

A Comprehensive Mapping of National Higher Education Teaching Qualification schemes, Requirements and Provisions for the Promotion and Reward of Teaching Excellence

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E-NOTE INTELLECTUAL OUTPUT 1

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EXECUTIVE SUMMARY

An important element of the process of moving towards a genuine European Higher Education Area (EHEA) is not only the mobility of students and mutual recognition of study credits by universities, but also some shared and common minimum understanding of the core elements of ‘what makes an excellent university teacher and PhD supervisor/mentor?’ and what kind of environment facilitates in an excellent manner students’ learning, development and flourishing. This is all the more important as a shared understanding would not only contribute to the build-up of common teaching standards converging towards European and international excellence, but it would also remove mobility barriers, fragmentation and inefficiencies in the higher education labour market. The fact that, for example, newly hired academic personnel in The Netherlands must complete the Dutch Basic Teaching Qualification scheme (BKO) within two years of appointment - irrespective of the candidates’ prior teaching experience or knowledge - can in some cases lead to barriers in the higher education labour market. Conversely, the fact that some European countries have no formal higher education teaching qualification scheme poses questions about the coherence of the European Higher Education Area in the realm of teaching standards.

This gap is already prevalent at undergraduate and graduate teaching levels but is particularly persistent in the area of training of doctoral supervisors and standardized teaching excellence in terms of training and mentoring doctoral students. In its recent study the European University Association noted that “the results for doctoral supervisors training catch the eye due to the comparably low rate of institutional rules and regulations that are in place”.¹ Finally, the recent effects of the Covid-19 crisis and its implications for the fast adoption of online and remote teaching across all universities in Europe will also further add to the need for reflecting on teaching excellence across BA/MA/PhD levels with and without the help of technologies.

There is thus a need for mapping the current state of how universities and national authorities define, train, promote and reward ‘teaching excellence’ and the extent to which different universities and national authorities follow standardised teaching qualification schemes. This foundational Intellectual Output 1 will provide a comprehensive mapping of these aspects in order to inform -in the next steps of the ENOTE project- the identification of best practices (ENOTE Output 3) and the development of a common curriculum (ENOTE Output 2).

The target groups for this mapping are university teaching staff, administrators tasked with teaching qualification schemes, heads of departments and academic managers tasked with rewarding and promoting teaching excellence, Vice-Rectors for education and teaching, directors, doctoral supervisors and administrative staff of graduate / PhD schools as well as national authorities dealing with higher education.

Internally, the mapping will be an important foundation for the project’s next steps and outputs in terms of a best practice guide and training curriculum. Externally, the mapping report will be an important tool for universities and national authorities beyond the partnership circle to stimulate further reflection on European approaches for teaching excellence, qualifications and reward.

An important aspect of this mapping report is that it also considers recent developments of the Covid-19 crisis on teaching excellence conceptions and policies in the wake of massive adoption of remote teaching and that it focuses in particular on teaching excellence and training schemes in the field of doctoral supervision - alongside the more prevalent discussions about different definitions, conceptions and training schemes at BA and MA levels. In addition, the mapping exercise will also explore not only teaching qualification schemes, but also incentive structures for the sustainable promotion and reward of teaching excellence in the partner universities. Most importantly, the ENOTE author team views ‘teaching excellence’ in a broad frame and as an essentially contested concept that is dependent on a variety of individual, institutional, national, cultural and societal contexts and is subject to a variety of interpretations and critiques.

We start our project by compiling an extensive and detailed overview of teaching qualification schemes and promotion and reward mechanisms and policies in the four universities and their national contexts - complemented by research on practices

¹ See the European University Association Council for Doctoral Education’s commissioned survey “Doctoral education in Europe today: approaches and institutional structures” by Alexander Hasgall, Bregt Saenen and Lidia Borrell-Damian with Freek Van Deynze, Marco Seeber, and Jeroen Huisman (2019).

across the European Union. The overview is essential to the next steps of the projects and lays the foundations for a European scheme for developing, evaluating and rewarding teaching excellence in higher education. The mapping will be produced as a result of the following tasks:

1. Defining and Measuring “Teaching Excellence” in Higher Education: how is excellence defined and measured in Denmark (University of Copenhagen), The Netherlands (Leiden University), Czech Republic (Charles University Prague) and Portugal (University of Coimbra) as well as across the European Union (GGI and Coimbra Group)
2. Which teaching qualification / doctoral supervision qualification schemes exist in the four universities and their national contexts and the European Union?
3. Which other training schemes (other than formal qualification schemes) exist in the four universities for BA, MA and doctoral supervision skills?
4. How has the Covid-19 crisis impacted the definition, training and future potential requirements and practices of teaching excellence in the four universities?
5. What are the specific reward and promotion schemes and incentives (formal or informal) in the four universities, their national contexts and other European examples?

The mapping was based both on extensive desk research and the results of a standardized survey sent out to teaching staff, administrators and higher education managers in the four priority countries (Czech Republic, Denmark, The Netherlands and Portugal) and further contacts in other European countries. The data was complemented by inputs from Coimbra Group Working Groups members, informal focus group follow-ups and desk research on some examples from beyond Europe for further insights on some global developments on Teaching Excellence.

1. INTRODUCTION

“Teaching excellence” is a notoriously difficult concept and practice – ubiquitously advertised and called for, but seldomly clearly defined, let alone measured. Yet, European and national education policy frameworks, universities and individual lecturers and students frequently refer to the need for “excellence in teaching” in higher education contexts and as “an ideal to be pursued and assumed as a core value in higher education”².

That “excellence” is more often mentioned and publicized rather than nurtured through constant and structured training efforts is evident from discrepancies in the way individual European universities position themselves to an ideal of teaching excellence. It is often the case that universities present excellence as one of their core values and objectives, as one of the services they offer to students, but without dedicating and investing efforts in developing teaching excellence. Such is the case, for example, of the many universities which seek to be recognized internationally for their excellence in teaching, but do not have *de facto* any teaching training schemes or teaching excellence schemes for the development of excellence in teaching.

One of such cases is the University of Coimbra – a case not at all unique in Europe. The University of Coimbra often widely advertised its featuring in the Times Higher Education (2018), where it was ranked amongst the best European universities for excellence.³ Similarly, Universidade Nova de Lisboa has a webpage fully dedicated to the university’s rankings, which “acknowledge the efforts developed by NOVA as an institution with internationally competitive research and teaching

² Tavares, Orlanda (2014) “The concept of excellence” in Brusoni, Manuela; Damian, Radu; Sauri, Josep Grifoll; Jackson, Stephen; Kömürçügil, Hasan; Malmedy, Marie; Matveeva, Oxana; Motova, Galina; Piszczak, Solange; Pol, Patricia; Rostlund, Ausra; Soboleva, Erika; Tavares, Orlanda; Zobel, Lagle *The concept of excellence in higher education. Brussels: European Association for Quality Assurance in Higher Education AISBL, p.m23.* Rostan, M. and Vaira, M., (Eds.) (2011) *Questioning Excellence in Higher Education – Policies, Experiences and Challenges in National and Comparative Perspective.* Rotterdam: Sense Publishers.

³ UC (2018) “Universidade de Coimbra entre as melhores da Europa na área do ensino”. Retrieved October 11, 2021, from <https://noticias.uc.pt/artigos/universidade-de-coimbra-entre-as-melhores-instituicoes-da-europa-na-area-do-ensino/>

excellence, able to ensure elevated levels of professional success to its students.”⁴ Looking at the broader educational context in Portugal, several Portuguese universities have also indirectly recognised teaching excellence through teaching/pedagogical prizes and so has the Portuguese Ministry of Science, Technology and Higher Education which has identified, since 2019 ‘excellent BA Programmes’ following the Excellence Index of the Applicants, which is based on the number of students that were accepted on their first choice of BA programme with grades equal or above 17 (out of 20)⁵.

The Portuguese case show us an example of how teaching excellence is certainly praised as a value and objective, both at the university and national education levels and yet, there is no scheme for the training, development, or measurement of teaching excellence. Such a scheme would, of course, require a common baseline agreement on what is teaching excellence and what makes an excellent teacher. From such a definition would follow then tailored programmes for training teaching excellence and a set of criteria against which to measure excellence in the context of rewards and awards.

The case of Portugal is not an isolated one. The Czech case make us better realise that the use of vague and inconsistent terminology in reference to teaching excellence signals difficulty in capturing the concept of excellence. In Czechia, the terminology is also incoherent and far from universally accepted. Charles University, for example, does not refer to *teaching* excellence in its strategic plan (unlike in the case of research excellence) but aims to provide “education for the future and education towards the future.”⁶ Masaryk University, by contrast, strives “to become an institution characterised by its excellent teaching.”⁷ There is, however, very little detail on what such excellent or future-oriented teaching comprises. At the national level, the Czech Republic has a National Prize for Outstanding University Teachers, promoted, and awarded by the Minister of Education, Youth and Sport for excellent educational activities in universities. The objective of the award is to highlight the importance of quality higher education, recognize outstanding university teachers and promote the exchange of good practices.⁸ Though teaching excellence is not defined, there is a set of criteria guiding the awarding panel in their award assignment. More generally, the ministry launched in 2020 its Strategic Plan for Higher Education. Whilst the document refers most frequently to “quality in education” or “teaching quality” it also refers in several contexts to “excellence” related to higher education and doctoral education more specifically.⁹ The document also acknowledges that ‘excellence’ and ‘prestige’ has in the past been too much limited to research performance, but at the institutional and individual level. Notably, the document emphasises that in “this regard, the aim is to emancipate educational activities and to support the further diversification of Czech higher education so that even higher education institutions that focus on roles other than research have a chance to achieve excellence and be recognised as excellent”.¹⁰ This signals an important development in the Czech context towards stronger emphasis on education/teaching excellence that will be discussed in more detail in Chapter 3 below.

There are also national contexts in which the term ‘teaching excellence’ is deliberately not used. In Denmark, for example, “teaching excellence” is not a term that is used across the education system. Instead, in the national University Act (2011), the phrase ‘*highest international level*’ is the framing for both research and research-based education that the universities should offer.¹¹ In the University of Copenhagen’s Strategy Plan, for example, the word ‘excellence’ is used once in an overall vision: “The University of Copenhagen aims to be among the world’s best universities measured by the quality of research and education and to be recognised for *excellence* and intellectual creativity.”¹² Education should be ‘of the highest quality’. The term ‘excellence’ is mostly mentioned in the context of research, and apart from a few exceptions, not commonly mentioned in relation to teaching.

⁴ UNL (2021) “Rankings”. Retrieved October 11, 2021, from <https://www.unl.pt/en/nova/rankings>

⁵ GTAES (2020) *Relatório do Grupo de Trabalho sobre o Acesso ao Ensino Superior*. Lisboa: Ministério da Ciência, Tecnologia e Ensino Superior, p. 24.

⁶ Charles University (2021) *Strategic Plan 2021-2025*. Available at <https://cuni.cz/UKEN-1473.html>.

⁷ Masaryk University (2021) *Masaryk University Strategic Plan 2021-2028*. Available at https://www.muni.cz/media/3326734/strategic_plan_mu_2021_2028.pdf.

⁸ See <https://www.msmt.cz/vzdelavani/vysoke-skolstvi/cena-ministra-skolstvi-mladeze-a-telovychovy-za-vynikajici?lang=1>; The Award was introduced in 2019 and carries an award of up to 100.000 Czech krona

⁹ See Czech Ministry of Education, Youth and Sports (2020) *Strategic Plan of the Ministry for Higher Education from 2021*, available online at https://www.msmt.cz/uploads/odbor_30/DH/SZ/strategic_plan_2021.pdf

¹⁰ *Ibid*, p. 19

¹¹ The Danish Act on Universities §2 (LBK nr 778 af 07/08/2019).

¹² See <https://research.ku.dk/excellence/>

Beyond the obvious definitions (i.e., taking ‘excellence’ literary to mean the quality of being superior or eminently good), a wide range of secondary literature has emerged through the last century, attempting to define, categorize and clarify the concept of “teaching excellence” in higher education. Early analyses explored concepts closely related to “teaching excellence”, such as most frequently “teaching success” or ‘teaching competence’. For example, as early as 1927 Frederick S. Breed analysed “Factors contributing to success in College Teaching”¹³ based on a survey at the University of Chicago, Breed identifies 34 “qualities desirable in Instructors in College Courses” and divides them across five core categories:

1. **Knowledge and organisation of subject-matter** (ranging from, *inter alia*, possessing a broad and accurate knowledge of the subject matter and selecting appropriate material for effective and clear delivery to pointing out the relevance of the material to other subjects and current affairs)
2. **Skill in Instruction** (ranging from, *inter alia*, careful planning, ‘stimulating intellectual curiosity’, ‘making clear explanations’, conducting discussions with skill and ‘adjusting to students’ to helping students with the ‘formation of desirable habits’, ‘returning work with constructive criticisms’ and ‘managing routine matters efficiently’)
3. **Personal Qualities of the Instructor** (such as, *inter alia*, ‘interest in subject and teaching’, accessibility, confidence, sympathetic attitude towards students, open-mindedness, tact, sense of humour and ‘freedom from sarcasm’)
4. **Professional Development of the Instructor** (keeping up to date with the literature of the taught subject and more recent developments in teaching, ‘devoting systematically a reasonable portion of time to research or other creative work’ and attending conferences)
5. **University Cooperation** (‘showing loyalty to the department and colleagues, cooperating with faculty and administrators by serving on committees, wider service to the university and contributing to solution of problems’)

Surprisingly, arguably with the exception of Breed’s explicit advice against the use of sarcasm in teaching (which might strike the British observer as a distinctly American pet-peeve), the categories and aspects outlined almost a century ago would by and large still be applicable today. Breed’s categories and teaching qualities were also discussed with a wide range of faculty and students at the University of Chicago, who had to rate the 34 qualities in terms of order of importance. His article concludes that students and faculty are for the most part in agreement and “that there is no significant difference between the ranking by the faculty and that of the students.”¹⁴ Where differences of importance ranking existed, it mostly referred to the fact that “students placed higher value on making satisfactory assignments, stress more the importance of open-mindedness in the instructor, value much less than he does his devotion to research and are more concerned to have him manifest an interest in the general problems of the university”.¹⁵

The five broad categories can easily be imagined to appear on contemporary student evaluation forms – with the addition or variations of aspects (i.e., ‘accessibility’ would today not only include office hours, but also the ¹⁶¹⁷

Notably, Breed’s approach to “teaching success” factors does not include long-term ‘transformational effects’ on students. Interestingly, no reference can be found on having to prepare students for the labour market – other than the reference to pointing out relationships between the class materials and current affairs. Such emphasis, as the literature on the ‘corporatisation’¹⁸ or ‘vocationalisation’ of academia highlights, has emerged only as late as the 1970s.¹⁹

¹³ See Frederick S. Breed (1927) *Factors Contributing to Success in College Teaching*, *Journal of Educational Research*, Vol. 16, No. 4, pp. 247 – 253.

¹⁴ *ibid*, p. 249.

¹⁵ *ibid*, p. 251

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¹⁸ See for example Henry Steck (2003) *Corporatization of the University: Seeking Conceptual Clarity*, *The Annals of the American Academy of Political and Social Science*, Jan., Vol. 585, pp. 66-83

¹⁹ *Corporitisation and vocationalisation are part of what Alan Skelton refers to as the ‘performativity’ approach to teaching excellence – see Alan Skelton (2005) Understanding teaching excellence in higher education: towards a critical approach*, London: Routledge, p. 29

Breed's approach of listing competences across categories in order to define (and often evaluate) teaching success can also be found in, for example, University of Copenhagen's current approach to defining "teaching competence" or a "pedagogical competence profile".²⁰ This framework encompasses six different competence areas, namely

1. **"areas of responsibility"** (referring to, inter alia, planning, delivering and evaluating classes or whole courses, contributing to development of the quality of the study programme and to quality assurance tasks at faculty or programme levels)
2. **"knowledge sharing and peer supervision"** (taking part in peer review sessions of each other's teaching practices in order to develop as a teacher, share practices with the department and society more generally)
3. **"knowledge of learning, teaching and the study programme"** (knowledge and awareness related to students' learning and needs, including labour market needs, strengthening links between research and teaching...etc)
4. **"practice and reflection"** ("This area concerns the teacher's ability to establish and develop good teaching practices through conscious choices and continuous reflection on their own teaching")
5. **"training in the pedagogy of university teaching"** (This area concerns the teacher's formal pedagogical qualifications and their ongoing development through participation in and contribution to formal pedagogical in-service training activities, including training on PhD supervision")
6. **"pedagogical development projects"** ("The teacher can be involved in pedagogical development projects by participating, initiating or managing projects...involving, inter alia, introducing new forms of teaching, supervision and evaluation...")

Across these six categories, there is also a total of 34 specific sub-tasks or qualities that, taken together, contribute to defining teaching competence. Whilst the Danish approach also often explicitly rejects the discourse of "teaching excellence" it is as specific and similar to the long-standing American examples of teaching success qualities.

A 'list of competences' approach seems also to be found in the almost universal use of student evaluations as a means to assess student satisfaction with a specific course. Student evaluations often consist of quantitative parts (rate the course and instructor according to elements often related to a list of desirable education features) and qualitative parts, where students can offer additional comments of what they liked, disliked and would like to see improved. There has of course been an extensive debate in recent years about the problems related to student evaluations and inherent biases.²¹ In addition to a wide range of scholarly studies on this problem, the debate has more recently also been driven by policy statements and report by European university associations, such as the League of European Research Universities (LERU).²² Yet, this is indeed often more a problem of measuring teaching excellence accurately rather than defining or describing it. Thus, a useful first step could also be to analyse the content of student evaluation forms to gauge how universities, departments and programmes define core elements of their teaching remit.²³

In the Dutch context, all instructors securing a job at a university in the Netherlands -irrespective of their previous teaching experience- are required as a matter of Human Resources (HR) regulation to obtain a basic qualification of teaching (the so-called *Basiskwalificatie Ondwerwijs* – BKO). If instructors do not obtain the BKO within the first two years of their employment, it will not be possible to renew the contract. It is thus a hard requirement for contract renewals and permanent contracts. The BKO is evaluated and awarded with the help of a written portfolio, including student evaluations and references from teaching

²⁰ , *University of Copenhagen Teaching Competence Profile*, available online at https://employment.ku.dk/faculty/recruitment-process/job-application-portfolio/KUs_p_daaogiske_kompetenceprofil_31_10_UK.pdf

²¹ See for example, Troy Heffernan (2021) *Sexism, racism, prejudice, and bias: a literature review and synthesis of research surrounding student evaluations of courses and teaching*, *Assessment & Evaluation in Higher Education*, DOI: [10.1080/02602938.2021.1888075](https://doi.org/10.1080/02602938.2021.1888075); Justin Esarey & Natalie Valdes (2020) *Unbiased, reliable, and valid student evaluations can still be unfair*, *Assessment & Evaluation in Higher Education*, 45:8, 1106-1120; Henry A. Hornstein (2017) *Student evaluations of teaching are an inadequate assessment tool for evaluating faculty performance*, *Cogent Education*, 4:1; Yining Chen & Leon B. Hoshower (2003) *Student Evaluation of Teaching Effectiveness: An assessment of student perception and motivation*, *Assessment & Evaluation in Higher Education*, 28:1, 71-88; Wolfgang Stroebe (2020) *Student Evaluations of Teaching Encourages Poor Teaching and Contributes to Grade Inflation: A Theoretical and Empirical Analysis*, *Basic and Applied Social Psychology*, 42:4, 276-294; Daniela Feistauer & Tobias Richter (2017) *How reliable are students' evaluations of teaching quality? A variance components approach*, *Assessment & Evaluation in Higher Education*, 42:8, 1263-1279

²² See *League of European Research Universities (2021) Statement - Concerns and recommendations on the use of student satisfaction in measuring teaching quality*, available online at https://www.leru.org/files/Publications/Student-Satisfaction-Surveys-Statement_12.2021.pdf

²³ For this mapping exercise, we assessed the content of student evaluation forms of the four participating universities

colleagues. In the portfolio, the instructor has to demonstrate teaching capacities in line with pre-defined teaching criteria across core categories (see section 4.5 below). The BKO agreement between universities explicitly leaves room for individual implementation of the general principles. Thus, there is variation in the way universities (and sometimes even faculties within one university) define or emphasize certain teaching quality elements and criteria. In the case of Leiden University's Faculty of Governance and Global Affairs, for example, there are 23 "final attainment objectives for the basic teaching qualification" across five categories:

1. "performing at a level appropriate for an academic teaching environment",
2. "Making and developing a lecture plan",
3. "Preparing and giving lectures",
4. "Supervising students", and
5. "Professionalisation".²⁴

In addition, Dutch universities introduced the "Senior Teaching Qualification" (Seniorkwalificatie Onderwijs – SKO) scheme, where experienced HE teachers with education management experience (i.e. programme directors or education directors) are trained with peers for advanced teaching and education management tasks. Criteria for evaluation include a high degree of didactic reflection, contributions to education curricula and mentoring colleagues.²⁵ Additional teaching-related activities and training or incentive schemes include student-driven university-wide Teaching Awards, university-wide *Teaching Academies* and dedicated centres for teaching innovation.

