



Universität Stuttgart

Quality Management at the University of Stuttgart

- (1) Education and Teaching
- (2) Faculty Budget

**Wolfram
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Quality Assurance at the University of Stuttgart

(1) Education and Teaching

- **Systematic** development of internal and external Quality Assurance at the university for the areas teaching and learning, research, and supporting services
- The University of Stuttgart (US) is the first technical university in Germany to successfully receive an institutional accreditation (system accreditation) in the field of teaching and learning in 2012.
Launch of the **reaccreditation** process: Dec. 2017



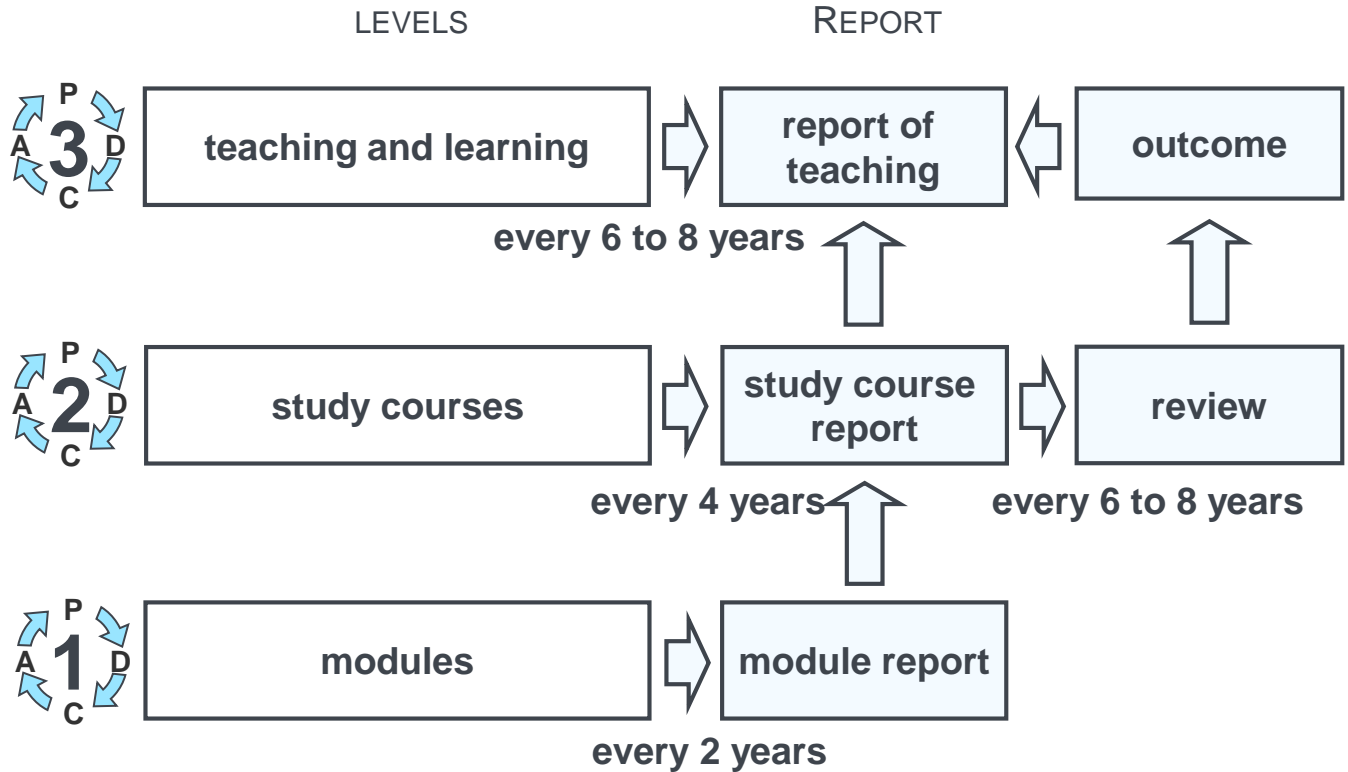
Quality Assurance at University of Stuttgart

System Accreditation



- In 2009 the US opted for the system accreditation
- About 1/3 of 90 study courses had undergone program accreditations prior to the system accreditation application in Sept. 2011.
- The assigned agency (AAQ, Switzerland) selected a group of experts. (representatives of the student body, the economy and the higher education)
- The system accreditation is a peer-driven process including the evaluation of self assessment paper, further documentations, several site visits. (discussions with responsible staff concerning criteria random samples and study programme samples)
- In September 2012 the accreditation commission of the agency positively evaluated the quality management system of the US.

