

Regulations of the Center for Learning and Teaching Services (CLS) of RWTH Aachen University

Dated March 1, 2019

Please note: This publication is an English translation of the German Regulations of the Center for Learning and Teaching Services (CLS). Only the German original as published in the Official Announcements of RWTH Aachen University (“Amtliche Bekanntmachungen”) is legally binding.

Based on §§ 2 (4) and 29 (2) sentence 2 of the Higher Education Act of the State of North Rhine-Westphalia (Hochschulgesetz; HG) in the version of the announcement dated September 16, 2014 (Law and Official Gazette of the State of North Rhine-Westphalia p. 547), most recently amended by Art. 3 of the Act to Ensure the Accreditation of Study Programs in North Rhine-Westphalia dated October 17, 2017 (Law and Official Gazette of the State of North Rhine-Westphalia p. 806), RWTH Aachen University has issued the following regulations:

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Preamble

Against the backdrop of RWTH's institutional strategy, the "Excellent Teaching" concept, the digitalization efforts in teaching, and the associated requirements for time and space-independent learning and teaching, increasing needs have arisen especially in the areas of digital teaching/learning/examination forms for learners as well as teachers and the further training of teaching staff. The Center for Learning and Teaching Services (CLS) thus has an important role in the University's overall strategy as a central institution and service provider in the area of continuing education for all RWTH teaching staff as well as the blended learning expansion at RWTH. It provides a wide range of support to faculties in these subject areas. The CLS assumes central tasks in the implementation of staff training and digitalization in teaching at RWTH, offers the faculties a comprehensive service portfolio, and thus supports the University by providing demand- and need-oriented services. The aim is to shape the quality of teaching at RWTH in a future-oriented way through innovative services.

§ 1 Legal Form

The Center for Learning and Teaching Services (CLS) of RWTH Aachen University is a central academic institution within the meaning of § 29 (1) sentence 2 HG.

§ 2 Responsibilities

- (1) The CLS promotes the sustainable, subject-specific, and cross-disciplinary qualification of teaching staff at RWTH in line with requirements. It also offers advisory and technical support for the use of blended learning in teaching.
- (2) In particular, it has the following tasks:
 - Systematic and continuous consulting, further training and qualification as well as networking of all teachers of RWTH in questions of teaching;
 - Providing advice and support for lecturers on preparing teaching/learning and examination content for different media with the aim of expanding blended learning and integrating new media into teaching at RWTH;
 - Further developing the teaching and learning platform and the evaluation of learning behavior based on the use of the formats provided;
 - Developing and providing concepts for future teaching/learning and assessment processes and continuing education offerings;
 - Demand-oriented and subject-specific operationalization of the findings of teaching and learning research and corresponding integration into the offerings of the CLS;
 - Coordination of the Aachen Mentoring Model.

§ 3 Work Areas

- (1) The CLS as a central service facility is divided into the work areas Excellent Academic Teaching (ExAcT), Media for Teaching (MfL), Learning Platform Management (LPM) and the coordination of mentoring.

- (2) ExAcT is responsible for the qualification and ongoing training of teaching staff and enables them to apply teaching and learning concepts. It networks teachers and teaching-related service centers and integrates (media) didactic issues as well as findings from practice-oriented, student-centered teaching research into the demand-oriented development of services. The continuing education program provides qualifications at various levels of teaching experience as needed. In addition, it offers the opportunity to complete a structured certificate program and to acquire certificates that build on one another as proof of qualification in higher education pedagogy. Consultation formats for individuals and collegial groups provide additional analysis and support for personal development potential in all areas of teaching. The networking of teaching staff serves the intensive transfer and collegial exchange of best practices on innovative teaching and learning concepts and methods. The tasks of ExAcT also include the continuous further development of the offers on the basis of current results in pedagogical research.
- (3) MfL offers a comprehensive service to teaching staff by adding electronic teaching and examination formats to courses and by providing advice on the design of classroom and eLearning elements in teaching. It accompanies the didactic conception and implementation with regard to the integration of digital media and provides appropriate technical support for teachers in the implementation and application of digital teaching. The main fields of activity are the creation of video-based materials, the design and implementation of electronic examinations, including the creation and further development of corresponding examination platforms, and the realization of web applications. Furthermore, support is provided for the creation, implementation, and quality assurance of the implemented courses on the eLearning platforms supported by RWTH in technical terms as well as advice with regard to didactic implementation.
- (4) The LPM supports teachers in setting up and using virtual learning spaces in the central teaching and learning platform and provides content-related advice to all users on questions of operation. It advises and supports teachers in the design of learning spaces and in the use of supplementary e-learning software and conducts application-oriented training courses. For the demand-oriented further development of platform functionality, it evaluates already available extensions, coordinates their introduction into the platform, and additionally designs new, RWTH-specific extensions. The implementation of the enhancements is to be carried out by RWTH's IT Center. In addition, findings from teaching and learning research, particularly in the area of learning analytics, are operationalized and integrated into teaching and learning offerings via suitable, data protection-compliant tools in order to optimize them. Data-driven feedback for instructors and students will help reflect on teaching and learning activities and promote student learning. Self-assessment and evaluation of results for academic success will be integrated into LPM offerings.
- (5) The Aachen Mentoring Model is the personalized, comprehensive mentoring system of RWTH Aachen University. The project coordinators take over the tasks of communication, planning, and implementation of networking activities, status inquiry, as well as the completion of all other formal tasks. Together with the mentors and the staff of other RWTH advising centers (e.g. (specialized) student advising, psychological counseling, etc.), best practices are worked out and the need for training offers is identified. By aggregating and anonymizing the content of the mentoring discussions at the faculty or subject group level, conclusions can be drawn about student concerns at both the faculty and the overall organizational levels, and targeted measures can be developed to actively improve study conditions.
- (6) In order to perform the tasks from § 2, the work areas cooperate in close coordination with each other as well as with other RWTH institutions, such as the IT Center, the University Library, the Audiovisual Media Center of the Faculty of Medicine as well as with the RWTH Center for Young Academics. Tasks may be transferred to other subdivisions.