In the context of such clearly described teaching qualities or pedagogical competences, 'teaching excellence' would thus mean that an instructor excels in implementing all or most of these competences/teaching qualities.

However, there have been notable critiques of the use and misuse of the concept of 'teaching excellence' and also a "competence approach" is not entirely uncontroversial. Alan Skelton for example bemoans the "lack of a real debate and deliberation within the sector about the meaning of teaching excellence" and calls for a 'critical investigation' of the term. He views the public and policy usage of the term as a result of 'managerialism', the market and 'neoliberal performativity' and instead pleads for 'recognizing that teaching excellence is a contested concept and that we each need to develop an informed personal perspective on what it means for practice'.²⁶

According to Skelton:

"A critical approach recognizes that teaching excellence is a contested concept which is historically and situationally contingent. This means that there are different understandings of what teaching excellence means and how to practice it. Differences in interpretation may occur across time and space, as understandings of excellence are shaped by the historical and cultural context within which teachers are located. But students, teachers, politicians and employers may all have different understandings of teaching excellence at any given moment in time within a particular system of higher education. Listening to these different 'voices' helps to deepen our understanding of teaching excellence and to inform our practices as teachers."²⁷

Reviews of different national higher education strategies and policies are therefore also key in understanding contextual determinants of what is considered to be "teaching excellence" or the desirable functions of higher education institutions at a given moment in time (under a given government and in a given national context). Czechia's national education strategy of 2020, for example, highlights the strategic objectives of training graduates to be able to address wider societal objectives,

²⁴ See Faculty of Governance and Global Affairs, Leiden University (2019) *Regulation Basic Teaching Qualification (BKO)*, January 2019, Appendix 6, available online at <https://www.staff.universiteitleidennl/binaries/content/assets/governance-and-global-affairs/fqga/belanqrijke-documenten/regulation-bko-fqga-2019.pdf>

²⁵ See Leiden University (2019) "Final Learning Objectives Senior Teaching Qualification", available online at <https://www.staff.universiteitleidennl/binaries/content/assets/ul2staff/po/opleidingen-en-mobiliteit/final-learning-objectives-sko-2020.pdf>

²⁶ Alan Skelton (2005) *Understanding teaching excellence in higher education: towards a critical approach*, London: Routledge, p. 3

²⁷ *Ibid*, p. 11

develop life-long learning skills as well as acquire competences and skills for succeeding in the labour market. “Graduates of higher education institutions should be able to do well in the world and adapt to it, but they should also be prepared to actively transform it for the better, play an active role in civic life, take up leadership positions and bring innovations that will make the world a better place to live for all... One basic precondition for success in the future world is the ability and willingness to learn and develop one’s general and professional competencies throughout life, and thus a positive attitude towards learning. However, higher education policy must not overlook the fact that, for most students, higher education is a step that leads directly to their transition to full economic activity, and their studies must prepare them for that.”²⁸

National policies and strategies can thus set the broad context of the public discourse and societal expectations towards higher education institutions, who have to translate these objectives and ever more complex demands into their own education approaches, programmes and the training of their staff.

Apart from these discussions at the national policy level, most practices and theoretical discussions related to ‘teaching excellence’ focus on a perspective that places the strongest emphasis on the *individual level*, namely on the qualities and impact of the *HE teacher*. Yet, whilst the skills, attitudes and approaches of the teacher are crucial, they are by no means the only core determinants of teaching success or overarching excellence. Much depends on the institutional environment, administrative teaching support as well as more structurally the working conditions and promotion perspectives. This also applies to the learning side of teaching excellence. If one approach to measuring outcomes and impacts of teaching excellence is student learning, then an important dimension of teaching excellence is related to the learning environment and learning conditions for students. A recent article by the World Bank, for example, has underlined the importance of “education infrastructure” for learning from primary school to higher education.²⁹ Several national quality assurance schemes take this aspect into consideration (see, for example the “teaching environment criteria” of the Dutch-Flemish Accreditation Organisation³⁰), but it has so far not been translated into common evaluation approaches by universities themselves when evaluating teaching (see for example the sample teaching evaluation criteria in the Appendix).

Several European governments have also introduced specific and targeted “excellence” schemes to stimulate higher education excellence in the realm of teaching through a more focused programmatic approach. From 2008 to 2014 The Netherlands, for example, invested 60 million Euros to stimulate teaching excellence across the country. Crucially, this initiative was not only aimed at universities, but also at vocational higher education institutions. The so-called “Sirius Programme” stimulated universities and vocational secondary higher education institutions to introduce selective “honours programmes” for excellent students and innovate in terms of BA and MA courses that would meet the needs of extraordinary talented students.³¹ Interestingly, this approach focused not only on excellent students, but also on creating the structures and content for advancing excellent teaching for these student groups. A conceptual “compass for setting out excellence policies”³² was

²⁸ See Czech Ministry of Education, Youth and Sports (2020) *Strategic Plan of the Ministry for Higher Education from 2021*, p. 18

²⁹ Janssen Taxeira et al. (2017) *Why education infrastructure matters for learning*, World Bank Blogs, 3 October 2017.

³⁰ The Dutch-Flemish Accreditation Organisation (NVAO) which is responsible for the quality assurance of higher education institutions in The Netherlands and for Dutch-speaking Universities in Flanders (Belgium) has both institutional review processes in place (evaluating the quality assurance at University-wide level) and programme-specific evaluations (assessing the education quality and quality assurance at programme level). For the former, the NVAOs framework takes into consideration a broad view that looks at an “organisational quality culture”, education vision and multi-stakeholder commitment to continuous improvement (see for NVAO Institutional assessment framework for Flanders <https://www.nvao.net/files/attachments/.5789/NVAO-FL-Institutional-Review-2019-2025.pdf> and NVAO Assessment Framework for The Netherlands

<https://www.nvao.net/files/attachments/.139/Assessment Framework for the Higher Education Accreditation System of the Netherlands 2018.pdf>) and for the latter at programme education quality criteria related to intended learning outcomes, assessment, achieved learning outcomes and the actual teaching-learning environment – see NVAO Netherlands(2018) *Assessment Framework for the Higher Education Accreditation System of the Netherlands*, September 2018, pp. 20-25 available online at <https://www.nvao.net/files/attachments/.139/Assessment Framework for the Higher Education Accreditation System of the Netherlands 2018.pdf>

³¹ See “The Sirius Programme”, background information available at <https://www.honoursnetwerken.nl/english>

³² See <https://www.honoursnetwerken.nl/publicaties/het-sirius-kompas#.YX6wKi1Q1pQ>

developed as a broad framework for universities, with the caveat that each university was free to implement and adapt it to “their own vision on excellence”.³³ The framework outlines six “areas of emphasis” for teaching excellence, namely:

- A **university’s clear Vision on Excellence** that is supported, advanced and communicated at the level of the organisation and implemented and supported by the education programme, teachers and students. This also requires clarity on what the organisation understand under ‘excellence’ and how it should be reached – with a vision on what students and lecturers need to ‘optimize’ this vision and implementation of excellence
- A **“Culture and Community-Formation”** where a climate of excellence is constantly advanced and created, co-owned collectively by students and lecturers. This also requires constant exchanges between students and lecturers not only within the honours programme, but also across the entire facult(ies). In addition, a “physical space” should be created where students and teachers of the honours programme can meet (e.g., a learning and innovation lab...etc).
- **Added Value and Relations with the Labour Market** – where it is crucial to constantly highlight the added value of “the promotion of excellence”, reflecting on the achievements of students and what the lecturers themselves are learning. This should also become clear through concrete added value for students in relation to the labour market and requires the clear highlighting of what precisely the added value of excellence is.
- **Chains and Networks** – Learning from each other in networks and through clear learning lines and threads across the courses. Learning from successes and challenges
- **Excellent Lecturers**- “excellent students require excellent lecturers”, it is important that lecturers are intimately involved in the governance and policies of excellence programmes and it is necessary to maintain attention and a strong emphasis on the professionalisation of teaching staff. Crucially, this requires that lecturers are also given dedicated time and specific hours to professionalise, to create new activities and to experiment with new forms of teaching.
- **Organization and Governance** – a strong anchoring within the organisation is of great importance for the success of education innovation. At every significant level of the organisation there should be a ‘managerial owner’ of the excellence policy. This also means that the implementation and development should be measured and that the highest level of management of the university (i.e., the executive board) is the ultimate and ‘unmissable’ owner of the excellence programme.

This so-called ‘Excellence Compass’ is therefore a comprehensive and ambitious framework of the Sirius Programme, which requires a high level of involvement and sustained attention as well as various dimensions of investment (thought, time, management, intellectual exchange as well as physical and material).

A total of 20 Dutch higher education institutions – including research universities, universities of applied sciences and schools and institutes of arts- were awarded funds under the Sirius initiative.³⁴ The initiative came to a close in 2016, but the conditions of the award of funding included the requirement to continue the honours classes and programmes beyond the funding period. The programme was also externally assessed by an independent panel of experts through six annual reports.³⁵

A lasting legacy of the initiative is that most of the participating institutions still run “honours programmes” for their most talented students. The University of Leiden, for example, still has its “Honours Academy” and Honours Programmes, where talented and ambitious students (based on grades and letters of motivation) are selected for extra courses and education

³³ “Just like its student population, the Dutch higher education system is diverse and multi-faceted. The Sirius Program therefore gave research universities and universities of applied sciences the freedom to define the concepts of ‘excellence’ and ‘excellent student’ according to their own profile and vision. This freedom also applies to the manner in which students qualify for participation, and to the nature of the activities undertaken by the institution to encourage excellence. As a result, excellence is defined and promoted in a variety of ways in the Sirius Program”, cited from main programme website at <https://www.honoursnetwerken.nl/english>

³⁴ Amsterdam School of the Arts, Amsterdam University of Applied Sciences, ArtEZ Institute of the Arts, Delft University of Technology, Driestar Educatief, Edith Stein University for Teacher Education, Hanze University of Applied Sciences- Groningen, HU University of Applied Sciences Utrecht, Inholland University of Applied Sciences, Leiden University, Maastricht University, NHL University of Applied Sciences, Radboud University Nijmegen, Rotterdam University of Applied Sciences, Saxion University of Applied Sciences, Tilburg University, University of Amsterdam (UvA), University Amsterdam (VU), University of Groningen, Utrecht University

³⁵ The 6 reports are publicly available at <https://www.honoursnetwerken.nl/publicaties>

initiatives at BA and MA levels.³⁶ A disadvantage is that often new instructors that teach courses are no longer aware of the Sirius initiative and also not brought together on a regular basis to discuss teaching innovations and learn from each other in terms of teaching excellence. This hampers slightly the long-lasting effect and potentials of the initiative.

Around the same time as the Dutch “Sirius initiative” the more structured and institutionalised approach have been advanced in Norway. In 2010 the Norwegian Ministry of Education and Research sought to “stimulate teaching excellence and educational activities in higher education” by creating a long-term excellence scheme for the “development of education and innovative approaches in higher education at the bachelor and master levels”.³⁷ This was to be achieved by inviting universities to apply for funding in order to establish dedicated “Centres for Excellence in Education”. The creation of such centres was supposed to act as spearheading stimulants for advancing innovation in education – similarly to how centres of excellence in research advanced excellence in research. Indeed, the explicitly stated ambition was that such centres would “contribute to the development of excellent quality in higher education and to highlight the fact that teaching and research are equally important activities for universities, specialised universities and university colleges”.³⁸ The Ministry tasked an independent quality assurance agency to manage the scheme (from 2010-2018 managed by NOKUT and from 2019 onwards by Diku), which organised the application, selection and (mid-term) evaluation processes. The call for applications deliberately refrained from offering a standard common definition of “teaching excellence”, but rather left it to the applicants to outline in their application clear evidence of “education quality in existing provisions” and a detailed “centre plan” and “vision” on how the centre and activities would contribute to “innovation”, “impact” (on, *inter alia*, institutional development) as well as “dissemination” and “knowledge sharing”.³⁹ This also meant that it was left to each institution to develop their own approach to and understanding of “excellence”.

Thus, the ambition of the initiative has been to boost “excellence” in higher education in 2010 by creating a scheme⁴⁰ The jury is still out on how effective and impactful such programmatic interventions and “cash injection” schemes are in terms of influencing and enhancing teaching quality and “teaching excellence” in a systematic and sustainable manner.

In the framework of E-NOTE, the project members follow a pluralist and critical approach. We consider “teaching excellence” as an essentially contested (but not undefinable) concept to be explored, debated and defined with a clear awareness that teaching excellence is contingent on context, situation, culture and even specific institutional environments. For this, it is essential that we gain insights not only into how different countries and national-cultural contexts approach teaching excellence, but also how individual instructors, university and faculty leaders and their institutional contexts determine the definition and implementation of this concept in practice.

We therefore explore the meaning and implementation of teaching excellence in the national contexts of Denmark, the Czech Republic, the Netherlands and Portugal. This is complemented by desk research on wider European and global approaches and understandings. An important aspect is also to embed these approaches into wider discussions and reflections about the more fundamental purpose of higher education and its future more generally as notions of teaching excellence and different understandings also depend on the assumptions about the nature, purpose and goals of higher education, academia, the university and more generally the knowledge-society-nexus.

Our point of departure in this mapping exercise is thus that we view ‘teaching excellence’ as an umbrella term that refers to higher education institutions’ policies and frameworks and individual instructors’ approaches that advance student learning and development (and their societal context) in a superior/highly successful/highly effective manner. By ‘excellent’ we mean policies (at national, university, faculty, department, or programme levels), practices (or “practical examples”⁴¹) and outcomes that can be regarded as examples that are held in high regard by students, alumni peers, administrators or quality assurance bodies – or indeed by independent researchers. “Teaching Excellence” is thus not a rigid term, but in many cases the expression

³⁶ See <https://www.universiteitleiden.nl/honours-academy>

³⁷ See NOKUT (2016) “Awarding Status as Centre for Excellence in Education”, 11 February 2016, p.2

³⁸ *idem*

³⁹ *Ibid*, p.5

⁴⁰

⁴¹ See Johanna de Groot and Rianne Kouwenaar (2018) *Dutch Association of Universities - Professionalisation of university lecturers: The UTQ and beyond*, VSNU, May 2018, p. 13

of an ambition to strive towards refined and impactful teaching practices. How exactly different versions and forms of this goal can look in practice is a core task to explore in this report and the wider project as a whole. As has become clear throughout the research for this study, even if institutions or individuals do not literally refer to the term “teaching excellence” all institutions have an equivalent term or framework that expresses the ambition of providing high quality teaching practices and outcomes. Synonyms range from “teaching requirements”, ‘teaching competence’ or ‘good higher education teaching’ to ‘teaching quality’, ‘teaching success’ or ‘teaching effectiveness’. Indeed, there has been a rich literature for some years on “quality” in higher education, which we have also looked at for this mapping exercise and which more often than not runs in parallel to the discussion and literature on teaching excellence.⁴²

Debates on excellence are also often contrasted with discussions on the concept of “minimum standards” in higher education. In Slovenia -.... The Director of SQAA dr. Franci Demšar “emphasized the SQAA’s activities to move the focus from complying with the minimum standards towards exploring and recognizing the outstanding and excellent categories in higher education and also to open up the debate on where to look for and how to define the ideals in higher education”.⁴³

Furthermore, E-NOTE’s approach to ‘teaching excellence’ should also not forget the dimension of ‘well-being’ of the most important actors: the teacher and student themselves. Any mapping and research on ‘Teaching Excellence’ in the current context cannot ignore or leave out the dimension of ‘well-being’ of the teaching professoriate as well as of students – the ultimate beneficiaries of teaching excellence. The Covid19 period has only amplified and sped up a process of structural overwork that has already reared its head since the early 1980s in universities across the Western hemisphere.⁴⁴ Literature on the ‘corporatisation of the university’, ‘time-crunch’ or the rise of managerialism and increasing stress factors related to a discourse of ever-higher excellence have been identified as core problems and declining well-being and quality of work amongst academic staff.⁴⁵ Such discussions are also related about fundamental questions about the nature of the modern “scholar” and the different (often competing) tasks the professoriate is expected to perform and how this is rewarded.⁴⁶

E-NOTE’s approach to exploring teaching excellence thus also takes into consideration long-term sustainability linked to health, wellbeing and job satisfaction of instructors – with growing evidence that there is a direct link between teacher and student well-being and the quality of instruction.⁴⁷ This adds a further dimension to the already broad discussion on student and PhD candidate well-being as part of teaching excellence.

Finally, COVID19 has also acted as a catalyst for technological advances and digital learning. The extent to which this remains an undesirable intermezzo of “emergency remote teaching” or is grasped as a real opportunity for structural and pedagogical change that embraces the advantages of technology and avoids its pitfalls will also determine the future of higher education teaching excellence and future student learning strategies.

2. METHODOLOGY

The report is the result of extensive collaborative desk research as well as results generated from a standardized written survey and from various focus groups. The project team, consisting of senior and junior faculty members as well as administrative staff, is based at the University of Copenhagen (Denmark), Charles University (Czech Republic), Leiden University (The Netherlands) and University of Coimbra (Portugal) and is thus able to provide extensive insights into core definitional and

⁴² See for example Carter Bloch, Lise Degn, Signe Nygaard & Sanne Haase (2021) *Does quality work work? A systematic review of academic literature on quality initiatives in higher education*, *Assessment & Evaluation in Higher Education*, 46:5, 701-718.

⁴³ *Conference on Quality in Higher Education: From minimum standards to excellence*, Available online at <https://www.nakvis.si/latest/events/posvet-o-kakovosti-v-visokem-solstvu-od-minimalnih-standardov-k-odlicnosti/?lang=en>

⁴⁴ See for example Walter H. Gmelch, Nicholas P. Lovrich and Phillis Kaye Wilke (1984) *Sources of stress in academe: A National Perspective*, *Research in Higher Education*, 20, pp. 477 – 490.

⁴⁵ See Maggie Berg and Barbara K. Seeber (2016) *The Slow Professor: Challenging the Culture of Speed in the Academy*, Toronto: University of Toronto Press, pp. 6-14.

⁴⁶ See Ernest L. Boyer (1990) *Scholarship reconsidered: Priorities of the professoriate. Special Report*, Carnegie Foundation for the Advancement of Teaching. New York, NY: Jossey-Bass.

