Rules on Evaluation for Teaching and Studies
at Kiel University
dated 21 February 2022

Based on Section 5 (3) of the Schleswig-Holstein Higher Education Act (HSG) as published on 5 February 2016 (GVOBl. Schl.-H. p. 39), last amended by the law of 13 December 2020 (GVOBl. Schl.-H. 2021, p. 2), after a resolution was passed by the Senate at Kiel University on 15 December 2021, the following Rules were issued:

Part 1 - General information

Section 1
Scope of application

(1) The Rules on Evaluation for Teaching and Studies regulate the conducting of evaluation procedures at Kiel University (CAU), insofar as they are conducted by the University Board, central institutions, faculties, faculty institutions or institutes.

(2) The scope of the Rules covers evaluations for teaching and studies. Evaluations for teaching and studies comprise the full set of standardised instruments and procedures used by Kiel University to monitor and improve the quality of its teaching and study offers as well as the related services.

Section 2
Objectives and subject of evaluation

(1) Regular evaluation serves to ensure and improve the quality of teaching and studies at Kiel University. The results of the evaluation of studies and teaching have no legal consequences under employment law.

(2) The evaluation is oriented towards the objectives and guidelines of studies and teaching at Kiel University and includes the collection and evaluation of data, the interpretation of the information contained in this data and the derivation of measures.

(3) The subject of evaluations within the scope of these Rules may include, in particular:
   1. lectures and modules,
   2. curricula and degree programmes,
   3. advice and support for students,
   4. organisation of studies and examinations,
   5. student workload,
   6. institutional framework conditions,
   7. internships which students at Kiel University carry out as part of their studies, also outside Kiel University, and
8. the units responsible for conducting and ensuring the quality of teaching, in particular the faculties and institutes.

**Section 3**

**Responsibilities**

(1) The University Board bears overall responsibility for the evaluations within the scope of these Rules. The person responsible pursuant to Section 5 (3) HSG is the member of the University Board responsible for studies and teaching. Further details are governed by the University Board’s schedule of responsibilities.

(2) The University Board is responsible for conducting and determining the contents of cross-faculty evaluation procedures, in particular the regular evaluation of degree programmes through the university’s internal quality assurance system. The Evaluation Office, which is authorised by the University Board, coordinates the conducting of evaluation procedures and surveys for teaching and studies.

(3) The University Board may award teaching prizes or provide other appropriate incentives to improve teaching.

(4) The faculties are responsible for conducting and determining the contents of the evaluation procedures within a faculty. If the evaluation only relates to one organisational unit of the faculty, then this unit is responsible (for example, an institute or a department). The person responsible is the member of the Dean’s Office, or where applicable, the institute, who is responsible for studies and teaching, or the person specifically appointed responsible for studies and teaching. More details are specified by the faculty.

(5) Faculties can use the results of the evaluation in an appropriate way to create incentives to improve teaching (e.g. resources for teaching, teaching prizes).

(6) In the case of evaluation procedures involving a faculty or one of its organisational units, the evaluation results must be discussed in the faculty or its corresponding organisational unit. The relevant body or committee responsible decides on how to deal with the evaluation results and defines a procedure suitable for optimising teaching and studies. The faculty must inform the University Board of the relevant provisions.

(7) In the case of cross-faculty evaluations, the evaluation results must be discussed in the Central Committee for Quality Management. In the case of evaluations related to teacher training, the results must also be discussed in the Central Committee for Teacher Training. The respective committee determines the need for optimisation, based on the results of the evaluation. If necessary, the respective committee proposes specific improvement measures to the Senate with the aim of optimising teaching and studies, along with a deadline for their implementation. At the end of a period to be determined by the Senate in each case, the respective committee reports back to the Senate on the implementation of the measures introduced.
Section 4
Evaluation procedures

(1) The evaluation procedures include one or more assessment instruments and are oriented towards the quality criteria of quantitative and qualitative social research, including utility, feasibility, fairness and accuracy. All Kiel University’s member groups affected by the evaluation must be included in the discussion of the results.

(2) The following instruments and procedures may be used for evaluations within teaching and studies:
   1. teaching-related student surveys (Section 5 Teaching evaluations),
   2. degree programme-related student surveys (Section 6 Degree programme evaluations),
   3. graduate surveys (Section 7 Graduate surveys),
   4. analysis of process-generated student and examination data (Section 8 Course of study analysis),
   5. surveys of relevant student subgroups,
   6. surveys of applicants and prospective students,
   7. surveys of former students at and after deregistration,
   8. surveys at the start of studies, when changing degree programme, changing subject or regular transitions,
   9. guideline-based individual or group surveys of students and teachers,
   10. surveys of teachers and third parties involved in training and education,
   11. evaluation procedures in cooperation with other universities or research institutions,
   12. other quality assurance procedures as defined in Section 2 (3), in particular benchmarking procedures with regard to the quality of studies and teaching, quality assurance procedures with regard to administrative processes in studies and teaching and satisfaction surveys of third parties (employees, external persons).

