

## White Paper on the Quality of Teaching – People-Centered Approach

With the present “White Paper on the Quality of Teaching”, the St. Pölten UAS defines its quality standards and the willingness of all involved parties (Management Board, teachers, staff members, students) to become involved and follow the principles of the white paper. The white paper has an internal function – for example informing new staff members – and an external one – stating what the St. Pölten UAS stands for within the Austrian higher education sector.

### Chapter (A) – Culture of Learning and Teaching:

<b>We define quality as</b>	<b>This is how we render quality visible</b>
<p>We create a corporate culture which promotes learning, interact with colleagues and students in an appreciative manner and treat each other respectfully.</p>	<p>The St. Pölten UAS uses a dialogue-oriented approach when it comes to the evaluation of teaching. In the course of this process, everybody involved in the learning/teaching process (students and their representatives, teachers, module managers, Academic Directors) engages in a dialogue concerning evaluation. It is important to use this information obtained during the dialogues to initiate an improvement process and to provide transparent information about its progress.</p> <p>The aspects described in the management guidelines are emphasised by the practiced, appreciative corporate culture. Staff member surveys carried out on a regular basis let us know to what extent we are able to realise our claims in everyday life.</p> <p>A well thought-out recruiting process ensures that the focus is not only on technical knowledge but also on social skills.</p>
<p>We challenge and encourage our students with demanding tasks and active mentoring during the learning process.</p>	<p>Student-Centered Learning is, inter alia, supported by a broad range of further education measures for teaching staff. Our higher education didactics unit SKILL offers teachers individual support to design their courses as student-centered as possible.</p>

	Sitting in on classes of colleagues promotes mutual support concerning the further development of our teachers' didactic competence.
We see our corporate culture as a culture of "constructive errors". Errors are considered to be a learning opportunity. Provided feedback needs to be fact-based and constructive.	<p>This didactic concept is an integrated programme completed by the means of competence-oriented examinations.</p> <p>The dialogue-oriented evaluation approach challenges everybody involved to critically reflect upon their feedback competences and enhance them accordingly.</p>

## Chapter (B) - Students:

We define quality as	This is how we render quality visible
<p>We challenge and encourage our students on the grounds of our high quality aspirations. Lecturers and students share responsibility for a successful learning environment.</p> <p>We support Student-Centered Learning through:</p>	<p>Transparency in teaching is ensured through a clear definition of learning outcomes, activating and dialogue-oriented teaching and learning methods (peer learning, inverted classroom, game-based learning, etc.) as well as competence-oriented examinations models.</p> <p>Our students can use learning and study facilities as well as labs relevant to certain study programmes around the clock.</p> <p>Students have the opportunity to present their implemented projects to the public in the scope of project exhibitions and similar events.</p> <p>Mobility programmes, such as exchange semesters, internships abroad or international cooperation with other higher education institutes in the course of certain courses, included in the study plan should enable students to broaden their horizon.</p>
We support students in the process of entering the study programme and accompany them with dedication until their successful completion of	Numerous information and introduction events support our students when starting their study programme.

<p>the programme and beyond that point (career entry, alumni). We value our practised feedback culture.</p>	<p>Our intimate supervisory relationship between students and teachers enables dialogue-oriented learning: many learning processes take place in small groups.</p> <p>Maintaining relationships to our alumni is important to us. Our Alumni and Career Center allows us to stay in touch with our students after graduation.</p>
<p>We offer our part-time students the best possible framework conditions.</p>	<p>Study plans designed for our part-time students take their particular stress factors into account: reduced attendance, professional blended learning approaches, shared ePortfolios, etc.</p> <p>We regularly carry out surveys and therefore have a precise idea of our student's everyday academic life and their needs.</p>
<p>We encourage students to participate in important decision-making processes of the St. Pölten UAS and to help shape the higher education landscape.</p>	<p>An ongoing improvement process is ensured by our students' participation in the Quality Development Committee for Teaching as well as by the regular exchange between student representatives, the UAS Board, Executive Directors and Administrative Directors.</p>