⁴⁷ See for example Uta Klusmann, Mareike Kunter, Ulrich Trautwein, Oliver Lüdtke, and Jürgen Baumert (2008) *Teachers’ Occupational Well-Being and Quality of Instruction: The Important Role of Self-Regulatory Patterns*, *Journal of Educational Psychology*, Vol. 100, No. 3, pp. 702–715

implementation questions related to “teaching excellence” in their national contexts. They have been tasked to explore and map in detail not only core aspects related to their own university’s teaching contexts, but also to put into wider contexts of their country. In addition, the office of the Coimbra Group (a network of 41 long-established European comprehensive, multi-disciplinary universities) and the Global Governance Institute’s European Centre for Global Education (a think tank’s unit exploring core questions related to European and Global approaches to education) have carried out desk research and internal members’ consultation for providing wider European and global contexts.

The extensive desk research on the four universities’ policies and approaches and wider national, European and Global contexts, was complemented with the analysis of primary data gathered through a written survey. The survey was sent out to colleagues across the four participating universities as well as to colleagues involved in HE teaching at other universities in the four countries. The results provide insights into understandings of teaching excellence, award schemes, training and career trajectories.

The survey was circulated twice and the team is currently following up with additional questions. As of September 1st, we have received 34 complete answers from 20 Universities in all four regions of Europe. The countries represented are: Cyprus, Czech Republic, Denmark, Finland, Germany, Greece, United Kingdom, The Netherlands, Portugal.

Answers have been received from a broad range of disciplines, Humanities and Social Sciences mainly, but also from representatives based at faculties of, *inter alia*, Medical Sciences, Agricultural Sciences, IT technologies, Business and Economics, Regional Development and International Studies, Lifelong Learning, Slavonic and Eastern European Studies, Social Sciences, Political Sciences and Public Administration, Governance and Global Affairs and Geology. In addition, we have also received answers from Quality Assurance Units.

Further information on the wider European context has been obtained through internal surveys and mappings carried out by the Coimbra Group. Two of its Working Groups in particular, Doctoral Studies and Education Innovation, have gathered extensive data on their members⁴⁸. The main remit of the Doctoral Studies Working Group is an exchange of information, sharing of best and innovative practices and joint activities in the organization of doctoral studies and of early research careers. The Education Innovation Working Group is dedicated to broadening cooperation among Coimbra Group Universities in education innovation in its many different forms and contexts, exchanging knowledge and experiences in the implementation of innovative approaches to teaching, learning and assessment.

3. DEFINING AND MEASURING TEACHING EXCELLENCE IN HIGHER EDUCATION

3.1 General Remarks

As outlined in the Introduction, there are different terms in usage that relate to the spirit or idea behind the term of “teaching excellence” without mentioning the term itself. Thus, we considered any provisions, policies, practices and approaches that seek to advance highly successful, effective or high-quality teaching. Differences can thus be found in the level of ambition, i.e., either schemes for “minimum” or “expected standards” or schemes that seek to exceed those standards. In this sense, “excellence” refers to outstanding or best practice approaches. Whilst when defining teaching excellence, one has to keep in mind the variations and differences in labelling outstanding teaching, the question of measuring or assessing teaching and its impacts has been an even more contentious issue since the beginning of reflection on teaching impacts. The most common approach relies on a combination of the following elements:

- Measuring teaching with the help of quantitative and qualitative student evaluations (reflecting student learning achievements vs. satisfaction surveys as well as alumni path tracking when it comes to ‘excellent’ outcomes in terms of labour market progression)
- Measuring teaching with the help of in-class peer-reviews from colleagues
- Measuring teaching through nationally organised quality assurance frameworks
- Measuring PhD Supervision through annual meetings with independent colleagues

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As will be highlighted throughout this report, there is some notable variation in terms of defining and measuring teaching excellence (or successful teaching) at BA and MA level – particularly when it comes to the degree of teaching students' independence of work, research methods, but also 'small scale teaching' (such as MA seminars) vs. large-scale lecture-hall teaching (more often than not the norm in undergraduate programmes). There are also fundamental differences when it comes to training, defining and measuring excellence in PhD supervision, as it ranges from, *inter alia*, mentoring skills to the development of international and professional networks for the benefit of the PhD candidate.

A reasonable starting point for a European-wide shared understanding of teaching excellence might be to deduce from *existing shared understandings* of what students are expected to have acquired as learning outcomes in their studies. From these criteria, we can argue, that higher education instructors should be at least able to enable students to reach these criteria and standards. Excellent HE teachers would then be those that implement those standards in an excellent manner and add further developments in their students beyond these shared standards.

In the context of developing a European Higher Education Area, the so-called "Dublin Descriptors" of Learning Outcomes for students at BA, MA and doctoral levels provide an important starting point for understanding what HE teachers should be expected to facilitate as *desired learning outcomes* for their students. In this light, Higher Education teachers are expected to advance student learning in programmes that address learning outcomes across one or more of the five main categories of

1. "knowledge and understanding",
2. "applying knowledge and understanding",
3. "making judgements",
4. "communication" and
5. "learning skills".

The Dublin Descriptors emerged in 2004 in the context of the development of "an overarching framework of qualifications for the European Higher Education Area" that would be both "comparable" and "compatible" for the higher education systems of European member states.⁴⁹ Whilst the Dublin Descriptors leave enough room for interpretation and different implementation, they nevertheless provide an important reference point and have been adopted and mainstreamed throughout a substantial number of European quality assurance agencies and processes.⁵⁰

University teachers should thus be able to translate these desired learning outcomes into their own teaching repertoire and should be able to facilitate in their courses and approaches the students' achievements of these general goals and outcomes. University teachers that are particularly effective in this can be considered as good or excellent teachers.

Yet, even such a minimum approach of a common understanding of teaching excellence leaves ample room for different interpretations. Furthermore, challenges of measuring the extent to which instructors succeeded in facilitating these outcomes remain substantial.

⁴⁹ See *Joint Quality Initiative (2004) Shared "Dublin" Descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards, 18 October 2004*, available online at https://husite.nl/toetsing-nieuw/wp-content/uploads/sites/185/2017/12/Dublin_Descriptoren.pdf. For a concise overview of the evolution and context of the Dublin Descriptors, see for example Leonardo Piromalli (2020) *Opening the Black Box of the Dublin Descriptors: First Steps Towards an Exploration, Working Papers 1/2020, Department of Social Sciences and Economics, Sapienza University Rome*.

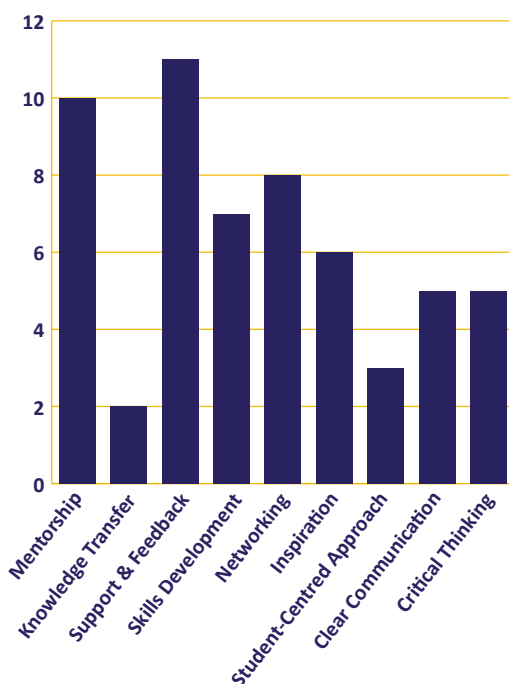
⁵⁰ See Chapter 4

Qualifications that signify completion of the higher education cycle 1, 2 and 3 are awarded to students who....			
	BA	MA	PhD
Knowledge and Understanding	have demonstrated knowledge and understanding in a field of study that builds upon and their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;	have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;	have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
Applying knowledge and understanding	can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;	can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;	have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
Making Judgements	have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;	have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;	have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication; are capable of critical analysis, evaluation and synthesis of new and complex ideas;
Communication	can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;	can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;	can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
Learning Skills	have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.	have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;

Table 1: Dublin Descriptors for 1st, 2nd and 3rd Cycle. Source: Adapted from the Bologna Joint Quality Initiative (2004) xxx⁵¹

An outcome-oriented approach to higher education teaching excellence would thus focus on how precisely students and PhD candidates can be supported to reach the Dublin Descriptor outcomes above. Such an approach would require us to not only analyse teaching excellence at the individual level (i.e., at the level of the higher education teacher or the higher education student) but would have to take into consideration a host of systemic ‘learning and teaching environment’ factors, such as policies, resources and organisational culture at the unit of the department where the education programme is embedded in, faculty-wide or university-wide teaching and learning support, promotion criteria focused on teaching excellence as well as training and award schemes at institutional and national levels.

This is indeed the approach taken by many national accreditation bodies, who take the Dublin descriptors as the basis of their evaluation approaches towards assessing the quality of education programmes.



Despite the existing differences in measuring and defining teaching excellence, data from the written survey revealed similar patterns in the way members of academic staff describe standards of excellent teaching. The adoption of a student-centred approach and mentorship appear to be perceived as key requirements in teaching, alongside with encouraging critical thinking and the concrete development of skills. Moreover, teaching was often associated with the purpose of inspiring students and of offering constant support, from preparing students for their future careers to being considerate of their wellbeing.

Results from our survey highlight that, instructors themselves define ‘teaching excellence’ as consisting of some or of all of the following elements outlined in the table on the left:

Moreover, most responses gathered depicted the shift to online education due to the Covid-19 pandemic as a challenge to teaching and the ultimate achievement of excellence. Indeed, online education has been described as an impoverishment of the overall teaching experience, causing boredom and frustration in both the academic staff and students and demanding high tech knowledge, for which trainings should be provided. In this context, teachers have to make a greater effort to catch students’ attention, inspire and

energize online classes. Nevertheless, few participants also pointed out the positive effects that the pandemic might have brought through the shift to online education. These include broadening accessibility of academic resources, increasing attendance to classes and encouraging the academic staff to familiarize with new innovative pedagogical tools.

Here further paragraphs on defining and measuring teaching excellence, based on the findings of the different partners

As we shall see more in details in the next sections, our mapping has identified stark differences in the way teaching excellence is defined and measured in different European countries.

Our overview of national contexts also reveals an uneven attention between efforts to define and measure teaching excellence at the undergraduate level, in comparison to efforts made particularly at the level of doctoral supervision. At the European level, the European Commission’s Directorate-General for Education, Youth, Sport and Culture has recently developed Guidelines on Supervision, including at the doctoral level (2021).⁵² The document recognizes the importance of ‘good supervision’ for ‘creating a supportive environment for doctoral and postdoctoral researchers and staff’, which in turn can have a beneficial impact on the quality of research. Key elements of good supervision at the doctoral level are defined in terms of

⁵¹ Bologna Joint Quality Initiative (2004) Shared ‘Dublin’ Descriptors for Short-Cycle, First Cycle, Second Cycle and Third Cycle Awards. http://www.eua.be/fileadmin/user_upload/files/EUA1_documents/dublin_descriptors.pdf

⁵² European Commission, Maria Skłodowska-Curie Actions, Guidelines on Supervision,

actions: a good doctoral supervisor must *guide, support, direct, advise* and *mentor*. The general principles for good supervision at the doctoral level are also incorporated in the *European Charter for Researchers and Code of Conduct for the Recruitment of Researchers*. The Code, which applies to employers' and funders' recruitment of researchers, indicates as one of the evaluation criteria during the recruitment process also their background and previous experience in supervision specifically. Further information on what makes a candidate a good candidate for supervision can be found in the Charter. Here the candidate must show their ability to provide research trainees with 'appropriate support'. The pointers that these documents provide for defining, in broad lines, good doctoral supervision stress the supervisor's ability to provide guidance and support, beyond their ability to transfer knowledge and expertise.

3.1.1. The Challenges of Measuring Teaching Excellence in Higher Education

☐ here more general introduction to approaches to measuring TE, in terms of national approaches (TEF), institutional ones and those based on rankings (see e.g. the U-Multirank rankings)... Also mention EUA study of 2020⁵³

Teaching excellence is a highly contested and value-laden concept.⁵⁴ Therefore, the attempt to measure it and to provide indicators for its evaluation may represent a challenge. The selection of indicators is oftentimes understood as the provision of signal of universal validity, eventually excluding a subjective evaluation of higher education institutions according to context. This process is further amplified by the use of rankings which identify the best performing institutions according to criteria that are too general in nature and that consequently challenge the evaluation of individual institutions through criteria that may be more relevant to them. The primacy of quantitative data when measuring teaching excellence leads to a blurred general perspective. Besides, this generates a proxy problem due to the encouragement of the use of data that are more accessible and measurable, over those that might allow a more adequate measurement of teaching excellence.⁵⁵

The Teaching Excellence Framework (TEF) developed in the United Kingdom as a policy was based on the idea that the teaching performance should have been measured through methodologies including contextualised evaluation alongside with core metrics, thus integrating subjective perspectives to objective data. Moreover, in the specific case of TEF, the process of measurement focuses on the mission of universities, which concerns both the practice of teaching and the wider context in which this is delivered.⁵⁶

Yet, the Teaching Excellence Framework was originally thought as part of reforms considering students as consumers whose demands must be met through the improvement of competition and choice in higher education institutions. This perspective risks to create an inevitable challenge to pedagogic relations and impact the way teaching is offered to students and the latter's perception of their own relationship with higher education.⁵⁷

3.2 Czech Republic

In Czechia, there has -until recently- not been a long or rich tradition in defining, promoting and cultivating 'teaching excellence'. Instead, emphasis was placed more on research and research accomplishments. In terms of national legislations, the existing framework focuses on quality assurance and minimum standards in terms of institutions, procedures and qualifications. The (sufficient) quality of teaching is considered equal to employing a certain number of associate professors

⁵³ Tia Loukkola, Helene Peterbauer, Anna Gover (2020) *Exploring higher education indicators*, Brussels: European University Association, available online at <https://www.eua.eu/downloads/publications/indicators%20report.pdf>

⁵⁴ Skelton, A. (2005). *Understanding Teaching Excellence in Higher Education: Towards a Critical Approach* (1st ed.). Routledge. <https://doi.org/10.4324/9780203412947>

⁵⁵ Tia Loukkola, Helene Peterbauer, Anna Gover (2020) *Exploring higher education indicators*, Brussels: European University Association, available online at <https://www.eua.eu/downloads/publications/indicators%20report.pdf>

⁵⁶ Andrew Gunn (2018) *Metrics and methodologies for measuring teaching quality in higher education: developing the Teaching Excellence Framework (TEF)*, *Educational Review*, 70:2, 129-148, DOI: 10.1080/00131911.2017.1410106

⁵⁷ *Ibid.*

(docents) and full professors who obtained their position in the same or related field to the field of the accredited study programme.⁵⁸ The regulation does not delve deeper into the actual teaching performance, training and measuring.

In 2020, however, the Ministry of Education, Youth and Sports published its most recent Strategic Plan, outlining its vision and concrete steps for the higher education sector.⁵⁹ In the plan, the Ministry acknowledges that the higher education system has placed too much emphasis on research excellence rather than on excellence in education and calls for measures to address this imbalance.⁶⁰ In addition, the strategic plan explicitly calls for promoting “excellence” in training and supporting doctoral students.⁶¹

The ability to set educational goals correctly, choose educational methods adequately, clearly formulate abstract knowledge, use educational technologies, evaluate fairly, communicate with a diverse group of students, and provide adequate support to the disadvantaged is not a matter of course. The professional erudition of academic staff in their field is only one of the prerequisites for quality teaching, which is why other competencies relevant to quality teaching must be adequately developed as well.⁶²

Once the forms of ensuring the development of pedagogical competencies of early-stage academic staff have been pilot-tested at individual higher education institutions, MEYS will evaluate the experience gained and consider the possibility of anchoring them within the system at the national level. The result of this evaluation may be a non-binding recommendation, but also the creation of a certificate of initial training that is recognised nationwide (a kind of “pedagogical minimum” for the staff of higher education institutions) or the specification of minimum requirements for professional training in the relevant regulations. However, if adopted as mandatory, such requirements would need to be flexible enough in order to prevent them from hindering the involvement of practitioners and other guests (including from abroad) in teaching, preventing the recognition of foreign and prior learning, and complicating the performance of specific forms of teaching, such as practical internships, leading independent creative work of students and more.⁶³

When looking deeper to the level of universities and their strategic documents, teaching excellence related concepts start appearing, but still without a clearer idea of what characteristics it may embody. As an example Masaryk University’s aim to become an institution “characterised by its excellent teaching”⁶⁴ focuses on the knowledge, skills and competencies acquired by the students but is relatively vague about what type of a teacher can ensure that these learning objectives are achieved. The section of the strategic plan that addresses teaching recognises the need to include teaching work in evaluation and promotion as well as to standardise the development of relevant competencies of academic staff. But it focuses more on the forms of teaching (interactive, project, simulation, innovative) than on the competencies of the teachers.

The case of Charles University is even less articulate when it comes to teaching excellence. It does not use the term in its strategic plan at all in connection to teaching, which contrasts with the emphasis put on “excellent, beneficial and internationally competitive research.”⁶⁵ The university focuses on the methods of teaching and aims to support “modern pedagogical approaches and innovations in methods and forms of teaching” but remains mostly silent on what is required for the teachers to be able to provide this type of education. The only part of the plan that relates to the teachers and their education is the plan to strengthen the university Centre for Pedagogical Skills – Paedagogium, which should serve as a “platform for bringing together teaching staff across the University and supporting the exchange of experiences and the sharing of good practice.” It is unclear, however, what competencies, skills or approaches should be cultivated. The centre’s website⁶⁶

⁵⁸ In the Czech system, the associate professor and full professor are titles not dissimilar to a PhD degree that can be transferred to a different university or even kept outside of the academic sphere.

⁵⁹ See Czech Ministry of Education, Youth and Sports (2020) Strategic Plan of the Ministry for Higher Education from 2021, available online at https://www.msmt.cz/uploads/odbor_30/DH/SZ/strategic_plan_2021_.pdf

⁶⁰ *Ibid*, p. 19

⁶¹ *Ibid*,

⁶² *Ibid*, p. 21

⁶³ *Ibid*, p. 21

⁶⁴ Masaryk University (2021) Masaryk University Strategic Plan 2021-2028. Available at https://www.muni.cz/media/3326734/strategic_plan_mu_2021_2028.pdf.

⁶⁵ Charles University (2021) Strategic Plan 2021-2025. Available at <https://cuni.cz/UKEN-1473.html>.

⁶⁶ Charles University (2021) Paedagogium. Available at <https://paedagogium.cuni.cz/PAEDEN-4.html>.

does not elaborate on the concept of a good teacher. It just refers to three principles of its activities: openness to innovation and new trends, topics and colleagues; evidence-based approach to pedagogics; and regard for the needs of a heterogeneous target group. Its pedagogical skills enhancement programme (6 3-hour blocks) focuses on PhD students and early career academics and aims to connect theoretical knowledge and practical skills over a very broad range of topics, including learning principles, providing safe environment, motivation, active learning, e-learning, and voice hygiene. In addition, the university's Centre for Lifelong Learning provides a number of courses focusing on selected topics related to teaching, such as testing and online tools.

As far as the survey and the analysis of available documents suggest, the only higher education institution in the Czech Republic that attempts to define the content of excellence in teaching is the private Anglo-American University based in Prague. The Faculty Code⁶⁷ defines four principles that should guide the university teachers: professionalism, interactivity, complexity and dedication. Besides professional standards, the code highlights several factors that contribute to better teaching, such as diverse teaching methods, participative learning, formative assessment and the combination of theoretical and practical problems related to the subject. As the code entered into force in June 2021, its effects could not be evaluated yet.