- (7) The portfolio of the work areas is adjusted to the requirements of teaching by regular evaluations according to the University's evaluation regulations. How the tasks are fulfilled is determined by the organs of the CLS. The Rectorate decides on changes in tasks and resources in consultation with the Executive Board and the Senate.
- (8) The Board of Directors decides on the formation of further work areas on the basis of professional need and depending on financial resources. The CLS solicits project funds on its own initiative. It provides basic services, which are determined by the CLS after consultation with the Advisory Board. The CLS Center may provide services beyond basic services where this is individually agreed upon. The services of the CLS are described in the service catalog, which is regularly updated and made available to the users. In the service catalog, statements are made in particular on the scope of services, on responsibilities and on questions of the type of service (basic services, additional services).

§ 4 Organs

The organs of the CLS are the Board of Directors and the Advisory Board.

§ 5 Board of Directors

- (1) The CLS is managed by a Board of Directors.
- (2) The Board of Directors consists of three persons from among the professors of RWTH, usually including the Rector's delegate for Blended Learning and Exploratory Teaching Space and the Vice-Rector for Teaching, who are appointed for two years by the Rectorate. The Board of Directors is obliged to provide information and to be accountable to the Advisory Board. The Board of Directors may carry out restructuring in agreement with the Advisory Board.
- (3) Management is the responsibility of a member of the Board of Directors, who is appointed by the Rectorate and is also the Chairperson of the Executive Board. The Managing Director is responsible for the fulfillment of the CLS Center's tasks. The day-to-day business is carried out by the heads of the individual work areas from § 3 in coordination with them. The Managing Director is responsible for the task-oriented use of the funds allocated by the Rectorate in coordination with the other board members. In addition, in accordance with § 29 (3) HG, they are responsible for the management and strategic orientation of the CLS in consultation with the Advisory Board.

§ 6 Advisory Board

- (1) To advise the CLS Board of Directors, the Rectorate appoints an Advisory Board consisting of relevant users or their representatives as well as relevant persons from the faculties and the student body. The Advisory Board has eight members: three professors (three deputies), two members of academic staff (four deputies), one employee from technology and administration (two deputies), and two students (four deputies). The terms of office of the members is two years; as an exception from this rule, the terms of office of student members is one year. The Vice-Rector for Human Resources Management and Development is a permanent guest on the Advisory Board. A member of the Staff Council for Academic Staff (PRwiss) to be named is a permanent guest on the Advisory Board. To include outside expertise, an external person should be a permanent guest on the Advisory Board. In addition, topic-specific guests are invited.
- (2) The Advisory Board makes recommendations regarding equipment issues and service offerings as well as faculty-wide issues of general concern. The Advisory Board regularly evaluates the offers of the CLS and checks the accounts. For this purpose, the CLS Executive Board submits a statement of accounts to the Advisory Board for comment. Furthermore, new needs are to be communicated and recommended by the Advisory Board.
- (3) The Advisory Board usually meets once per semester.

§ 7 Quality Assurance

- (1) Beyond its own evaluations, CLS quality assurance is part of the University's teaching quality management system.
- (2) Participation in committees, boards or commissions in this regard shall take place on a task-related basis in agreement between the Rectorate and the Executive Board of the CLS.

§ 8 Entry into Force and Publication

These regulations come into force as an Official Announcement of RWTH on the day following their publication.

Issued on the basis of the resolution of the Rectorate of RWTH Aachen University on Feb 20, 2019.

The Rector
of RWTH
Aachen University

Aachen,
dated

March 01, 2019

sgd. Rüdiger

Univ.-Prof. Dr. rer. nat. Dr. h. c. mult. Rüdiger