(3) The University Board and the faculties may introduce and/or conduct further procedures for quality assurance and improvement in their respective areas for specific reasons.

(4) The evaluation procedures must be offered in English if necessary.

Section 5
Teaching evaluations

(1) Regular feedback from the students to the teachers serves the continuous further development of teaching quality at Kiel University.

(2) The faculties determine the frequency for the teaching evaluations as required. Evaluation usually takes place every semester, but at the latest every two years. During the evaluation, at least half of all teaching by a teacher in this semester is evaluated. At the request of a teacher, teaching can also be evaluated outside of the cycle.

(3) A joint evaluation may be conducted for teaching that is part of a joint academic achievement in the form of a module, or that is carried out by multiple teachers. However, this
should enable individual feedback for each teacher.

(4) The teaching evaluation includes interdisciplinary core issues that represent effective criteria for teaching quality. This enables universal interpretation of the results and linking them with tailor-made further education offers. The core issues are specified by the central Evaluation Office after consultation with the faculties and adjusted where necessary. Further contents of the questionnaires are determined by the respective faculties, departments or institutes. Deviations from the core issues are possible in justified exceptional cases. The Faculty Convention determines admissible exceptions. The survey must at least include the following criteria:

1. structure of the teaching and organisation by the teacher,
2. clarity and comprehensibility of the teacher,
3. promotion of the interest and motivation of students,
4. encouragement to reflect on and discuss the learning contents,
5. conveying of interrelationships and understanding of the learning concepts,
6. workload and requirements based on the pace of teaching and scope of the material, and
7. support with uncertainties and feedback on the learning progress.

In addition, each survey must also facilitate open responses to positive and negative aspects of the teaching.

(5) The faculties are responsible for conducting the teaching evaluations. The faculties may delegate the conducting of surveys to their organisational units. The faculty or its respective organisational units may cooperate with the relevant departmental student organisations when conducting teaching evaluations. For this purpose, a written cooperation agreement may be concluded in which obligations and rights of the departmental student organisation involved are regulated.

(6) The Evaluation Office authorised by the University Board provides support and advice on conducting the evaluation. For this purpose, it provides a central service offering with a standardised evaluation procedure. At the request of the faculties, it may carry out the evaluation centrally. This does not affect the provisions regarding the responsibilities and dealing with the results.

(7) Students must be able to participate in the planning of the teaching evaluation through their authorised representatives.

(8) The respective teachers are obliged to participate in the evaluation of their teaching that is decided by the faculty. They must invite students to participate in the survey and give them sufficient time to complete the questionnaire during the teaching.

(9) Teachers must be informed about the nature and contents of the survey before the start of the survey and about the results after the survey has been conducted. Teachers have the opportunity to participate in the planning through the faculty committees or organisational units. In addition, they must be given the opportunity to extend the questionnaire individually.

(10) The teaching evaluation is usually conducted as follows: The survey is conducted online at the beginning of the last third of the lecture period, directly during the teaching. Conducting
the survey outside the teaching is also possible, as long as this serves the purpose of increas-
ing the response rate. The results must be promptly reported to the teachers and the aca-
demic staff responsible for teaching. The teacher then discusses the results of the teaching
evaluation with the students, during their teaching in the current semester.

(11) The survey must be conducted voluntarily and anonymously for the students. The response
rate should be indicated in the evaluation. Anonymity must be ensured in at least one of the
following two ways:
1. there must be no assessments of evaluations with fewer than six responses.
2. no personal data (age, gender, degree programme, semester, etc.) may be col-
lected.

In the case of free text responses, the survey must indicate that the open response is a direct
response to the teacher and is listed in the results report. Alternative feedback formats may
be used for teaching groups with fewer than six students. Appropriate templates are pro-
vided by the central Evaluation Office.

(12) The aggregated results of the teaching evaluation may be published internally in the faculty
or one of its organisational units. The publication serves to inform students about the quality
of teaching. The faculties or their organisational units determine the respective nature and
method of publication and make this known to the University Board. The publication of the
results of individual teachers requires the consent of the respective teacher.

Section 6
Degree programme evaluations

(1) The University Board is responsible for conducting the degree programme-related evaluation
procedure in the framework of the university’s internal quality assurance. For this purpose,
the central Evaluation Office authorised by the University Board collects data in accordance
with the instruments and procedures set out in Section 4 (2). As a rule, the degree pro-
grammes in a department are evaluated in a joint procedure. The Evaluation Office decides
together with the department on the issues and topics in the evaluation and provides the de-
partment with a compilation of the data (data report).