	Definition/Scope of TE	Measurement
The Higher Education Act	"Higher education institutions represent the highest level of the educational system. They are regarded as top centres of education, independent discernment and creative activity." (Art. 1)	Compliance with accreditation standards.
Government Regulation (No. 274/2016 Coll., on standards for accreditation in higher education)	Implicitly the same as in the Higher Education Act	"Up-to-date teaching methods corresponding with outcomes of the degree programme and approaches supporting active role of students in the teaching process..." "Ratio of direct teaching and self-study is adequate to the degree programme..." "Composition of study literature ... reflects the actual state of knowledge." (para. D.IV)
National Accreditation Bureau for Higher Education	"...applies Standards for Accreditation ... with attention to relevant principles of standards for quality assurance in the European Higher Education Area" ⁶⁸	Standards are defined in terms of administrative capacity, institutional compliance, number of faculty (particularly with the titles of associate professor and professor), relevant research production etc.
Prize of the minister of education, youth and sports for outstanding university teaching	Award for an outstanding teaching activity which serves as an inspiration to other teachers.	The nomination can be for a particular activity or innovation that evidences outstanding quality. Examples include innovation of a course, creation of an educational application as well as outstanding support to students, close cooperation with employers and engagement in discussions on the education reform.
Teaching Awards (uni)	Depends on the university. Charles University does not have any award related to excellent teaching. Masaryk University has got two: Rector's Award for Outstanding Teachers (since 2014)	No specific criteria available for the Masaryk University awards. A committee appointed by the rector selects the winners from nominations sent in by heads of departments/faculties.

⁶⁷ AAU (2021) Anglo-American University Faculty Code. Available at <https://www.aau.edu/wp-content/uploads/2021/06/ac3-faculty-code-20210614.pdf>.

⁶⁸ Statute of the National Accreditation Bureau for Higher Education, available at <https://www.nauvs.cz/attachments/article/131/Statute%20of%20the%20NAB%202018.pdf>.

	and Rector's Award for innovations in teaching (since 2021)	
Teaching Awards (faculty/department)	Depends on the faculty/department.	An example: Faculty of Social Sciences, Charles University awards a Golden Course (diploma and financial reward) to courses with the best student evaluation each semester.
Teaching and Learning Centres	Established by universities but as a new development. Generally, very small and offering a limited number of basic courses.	Examples: Masaryk University Pedagogical Competence Development Centre ⁶⁹ Charles University Paedagogium ⁷⁰
Teaching Academies	None in Czechia.	
Student Evaluations	Should be in place but its form is not prescribed. According to the survey, evaluations are organised but not used meaningfully.	Normally a mix of rating with the possibility to comment. Example: Faculty of Social Sciences, Charles University The online questionnaire includes the evaluation of the course, the teacher and allows for additional comments on the course.
Other		

3.3 Denmark

As mentioned in the introduction, “teaching excellence” is not a term used in Denmark and there is not an official definition of the concept. If we probe a little deeper to ask, what constitutes teaching excellence in a Danish context, the answers are ‘teaching of high quality’, ‘best practice’ and ‘good teaching’. In a recent report, a ‘good education’ is described as research based, of high academic quality that ensures a learning outcome of high relevance concerning transferable and demanded competences.⁷¹ Other phrases in use at various levels are ‘highest international level’, ‘quality assurance’ and ‘development of quality’. That said, the quality of education and teaching is emphasized and regulated in various ways. In the University Act, it is stated that the research-based teaching offered should be at the ‘highest international level’. Furthermore, education and teaching should be quality assured according to international standards.

Since the late 1980s, The Bologna Process, including the overarching Bologna Framework, has constituted the foundation of the Danish National Qualifications Framework for Higher Education and The Danish Qualifications Framework for Lifelong Learning of teaching in higher education have been formulated according to the ‘Dublin Descriptors’. This implies a standardization of the management of quality within the higher education system. The Danish Accreditation Institution (an academically independent authority within the state administration established in 2007) ensures the national accreditation mechanisms of new and existing programmes. The Danish Accreditation Institution has introduced institutional audits of universities’ quality assurance systems (shifting away from programme-based audits). In addition, it is emphasized that the programmes offered should be of societal relevance, i.e., graduates should be able to obtain relevant employment, preferably within one year.

Besides the University Act there are a number of ministerial orders on Admission and Enrolment, University Programmes, Examination, Grading and PhDs⁷² that regulate the overall system of higher education.

⁶⁹ Masaryk University (2021) Pedagogical Competence Development Centre, available at <https://cerpek.muni.cz/en>.

⁷⁰ Charles University (2021) Paedagogium, available at <https://paedagogium.cuni.cz/PAEDEN-1.html>.

⁷¹ <https://ufm.dk/publikationer/2018/filer/rapport-universitetsuddannelser-til-fremtiden.pdf>

⁷² The University Act, Order on Admission and Enrolment on Bachelor programmes/ Master programmes at University Programme Order, Examination Order, Grading Scale Order and PhD Order. Link: <https://kUNET.ku.dk/study/politicalscience-ma/Pages/Topic.aspx?topic=Curricula%20and%20rules&topicId=e98ef423-1de9-4533-af85-492da5da6db2#e98ef423-1de9-4533-af85-492da5da6db2>

There are ‘softer’ methods of regulations relevant to development of teaching and pedagogical competences, including the Ministerial Order on Job Structure for Academic Staff in Universities. From 1994, the Job Order made pedagogical training compulsory for assistant professors. This demand has developed over time. Further, from 2020, teacher training is also compulsory for permanent staff and job applicants are required to include a teaching portfolio when applying for a teaching position at Danish universities. However, even though teacher training is compulsory, there is no description of the content of the training. It is thus a matter for individual universities to determine what the training includes.

Today there is at least one Teaching and Learning Unit at each of the eight Danish universities (the University of Copenhagen has three) and each of has a ‘Teaching and Learning in Higher Education’ programme that is mandatory for all assistant professors and postdocs interested in a permanent position (see section 5.3).

The association ‘Universities Denmark’ consisting of the eight universities in Denmark has developed a ‘Danish framework for advancing university pedagogy’ (2021)⁷³ as a tool for inspiration and support in the process of implementing teacher-training activities at all levels. This framework has not yet been implemented at the universities. ‘Teaching quality’ is defined within the frame of the University Act, i.e., that staff are expected to ‘conduct research- and development-based teaching at the highest international level.’⁷⁴ The aim is to ensure better learning outcomes for students, assuming that students learn by being activated. The ambition of the framework is to illustrate the teaching competencies needed at different levels of the career ladder. Overall, the framework indicates what tasks – or minimum standards – that staff are expected to fulfil both in relation to their own teaching practice and in the space of a collegial community of teaching practice involving six areas, i.e., teaching and supervision, assessment, quality assurance, collaboration with students, collaboration with colleagues and cooperation on quality assurance. For example, at level one, the expectation is that a university teacher can, under supervision, plan and carry out teaching, whereas the standard at level two is that the planning and execution of teaching can be conducted independently and so on.

In the process of aligning research and teaching, some universities formulate criteria for recognizing merit. At the University of Copenhagen, there is a newly developed promotion scheme (hitherto it has only been possible to move to a position of higher rank by applying for an advertised vacancy). Other examples of specifying merits are found in departmental recruitment and promotion policies, or in guides for assessment committees. Teaching is emphasised. However, outstanding teaching do not overrule publications and funding⁷⁵ (see section 6.3).

Excellent teaching is recognized at all levels by promoting teaching awards. In 2019, a National Teaching Award was institutionalized. The aim is to attract attention to the teacher role and provide role models of excellent teaching, i.e., extraordinary student engagement, critical reflection and high academic standards. The persons nominating should address how the nominee copes with the following criteria: Inspiring teaching, feedback to students, innovation and quality development of teaching, sharing of experience with colleagues and ensuring practical relevance. The person nominating is free to select an additional, sixth criterion of her/ his own choice⁷⁶. The prize is given by the Crown Princess of Denmark, which tends to ensure significant media attention. Rendering these awards visible is seen as a way to acknowledge and emphasise the importance of teaching in universities.

All universities have teaching awards. In addition, at the level of individual universities, it is now the norm among individual departments to confer prizes for teaching (see section 6.3).

Finally, at the course level, systematic student evaluations are conducted focusing on students’ perceptions of teaching quality. It varies whether student evaluations are conducted at departmental or other levels. Moreover, the standardization of questions and the degree of quantification varies from department to department. At the department of Political Science at

⁷³ <https://dkuni.dk/wp-content/uploads/2021/03/danish-framework-for-advancing-university-pedagogy-1.pdf>

⁷⁴ <https://dkuni.dk/wp-content/uploads/2021/03/danish-framework-for-advancing-university-pedagogy-1.pdf>, p. 2.

⁷⁵

https://econ.medarbejdere.au.dk/fileadmin/Employees/Economics_Business/Practical_info/Policies_etc/ECON_recruitment_promotion_policy_Aug2016.pdf

⁷⁶ <https://ufm.dk/uddannelse/videregaende-uddannelse/undervisningsprisen/opslaag-og-indstilling/bilag-2-indstillingsblanket-i-e-grant.pdf> (Danish only)

the University of Copenhagen, student evaluations include a mix of fixed and open questions (see examples in Appendix xx). The questions are a mix of the student's perception of his/ her own participation during the semester, how the teacher / supervisor has supported the student's learning including the common thread and the student's overall assessment of the course / supervision. The student's opinion of what has been inspiring and what he/ she thinks should be improved are addressed as well. During the pandemic and lock down questions about online teaching was included. In some instances, the course coordinator invites students and teachers to an evaluation meeting. In most cases, the Study Board handles the evaluations. It should be mentioned that we are moving away from the system described to a standard Faculty-wide template for course evaluation. The work is in progress.

The implementation of rules and regulations is not strictly standardized within the Danish system. Of course, the criteria related to the accreditation system influence practice. However, it is up to the various institutions/ universities to decide how they define, implement, measure and award teaching excellence. This mirrors a process-oriented approach, i.e., the adjustment of the initiatives to be implemented to the discipline in question, the local culture, resources etc.

	Definition/Scope of TE	Measurement
University Act	'The university is to conduct research and offer research-based education at the <i>highest international level</i> within its academic fields.' ⁷⁷	Quality assurance by institutions assigned to EQAR, European Quality Assurance Register
Ministerial Order on Job Structure (national/uni)	Same as in the University Act	'The university must ensure that the study programmes offered are based on sound and internationally recognised research to ensure the quality of the research-based teaching.' Further, 'academic staff performing teaching duties [should] have the necessary pedagogical-didactic competencies required to perform their specific teaching duties.' ⁷⁸
Danish Accreditation Institute (national)	'To develop programmes to an increasingly high level of academic quality and relevance.' ⁷⁹	A university must document its quality assurance system and work, on the basis of the criteria that address various quality aspects of the assurance system: assurance policy & strategy; management & organisation; programme knowledgebase, -level, -content & -relevance
Teaching Awards (national since 2019)	Award for excellent teaching in relation to the teacher's ability to involve, inspire, engage and stimulate the students' curiosity ⁸⁰ . The aim is to attract attention to the teacher role and provide role models for excellent teaching	The criteria ⁸¹ addresses extraordinary student engagement, critical reflection and high academic standard. Inspiring teaching, feedback to students, innovation and quality development of teaching, sharing of experience with colleagues and ensuring practical relevance
Teaching Awards (uni)	UCPH: appreciate high-quality university teaching	Same criteria as the national award ⁸² supplemented with research-based teaching

⁷⁷ The Danish Act on Universities § 2 (LBK nr 778 af 07/08/2019).

⁷⁸ <https://ufm.dk/uddannelse/videregaende-uddannelse/personaleforhold-pa-de-videregaende-uddannelsesinstitutioner/overenskomster-aftaler-og-stillingsstrukturer/MinisterialOrderno.1443of11December2019onJobStructureforAcademicStaffatUniversities.pdf>

⁷⁹ https://akkr.dk/wp-content/filer/akkr/Guide-to-institutional-accreditation_final.pdf

⁸⁰ <https://ufm.dk/aktuelt/pressemeddelelser/2021/fremragende-undervisere-bliver-fejret-og-hyldet-med-undervisningsprisen>

⁸¹ <https://ufm.dk/uddannelse/videregaende-uddannelse/undervisningsprisen/opslaag-og-indstilling/bilag-2-indstillingsblanket-i-e-grant.pdf> (Danish only)

⁸² The Universities used the criteria before the Ministry implemented the National Teaching Award.

Teaching Awards (faculty/department)	It is primarily at a departmental level teaching awards are in use.	An example: Department of Political Science, UCPH has a BA and a MA prize based on students' nominations and evaluations
Teaching and Learning Centres	At least one mandatory Teaching & Learning Programme for assistant professors and postdocs at each university to qualify for university teaching, collaboration with students and colleagues and continues development of teaching competences	Not a common standard. Participants receive a diploma or certificate if they fulfil the requirements (see section 5.3)
Teaching Academies	None in Denmark	
Student Evaluations	Is expected to be in place according to the University Act	Not a common standard. At the Department of Political Science, UCPH it is a mix of rating (from 1-5) and open-ended questions.
Other		

The qualifications of PhD supervisors' is described in the Ministerial Order on the PhD Programme at the Universities⁸³: 'The principal supervisor must be a recognized researcher within the relevant field, be employed by the institution and affiliated with the PhD school.' In other words, the supervisor should be an associate or full professor. Within the University Act there are only general statements about quality assurance of programmes. The most specific element about the PhD level concerned the responsibilities of PhD Committees, i.e., the Committee should comment on evaluations (University Act §16.b, 5).

3.4 Portugal

As mentioned above, there is no official or clear definition of teaching excellence in Portugal, although it is mentioned and measured at different levels and based on various criteria. The national regulation refers to guaranteeing "the high pedagogical, scientific and cultural level of the institution",⁸⁴ without ever defining what is this 'high level'. Still, all HEI, as well as the teaching programmes they offer, have to be accredited and periodically assessed. For this effect, and in the context of the Bologna Process, the Portuguese Agency for Assessment and Accreditation of Higher Education (A3ES), was created⁸⁵ with the purpose of promoting and ensuring the quality of higher education. This is rendered operational by the "assessment and accreditation of higher education institutions and their study programmes, and by ensuring the integration of Portugal in the European Quality Assurance System of Higher Education".⁸⁶ This assessment is based on each institution's performance and results⁸⁷. Regarding performance, the criteria include the scientific level of teaching, teaching and learning methodologies and students' evaluation processes; teaching staff qualifications and adequacy to the institution's mission; and the strategy adopted to guarantee teaching quality and the way it is accomplished, among others⁵⁸. Regarding results, the criteria include academic success or students' integration, among several others targeting the institution's social, economic and cultural impact⁵⁸. It should be noted that the accreditation of study cycles requires different teaching staff levels of adequacy and qualification⁸⁸.

⁸³ <https://ufm.dk/en/legislation/prevailing-laws-and-regulations/education/files/engelsk-ph-d-bekendtgørelse.pdf>

⁸⁴ Lei 62/2007 de 10 de Setembro, "Regime jurídico das instituições de ensino superior", *Diário da República*, 1ª Série, Nº 174, pp. 6358-6389. Retrieved October 11, 2021, from <https://dre.pt/application/file/640244>

⁸⁵ Decree Law nr. 369/2007 of November 5.

⁸⁶ A3ES (n.d.) About. Retrieved October 11, 2021, from <https://www.a3es.pt/en/about-a3es/mission>

⁸⁷ Lei 38/2007 de 16 de Agosto "Aprova o regime jurídico da avaliação do ensino superior. *Diário da República* 1ª Série, Nº 157, pp. 5310-5313. Retrieved October 11, 2021, from <https://dre.pt/application/file/637086>

⁸⁸ Decreto-Lei 65/2018 de 16 de Agosto. *Diário da República*, 1ª Série, Nº 157, pp. 4147-4182. Retrieved October 11, 2021, from <https://dre.pt/application/conteudo/116068879>; Decreto-Lei 115/2013 de 7 de Agosto. *Diário da República*, 1ª Série, Nº 151, pp. 4749-4772. Retrieved October 11, 2021, from <https://dre.pt/application/file/a/498425>

Study Cycle	% of tenured-track teaching staff	% of qualified teaching staff	% of specialised teaching staff
BA	60%	50% with PhD	50% in the area of studies, of which 60% with PhD
MA	75%	60% with PhD	50% in the area of studies, of which 80% with PhD
PhD	75%	100% with PhD	75% with PhD in the area of studies 75% integrated in R&D units classified with, at least, Very Good in the national assessment by FCT

Regarding PhD supervision, supervisors have to hold a doctorate in the area of expertise of the PhD research.⁸⁹

Portuguese universities are required to assess teaching staff and students' pedagogical performance and results. This is achieved by a survey applied to each curricular unit offered. The criteria include teaching methodologies, staff knowledge transfer skills, readings and pedagogical materials made available, and evaluation methods adopted. Surveys also include a qualitative field where students can reflect on the teaching-learning process overall. Teaching staff surveys relate mainly to the assessment of each curricular unit taught, including the identification of strengths, weaknesses and dimensions to be improved.

At the University of Coimbra, for instance, the teaching and learning survey for BA and MA students is composed of 15 items requiring quantitative answers and evaluating three main dimensions, each with a summary question⁹⁰ (see full survey in Appendix). The dimensions are

- 1) curricular units (adequacy of workload, appreciation of the quality of learning, adjustment of theoretical/practical issues, perception about the development of analysis and critical skills);
- 2) operating conditions of the study programme (adequacy of classrooms and other facilities, library, software and other resources);
- and 3) teachers' performance (clarity in the subjects taught, promotion of student self-learning, global evaluation of the teacher quality).⁹¹

Regarding PhD students the University of Coimbra applies two surveys: one after students complete their coursework (Moment A) and another one, once they submit their thesis (Moment B) (see full survey in Appendix). Moment A is geared towards first year students and includes four dimensions: training and research support; training and research activities; teaching staff and coordinators performance; and PhD supervisors' performance. Moment B targets students already working on their thesis and addresses five dimensions: programme's organisation, infrastructure and environment; training quality; teaching staff performance; PhD supervisors' performance; and institution's support regarding scientific production and international mobility. It also includes a couple of questions regarding their thesis, one of them focused on any existing delays or issues of relevance to explain their PhD path.

It should be noted that since the beginning of COVID-19 pandemic, the University of Coimbra surveys include specific questions on the adequacy of the University's Contingency Plan regarding means and initiatives in terms of students' support, cultural and sports' initiatives, and study plans' changes.

⁸⁹ Universidade de Coimbra (2020) Regulamento Académico da Universidade de Coimbra. Retrieved November 26, 2021, from https://www.uc.pt/regulamentos/qa/vigentes/Regulamento_805_A_2020_24_09_RAUC

⁹⁰ Alarcão, Madalena; Murta, Fátima Sol; Barreira, Carlos (2020) "IQAS and continuous improvement in the quality of the teaching and learning process : an experience at the University of Coimbra" in Huet, Isabel; Pessoa, Teresa; Murta, Fátima Sol Excellence in Teaching and Learning in Higher Education: institutional policies, research and practices in Europe. Coimbra: Imprensa da Universidade de Coimbra, pp. 96.

⁹¹ Alarcão, Madalena; Murta, Fátima Sol; Barreira, Carlos (2020) "IQAS and continuous improvement in the quality of the teaching and learning process : an experience at the University of Coimbra" in Huet, Isabel; Pessoa, Teresa; Murta, Fátima Sol Excellence in Teaching and Learning in Higher Education: institutional policies, research and practices in Europe. Coimbra: Imprensa da Universidade de Coimbra, p. 97.

