & Faculty has established suitable approaches for analysing research performance (e.g. research rankings, acquisition of external funding, bibliometric analyses of publication output, qualitative procedures for recognising excellent research performance). These data are systematically collected at least once a year. In addition, the Vice-President's Board has devised various measures for further developing the University's research performance (e.g. FT 50 Journal Premium and the SNSF success fee).
2. The Ethics Committee supports the University's researchers in observing the guidelines on scientific integrity. On request the Ethics Committee also evaluates whether research projects are ethically and legally sound. The Grants Office acts as the office of the Ethics Committee and advises researchers at an early stage about the ethical aspects of implementing research projects.

3. The Research Committee awards HSG research funding as well as initial funding for preparing externally funded projects (e.g. SNSF) within the framework of competitive selection procedures. The Grants Office, which also serves as the office of the Research Committee, advises researchers on acquiring external funding.
4. The schools define the research portfolio, as well as support career paths and excellent research performance, by reducing the teaching loads of researchers. The schools are responsible for doctoral programmes, in particular for their compliance with quality standards.
5. The research units (institutes, global centres, research centres and chairs) define their research profiles and actively seek to secure external funding and/or strategic research partnerships. They implement the requirements for scientific integrity at the operational level and regularly evaluate the research performance of their units. They systematically introduce their junior researchers to scientific work and guarantee continuous orientation towards research excellence.
6. Support processes are executed within a statutory framework by means of incentive systems such as prizes, awards and bonuses (e.g. Impact Award, FT50 and SNF premium), as well as via Alexandria, the University's internal data and publication repository. These measures provide a transparent overview of the University's research activities and enable establishing targeted exchange and research collaborations. Various research infrastructures for conducting (experimental) studies (e.g. Behavioural Lab) are placed at the disposal of HSG faculty free of charge.



7 Research II as Core Process: Faculty and Early-Stage Researchers



7.1. Characterisation

1. Appointing new faculty members and ensuring their continuous development, as well as promoting early-stage researchers (at the doctoral and post-doctoral level), are university-wide tasks, which are performed in a well-coordinated manner at various levels. The academic life cycle of faculty members spans their appointment, integration (onboarding), performance in the areas defined in their job profile (research, teaching, leadership, external funding, involvement in academic self-administration and external impact), further training and development and, if necessary, evaluation or promotion, cyclical re-election (in the case of full professors), and offboarding.
2. The Vice-President's Board for Research & Faculty is responsible for the Faculty Strategy and ensures at the strategic level that appointments, the promotion of early-stage researchers and doctoral studies meet national and international quality criteria as well as diversity and inclusion requirements.
3. The schools, represented by their deans, are responsible for planning academic chairs. They manage

appointment procedures, support faculty career paths, in particular of assistant professors, whose evaluation they are tasked with. In particular, they are also responsible for doctoral programmes and the associated quality assurance.

4. The research units (institutes, global centres, centres and chairs) are directly involved in promoting doctoral students and post-docs by providing specialised supervision and evaluation. The research units also actively contribute to defining the job profiles of vacant professorships in their field.

7.2. Responsibilities and Measures

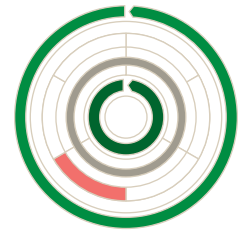
1. The Vice-President's Board for Research & Faculty is responsible for the Faculty Strategy and its implementation by means of a professional appointment process, which includes regularly monitoring appointments in terms of their success, diversity criteria and procedural quality.
2. The University of St.Gallen has established an approved career path model that defines clear targets and criteria for promoting early-stage researchers.

3. The needs of new faculty are established at early Welcome Service talks and appropriate support is provided. Supporting the professional integration of partners (dual career) also plays a central role in this respect.
4. Faculty development at the University involves providing development opportunities that are tailored to the needs of academic positions and career progression. Offerings include leadership training, supervision of Ph.D. students, managing research projects and specific inductions (e.g. to professorial duties or to serving as dean). The University offers a wide range of support services for faculty development (e.g. HSG Academy, Centre of Learning and Teaching in Higher Education, guidance on research methods).
5. The university-wide Tenure and Promotion Committee is responsible for all academic promotions and ensures that these are carried out in accordance with national and international quality requirements.
6. The Leadership in Research and Education (RELEAD) scheme serves as a basis for drawing up job profiles for all academic positions. Each position is described in terms of



expectations and requirements in the areas of research, excellence in teaching, leadership, external funding, academic citizenship, and dissemination. These expectations also include entry and promotion criteria.