(2) The degree programme evaluation procedure serves to identify potential for improvement in
teaching and studies, to further develop degree programmes and to exchange information
within the department. The Evaluation Office authorised by the University Board coordinates
the degree programme evaluation and facilitates the exchange of information within the de-
partment. The department in question designates one or more people for the coordination
of the degree programme evaluation.

(3) The results of the data report are discussed in an internal departmental dialogue (results dia-
logue) with all member groups relevant to the degree programme evaluation. The people re-
ponsible for the respective degree programme ensure the participation of students, re-
search associates and professors.

(4) The Evaluation Office authorised by the University Board summarises the outcome of the
evaluation procedure in a results report. The suggested solutions and measures contained
therein should be used as a basis for further development of the degree programme, and at the request of the department, form part of the accreditation documents.

(5) A degree programme evaluation is carried out for specific reasons and at appropriate time intervals, usually two years before the start of the internal certification of the respective degree programme. At the request of the department and in the case of conditions or recommendations arising from the internal certification, degree programme evaluations may be carried out at any time.

(6) The involvement of an external advisor in the evaluation procedure is decided jointly with the department and is equivalent to the involvement of the respective advisory status group (external university teachers, external representatives of the profession, external students) in the internal certification and may replace this.

Section 7
Graduate surveys

(1) The Evaluation Office authorised by the University Board asks graduates about the quality of their studies and teaching and their transition to working life. The aim of the survey is to determine the extent to which the studies, and where applicable also further training or educational periods, were appropriate to ensure the employability of students on the labour market, and the extent to which the specific study contents played a role in this. The survey is used to review the qualification objectives in accordance with Section 2 (3) Number 1 of the interstate study accreditation treaty (Studienakkreditierungsstaatsvertrag).

(2) The survey of graduates should take place at least every three years. The survey can be carried out by e-mail or by post. For this purpose, the corresponding e-mail addresses and postal addresses of the students are retrieved from Kiel University’s central Campus Management System at the time of the survey and used for the invitation to participate in the survey.

(3) The aggregated results of the survey are published online on Kiel University’s website by the Evaluation Office authorised by the University Board and made available to the faculties and departments as required.
Section 8
Course of study analysis

(1) The analysis of the course of studies is carried out by the central Evaluation Office authorised by the University Board on the basis of process-generated data from the student and examination administration offices of Kiel University. The data is compiled into cohort-based and degree programme-related aggregated statistics with absolute and relative key indicators of study success.

(2) The central Evaluation Office makes the course of study analysis available to the faculties and institutes where necessary. The key indicators included should be used as a basis for the evaluation and further development of degree programmes by those responsible in the departments.

(3) The key indicators of study success are data with limited informative potential and must be specifically interpreted and contextualised. They serve to describe the respective situation quantitatively and over time.

Part 3 - Handling the data and final provision

Section 9
Collecting, processing and publishing data

(1) The University Board, the central Evaluation Office authorised by it and the faculties may collect and process data for evaluation procedures within the scope of their area of responsibility in accordance with Section 5 (1) and (2) in conjunction with Section 45 HSG, insofar as this serves to ensure and further develop quality.

(2) Students are not obliged to participate in evaluation procedures. Participation requires the consent of the students, if personal data is collected.

(3) The evaluation procedures must include complete information on the purpose of the data collection, the intended type of processing and, in the case of intended data transfer, the data recipients. The detailed procedural rules are set out in the respective procedure documentation.

(4) The University Board, the central Evaluation Office authorised by it and the faculties may obtain assistance from third parties with conducting evaluations and have the entire survey or parts thereof carried out by third parties.

(5) The University Board may publish aggregated results of the evaluation procedures. The publication of personal results of the evaluation procedures is only permitted with the consent of the respective person. For the purpose of informing the public, only anonymised evaluation results may be used, which do not permit any conclusion to be drawn regarding a specific person.

(6) People involved in the assessment of the survey or in the operation and support of the evaluation software are entitled to view the data collected. They are obliged to maintain confiden-
The storage, further processing and transfer of the data collected are permitted within the framework of the statutory provisions, insofar as this is necessary for the fulfilment of the purpose of these Rules. Further processing of personal data and individual results from the evaluation procedures may only take place for the purpose of improving the quality of teaching. The data collected must be deleted as soon as its availability is no longer required for the performance of the task within the scope of the evaluation conducted. However, personal data and individual results from the evaluation procedures are kept for a maximum of six years and then deleted by the central Evaluation Office unit after this period.

Section 10
Entry into force, expiry

These Rules enter into force on the day after the date they are published. At the same time, the Rules on Evaluation for Teaching and Studies at Kiel University dated 10 September 2008 (NBI. MWV Schl.-H., p. 170), cease to be in force.

The approval of the university’s supervisory council in accordance with Section 19 (1) Sentence 1 Number 3 and Section 5 (3) HSG was issued on 7 February 2022.

Kiel, 21 February 2022

Prof. Dr Simone Fulda
President
of Kiel University