	Definition/Scope of TE	Measurement
RJIES (on universities)	“the high pedagogical, scientific and cultural level of the institution” ⁹²	Performance: scientific level of teaching, teaching and learning methodologies and students’ evaluation processes; teaching staff qualifications and adequacy to the institution’s mission; and the strategy adopted to guarantee teaching quality and the way it is accomplished Results: academic success or students’ integration, among several others targeting the institution’s social, economic and cultural impact ⁹³
Degrees and Diplomas (on study programmes)	Qualification and adequacy of teaching staff	the necessary scientific competencies required to perform specific teaching duties.
Portuguese Accreditation and Assessment Agency (national)	“to promote the improvement of the performance of higher education institutions and their study programmes and to guarantee the fulfilment of the basic requirements for their official recognition” ⁹⁴	University accreditation and assessment Study programmes’ accreditation and assessment
Teaching Awards (uni)	Depends on the University	An example: University of Coimbra – innovative pedagogies
Teaching Awards (faculty/department)	Depends on each faculty/department	An example: Faculty of Economics, University of Coimbra – innovative teaching methodologies; student assessment of teaching staff
Teaching and Learning Centres	Depends on the University	Example: Academic Development Unit (Instituto Superior Técnico); Pedagogical Innovation Unit (Universidade do Porto)
Student Evaluations	Are expected to be in place according to RJIES	Not a common standard. At the University of Coimbra, for BA and MA, it is composed of 15 items requiring quantitative answers and allowing for qualitative comments; for PhD, it involves two moments, when finishing coursework and when submitting the thesis.

3.5 The Netherlands

The Dutch approach to teaching in higher education has become more standardized in recent years. When looking at the different levels and tools for managing the quality of higher education teaching several core elements are worth noting:

- National accreditation mechanisms of new and existing programmes by a national accreditation organisation (the NVAO)
- Since 2016 the introduction by the NVAO of institutional audits where each university will be evaluated by external experts on their quality assurance
- The introduction in 2008 of a Basic Teaching Qualification Scheme (BKO)

In addition, there are “soft elements”, such as national and university-wide (as well as faculty or department wide) teaching awards.

⁹² Lei 62/2007 de 10 de Setembro, “Regime jurídico das instituições de ensino superior”, *Diário da República*, 1ª Série, Nº 174, pp. 6358-6389. Retrieved October 11, 2021, from <https://dre.pt/application/file/640244>

⁹³ Lei 38/2007 de 16 de Agosto “Aprova o regime jurídico da avaliação do ensino superior. *Diário da República* 1ª Série, Nº 157, pp. 5310-5313. Retrieved October 11, 2021, from <https://dre.pt/application/file/637086>

⁹⁴ A3ES (n.d.) About. Retrieved October 11, 2021, from <https://www.a3es.pt/en/about-a3es/objectives>

Furthermore, the practice of creating Teaching and Learning Centres at university- or faculty-level has increased among Dutch universities as has the creation of “Teaching Academies”. Sometimes, teaching awards and admission to teaching academies are being combined, such as at Leiden University, where an annual teaching prize leads to entry into the Teaching Academy and an award of 25.000 Euros to be spent on a teaching innovation project (see section 6 for more information).

In addition, at course level, student teaching evaluations are used systematically to evaluate the perceived (from a student perspective) quality of courses and instructors.

Taken together, these elements give some starting points on how desirable teaching traits are defined, measured and rewarded:

Research Universities	Definition of teaching excellence	Teaching awards	Teaching Centre	How is teaching advanced?	COVID impact on education
University of Amsterdam	The UvA strives to develop teaching methods whereby students work with social partners to create knowledge, analyse issues and solve problems (work placement, pressure cooker, outreach activities). In addition to acquiring knowledge, they also learn to share their insights.	The education team of the Faculty of Science is nominated for the Dutch Higher Education Awards. This is the highest award in Dutch higher education in recognition of educational innovation and improvement in higher education. Link here .	<u><i>UvA Teaching and Learning Centres</i></u> Goals: <ul style="list-style-type: none"> • <i>Renewal of education across the faculties</i> • <i>Lecturer development</i> • <i>Knowledge development</i> • <i>Knowledge exchange</i> • <i>Connection with the outside world</i> 	The University's income is expected to be 4% higher than in the 2019 budget, giving greater scope for both short-term and long-term investments in teaching and research.	The COVID-19 situation has stimulated a high degree of creativity at UvA Economics and Business (UvA EB). Link here .
VU University Amsterdam	Aims to make the world a better place by educating students to become responsible, critical and engaged academics who are keen to further their own personal and professional development. In its academic teaching, VU Amsterdam	N/A	N/A	Through initiatives such as small-scale teaching methods, such as practicals and seminars, provide a personal touch in student guidance. Wherever possible and relevant, the personal background and experience	N/A

Research Universities	Definition of teaching excellence	Teaching awards	Teaching Centre	How is teaching advanced?	COVID impact on education
	is keen to emphasize not only the practice of science, but also the societal value and relevance of the questions posed in the world of scientific and academic endeavour. Link here .			of students and teaching staff are incorporated into the educational experience.	
University of Groningen	The didactical methods that support the strategic vision centre around three concepts: contextualised learning, active and collaborative learning, and blended learning. The University contextualises learning activities by focusing teaching of foundational academic knowledge and skills on applications within specific academic or societal contexts. This enables students to discover meaningful relationships between abstract ideas and practical applications in the real world. Our teaching activities promote active participation and collaboration to stimulate and facilitate students to generate, exchange and integrate knowledge.	N/A	The new Teaching Academy Groningen (TAG) will play an important part in designing new teaching concepts and in successfully implementing blended learning. The University wants to lead the field in hybrid teaching and research. Link here .	To help our staff feel at home at different career stages, the University will invest in further developing communities for postdocs, tenure track staff, and educational professionals, as the Teaching Academy Groningen (TAG). The support programmes for these communities will be developed together with their members as well as their supervisors.	To optimise teaching activities, University of Groningen is now blending on-campus and online educational methods and tools, although face-to-face, on site education will remain a cornerstone of education. Combining the vibrant campus life with online and blended learning creates opportunities for meaningful social interaction between students and teachers. Digital technologies and the integration of various forms of online education in teaching increases possibilities for the personalisation and flexibility of education, which also facilitates life-long learning.
Leiden University	Teaching is both strongly driven and clearly fed by research: teaching that promotes intensive	BKO programme	<u>Leiden Teachers' Academy</u> Making the qualities of our best lecturers	The University devotes much attention to students; therefore, they express their opinions	Technological developments represent new opportunities for academic teaching.

Research Universities	Definition of teaching excellence	Teaching awards	Teaching Centre	How is teaching advanced?	COVID impact on education
	and active learning on the part of students, stimulates the development of academic and professional skills and offers flexibility for individual learning paths.		visible, developing them further and using them throughout the university. That is the aim of the Teachers' Academy, which Leiden University established in October 2014. The Leiden University Teachers' Academy is made up of 20 Teaching Fellows, each of whom has a passion for education.	about the teaching in evaluations at the end of each course, they award teaching prizes to the best lecturers and they have their say in teaching policy in the Leiden University Student Platform (LUS) (information in Dutch) and in the departmental teaching committees.	Digitisation in teaching contributes to such innovations as blended learning, the further internationalisation of teaching and the ability to reach new target groups. With the ICT & Teaching (ICTO) programme Leiden University is exploring innovative ways of using technology to strengthen teaching, both online and on campus; for both full-time students and for professionals.
Maastricht University	Teaching is mentoring, mentoring is teaching. There is a growing awareness that the boundaries between teaching and student guidance are administrative, rather than representing categorically different needs in students. Particularly when the learning process is seen as more than passively processing what is being presented by those who teach, the active guidance of students becomes part of teaching. The importance of this kind of guidance and its integral role in education are also	According to the Elsevier Best Studies Guide 2017, University College Maastricht has the best teachers in the Netherlands	N/A	Promoting Constructive, Contextual, Collaborative and Self-Directed (CCCS) learning when preparing and redesigning courses. Link here .	CCCS learning design.

Research Universities	Definition of teaching excellence	Teaching awards	Teaching Centre	How is teaching advanced?	COVID impact on education
	acknowledged in UM's Quality Agreements, which amongst other things stresses the need for a well-developed system of mentoring for all UM students.				
Radboud University Nijmegen	The NSM provides teaching that enables students to develop into graduates who can act responsibly and independently in acquiring, generating and disseminating knowledge and insights in the aforementioned domain and in assessing the practical implications of this knowledge and these insights.	N/A	N/A	Plans: extra investments are required to achieve improvements in the provision of teaching, increase the use of ICT in teaching, implement further student-activation measures and reduce the provision of individual teaching. These developments increase the workload on the academic staff, an increase on which the NSM is not always able to exert a direct influence. Nevertheless, a cohesive package of measures addressing this theme is urgently required in view of the excessive workload that is now imposed on some individuals and groups. Link here .	
Erasmus University College	EUC education aims to help students develop into critical world citizens, provide students with a broad educational basis based on active learning in connection with a large skill set that enables them to tackle a variety of	N/A	N/A	N/A	N/A

Research Universities	Definition of teaching excellence	Teaching awards	Teaching Centre	How is teaching advanced?	COVID impact on education
	<p>situations and guide them in the development of their academic, professional, and personal skills. Link here.</p>				
Tilburg University	<p>Future-oriented teaching encourages students to ask new questions and to develop creative ideas relevant to problems in the social domain. They learn 21st century skills to be able to operate successfully at a high level in future professions and employment situations. These include knowledge of various disciplines, the ability to take on responsibility, and the capacity to practice slow thinking.</p>	<p>Every year, the Teacher of the Year Election chooses the best teacher of Tilburg University. This teacher is then nominated for the national Teacher of the Year election, which is organised by the ISO. Each student can cast one vote.</p>	N/A	<p>Working on a special combination of transfer of knowledge, training of skills, and weaving of character, which together shape students into enterprising thinkers – thinkers who act, and act for the benefit of others and society.</p>	
Utrecht University	<p>“Education at Utrecht University is based on a vision that is based on a challenging study climate and education that does justice to the various ambitions and talents of students.”</p>	<p><u>Teacher Awards</u> Every year, the Executive Board awards two teacher awards: the Teacher of the Year Award and the Teacher Talent Award. Awards for excellent and</p>	<p><u>Teaching & Learning Lab</u> The Teaching & Learning Lab (TLL) is the teaching laboratory at Utrecht University for lecturers, students, didactic researchers and companies. It is a place to jointly explore, develop and test new possibilities in educational practice. Lecturers innovate their education and</p>	<p><u>Honours Teaching course</u> This course focuses on further professionalization of lecturers in honours didactics. Participants in the course can learn with and from each other by jointly delving into honours teaching, exchanging knowledge and experiences with each other, and thus developing into a network of teacher experts with a vision on honours programs</p>	<p>Steps being taken: 1. Online teaching is not a substitute 2. Listening to students’ needs should be a priority 3. Safeguarding the quality of our programmes is crucial 4. Addressing growing inequalities in academia 5. Taking steps now to prepare for the near future Link here.</p>

Research Universities	Definition of teaching excellence	Teaching awards	Teaching Centre	How is teaching advanced?	COVID impact on education
		innovative teachers Study associations nominate the candidates. A jury consisting of teachers and students selects the winners.	inspire colleagues with new ideas. Link here . <u>Teaching Academy UU (TAUU)</u> The Teaching Academy Utrecht University (TAUU) is part of the Center for Academic Teaching. TAUU is a network for and by all lecturers at Utrecht University. Its mission is to improve the quality of university education by bringing together teachers from different faculties to learn from each other, find inspiration, collaborate and innovate.	within Utrecht University. Link here . Good education is provided by excellent teachers, who are enabled to improve and innovate their education. Since the 1990s, extra attention has been paid in Utrecht to the professionalization of teachers. Utrecht University was the first university in the Netherlands to introduce both basic and senior teaching qualifications, among other things, and the teaching career has been extended to full professorship.	
University of Humanistic Studies	“The strength of programmes is the interaction between theory and practice. Students not only gain scientific insight into worldview-related issues and the structure and nature of contemporary society, but also learn how to apply this knowledge in practice. They learn how to support individuals in their pursuit of a meaningful life and how they can contribute to a fairer and more humane society.”	N/A	N/A		

Documents on strategic vision of Dutch research universities outline a similar understanding of the scope of teaching excellence and its future development. This shared view emphasises the significance of contextualised learning as a result of teaching knowledge and skills that can be directly applied within specific academic or societal contexts. Teaching is seen as future-oriented since students are motivated to ask new questions and think about potential emerging challenges in the real world. This way, academics have the duty to actively guide students to use their knowledge to find solutions to problems in the social domain, by bridging the gap between theory and practical applications, eventually preparing students for future careers.

Besides, in order to further advance teaching excellence, some universities such as UV University Amsterdam are implementing more personalised teaching methods, which when relevant and possible incorporate personal background and experience of students and academic staff into the educational experience. Extra investments are also planned by universities like Radboud University Nijmegen and University of Amsterdam to improve the provision of teaching, implement student-activation measures and the use of ICT in teaching.

3.6 Wider European Perspectives

The right to quality and inclusive education, training and lifelong learning is proclaimed in the **European Pillar of Social Rights** jointly adopted by EU Heads of States and governments at the 2017 Gothenburg Social Summit, as its first principle.

In May 2020 the Advisory Group on Learning and Teaching of the Bologna Follow-up Group presented to the Ministers and national authorities of the **European Higher Education Area (EHEA)** a set of recommendations for the enhancement of European higher education learning and teaching⁹⁵. Signatory countries of the Bologna Process were invited to “foster continuous enhancement of teaching” and to “strengthen higher education institutional and systems’ capacity to enhance learning and teaching”. These recommendations came with a series of proposed actions, among others supporting higher education institutions in enhancing the continuous professional development of teachers. Furthermore, the Advisory Group recommended the allocation of appropriate and stable funding and resources, and the adoption of fit for purpose regulatory frameworks when needed, in order to enable higher education institutions to develop innovative and **high-quality teaching and learning environments**. Countries were invited to explore ways to stimulate and support cross-border exchange of good practice on these issues throughout the EHEA.

In its **Communication on Achieving the European Education Area by 2025**⁹⁶, the European Commission has outlined in 2020 its vision for quality in education at EU level. The communication lists a series of new initiatives for “lifting quality in education” in coordination with the EU Member States and the stakeholders. The same year the European Commission also adopted a **Communication on the new ERA for Research and Innovation**⁹⁷ announcing the delivery of a toolbox of support for researchers’ careers by the end of 2024. This toolbox includes amongst others a **European Researchers Competence Framework** that aims to enable widespread recognition of the competences and career development of researchers in various stages of their careers. The new framework “will support comparable and interoperable research careers across countries by identifying a set of core skills and modernising rewarding systems”.

The Communication on the new ERA also announces moves towards the improvement of the **research assessment systems**. In its related May 2021 conclusions⁹⁸, the EU Council highlights “the need to explore more talent-based and diversity-sensitive quality measurement, going beyond publication and citation metrics” and taking into account other criteria including teaching.

⁹⁵ Rome Ministerial Communiqué Annex III (2020). *Recommendations to national authorities for the enhancement of European higher education learning and teaching*

⁹⁶ European Commission (2020). *Communication on Achieving the European Education Area by 2025 (COM/2020/625 final)*. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020DC0625>

⁹⁷ European Commission (2020). *Communication on A new ERA for Research and Innovation (COM/2020/628 final)*. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2020%3A628%3AFIN>

⁹⁸ Council of the European Union (2021). *Deepening the European Research Area: Providing researchers with attractive and sustainable careers and working conditions and making brain circulation a reality – Council conclusions*. <https://www.consilium.europa.eu/media/49980/st09138-en21.pdf>

This broadened and holistic perspective is further reiterated in the scoping report⁹⁹ released by the European Commission in November 2021 presenting the findings from the consultation of stakeholders on this issue. The report explicitly refers to teaching as one of the components “of broader academic assessment”. The report concludes that “a European initiative dedicated to improving research assessment may be seen as an opportunity for universities to also consider how to best balance the various activities of academics in their evaluation”.

Given the dual role of universities in education and research, there is no doubt that both these developments will have direct links with the issue of teaching quality/excellence.

At the PhD level, the Marie Skłodowska-Curie Actions (MSCA) Unit of the European Commission issued in the spring 2021 a set of recommendations which aim at serving as a reference for host institutions and supervisors to ensure that researchers who receive MSCA funding are adequately supervised throughout the duration of their research project (MSCA guidelines on supervision¹⁰⁰).

Teaching excellence also lies at the very heart of the **European Universities Initiative** that was launched in 2017 and has seen 41 pilot Alliances selected since then. The whole initiative aims at reinforcing excellence in education and research. In its related conclusions in May 2021¹⁰¹, the Council of the EU stated that European Universities will help to “boost the excellence dimension of higher education, research and innovation”. There is certainly a lot to expect from the implementation of these Alliances in the evolution of the definition of teaching excellence and its manifold aspects.

Last but not least, the action 13 of the first **policy agenda of the European Research Area** for 2022-2024 adopted by the Ministers for Research of EU Member States in November 2021¹⁰² foresees the development of a future “**European Excellence Initiative**”. This new initiative that the European Commission, Member States and stakeholders will soon start to elaborate aims to scale up existing national initiatives on excellence (e.g. Finland, France, Germany, Poland, Spain, etc.).

In continuation we present the views from representatives of Coimbra Group Universities in the Education Innovation and Doctoral Studies Working Groups on how excellence is defined and measured at their respective institution (direct quotations). These responses were collected through internal network consultations. They provide an interesting snapshot and good understanding of the variety of institutional approaches and national contexts existing across Europe.

Austria (University of Graz)

Although excellence in university teaching is not explicitly defined at the University of Graz, there is a common understanding that teaching and learning are *processes* in which both teachers and students are involved. It follows that successful teaching is a shared responsibility between students and teachers. Two essential concepts come up in this regard: student-centred and research-oriented. At this institution, successful teaching is evaluated in two ways: first, every course is evaluated on a compulsory basis, and within a certain period from its ending date; second, students can submit voluntary evaluations, at any time.

In addition to the institutional course evaluation, a variety of feedback tools are available to enable teachers to collect students' opinions and, if necessary, initiate mid-term amendments and further develop the teaching/learning setting. In this University, therefore, evaluations of teaching methods and practices feed into the improvement of teaching itself.

⁹⁹ European Commission (2021). *Towards a reform of the research assessment system – Scoping Report*.
[file:///C:/Users/Emmanuelle.COIMBRA/Downloads/KI0921484ENN.en%20\(6\).pdf](file:///C:/Users/Emmanuelle.COIMBRA/Downloads/KI0921484ENN.en%20(6).pdf)

¹⁰⁰ <https://ec.europa.eu/research/mariecurieactions/about-msca/msca-guidelines-on-supervision>

¹⁰¹ Council of the European Union (2021). *Conclusions on the European Universities initiative - Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education*.
<https://data.consilium.europa.eu/doc/document/ST-8658-2021-INIT/en/pdf>

¹⁰² Council of the European Union (2021). *Future governance of the European Research Area (ERA) – Council conclusions*.
<https://data.consilium.europa.eu/doc/document/ST-14308-2021-INIT/en/pdf>

Alongside to students' evaluations of teaching, an institutional auditing process takes place every seven years. Then, the university's processes regarding teaching and research (amongst others) are certified. Therefore, the university itself is responsible for the implementation of quality teaching.

Finland – University of Helsinki

At the University of Helsinki, newly recruited academic personnel have to undergo a teaching assessment evaluation. For this, faculties refer to standardized assessment matrices to evaluate the newly recruited colleague's teaching skills. "At the University of Helsinki, teaching skills are assessed when recruiting teaching and research staff, as well as when applying for the title of docent. The assessment of teaching skills must take into account the applicant's teaching skills as a whole. The assessment must take into consideration the areas of teaching skills stated in the Regulations of the University of Helsinki (section 34): teaching experience, pedagogical training, the ability to produce learning material, other teaching merits and, if necessary, a demonstration of teaching skills, as well as participation in doctoral education. A five-step written scale, that conforms to section 37 of the Regulations on Degrees and the Protection of Students' Rights, in which the grade Good represents the intermediate level, will be used for the assessment."¹⁰³

France (University Paul-Valéry of Montpellier, University of Poitiers)

In France, excellence is measured at a national level. A national commission has so far granted promotion to those having good teaching, research and administrative records. The same criteria are applied to everyone within a discipline (type of courses given, number and quality of publications, involvement in the life of research and the life of an institution, etc.).