8 Services I as Core Process: Science to Practice Transfer



8.1. Characterisation

1. Service activities (“Service to Society”) represent both publicly accessible activities (e.g. public lectures, Children’s University) and remunerated services (e.g. applied research by institutes). At the University of St.Gallen, these activities operate in a competitive environment in which orientation to market needs, regional anchoring and the national and international environment play a constitutive role in achieving success. In addition, the respective expectations and standards of the professional, national and international networks must be included in quality development.
2. The service activities of the University are very much driven by the individual units and their actors. Responsibility for quality development lies with these decentralised units and is aligned with the University’s fundamental principles of quality development. The decision-makers in the units (global centres, institutes, research units, chairs) and the Executive School are responsible for quality development in these areas. They define appropriate procedures and measures in accordance with HSG’s overarching understanding of quality.

3. The strategic positions for regionalisation and internationalisation activities are developed by the Vice-President’s Board for External Relations (also in cooperation with the institutes) and guide the action taken by the various areas and actors. The respective committees (e.g. Internationalisation Committee) are responsible for developing quality guidelines for these areas.

8.2. Responsibilities and Measures

1. University-wide regulations orient both the strategic and operational design of science to practice transfer. For example, strategy developments serve as strategic guidelines for internationalisation and regionalisation. Reference is also made to external guidelines (e.g. swissuniversities Best Practice on Cooperation between Universities and Private Institutions). Regarding operational implementation, all university-wide regulations (e.g. guidelines on scientific integrity, language guidelines) apply to science to practice transfer activities.
2. Services rendered as part of science to practice transfer are documented in the annual reports of the respective

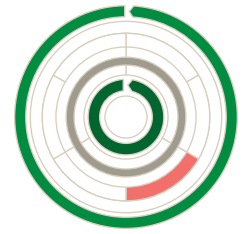
units (e.g. global centres, research units, institutes).

3. Special risks and developments are included in the internal control system at the level of the individual units (e.g. global centres, research units, institutes). In this context, risks (e.g. reputational risks), including their status and impacts, are assessed and monitored.
4. The impacts of science to practice transfer are monitored in both regional and international terms. Appropriate procedures are used to render visible the University’s impact. The corresponding reports estimate the effects in quantitative (e.g. value creation) and qualitative terms. Periodically, the regional and/or international effects are also submitted for external assessment and for feedback (e.g. Business School Impact System, BSIS).
5. Science to practice transfer initiatives that make a particularly valuable contribution to the economy and society are highlighted and awarded as part of a competitive procedure (e.g. HSG Founder of the Year, HSG Impact Award).



HSG Learning Center
opening in 2022

9 Services II as Core Process: Professional Development (Non-Degree Programmes)



9.1. Characterisation

1. As a core process, executive education (in terms of continuing education and training such as certificate and diploma programmes, open and custom programmes) is similar to post-experience degree programmes (MBA and EMBA). While some non-degree executive education courses are offered through the Executive School, about half of all HSG institutes offer their own non-degree executive education and professional development opportunities. These range from one-day events through multi-day seminars leading to a certificate of attendance to CAS and DAS programmes. Executive education at the University of St.Gallen is offered in a very market-oriented, competitive environment. Clear positioning requires aligning market needs with the University's standards.
2. Context specificity is accounted for by defining different quality development measures, which are based on the general principles of the University's quality guidelines. Since the delivery of post-experience degree programmes is very closely related to non-degree executive education offerings, the points mentioned above also apply to

processes in the area of professional development (cf. section 5, Post-Experience Degree Programmes).

3. The quality and quality development of all executive education and professional development courses offered by the Executive School and the University's institutes or research units are developed and documented in terms of the following aspects: contribution to the University's vision and strategy, target groups, identified needs of the target group, definition of learning objectives and outcomes, calculation of resources (e.g. required competencies, hours), didactic designs and evaluation, continuous improvement measures.

9.2. Responsibilities and Measures

1. The Vice-President's Board for Institutes & Executive Education is responsible for developing the University's executive education strategy in association with the institutes. It also chairs the Executive Education Committee. The Vice-President's Board and the Executive Education Committee develop appropriate processes and instruments for university-wide quality monitoring and development in the area of executive education and coordinate

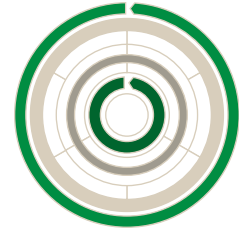
their work with other university units. University-wide regulations orient both the strategic and operational design of executive education as one of the University's services. For example, the executive education strategy guides the strategic orientation of executive education. All university-wide regulations (e.g. faculty remuneration) apply to operational implementation. The Vice-President's Board for Institutes & Executive Education and the Executive Education Committee monitor and support the University's actors at the various levels.