Stuttgart Model of Evaluation (SEM)



Plan Do Check Act - Control Cycle 1st Level (Modules)



quality objective

successfully implemented
course offers (Modules)



improvement by

- derivation of measures by the programme director and responsible staff for the realisation of modules



execution of modules that

- are didactically well taught
- are of good form and relevant content
- are accompanied by supporting counselling
- have adequate exams



evaluation of results

- review of the results and derivation of measures by the persons involved in design/realisation of modules
(module report)

student surveys in

- courses
 - modules
- additionally:
- exam success rates
 - module descriptions

Plan Do Check Act - Control Cycle 2nd Level (Study Courses)

quality objective
optimal designed
and implemented
study courses

improvement by

- derivation of measures
by the dean and the programme director

execution by

- definition of qualification targets
- establishment of an optimal study environment
- successfully implemented study courses

analysis & discussion

- review of results and
derivation of measures by
study course committees
(study course report)

data and document analysis of

- study course design
- evaluation of alumni and students
- module reports
- statistics...

Plan Do Check Act - Control Cycle 3rd Level (Teaching + Learning)

quality objective
study course offer,
that complies with the strategic
goal „excellent teaching“
and the universities profil



improvement by

- derivation of measures
by the Rector

execution by

- optimally designed study courses
- successfully realised study course offers



analysis & discussion

- review of results and
derivation of measures by
senate committee for teaching
(report of teaching and learning)

data and document analysis of

- study course reports
- statistics
- evaluation of allumni and students

Quality Development in Teaching and Learning (1)

- **Instruments** of quality assurance and development in teaching and learning:
 - The **Stuttgart Model of Evaluation** follows the concept of self evaluation.
 - **Evaluation Rules** are based on a decision by the Academic Senate
 - to evaluate courses every 2 years (course evaluation)
 - to evaluate modules every 2 years (module evaluation)
 - to evaluate study courses every 4 years (revision of study course reports)
 - **Poor evaluation** results are **discussed** in the study course committee by students, professors and other teaching staff, and the programme director.
 - **Results** of the discussion are improvement measures which will be **documented** in the study course report (continuous improvement).

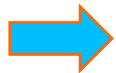
Quality Development in Teaching and Learning (2)

- **Students are involved in the evaluation of teaching and learning at all levels**
- The UniS conducts regular surveys among students, alumni, and drop-outs. The results are used for benchmarking purposes in a network of other German HEIs and allow diachronic analyses.
- External assessments (study course review every 6-8 years) with the consultation of external experts assure the quality of structures, processes and staff.
- Quality control cycles systemise the realisation of objectives.

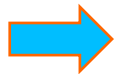
Consequences of System Accreditation

Core elements of the accredited quality management system:

- **continuous participation** of all parties involved in teaching and learning in the further development of the system instead of an interview with selected individuals (like in a programme accreditation)
- implementation of improvements determined by students and professors are monitored every four years in self-evaluation processes



More responsibility for everyone – students and professors



Success of the quality management system depends on the participation and initiative of all members of our university.

Abstract of the Expert's Report

“The University of Stuttgart has established a university-wide quality management system in 2007. The system is based on the quality theory of the "Shewhart cycle" (PDCA) and is committed to continuous improvement. The group of experts considered the path as groundbreaking for other universities because it is not only focused on meeting minimum standards. The concept of the quality assurance system has been worked out very systematically and is clearly defined in the Rules of Evaluation. The process of controlling teaching is taken very seriously and seems to be anchored at all levels ...“