At the University Paul-Valéry of Montpellier, for example, such a promotion could also be granted at a local level as well, with local criteria that may or may not favour research or teaching.

There are projects at the University of Poitiers to develop excellence in Bachelor and Master levels. Since 2018, the institution aims to develop various teaching and learning methods using four different Moodle platforms: Updago (local): all students at the university (30000 students); e-notitia (local): all paramedical formation of the Nouvelle Aquitaine Region (11000 students); clom EDH (local): MOOC for human rights learning and teaching; SIDES-NG (national): Health studies.

Germany (University of Cologne, Friedrich Schiller University Jena)

At the University of Cologne excellent teaching is defined by the following aspects, which form a basis for the planning and implementation of the teaching offered.

- Human dignity, democracy and freedom are the foundation of our education. Therefore, good teaching always aims at subject-specific and interdisciplinary education and competence promotion based on the responsibility for respecting human dignity, for preserving peace, freedom and equality, for democracy, diversity, tolerance.
- Teaching at the University of Cologne is characterised by the unity of excellent research and teaching. In this sense, the University of Cologne practices methods of research-oriented teaching and learning in all stages of study. Excellent teaching pursues the goal of fostering a scientific habitus in students that is characterised by critical, reflective and rational thinking and action as well as the perpetual pursuit of new knowledge. It is based on scientific and ethical integrity, the rules of good scientific practice and is characterised by a systematic scientific approach. The University of Cologne is equally committed to a disciplinary, interdisciplinary and transdisciplinary approach.
- Excellent teaching is characterised by an inspiring, constantly renewing culture of quality and teaching/learning. The University of Cologne promotes an inspiring, performance-oriented, participative and supportive teaching/learning culture as well as a culture of free discourse and debate, which is particularly characterised by mutual appreciation and constructive feedback. Furthermore, the university understands diversity as inspiring for innovation and knowledge, and therefore also promotes internationality, multilingualism and interculturality.

¹⁰³ https://www2.helsinki.fi/sites/default/files/atoms/files/bytdk_teaching_skills_assessment_matrix_010418.pdf

- Excellent teaching enables students to assume social responsibility and to engage in dialogue and transfer. The University of Cologne supports all actors in teaching and learning so that they can contribute scientific knowledge with a lasting effect to society and help find solutions to the great challenges of our time. In particular, good teaching works towards an informed, critically reflected, ethically and socially responsible handling of small and big data as well as artificial intelligence and thus strengthens the digital sovereignty of students.

Within its own quality management system, the University of Cologne has transferred these guiding principles into questionnaire-items and monitors their fulfilment through various quantitative survey formats as well as through fixed discussion events in which all status groups (teachers, students, etc.) should participate.

The Friedrich Schiller University Jena has formulated principles of good teaching that apply university-wide in its “Teaching Strategy 2025”. The elaborated Strategy 2025 for Teaching documents the results of the panel of experts’ strategic work of the Academy for Teaching Development and includes the perspectives from the faculties, as well as the interested University public that were taken into account during the development process. This teaching strategy takes up current positions of the University departments on challenges, objectives and needs in teaching. At the same time, it provides the basis for a targeted further development of teaching across the University. Within this strategy, there is scope for pooling interdisciplinary activities as well as for designing subject-specific learning opportunities. Basically, the expert panel of the Academy for Teaching Development acts as a think tank for the further development of Teaching at the Friedrich Schiller University and regularly deals with current challenges in the field of teaching.

In Germany, there is no official definition of excellence in doctoral supervision by national authorities. The doctoral training phase is also not part of external accreditation which was imposed on German higher education institutions by some states as an external element of quality assurance when the Bologna reform was introduced. The main reason is that doctoral candidates are considered to be early-stage researchers, i.e. they are active and substantial contributors to the scientific community and not students anymore (this is in line with the [Salzburg II Recommendations](#)¹⁰⁴ of the Council of Doctoral Education of the European University Association, 2010). Therefore, while doctoral training is referred to as third cycle of the Bologna Process, it is fundamentally different from the first two cycles due to its focus on research. Most German universities reject an over-regulation and standardisation of this phase as well the accreditation of the PhD examination procedure (e.g. Statement by the German University Association of Advanced Graduate Training UniWiND “[On a General Concept of the Doctoral Training Phase](#)”, 2014¹⁰⁵). This doesn’t mean that there is no quality awareness. For instance, the Friedrich Schiller University Jena relies on the development and establishment of quality standards that are binding throughout the university (policy level), as well as on a broad range of measures for individual support (service level).

In the university’s “Guidelines for the doctoral phase at the Friedrich Schiller University Jena” (2021), it reads:

“Good supervision must find the appropriate individual balance between granting freedom for independent research and providing professional and social support. It focuses above all on supporting the independent research activity of doctoral researchers, on high quality and scientific relevance of the research, including the communication of the rules of good scientific practise and the monitoring of compliance with them, as well as the completion and submission of the dissertation in an appropriate time frame. In addition, good supervision supports the introduction to the national and international scientific community, gives advice on meaningful qualification content and suitable professional career steps, and motivates and supports doctoral researchers in challenging phases.”

Ireland (National University of Ireland Galway and Trinity College Dublin)

Excellence is a core value of the National University of Ireland Galway’s Strategy and there are a number of specific priorities and target activities for implementation over the period 2020-2025¹⁰⁶.

¹⁰⁴ <https://eua.eu/resources/publications/615:salzburg-ii-%E2%80%93-recommendations.html>

¹⁰⁵ https://www.uniwind.org/fileadmin/user_upload/Stellungnahmen_Positionen/141124_Stellungnahme_Englisch_final.pdf

¹⁰⁶ <http://www.nuiqalway.ie/strategy2025/excellentnuiqalway/>

In terms of reflecting excellence for academic staff progression and promotion there are details of indicators used in the Procedure for Progression from Lecturer to Lecturer¹⁰⁷ and in the Promotion Guidelines¹⁰⁸.

In what concerns Teaching and Learning, NUI Galway have a Centre for Excellence in Learning & Teaching, which facilitates discussion as well as providing training and development opportunities for those who teach and support learning.

At Trinity College Dublin (TCD), while ‘excellence’ is defined and measured in a variety of ways across the various spheres of operations within the University, excellence in teaching and learning is defined and driven by Trinity Strategic Plans (2014-2019 and [2020-2025](#)¹⁰⁹) with governance structures established to plan and deliver on the vision of the Plans. The Trinity Strategic Plan (2014-2019) set out to ‘renew the Trinity Education’ through the achievement of objectives on ‘curriculum renewal, development of ‘21st Century skills’, and ‘employer relations and skills’ with the Trinity Education Project (focused on undergraduate programmes) established to oversee the delivery of the strategic objectives. This work of continuous pedagogical renewal continues under the Trinity Strategic Plan (2020-2025) through its goal to ‘...practice next-generation teaching and learning’. Strategic objectives include ‘...a major and systemic renewal of all facets of postgraduate education’, the establishment of ‘...a new Curriculum Hub to provide a centre for continuous and pedagogical renewal’ and ‘implement a full-spectrum digital learning strategy...’. A governance structure to deliver the programme of renewal is being established. Trinity has rigorous programme approval processes aimed to ensure that the curriculum design is informed and aligned with excellence in pedagogy, discipline-based expertise, external professional statutory regulatory bodies, where applicable, and national and international good practice and national and European quality standards. Moreover, Trinity’s External Examiner system ensures that academic standards are maintained and enhanced and that the academic excellence of Trinity’s programmes are benchmarked with comparator institutions worldwide. The institution also maintains a cycle of internal quality reviews which ensures that on a periodic basis: Schools, programmes and Trinity Research Institutes are subject to an external quality review.

Norway (University of Bergen)

Since 2020 all University of Bergen’s (UiB) seven faculties have implemented a reward system where individual staff members can apply for the distinction Excellent Teaching Practitioner (ETP) based on proven merit and commitment to teaching and educational excellence. This reward system varies slightly from faculty to faculty, implying there is no overall definition of excellence in teaching. Each of the faculties have developed a set of governing criteria applicants must meet to be awarded status as an Excellent Teaching Practitioner. These criteria are based on the principles of Scholarship of Teaching and Learning (SoTL) and are slightly adapted to each of the different faculties. As an example, the following criteria are developed and used at the Faculty of Mathematics and Natural Science:

1. Focus on student learning
2. Clear development over time
3. A scholarly approach
4. A collegial attitude and practice

Poland (Jagiellonian University in Kraków)

At the Jagiellonian University in Kraków teaching excellence is understood as the development of teaching competences of the academic lecturers that effectively support students in their learning process. Based on the criteria of professional evaluation, the following indicators are taken into account: managing educational projects, student evaluation of teaching, improving the educational offer, conducting research in the field of academic didactics, international cooperation in this area.

¹⁰⁷ [http://www.nuigalway.ie/media/registrar/promotionaldocumentation/Procedure-for-Progression-from-Lecturer-\(below-bar\)-to-Lecturer-\(above-bar\)-\(word\).pdf](http://www.nuigalway.ie/media/registrar/promotionaldocumentation/Procedure-for-Progression-from-Lecturer-(below-bar)-to-Lecturer-(above-bar)-(word).pdf)

¹⁰⁸ <http://www.nuigalway.ie/media/registrar/academicpromotions/files/Promotions-Guidelines-Round-4.pdf>

¹⁰⁹ <https://www.tcd.ie/strategy/trinity-strategy.pdf?v=1>

Romania (Alexandru Ioan Cuza University of Iași)

At the Alexandru Ioan Cuza University of Iași there are several important documents (e.g., the University Chart and subsequent regulations) that define professional performance as balanced teaching and research achievements, against standards agreed by the academic community. Each member of the teaching and research staff is assessed yearly, based on a grid resulted from standards and associated specifications. Performance in teaching activities is assessed from different perspectives (students, colleagues, and self-assessment), with indicators addressing management of teaching and learning contexts (including interactivity, time management, complementary support for students).

Spain (University of Barcelona)

The University of Barcelona doesn't have a single definition of teaching excellence, but it can be identified through the dimensions:

- How the teacher plans teaching programs.
- Evidence on the professional performance of the teacher: innovation in teaching, educational research, dissemination of innovation activities, teaching management activities, external recognition.
- Professional training on teaching.
- Assessment of academic leaders: director of the department, training program coordinators, deans.
- Student opinion.
- There is a [general process of teacher evaluation](#)¹¹⁰ at the University of Barcelona in which each one prepares a self-report where he reflects on the teaching he carries out, the results of the teaching activity, the satisfaction of the students and, in addition, he presents the most relevant teaching merits of the period being evaluated, specifying their repercussion on the teaching task.

Sweden (Uppsala University)

Excellence in teaching is described at Uppsala University as “a high level of teaching expertise that is clearly distinguishable from the basic level, in a manner similar to the distinction between an Associate Professor’s academic skills and those represented by a doctoral degree”.

Establishing to which extent a teacher has attained this level is carried out through the formal process of Admittance of Excellent Teachers, in place since 2010, where the quotation above can be found. This regulation notes that teachers are to document their qualifications in a teaching portfolio, and that the assessment of their qualifications may be supplemented by interviews and teaching skills tests.

The actual responsibility for this process, however, resides with the university’s domain or faculty boards, to which applications should be directed. More specific requirements, and criteria for approval of distinguished teachers (the term distinguished has now superseded that of excellent) are formulated by each domain/faculty board. They are expected to reflect the general criteria for educational expertise set out in the [Appointment Regulations for Uppsala University](#)¹¹¹ (“Teaching expertise refers to educational qualifications. In assessing teaching expertise, teaching quality must be the primary consideration. Consideration must also be given to the scope of teaching experience, in terms of both breadth and depth. Furthermore, consideration must be given to the capacity to plan, initiate, lead and develop education, and to the ability to base teaching on research. Teaching expertise should also include the ability to collaborate and engage with the wider community through education.”), but beyond that, they vary between the domains/faculties. These local criteria are not summarized here, but the influence of SOTL (Scholarship of Teaching and Learning) ideas and practices are noticeable. As an example, please find here the Faculty of Law’s [Guidelines for granting Excellent Teacher status](#)¹¹².

¹¹⁰ <http://www.ub.edu/gtr/avaluacio.html>

¹¹¹ <https://regler.uu.se/document/?contentId=92570>

¹¹² https://www.jur.uu.se/digitalAssets/763/c_763814-l_1-k_riktlinjer-excellent-larare-jurfak-rev-2018_eng.pdf

Switzerland (University of Geneva)

At the University of Geneva courses are evaluated by means of a questionnaire sent to students at the end of the semester. These questionnaires have been validated by all faculties, which have agreed on common criteria for evaluating the quality of teaching through student feedback. The four main questionnaires are available in FR/ENG and address, among other things: objectives, method, structure, material, instructions, availability, interest, participation, etc. (see examples: [lessons¹¹³](#), [seminars¹¹⁴](#), [practices¹¹⁵](#), [exercises¹¹⁶](#)). These dimensions of teaching quality are measured through students' opinions via online surveys or focus groups when the number of students is small.

The quality of teaching at the University of Geneva is also addressed through programme evaluation. This is based on [quality dimensions](#) aligned with national (AAQ) and European (ESG) standards. These quality dimensions¹¹⁷ are analysed through a self-evaluation by the programme committee and are also translated into questions addressed to students and recent graduates in surveys carried out by the Observatory of Student Life.

Teachers who have innovated can submit their project for the [pedagogical innovation award¹¹⁸](#). The prize is awarded after analysing the innovation through an evaluation grid exploring several aspects considered important to determine the creative dimension of the teaching practices (break with old practices, student autonomy, transferability, etc.). These dimensions were established by the Pedagogical Innovation Committee.

UK (University College London)

The United Kingdom has national teaching excellence and teaching qualification schemes. The teaching excellence scheme, known as *Teaching Excellence and Student Outcomes Framework* (TEF), was introduced by the Government of England's Department of Education in 2016¹¹⁹. Universities are assessed on teaching, learning and employment.

Its main objectives were to better inform students' choices about where to study and what to study, raise esteem for teaching, recognize and reward excellent teaching and better meet the needs of employers. Universities and other higher education providers can participate in the scheme on a voluntary basis. However, when they opt-in, they are assessed and evaluated, and the results are publicly available. As the results of the TEF assessment provide an indication of how well a higher education provider delivers education for students, the results are used by universities to attract students and to set a higher annual fee.

By looking at the assessment criteria, it is possible to infer what is understood as being indicative of outstanding teaching. The TEF's assessment criteria include primary and supplementary metrics. The main criteria, which student-centred and focused on teaching and learning outcomes, are: continuation rates, student satisfaction and employment outcomes (for undergraduate students). Supplementary metrics include grade inflation, sustained employment and above median earning threshold. The TEF scheme's assessment rationale can be summed up in one sentence "Teaching quality is best considered in the context of students' learning". Therefore, the UK approach to assessing teaching excellence focuses on outcomes and impact on students, on the teacher's ability to enable students' learning and enhance their employability.

¹¹³<https://evalens.unige.ch/evasys/public/online/index/input?routing=changeLang&ONLINEID=86045893968959989656304084995258120796706>

¹¹⁴<https://evalens.unige.ch/evasys/public/online/index/input?routing=changeLang&ONLINEID=687170315412632564392291156261132253066504>

¹¹⁵<https://evalens.unige.ch/evasys/public/online/index/input?routing=changeLang&ONLINEID=88852754155281838800497274856830883209905>

¹¹⁶<https://evalens.unige.ch/evasys/public/online/index/input?routing=changeLang&ONLINEID=82807674146958873161609334424980324580637>

¹¹⁷ https://www.unige.ch/dife/files/6514/4016/7899/Dimensions_de_la_qualite_des_programmes_2015.pdf

¹¹⁸ <https://www.unige.ch/innovations-pedagogiques/prix>

¹¹⁹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/658490/Teaching_Excellence_and_Student_Outcomes_Framework_Specification.pdf

4. TEACHING QUALIFICATION SCHEMES AND NATIONAL QUALITY ASSURANCE REGULATIONS (BA, MA and PhD LEVELS)

4.1 General Remarks

During the last 50 years, governments have increasingly developed national quality assurance frameworks to promote a minimum level of shared standards. Such quality assurance frameworks typically include accreditation and re-accreditation processes for academic programmes (at BA or MA levels) and can also extend to a general evaluation of higher education institutions when it comes to their own quality control and quality assurance approaches.

4.2 Czech Republic

There is no qualification scheme or quality assurance regulation that would address the practice of teaching. The national quality assurance framework focuses on the composition of the faculty but does not go into detail.¹²⁰ All associate professors and full professors are considered (sufficiently) good teachers automatically to allow for programme accreditation and its continuation. The respective regulation elaborates extensively on the institutional structures and availability of the literature but does not pay much attention to what happens in the classroom. The section on teaching methods (Part D.IV) only states that accredited programmes should apply ‘up-to-date teaching methods corresponding with outcomes of the degree programme and approaches supporting active role of students in the teaching process’. Consequently, the internal university regulations and accreditation procedures focus on administrative aspects (formal requirements, existence of syllabi to compulsory courses) and the teaching aspect is considered only in the form of the ratio between lectures and seminars.¹²¹ Individual teachers and their competencies are reduced to the position and title, i.e., courses with significance for the programme as a whole must be guaranteed (not necessarily taught) by associate or full professors.

Similarly, PhD supervision regulation focuses more on the title and research experience than on skills and competences related to the supervision process itself. The rules for who may serve as a supervisor are set by individual programme boards and in various forms require the title of associate professor or professor or a distinguished research track in the field.¹²² No additional training or certification is needed.

Student evaluation is taken into consideration when an existing programme is evaluated, or its accreditation needs to be prolonged. As the survey responses suggest, however, it is more an exercise of ticking the box (there is student evaluation of the programme) than reflecting the answers in the programme design and evaluation.

4.3 Denmark

There is not a national teaching qualification scheme such as the Dutch BKO in Denmark. However, ‘Universities Denmark’s (the association representing the eight universities in Denmark) framework for advancing university pedagogy specifies in general terms what is to be expected of each of the three main categories of university positions (assistant, associate and full professors and a category of special educational tasks) in relation to developing teaching at the universities. Six elements should be taken into consideration: teaching and supervision of theses, assessment, quality assurance, collaboration with students, collaboration with colleagues and cooperation of quality assurance. These elements could be seen as minimum standards that teachers should meet. There are no measures, only expectations. An assistant professor ‘can work systematically to develop own teaching and thesis supervision based on teaching evaluations’ to ensure quality assurance. An associate professor should in addition to this expectation be able to ‘develop and test new formats for evaluating own teaching

¹²⁰ Government Regulation No. 274/2016 Coll., of 24 August 2016 on standards for accreditation in higher education, available at https://www.msmt.cz/file/43798_1_1/.

¹²¹ See for example: Charles University (2018) *The Accreditation Code*, available at <https://cuni.cz/UKEN-730.html>; Masaryk University (2019) *Masaryk University Degree Programme Quality Approval, Management and Evaluation Regulations*, available at <https://www.muni.cz/en/about-us/official-notice-board/mu-degree-programme-quality-approval-management-and-evaluation-regulations>.

¹²² This is a requirement directly derived from the Government Regulation No. 274/2016 Coll., see above.

and thesis supervision.¹²³ This is a tool for inspiration and support in the process of implementing teacher-training activities at all levels. The overall ambition is to align research and teaching.