2. The University's Executive Education Committee ensures compliance with guidelines and the establishment of relevant specialisation with high practical relevance. It also promotes synergies between subject areas and ensures the efficient organisation of the University's executive education.
3. Units (Executive School, institutes, research units) actively involved in executive education exchange their experiences and engage in peer-to-peer learning (e.g. at the Conference of Institute Directors).
4. The individual units document their achievements in the area of executive education in an annual report that is made available to the University community.



5. Specific risks related to executive education (e.g. market risks) are accounted for in the internal control system and monitored on an annual basis. Appropriate measures are taken as required.
6. In the area of executive education, market and customer feedback—including the monitoring of competing providers—plays a special role in order to secure the market positioning and attractiveness of offerings.

10 Management and Administrative Processes



10.1. Characterisation

1. The President's Board is responsible for shaping the university-wide framework for teaching, research, services and executive education, including the corresponding support processes, support structures and management. In particular, this also reveals the development potential of the individual organisational units.
2. The University's managerial and administrative structures and procedures are oriented towards supporting the core processes. The value consensus reached for the University as a whole forms the basis for its management and administration.
3. The President's Board and the University Administration support the quality of all core processes by promoting the University's staffing, material and cultural framework. The President's Board supports the University's teaching, research and service activities, as well as ensures the transparency, coherence and development of strategic priorities. It also promotes efficient and needs-oriented administrative processes. The administrative processes and structures are further developed as services for the core processes. To this end, guiding principles are developed specifically for the University Administration and used as a framework for action.
4. The President's Board is responsible for strategy development and for distributing and allocating material resources in accordance with this strategy. The University employs its material resources in a transparent, sustainable and development-oriented manner. Binding regulations are developed for the use of the University's resources and implemented in administrative procedures. Appropriate bodies have been established to ensure that information can be passed on confidentially in the event of a misuse of resources.
5. The President's Board is responsible for establishing a framework for the development of academic and administrative staff. The promotion of academic staff is subject to academic standards. The promotion of administrative staff takes into account the standards of public administration offices. The promotion of staff is based on the University's value consensus (e.g. defined in the Code of Conduct) and establishes structures and processes that enable all stakeholders to participate in (further) developing the value consensus.
6. The strategic orientation of the University of St. Gallen attaches particular importance to the sustainability perspective. Both as a subject matter in degree programmes and in institutional terms, HSG acts in accordance with professional sustainability standards. Activities are pursued consistent with the University Strategy, resources are allocated accordingly and the actions of the University as a whole are reflected on with reference to sustainability. Transparent documentation and appropriate critical reflection support the University as a whole in developing further in terms of sustainability.
7. The promotion of diversity among its members and the inclusion of all social groups are guiding organisational principles at the University. The University adopts appropriate measures to meet diverse needs and to raise awareness of diversity. This approach is reflected in all core processes, in particular in undergraduate and postgraduate teaching, the selection and development of faculty and the promotion of early-stage researchers. Further, the University ensures equal opportunities and non-discrimination through its advisory and counselling services. Safeguarding diversity and inclusion



is the responsibility of the President's Board and ensured on a subsidiary basis by the Equality, Diversity and Inclusion Committee and the Competence Centre for Diversity & Inclusion.

8. The University's internal and external communications are shaped by the underlying value consensus (defined in the Code of Conduct). HSG communications reflect awareness of the manifold perspectives and diversity of the University's stakeholders and are designed in a development-oriented and balanced manner.

9. The President's Board is responsible for the development and implementation of quality development. It appoints delegates for particular quality development perspectives (Delegate for Responsibility and Sustainability, Delegate for University Development and Executive Education, Delegate

for Quality Development). Academic and administrative support units are assigned to delegates to provide specialist support. This enables combining academic expertise (delegates possess specific professional competencies for their respective duties) with administrative tasks.

10.2. Responsibilities and Measures

1. In order to ensure the internal development of all HSG staff (administrative and academic), the University has developed professional development opportunities that are needs-based, future-oriented and continuously adapted to requirements (e.g. offerings of the HSG Academy). The University Administration and its services for managing the core processes are evaluated by means of regular surveys and, if necessary, by

peer reviews (e.g. staff surveys, surveys on individual service units), as well as supported by staff development processes (e.g. staff appraisals, target agreements and status reviews).

2. National and international accreditations conducted at regular intervals (e.g. AAQ, EQUIS, AACSB, AMBA) are used to transparently document the overall level of quality that has been attained, as well as to communicate this as an overall system and to develop it further.







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