Accreditation Commission, AAQ

Sept. 2011

(2) Faculty Budget

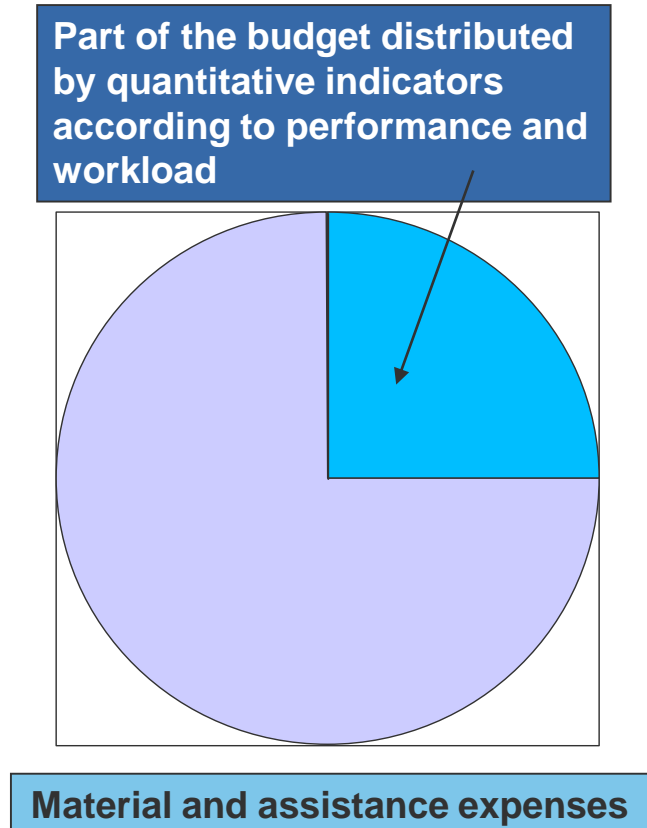
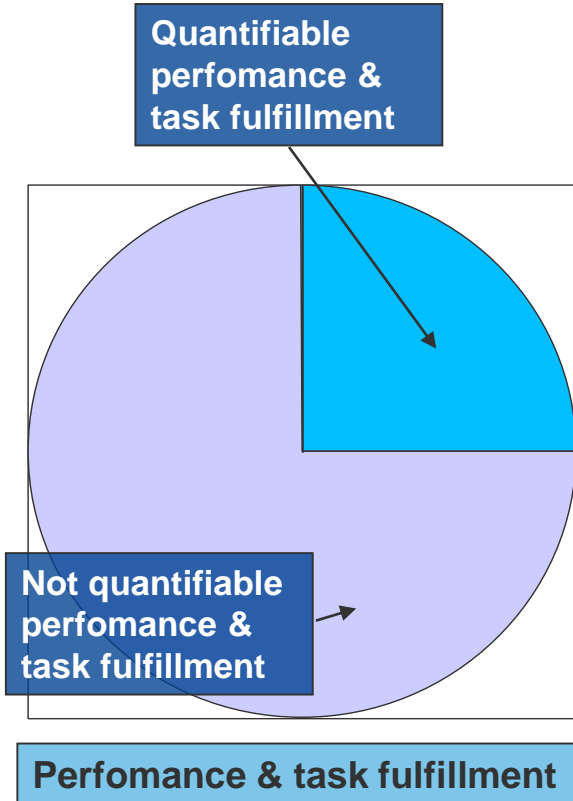
according to performance and workload

Central distribution controlled by indicators:

Part of the budget is distributed by quantitative indicators according to performance and workload.



System

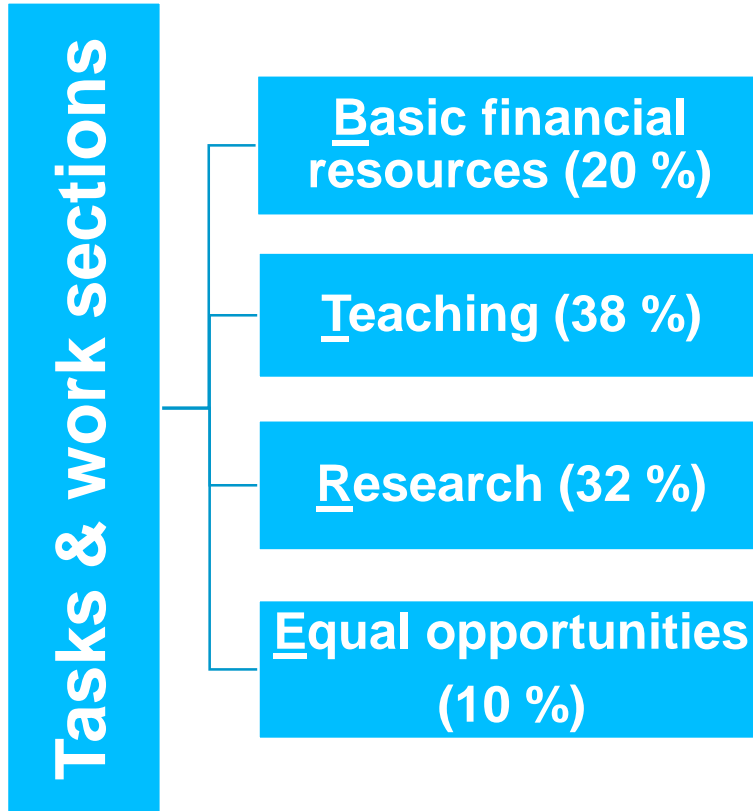


Objectives of the performance- and workload-oriented central distribution (PWOCD)