A description of the quality criteria that should be taken into account in the institutional evaluations that is expected to take place every fifth year is found in the ministerial order on accreditation. This documents the universities' quality assurance systems. The Danish Accreditation Institution conducts the accreditation. The Danish national accreditation system aims to increase the academic quality and relevance of university programmes. An accreditation report must include a number of key figures illustrating graduates' unemployment, completion and student attrition, research publications, full-time academic staff/part-time academic staff ratio and student/ full-time academic staff ratio. Overall, there are five criteria to be dealt with in details that concern the programmes' demand and relevance: (a) employability, specifically the issue of whether graduates get a relevant job within (preferably) one year; (b) the attachment of the knowledge base of the programme to a relevant academic environment; (c) the connection between a programme's content and its stated learning outcomes; (d) whether there is an organisational set up to support student learning and completion (this includes a statement about the ways in which teachers' pedagogical qualifications are ensured and upgraded); and (e) the existence of an internal quality assurance system. Since the final assessment is based on an evaluation by a panel that includes both figures and text answers, it is difficult to make any quality assurance standards explicit. However, the overall driver is again the University Act and other legal frameworks as well as an evaluation of the learning goals, completion rates, and unemployment and so on. These are not factors over which universities have sole influence.¹²⁴

4.4 Portugal

There is no national teaching qualification scheme in Portugal. The only requirement to enter the teaching career is having a doctorate. It should be noted that for e-learning programmes, teaching staff are required to take specific training on Digital Competence courses, such as in the case of Universidade Aberta, a fully e-learning university. Universidade Aberta was established in 1988 and is the single public distance learning higher education institution in Portugal. Its mandate is aimed towards education without geographic borders or physical barriers, giving special emphasis to the expansion of the Portuguese language and culture in the Portuguese-speaking space (migrant communities and Portuguese-speaking countries).¹²⁵ It is also focused in organising, training and promoting access to knowledge, based on inclusive and sustainable pedagogical model and practices, promoting and valuing knowledge and cultural and social integration. It aims at being an innovative and sustainable institution, recognised and valued among Portuguese-speaking communities.¹²⁶ In its teaching dimension, the Strategic Plan 2019-2023 refers to the improvement of teaching quality, measured through the degree of student satisfaction with its programmes, and with positive external evaluation of its study offer¹²⁷.

In Portugal, it is the Portuguese Agency for Assessment and Accreditation of Higher Education (A3ES) that accredits the quality assurance frameworks of higher education institutions, thus confirming the quality and adequacy of the existing quality assurance mechanisms. The A3ES was established by Decree-Law no. 369/2007, on November 5, 2007, "with the purpose of promoting and ensuring the quality of higher education. The Agency is a private law foundation, established for an indeterminate period of time, with legal status and recognised as being of public utility. The Agency is independent in its decisions which must take into account the guidelines prescribed by the State. The assessment and accreditation regime to be developed by the Agency is defined in Law no. 38/2007, of 16th August".¹²⁸ The mandate of the Portuguese Agency is to assist in the process of "improving the quality of Portuguese higher education, through the assessment and accreditation of higher education institutions and their study programmes, and to ensure the integration of Portugal in the European quality assurance system of higher education".¹²⁹ This is translated in specific goals, namely:

¹²³ <https://dkuni.dk/wp-content/uploads/2021/03/danish-framework-for-advancing-university-pedaogy-1.pdf>

¹²⁴ https://akkr.dk/wp-content/filer/akkr/Vejledning_UA-eks_Okt-2019_eng.pdf

¹²⁵ Universidade Aberta (n.d.) "The University". Retrieved October 12, 2021, from <https://portal.uab.pt/en/auab/>

¹²⁶ Universidade Aberta (n.d.) "The University". Retrieved October 12, 2021, from <https://portal.uab.pt/conhecer-a-uab/>

¹²⁷ Universidade Aberta (2020) "Plano Estratégico 2019-2023: Por uma Universidade Aberta ao Mundo, Inovadora e Sustentável". Retrieved October 20, 2021, from <https://portal.uab.pt/wp-content/uploads/2020/08/Plano-Estrategico-2019-2023.pdf>, p. 30,

¹²⁸ A3ES (n.d.) "About A3ES". Retrieved October 20, 2021, from <https://www.a3es.pt/en/about-a3es>

¹²⁹ A3ES (n.d.) "Mission". Retrieved October 20, 2021, from <https://www.a3es.pt/en/about-a3es/mission>

- To develop the quality assessment of the performance of higher education institutions and their study programmes;
- To determine the accreditation criteria in order to translate their results into qualitative appreciations, as well as to define the consequences of assessment for the operation of study programmes and institutions;
- To promote the accreditation of study programmes and institutions, for the purpose of ensuring the fulfilment of the legal requirements for their recognition;
- To provide society with information on the quality of the performance of higher education institutions;
- To promote the internationalisation of the assessment process.¹³⁰

The A3ES exists for a little over a decade and its first regular accreditation cycle initiated in 2012.¹³¹ These cycles run for a period of five years. In the first cycle, all functioning study programmes were assessed and decisions on their accreditation or not were made accredited, with the process running between 2012 and 2017/18. This exercise allowed for a systematic and rigorous accreditation of the functioning study programmes, aiming to improve the global quality of higher education institutions in the country. After this first in-depth assessment of University's study programmes, the Agency considered a culture of exigency had been established in institutions, and that the minimum quality standards defined by legislation had been assimilated. A new cycle of assessment/accreditation started in 2018 and should last until 2023, starting from this assumption, that the assessment should be based on the principles of risk management and of institutional responsibility for the quality of Universities' educational programmes. In this second cycle, there has been a sampling system of study programme accreditation, combined with institutional audits, making this second cycle a lighter process, regarding institutions with above-average quality indicators, namely in terms of the qualification of the teaching staff, the quality of research, their performance in the first assessment/accreditation cycle, and also whether they have obtained certification for their internal quality assurance systems. The Agency intends to carry on with the production of periodic analyses of the Portuguese higher education network, its institutions and their educational provision.

4.5 The Netherlands

In the Netherlands both basic higher education teaching training and nation-wide quality assurance systems are in place. Training is organized within a national University Teaching Qualification framework. The so-called *Basiskwalificatie Onderwijs* (BKO or in English, Basic Teaching Qualification) was created between all Dutch universities in 2008 in order to provide a shared approach to establishing basic standards and qualifications for teaching in higher education.¹³² In 2008, all 14 Dutch universities signed an agreement to implement the BKO scheme in their universities and -crucially- to mutually recognise the BKO certificates of each other.¹³³ The general BKO document outlines basic principles (based, partially, on reference points from national and European quality assurance frameworks, such as outlined by the Dutch-Flemish Accreditation Organisation and by the European Dublin Descriptors¹³⁴) and allows for room for each university to implement and define criteria suitable for their specific emphasis on teaching aspects. In this way, there is both an agreed general bottom line agreement on the core elements of teaching competences as well as room for flexible elements. In addition, the fact that the general BKO agreement relies on national and European quality assurance frameworks reinforces the relationship between national quality assurance and European quality assurance baselines on the one hand and University-level teaching qualification schemes on the other.

The agreed basic template for organising any BKO scheme at a Dutch university include three broad categories, namely "content-related characteristics", "assessment-related characteristics" and "process-related characteristics"

¹³⁰ A3ES (n.d.) "Objectives". Retrieved October 20, 2021, from <https://www.a3es.pt/en/about-a3es/objectives>

¹³¹ A3ES (2018) "Strategic Planning". Retrieved October 21, 2021, from <https://www.a3es.pt/en/about-a3es/strategic-planning>

¹³² See Vereniging voor Samenwerkende Nederlandse Universiteiten (VSNU) „University Teaching Qualification” at https://www.vsnu.nl/en_GB/utq

¹³³ The 14 Universities in the Netherlands are Erasmus University Rotterdam, the Free University of Amsterdam (VU), Open University, Radboud University Nijmegen, Rijksuniversiteit Groningen, Tilburg University, Technical University Delft, Technical University Eindhoven, University of Amsterdam, University of Leiden, University of Maastricht, University of Twente, University of Utrecht, University of Wageningen.

¹³⁴ See VSNU (2008) Characteristics of the UTQ scheme as agreed in 2008, available online at https://www.vsnu.nl/en_GB/characteristics-utq-scheme-

In all Dutch universities that are part of the BKO scheme, lecturers must acquire the certificate within the first two years of their contract or risk that their contract will not be extended. In this way, the teaching qualification scheme is closely linked to the universities' HR policies and forms a hard requirement for career progression or even basic contract renewal.

In 2017, the 14 Dutch universities carried out

Desk research and interviews with faculty members from different Dutch universities highlights that the implementation or organisation of BKO training varies significantly, due to the fact that the BKO scheme leaves room for "individual implementation approaches" for each university.

At Leiden University, for example, the attainment of a BKO certificate relies heavily on the submission of a written "portfolio of evidence" and reflection. This means, for example, that a BKO can be attained on the basis of self-reflection, student evaluations and an assessment by the supervisor but essentially without an actual class-room visit, peer-review or video evidence.¹³⁵

Research Universities	General Approach to PhD Schemes	Definition of or Provisions for Excellence of PhD supervisors	Specific Training for PhD supervisors	Awards
University of Amsterdam	<p>It is often advisable for a PhD candidate to have joint supervision. In the Dutch system the promotor has to be a professor. A senior lecturer or lecturer can be co-promotor. Often the co-promotor has the task of daily supervision of the PhD candidate and the professorial supervisor supervises at a distance. Joint supervision where both the co-promotor and promotor are regularly involved can be essential for reasons of diverse expertise. This can also be a reason for having more than one promotor.</p> <p>f. If the candidate is not a native Dutch speaker, then discuss the language you will use in supervision. For writing try to make use of English as much as possible.</p> <p>g. Visit the candidate sometimes at his/her office - it is good to see the work situation.</p>	<p>Supervision – code of Practice available here.</p> <p>a. It is usual to meet more intensively with the candidate in the beginning but the frequency is dependent on the type and stage of the work. At least once a month is the general rule. External candidates outside Amsterdam will have a different pattern but it must be clear for both supervisor and candidate.</p> <p>b. Per PhD project 300 hours are allocated in total by the Afdelingen for supervision to be divided amongst all supervisors: 50 each year and 100 for the last year. However, these hours are allocated with hindsight, that is the year after the work has been done. For external PhD candidates the 300 hours are</p> <p>Guidelines for ACLC PhD supervisors Amsterdam, November 2012, all allocated after the project has been finished. As of 2011, the 300 hours are to be spread over 2 years. As supervisors you have to be aware of your work load.</p>	N/A	N/A

¹³⁵ See

Research Universities	General Approach to PhD Schemes	Definition of or Provisions for Excellence of PhD supervisors	Specific Training for PhD supervisors	Awards
	<p>h. Keep a file on your meetings with the candidate and make a few notes on progress.</p> <p>i. Make it clear what you expect in the following meeting.</p>	<p>c. If there is more than one supervisor involved, discuss carefully with all concerned how each person will be involved. Candidates can easily get confused if there are too many meetings with individual supervisors.</p> <p>d. Asking the candidate to produce a written piece of work for discussion is advisable right from the beginning so that they have experience with writing.</p> <p>These texts are often useful later on in future chapters.</p> <p>e. For candidates appointed on or after September 1st 2005, it is compulsory to produce a written piece of work in the first year, see 2.2.</p> <p>f. If the candidate is not a native Dutch speaker, then discuss the language you will use in supervision. For writing try to make use of English as much as possible.</p> <p>g. Visit the candidate sometimes at his/her office - it is good to see the work situation.</p> <p>h. Keep a file on your meetings with the candidate and make a few notes on progress.</p> <p>i. Make it clear what you expect in the following meeting.</p>		
VU University Amsterdam	<p>The University provides PhD candidates with an Education programme. The main mission of the PhD Education program of FEW/FALW is to deepen the knowledge and skills of PhD candidates, enabling them to become fully qualified scientists with an excellent perspective for a career of their choice. The PhD program is tailored to the individual needs of</p>	<ul style="list-style-type: none"> • The PhD supervisor carries the primary responsibility that the PhD candidate is fully informed regarding the regulations concerning the PhD education program. • PhD candidates receive full support by their supervisors, including a financial arrangement, to follow the required course of the PhD education program. A financial arrangement is part of the formal Training and Supervision Plan. 	N/A	N/A

Research Universities	General Approach to PhD Schemes	Definition of or Provisions for Excellence of PhD supervisors	Specific Training for PhD supervisors	Awards
	<p>PhD candidates. The program provides for a variety of activities enhancing the academic, professional and general skills of PhD candidates.</p> <p>PhD candidates are viewed as full members of the research community; their education program represents a professionalization of their skills</p> <p>The PhD education program is highly decentralized; PhD candidates and their supervisors have a primary responsibility to select adequate program elements, organize the participation of PhD candidates and monitor their achievements</p>			
University of Groningen	Independent research is the main focus of the PhD programme, and candidates are supervised in this by at least two experts on their research subject.	N/A	N/A	From 2018 onwards, the GSSE PhD Council, in collaboration with the sounding board, annually awards the PhD Supervisor of the Year Award.
Leiden University	Within three months of being appointed as such, and in consultation with the other supervisors and the PhD candidate, the supervisor draws up a training and supervision plan for the PhD candidate. This plan includes regular consultations between (co)supervisor(s) and PhD candidate and a written report of these consultations.	<p>The University established Golden Rules for PhD Supervision:</p> <ul style="list-style-type: none"> • Be professional • Be committed • Be available • Be consistent and clear • Be time aware • Be willing to receive feedback • Be willing to give feedback • Be aware of stressors • Be future-oriented 	Members of staff who are supervising a PhD candidate for the first time are required to follow the Supervising PhD candidates' course. This course offers insight into what supervisors can	<u>NIG Supervisor of the Year Award</u> Each year, the Netherlands Institute of Governance (NIG) invites PhD

Research Universities	General Approach to PhD Schemes	Definition of or Provisions for Excellence of PhD supervisors	Specific Training for PhD supervisors	Awards
	<p>The training and supervision plans document the division of responsibilities between the different supervisors.</p> <p>The (co)supervisor(s), having discussed this with the PhD candidate, determine how to distribute the various tasks among themselves. This division of tasks is set out in writing.</p> <p>The request to appoint a co-supervisor can be submitted to the Dean at any stage of the PhD research.</p> <p>Members of staff who are supervising a PhD candidate for the first time (as supervisor, co-supervisor or day-to-day supervisor) must follow a 'scientific integrity' course.</p>		do to get the best out of their PhD candidate.	students from Public Administration departments at universities in the Netherlands and Flanders to nominate their supervisor(s) for the NIG Supervisor of the Year Award, to celebrate and recognize excellent PhD supervision.
Maastricht University	<p>At Maastricht University, a PhD degree is not just a study but a serious research project that adds new knowledge to a given field. There are three ways to become a PhD candidate at UM, which are outlined below. PhD candidates spend most of the time conducting original research and writing a dissertation. They might also follow courses relevant to your research or have teaching responsibilities as well. Most candidates take four years to complete their dissertation and earn their degree. Requirements for our PhD programmes vary, but you will at least need a master's degree, a high level of English</p>	<p>To ensure good quality of supervision: The quality of the supervision is discussed in the annual appraisal and assessment meeting of each supervisor with their head of department, or in case of professors, with the Dean. Also, it is monitored through the PhD TRACK system; each PhD candidate is requested to fill out an annual questionnaire in which the performance of each individual supervisor as well as the team performance is assessed.</p> <p>FHML uses the programme 'TRACK' to monitor PhD students. TRACK is a digital portfolio and can be used to plan and document courses to take, visits to make and conferences to attend.</p>	N/A	UM bestows honorary doctorates upon people who have made an extraordinary contribution to science or society, this includes honorary supervision award.

Research Universities	General Approach to PhD Schemes	Definition of or Provisions for Excellence of PhD supervisors	Specific Training for PhD supervisors	Awards
	proficiency and a strong academic record.	In the beginning of the PhD, you can reflect on your skills and competences and use this reflection to set up your goals you want to achieve during your PhD training programme. Within the first 3 months, you need to complete the TSP and PRP in which you agree with your supervisor on how your projects will be planned, what your responsibilities are and which courses and other activities you will attend or perform. On regular time points, you will evaluate (and adapt) the PRP with your supervisor and add activities that you plan or have performed.		
Radboud University Nijmegen	<p>At Radboud University, education and research are closely intertwined. Students are taught by teachers who are themselves active in scientific research. The research must meet high quality standards.</p> <p>The research profile of Radboud University has two main components: an academic and a societal profile. The academic profile covers the academic disciplines in which the university is engaged and the sub-disciplines in which it excels. The societal profile covers the societal themes with which the university is connected through its academic research.</p>	<p>Before the start of the PhD project: Discuss mutual expectations and define explicit goals. Discuss desired competencies necessary for the PhD project. During the PhD project: Obligations:</p> <p>Ensure that every PhD candidate works with a realistic research proposal and an accompanied supervision plan considering given time constraints. Every PhD candidate has at least two supervisors (promotor(s) + daily supervisor(s)). Schedule annual evaluation meetings to discuss the progress of a PhD project together with the supervision team: - Discuss mutual expectations - Discuss future career perspectives of a PhD candidate at least a year before the end of an employment contract. Be clear on a decisive go- or no go meeting (timing). The team puts effort in finishing the PhD project before the end of a PhD candidate's employment contract. This includes a concrete plan of how to finish the project in time</p>	N/A	N/A

Research Universities	General Approach to PhD Schemes	Definition of or Provisions for Excellence of PhD supervisors	Specific Training for PhD supervisors	Awards
		<p>(preferably 3 months before the end of the contract). Promote ethical behaviour and scientific integrity. Recommendations:</p> <p>Schedule a meeting 4 times per year with the entire supervision team and PhD candidate to discuss the content and progress of a thesis. Schedule more regular meetings with the daily supervisor (minimum: once every 2 weeks).</p> <p>Communication:</p> <ul style="list-style-type: none"> - Make agreements and stick to them. - Be clear about what goes well, and what needs to improve. - Provide feedback on papers in time (preferably within two weeks), or make an appointment when you are able to give feedback. - Ensure that at least one member of the supervision team is available for advice at all times. - Be aware of cultural differences and diversity. - Discuss career perspectives on a regular basis (at least once a year). - Discuss issues of work stress and work pressure. <p>After return of sick leave or maternity leave, adjust the Training and Supervision Plan.</p> <p>Know where to find help</p> <ul style="list-style-type: none"> - It sometimes is difficult to supervise or help a PhD candidate. Within the graduate school, faculty and university there are several people and departments to help you out on this. Do not hesitate to contact them. <p>At the end of the employment agreement: Stay in touch with PhD candidates until PhD defence.</p>		
Erasmus University College	The supervision team has to advise you on necessary courses and activities. The team will provide feedback on your written texts. They also	N/A	N/A	N/A

Research Universities	General Approach to PhD Schemes	Definition of or Provisions for Excellence of PhD supervisors	Specific Training for PhD supervisors	Awards
	have an important role in guiding you on ethical issues as professionalism and raising awareness about research integrity; responsible data management; open science, and GDPR regulations. They give you advice on research activities and possible publications.			
Tilburg University	PhD scheme and structure of support here .	<p>The Doctorate Board assigns one or more professors or associate professors as supervisor(s) and, if appropriate, one or more members of the academic staff as co-supervisor(s) within six weeks of receiving the application to assign a (co-)supervisor.</p> <p>The PhD supervisor's responsibilities</p> <ol style="list-style-type: none"> 1. The supervisor supervises the PhD candidate, including at least regular consultations. He draws the PhD candidate's attention to the content of the PhD Regulations. 2. The supervisor ensures that the PhD research is conducted <ol style="list-style-type: none"> a. in accordance with the code of conduct for professional work in the field in question; b. with the consent of the person(s) concerned, or of a representative designed by him/them, if the research requires experiments on or involving experimental subjects; c. without third parties funding or co-funding the research imposing restrictions that are incompatible with the academic freedom of research and the freedom to publish results. 	N/A	N/A
Utrecht University	PhD schemes are structured on three pillars as they shall be hands-on, intellectually demanding, and provide candidates with the opportunity to teach and follow courses from the Graduate School	<p>Supervisor responsibilities include:</p> <ul style="list-style-type: none"> • Adequate supervision of the PhD candidate; • Complete registration of the PhD candidate with MyPhD (from January 2019) within three months after start of the PhD track; 	Supervising PhD Research course available for professors wishing to become supervisors. https://www.uu.nl	Supervisor of the Year Award: The Supervisor of the Year Committee will select

Research Universities	General Approach to PhD Schemes	Definition of or Provisions for Excellence of PhD supervisors	Specific Training for PhD supervisors	Awards
		<ul style="list-style-type: none"> • Appointment of a Supervisory Committee for each individual PhD candidate; • Funding of the PhD track; • Informing the PhD candidate on the expectations of all stakeholders; • Stimulation of creative research and a critical attitude with a proactive approach; • Informing the PhD candidate of relevant seminars, master classes, symposia, conferences and summer schools; • Imparting scientific integrity; • Organisation of the annual assessment interview; • Organisation of the annual interview with the independent advisor(s); • Timely preparation and submission of the thesis to the reading committee and hence the finalisation of the PhD track; • Advising the PhD candidate on personal development, career perspectives and stimulating course participation; 	/en/professionals/programmes/supervising-phd-research	several nominations and subsequently interview the PhD candidate that nominated the (daily) supervisor. The Committee will then select a Supervisor of the Year and Daily Supervisor of the Year, based on the interviews and personal motivations of the PhD candidates.
University of Humanistic Studies	The first year of the UvH Graduate School has three main objectives: <ul style="list-style-type: none"> • to develop academic knowledge and – skills. • to introduce PhD candidates to key concepts and research methods in the interdisciplinary fields of Humanistic Studies and the Ethics of Care. • to create a supportive environment in which PhD students can build a ‘community of researchers’ to discuss their work-in-progress and share experiences. 	N/A	N/A	N/A

Research Universities	General Approach to PhD Schemes	Definition of or Provisions for Excellence of PhD supervisors	Specific Training for PhD supervisors	Awards
	<p>In the subsequent years, PhD students partake in elective courses in research methodology (such as ‘participant observation and shadowing’ or ‘narrative research’) and academic skills development (such as ‘presenting academic work’). Together with their supervisors, they have designed a tailor-made education program which responds to their individual needs in pursuit of doctoral research, writing a thesis, publishing in international academic and professionally oriented journals and for a broad audience and readership. In addition to UvH-based courses, PhD students may be guided to specialized courses from other universities, institutes and/or research schools.</p>			

4.6 Wider European Perspectives

Austria (University of Graz)

In Austria, there is no formal legal qualification requirements to teach at a given university.

