

MISSION STATEMENT FOR STUDY AND TEACHING¹

Preamble

Goethe University is a comprehensive university in the Frankfurt/Rhine-Main metropolitan region, known for its diversity and openness to the world. As a university foundation under public law, it enjoys a high degree of autonomy for fulfilling its assigned tasks in research, teaching, and knowledge transfer at the highest level. Starting from the general mission of the University, this mission statement formulates the basic requirements and tasks of all members of the University for the joint organization of study and teaching. It forms the framework for the subject-specific teaching profiles and all other regulations.

Goethe University is committed to the Humboldtian model of uniting research and teaching in the spirit of “education through scholarship.” We see the university as a space for discourse characterized by experimentation and debate, fostering critical and analytical thinking skills and a sense of personal responsibility. „Education through scholarship” encompasses subject-specific, methodological, and interdisciplinary components, which are formulated in the degree programs based on future-oriented competency profiles. We thus qualify students to work in changing working and living environments and facilitate personal development in keeping with a mature international outlook.

Study and Teaching in Dialog

Study and teaching are undertaken at the highest professional level and in an environment of mutual intellectual exchange. Our students are highly motivated and take personal responsibility for their studies. They are actively involved in all aspects of study and teaching, including quality assurance, and benefit from expert academic support at all levels. We view student participation as an essential component of our democratic university and educational system. Our faculties develop academically challenging teaching and learning experiences while advancing the professionalization of teaching. All members of our university ensure the continuing high quality of study and teaching, including the provision of services and support structures. We are committed to maintaining a solid pedagogical foundation and to continually improving the quality of teaching at all levels in accordance with research and experience. We value the contributions of all participants in study and teaching.

Goethe University is guided by inquiry-based and active learning as well as collaborative modes of teaching and learning. Inquiry-based learning fosters the ability to identify and analyze problems independently, including the capacity for unbiased observation and critical analysis. The use of cooperative formats for study and teaching reflects our

belief that the transmission of scientific knowledge, as well as the acquisition of new knowledge, depends on reciprocal exchange. We therefore advocate a vibrant and engaged study and teaching culture that leverages the promise of digitalization.

We foster dialog among all stakeholders and networking within and outside the university. Dialog-oriented study and teaching include modes of feedback and self-reflection that are utilized for structural improvements and quality assurance. To facilitate successful study and teaching, we encourage dialog that is based on personal accountability and mutual respect. This establishes the groundwork for a productive and robust exchange about ideas and their interpretation. In accordance with our university’s anti-discrimination policy, we vigorously oppose any form of discrimination.

¹ The mission statement for study and teaching was adopted by the Senate of Goethe University on December 13, 2023.

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Optimal conditions for study and teaching

In order to create the conditions for effective teaching, learning, and studying, we work continuously to improve the framework conditions. The design of our programs is guided by professional standards, a modern teaching and learning culture, and the diverse realities of student life. Our aim is to ensure equitable participation in both study and teaching.

The study programs are designed following national and international disciplinary and academic standards. We implement the goals of the programs through the curriculum, its module structure, and the forms of teaching and assessment. These are aligned with the defined learning goals and are continuously developed in dialog, reflecting our overarching objectives.

A modern teaching and learning culture relies on the awareness and responsibility of all members to contribute to a productive educational atmosphere, as well as to the provision of suitable infrastructure and teaching/learning environments. We work to ensure appropriate supervisory structures and take into account diversity, anti-discrimination, and accessibility in the university's advisory services.

The provision of services and resources is tailored to the needs of the students and is subject to regular review. Relevant data, findings, and feedback in the areas of teaching and studies are continuously used to improve study and teaching as well as our support structures.

Through the ongoing development of teaching methods, we lay the foundation for meeting the educational requirements and the needs of students. The use of innovative and digitally supported teaching and learning formats contributes to greater flexibility, individualization, and participation. Our diversity-sensitive approach to teaching promotes academic success and equal opportunity. Students and teachers are encouraged to draw on their own perspectives and experiences when engaging in scientific processes. We help our students to recognize and develop their individual abilities and interests. By affording them flexibility in our curricula, we encourage students to take personal responsibility and support them in developing their academic profile.

Dimensions of a sustainable academic education

As a research and educational institution, we acknowledge our unique responsibility to contribute insights and knowledge that assist in navigating social, political, technological, and environmental transformations. We address these challenges through discipline-specific approaches, imparting essential skills for the 21st century, and through experimental and exploratory pedagogical projects. Lifelong learning, as an aspect of continuing education, includes programs for which we develop appropriate frameworks and support systems.

The digital interconnectedness of today's world offers opportunities for knowledge creation, innovation, and education, yet it also creates new dependencies. Consequently, teaching digital literacy, including the use of artificial intelligence, as well as critical-computational and data-centric methodologies, is an essential basis for a sustainable and analytical academic education. We systematically integrate both subject-specific and interdisciplinary skills for digital transformation into our curricula and create supportive frameworks to enable this integration.

Internationality and transculturality cultivate a wealth of perspectives that enrich the entire university community. Simultaneously, a range of competencies is crucial to effectively tackle the challenges and implications of globalization. We are therefore committed to developing

a teaching and learning environment characterized by an international mindset, and we collaborate to foster an international campus environment. Goethe University enables students to gain international experiences on-site and provides the necessary latitude and structural conditions within the curricula to facilitate academically related stays abroad. We encourage faculty to form international teaching collaborations and cultivate the necessary competencies.

The University aims to contribute to a thriving and livable world for everyone while positioning sustainability as the cornerstone of social engagement. To actively engage in and critically assess socio-ecological transformation processes, we integrate education in sustainability and justice into the university's academic and teaching programs. This initiative seeks to strengthen our students' ability to act independently, critically, and sustainably.