## Chapter (C) – Teaching Staff:

We define quality as	This is how we render quality visible
<p>Our teachers are experts in their areas of expertise AND in the dissemination of their knowledge. The St. Pölten UAS systematically supports the further development of this expertise.</p>	<p>We have a high-quality recruiting and staff development strategy as well as a nuanced career model.</p> <p>We systematically use staff member meetings and quality agreements to promote individual growth.</p>
<p>Our teachers work in a team-oriented and interdisciplinary manner. When it comes to the composition of the team, diversity and internationality are essential quality factors.</p>	<p>Co-teaching of external and internal teachers (e.g. in projects of master degree students), promotion of interdisciplinary cooperation in research and teaching as well as mandatory sitting in on classes of colleagues ensures that teaching is designed in a team-oriented and interdisciplinary manner.</p>
<p>Our teachers are constantly expanding their repertoire of didactic methods. We proactively face the increasing digitalisation of higher education and support the further development of our teachers' media competence.</p>	<p>In order to promote didactic competence, we offer our teaching staff a broad programme of target-oriented further education measures ranging from a short workshop to a 2-semester training course. These measures are complemented by individual, flexible counselling sessions with our experts of the higher education centre "SKILL".</p> <p>UAS-wide projects to advance teaching (current: "Inverted Classroom" and "Game-Based Learning") lead to innovations in teaching. Those projects are nominated for awards such as the "Ars Docendi" on a regular basis and are also presented at international conferences on didactics in higher education.</p>

## Chapter (D) – Objectives and Content:

We define quality as	This is how we render quality visible
<p>We provide students with research-oriented theoretical background knowledge and promote practice-oriented problem-solving skills. High-level training guarantees that our graduates are in demand on the job market.</p>	<p>Research-based teaching, numerous internships and project semesters guarantee a high level of training. Students present their projects and competences in the framework of competitions and project exhibitions, etc.</p> <p>We observe our graduates' career development and use these findings to create high-quality, up-to-date study plans.</p>
<p>The learning outcomes of our study plans relate to current international scientific and economic trends. Learning outcomes are communicated in a transparent manner and the relevance of the content is made clear.</p>	<p>To ensure that our study plans meet the latest requirements, they are updated on a regular basis. Our research activities and surveys conducted with graduates and corporations provide us with the necessary information.</p> <p>We render the quality of our teaching visible by transparently communicating module manuals and course descriptions.</p> <p>We integrate a large number of external teachers with professional experience in the subject-relevant areas of work and cooperate closely with suitable businesses.</p>
<p>We use the imparted contents to encourage constructive and critical discussions and to promote anticipatory and proactive thinking and acting of all parties involved.</p>	<p>We support personal development and growth by giving our students enough space to further develop their individual interests and talents.</p> <p>Working on the development of an organisational culture which emphasises diversity is another key focus of our work. Higher Education Development and the UAS Board collaborate with our Gender and Diversity Officer to further develop the processes in question.</p>

## Chapter (E) – Resources and Framework Conditions:

We define quality as	This is how we render quality visible
<p>We create professional and motivating working conditions while giving our teaching staff and students an opportunity for feedback and discourse participation.</p>	<p>Appreciative, fair and transparent working conditions (working hours, pay) ensure a productive and motivational working atmosphere.</p> <p>Open and friendly support services guarantee improved workflows.</p> <p>To support our students' "Work-Life-Study-Balance", we communicate the workload requirements of the individual courses and modules in a transparent manner. Course descriptions, which are available before the beginning of classes and empirical workload surveys, help us achieve this goal.</p>
<p>We create a modern infrastructure with flexible and specialised rooms and state-of-the-art equipment. We grant our students, researchers, part-time teachers and separately located staff members open access to the equipment as well as to the learning facilities.</p>	<p>We aim to provide our staff members and students with state-of-the-art equipment to support their teaching, learning or research processes in the best possible way.</p> <p>Study and project facilities are open around the clock, which leaves staff members and students enough room to follow their individual rhythms.</p>
<p>We create an inspiring "Campus Life": the UAS is more than just a place to work and study!</p>	<p>Appealing meeting rooms (lounges, coffeehouse style), leisure activities (sports club, culture, etc.) and events make the campus an attractive meeting place even outside of study and work hours.</p>