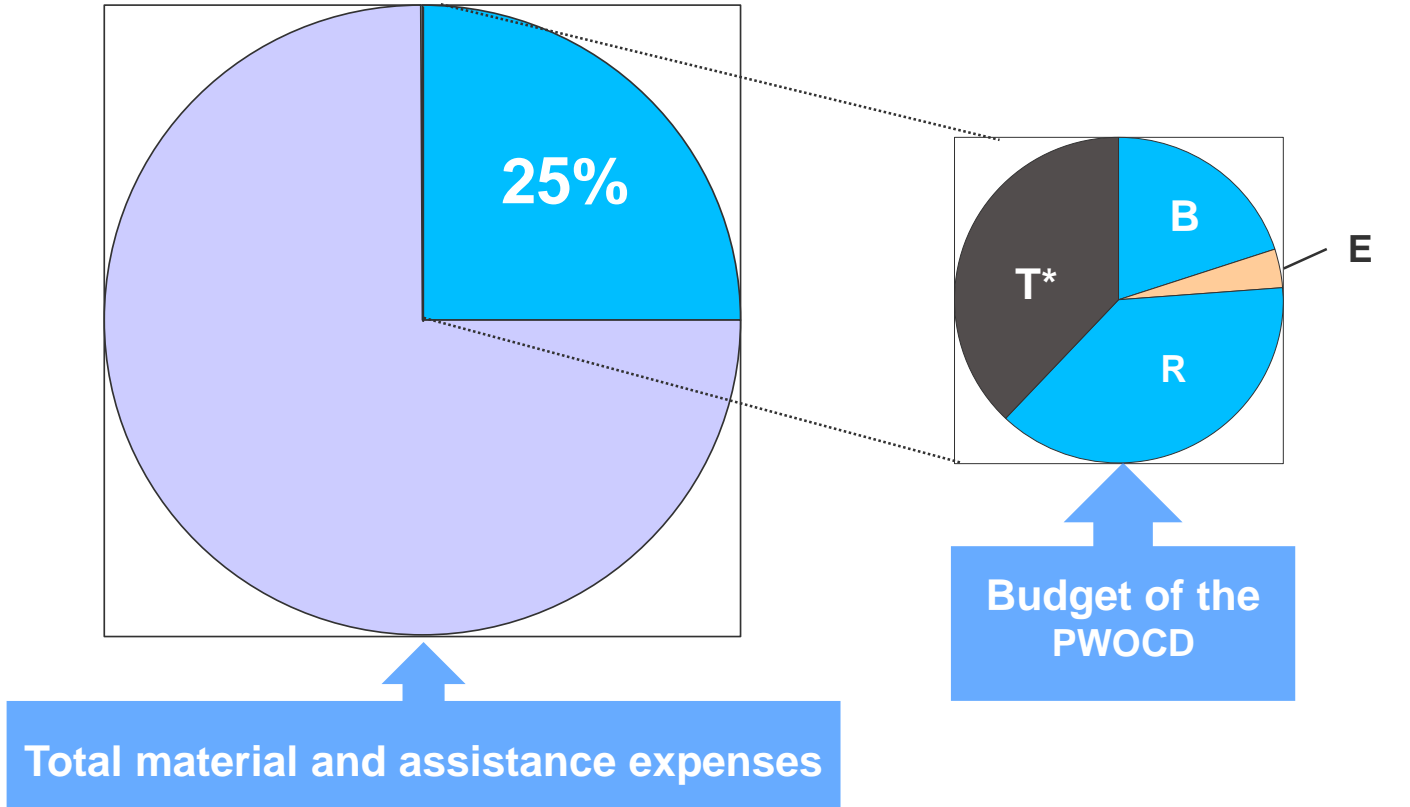
- Transparent, comprehensible distribution of the budget according to performance and workload in research & teaching
- Transparency at task fulfillment and performance of the faculties
- Creation of an effective performance incentive for motivation



Method of distribution & Indicators



Tasks & work sections



* T = Teaching, R = Research, B = Basic financial resources, E = Equal opportunities

Criteria for the choice of appropriate distribution indicators

- Preferably transparent and correct reflectance of performance and task fulfillment of the central receivers
- Objectives of the university management (incentive and allocative function)
- Inter-university model of central distribution of Federal state
- Administrative effort of data collection
- Verifiability of value of the indicators
- Development of apportionment of funds should be sufficiently stable.



University of Stuttgart

Thank you!



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