At the University of Graz teaching skills assessments (TSA) in appointment procedures are applied to improve the quality of teaching across all faculties.¹³⁶ Depending on didactical competences and experience in teaching, newly employed academics and appointed professors will have to participate in basic didactical training courses and write a teaching portfolio as part of their contract and qualification agreement. Interestingly, the evaluation rubrics for class visits and peer review of colleagues’ teaching in the TSA framework include elements such as “integrative gendering” (i.e., “sub-ject related gender aspects are taken into sufficient account” and “the language used is explicitly gender-neutral or gender-inclusive”).¹³⁷

In addition to the basic teacher training, the university offers various training schemes. These include a comprehensive 10 ECTS certificate course on university didactics, university didactics in English, teaching portfolio writing workshops and workshops on digital and online teaching. *UniStart-Wiss* is a formal development program for doctoral candidates which includes a

¹³⁶ <https://lehrkompetenz.uni-graz.at/de/service/teaching-skills-assessment/informationmaterial/>

¹³⁷ See Sample Evaluation Sheet „Guidelines on the Assessment of a Demonstration Course”, University of Graz, available online at https://static.uni-graz.at/fileadmin/lehrkompetenz/TSA/TSA_Dokumente_Englisch/TSA_IV_Guidelines_demonstration_course_4step.pdf

compulsory training on basic didactical skills.¹³⁸ The completion of the basic didactical training for senior scientist and pre-docs qualifies interested teachers to participate in the certificate course, which constitutes an important part of career development and advancement in academia.

France (University Paul-Valéry of Montpellier and University of Poitiers)

In France, in most disciplines in the humanities, you need a PhD and an 'agrégation' to become a lecturer and senior lecturer; you then need an 'habilitation' (*Habilitation à diriger des recherches: HDR*) to become a professor; you also need to be 'qualified' by a national commission (CNU) to become a lecturer (and until last year, to become a professor, but this has been cancelled); once you have this 'qualification', you can apply for a position in a university. Doctoral supervision is possible in France if you are a professor or if you have an HDR.

Germany (University of Cologne, Georg-August-Universität Göttingen and Friedrich Schiller University Jena)

Although there are no mandatory qualification schemes, the Georg-August-Universität Göttingen has a Higher didactics unit¹³⁹ which is open for all teachers and supervisors.

At the University of Cologne, the Center for Advanced Teaching and Learning (ZHD) offers a university-didactic qualification program within the framework of which the NRW certificate Professional teaching competence for the university can be acquired. In addition, teachers have the opportunity there to seek individual advice on teaching questions. Furthermore, the ZHD accompanies innovative teaching projects and advise on questions concerning curriculum development.

Also the Faculty of Medicine of the University of Cologne offers specific courses in medical didactics. The continuing education events can be credited towards the acquisition of the Medical Didactics Certificate of the State Academy for Medical Education (LAMA e.V.). The individual events as well as the LAMA certificate can be recognised nationwide via the German Medical Didactics Network (MDN) of the Medical Faculty Association and can be helpful in the case of job-related changes of location.

At the Friedrich Schiller University Jena, the basis for the decisions of the Accreditation Council is a Thuringian-wide regulation (*Thüringer Studienakkreditierungsverordnung*). It does not go into detail regarding the qualification of teaching staff: "The curriculum is implemented by sufficient teaching staff with professional and methodological-didactic qualifications. The combination of research and teaching is ensured in accordance with the profile of the type of university, in particular by full-time professors in both undergraduate and graduate degree programs. The university takes appropriate measures for personnel selection and qualification."¹⁴⁰

As a rule, lecturers at German universities do not require any specific teaching qualification. In some disciplines, lectures may only be given by persons who have acquired a "venia legendi" in the course of their habilitation. Seminars and tutorials, however, are also held by doctoral students without specific teaching qualifications. In most cases, the acquisition of higher education didactic qualifications is voluntary. Special regulations are an exception. The University of Jena, for example, has stipulated that people who are permanently employed as postdocs must have a certificate in higher education didactics. The doctoral examination regulations defined by each university or faculty determine who formally qualifies as a supervisor. Generally, university members who have proved their qualified ability to independently teach and perform research in a specific discipline qualify as supervisors (professors, junior professors, private lecturers, and some heads of junior research groups). Up to the moment, supervisors need not obtain a specific formal qualification for supervising. Supervision skills are achieved by learning on the job.

Ireland (Trinity College Dublin and National University of Ireland Galway)

Trinity College Dublin offers a Special Purpose Certificate in Academic Practice (15 ECTS), a course that offers a professional qualification in academic practice and is designed to be flexible, research-informed and practice-based. This Professional

¹³⁸ See UNISTART - Ausbildungsprogramm für das Allgemeine Universitätspersonal, available online at <https://personalressort.uni-graz.at/de/abteilungen/personal-und-organisationsentwicklung/unistart/>

¹³⁹ <https://www.uni-goettingen.de/en/409598.html>

¹⁴⁰ Absatz 2 Thüringer Studienakkreditierungsverordnung

Special Purpose Certificate in Academic Practice is for academics or academic-related professionals in Trinity, including researchers with teaching responsibilities, part time or adjunct teaching staff, or staff with roles in supporting learning¹⁴¹.

A 5ECTS module may be taken by candidates on research supervision as part of this programme: This module is aimed both at supervisors new to doctoral supervision and those who are more experienced. It will encourage participants to think critically and systematically about their supervision, exploring both the realities and requirements of the practice of supervision and the pedagogies that guide it. Participants will thus be introduced to institutional policies and procedures specific to Trinity but also to themes such as optimising applicant attractions or supporting the learning process through supervision. The rationale is to support academics involved in the process of research supervision whilst cultivating scholarly exchange by encouraging supervisors from across the disciplines to share and critique dialogues about supervision.

Furthermore, the M.Ed. in Higher Education diploma/M.Ed is designed for academics teaching in higher education and graduates with appropriate experience who wish to pursue a career in HE¹⁴².

At the National University of Ireland Galway there is no mandatory training for academic staff in the university in the areas of teaching or supervision, but there are a number of popular short courses, workshops, and professional qualifications. Engagement with these is increasingly recognised as both intrinsically valuable and important for career progression.

The Centre for Excellence in Learning & teaching operate a qualification framework on Academic Practice offering a range of modules leading to an MA in Academic Practice¹⁴³.

Norway (University of Bergen)

Teaching qualification is in a Norwegian context called “educational competence” and is a requirement for all academic staff in Norwegian higher education institutions. It refers to competence within relevant educational theory and practice based on training or on teaching and supervision.

Regulations concerning appointment and promotion to teaching and research posts define educational competence as follows: “Completed training programme (minimum 200 hours)/relevant courses and accumulated basic skills in the planning, execution, evaluation and development of teaching and supervision (foundational competence for teaching and supervision at higher education level).”At the University of Bergen the most common path to formally accomplish this is by attending courses at the Programme for University Pedagogy. It is also possible to have the educational competence assessed as equivalent to the University Pedagogy Programme, by application.

Doctoral supervision qualification is also included in the courses at the Programme for University Pedagogy. Several of the faculties have also established mandatory e-learning courses in rules, regulations and routines for their PhD supervisors.

Poland (Jagiellonian University in Kraków)

The Jagiellonian University provides non-obligatory programmes in teaching for the academic staff. The Competency Development Office provides two types of workshops: basic/general introduction into teaching training that covers several aspects of academic teaching and the Ars Docendi workshop - Basics of Academic Didactics for PhD students and lecturers. The course introduces participants to basic aspects of academic teaching i. e. remote learning, Problem Based Learning, Learning Outcomes, assessment, Student Centred Learning. Additional workshops offer a profound insight in assessment, voice as a teaching tool, Active Learning, drama in teaching, etc.

¹⁴¹ <https://www.tcd.ie/CAPSL/professional-development/special-certificate/>

¹⁴² <https://www.tcd.ie/Education/programmes/masters/higher-education/>

¹⁴³ <http://www.nuigalway.ie/centre-excellence-learning-teaching/professionaldevelopment/celtqualificationframework/>

Romania (Alexandru Ioan Cuza University of Iași)

According to Romanian legislation, accredited Teacher Training Departments within Universities are entitled to deliver pre-service teacher education programs, organised on two levels (Level 1 during undergraduate studies, preparing for teaching positions in compulsory education, and Level 2 during master studies, preparing for teaching positions in post-compulsory education). Pre-service teacher education programs/certificates are mandatory to enter the teaching profession, including university positions.

To be granted the right for doctoral supervision, academics go through the habilitation process, following national standards for research excellence, and then they are affiliated to doctoral schools and get introduced to the specific supervision principles and practices. A tacit knowledge transfer occurs from experienced supervisors towards new supervisors through the participation of the future to be habilitated academics and newly habilitated ones in doctoral supervision committees. Informal meetings for discussing doctoral supervision issues take place in each doctoral school.

Spain (University of Barcelona)

Currently there is no qualifications framework to credit the level of teacher training. Teachers are trained by the courses organized by the University of Barcelona through its Institute of Professional Development¹⁴⁴, as well as by the materials and guides offered through the program of Research, Innovation and Improvement of Teaching and Learning (RIMDA)¹⁴⁵. This program promotes the continuous improvement of teaching, promotes teaching innovation projects, and stimulates activities for the diffusion of teaching experiences.

An important part of the teaching staff (around 30%) is a part of teaching innovation groups, participating in projects to innovate and improve teaching and learning. Teaching innovation groups go through a cyclical process of evaluation of their activity. The best-rated groups receive an extra financial endowment to apply to teaching improvement and have an assistant who collaborates with them.

Sweden (Uppsala University)

The member institutions of SUHF¹⁴⁶, a Swedish national university network, have agreed to a voluntary set of recommendations regarding academic teaching qualifications. In particular, the recommendation that all teaching staff should have at least ten weeks of formal teacher training has been widely accepted, also by Uppsala University. For doctoral supervision, there is no similar agreement, although there is a national network where qualifications for, as well as other matters regarding doctoral supervision are discussed.

This university's central Unit for Academic Teaching and Learning provides teachers with various options for professional development. Every term, six instances of the foundational, five-week Academic Teacher Training Course is offered (in Swedish and in English versions). The Unit also provides a number of other courses, of which the three-week Supervising doctoral students is the most important (there is also a follow-up course for supervision, A Deep Approach to Doctoral Supervision).

Additionally, departments can also have professional development courses designed for them on specific subjects, relevant to their staff. There are also other training opportunities, arranged by local nodes within the different disciplinary domains, e.g., for supervisors of doctoral work. The role played by these courses varies within the university. Some departments require all new teachers, e.g. doctoral students, to take the foundational course, and within some faculties, having taken the Supervising doctoral students' course is a formal requirement when applying for appointment as docent (associate professor). Within other faculties, this is up to each individual teacher.

The importance of formal qualifications, and of creating a teaching portfolio, which provides evidence for pedagogical expertise, beyond the mere number of teaching hours, is widely recognized at Uppsala University. During the last few years,

¹⁴⁴ <https://www.ub.edu/idp/web/ca/universitat>

¹⁴⁵ http://www.ub.edu/rimda/estrategies_dm

¹⁴⁶ <https://suhf.se/in-english/>

there has been an increased interest from departments for schemes which allow their teachers to gain the ten weeks of training, recommended by SUHF.

Switzerland (University of Geneva)

The University of Geneva does not offer compulsory, qualifying training programmes on university teaching. However, the Faculty of Medicine offers a compulsory training programme, including a workshop on doctoral supervision¹⁴⁷.

UK (Durham University and University College London)

For successful implementation, the TEF scheme relies on national teaching qualification schemes for higher education specifically. Similarly to the Netherlands, teaching staff also needs to present a reflective portfolio, which is evaluated in order to receive a postgraduate teaching qualification in higher education. In addition to complete a reflective portfolio, the candidate needs to attend regular workshops and training on a range of areas, including teaching and assessment methods.

At Durham University, for example, there is a Postgraduate Certificate in Academic Practice aligned to the UKPSF¹⁴⁸ which leads upon completion to the award of FHEA status (a nationally recognised teaching standard).

5. TRAINING SCHEMES FOR STRENGTHENING TEACHING EXCELLENCE

5.1 General Remarks

5.2 Czech Republic

There are no national training schemes for strengthening teaching excellence. Universities may but do not need to establish such schemes, as can individual faculties and departments. The system does not require anything and as a result, the existence of courses and trainings focused on teaching depends on individual initiative and bottom-up demand.

Lately, various universities have realised that there is a gap between their effort to become excellent or future-oriented teaching institutions and the lack of training provided to the teacher as well as the limited role that teaching plays in promotion schemes. It is unclear, as of yet, how the general aim to “strengthen the importance and prestige of academic staff’s teaching work”¹⁴⁹ and establish a “comprehensive system of further education [...] linked to career development rules and system of employee evaluation”¹⁵⁰ will translate into practice.

5.3 Denmark

There is not a national training scheme for teaching excellence in Denmark. However, each of the eight universities has at least one *mandatory* Teaching and Learning programme for assistant professors and postdocs running for six months to three years, lasting for 150-270 hours (the University of Copenhagen has three different programmes). An assessment procedure is included and those who complete receive a certificate or diploma. Seven universities have developed their own programme, whereas the Copenhagen Business School recently adopted the dimensions of the United Kingdom Professional Standards Framework (UKPSF) developed by the Higher Education Academy (HEA). All programmes emphasise that the content and ambitions fulfil the requirements in the Ministerial Order on Job Structure (mentioned above).

¹⁴⁷ <https://www.unige.ch/medecine/udrem/fr/formation-continue/formation-pedagogique-des-enseignants/>

¹⁴⁸ https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf

¹⁴⁹ Masaryk University (2021) *Masaryk University Strategic Plan 2021-2028*. Available at https://www.muni.cz/media/3326734/strategic_plan_mu_2021_2028.pdf.

¹⁵⁰ Charles University (2021) *Strategic Plan 2021-2025*. Available at <https://cuni.cz/UKEN-1473.html>. Note that the second part of the quote is only present in the Czech language version of the document.

There are three overall objectives to be achieved within these programmes. One is to qualify the participants for university teaching introducing learning theory, course planning, evaluation, different teaching methods, the use of relevant technology and so on. Secondly, the participants should be able to collaborate with students and colleagues. Finally, the participants should ensure continuous development of their own teaching and learning competences as well as contribute to ongoing development and quality assurance of the study programme.

All programmes combine theoretical approaches with practical experience. In addition, the participants must be teaching the semester they participate in the programme. Two supervisors are normally allocated to each participant. They set up a plan for development and observe a number of teaching and supervision sequences and evaluate continuously. They also write a final supervision report. At the Faculty of Social Sciences at UCPH, there is not a template with specific criteria. In the report the supervisors' overall impression of the participants ability to teach is stated. Furthermore, there is an elaboration on relevant elements departing from the learning objectives in the curriculum, addressing planning, implementation, development of teaching including the participants approach towards the students. Furthermore, it is common that the participants practice collegial supervision during a semester. In all cases, the primary output is a teaching portfolio and a teaching and learning project, such as a poster, an article or video. In some instances, assignments should be handed in during the process. Since CBS's programme refers to UKPSF, the participants receive a supervision report, an assessment as well as a Certificate and HEA Fellowship at Descriptor 2.

All Danish Teaching and Learning programmes emphasize a process approach, i.e., that the participants on a continuous basis should reflect upon and develop their teaching. Reflections are facilitated during the course, with the two supervisors, through collegial supervision and in relation to the teaching portfolio and required assessments/ projects. The process approach also influences the criteria for evaluation, i.e., on the one hand the participants in most cases should be present 80 % of the time, should complete all assignments required, be prepared and participate actively during the course. On the other hand, the written supervisor report focuses on the development, taking place and emphasize strengths more than weakness.

There is not a national PhD supervisor programme. However, (almost) all Danish universities offer formal and, in most cases, mandatory courses for PhD supervisors¹⁵¹. The courses offered should be seen in relation to the regulations of the PhD programme. As with other educational programmes, the University Act and Ministerial Orders regulate the PhD programme. The regulations concern the purpose of the PhD programme, structure, admission, content including the appointment of at least one supervisor, completion, the PhD thesis, assessment, defence, award of the PhD degree, institutional rules and complaints¹⁵².

In 2015, an investigation of the courses offered to PhD supervisors found 14 activities of which 13 were local either at university or faculty level. The last one was a course offered by the network, DUN, Danish Network for Educational Development in Higher Education. The courses ranged from one to six days and lasted between six to sixty hours. In most cases supervisor roles, relations, support of the PhD student as an independent researcher and communication was in focus (Kobayashi, S, Godskesen, M. & Wichmann-Hansen, G. 2017).

The course offered by DUN is no longer in existence because the universities themselves have expanded their course portfolio. A common model today is a two to four days course or seminar. The main objectives are twofold: (a) to introduce rules and regulations including the supervisor's obligations; and (b) to strengthen and increase the individual supervisor's competences. The common themes are, as in the 2015 investigation, still roles, relations and communication. However, rules and regulations are also emphasised as illustrated by a newly developed pre-course model, i.e. a 2–3-hour online test of one's knowledge about rules and regulations at the Faculty of Health at the University of Copenhagen¹⁵³. Furthermore, such courses seem to place increasing emphasis on collegial supervision, e.g., joining two colleagues' supervision sessions and giving feedback in addition to receiving feedback on your own PhD supervision practice. At the University of Aarhus, the following is emphasized: 'the best way to develop supervision skills is not simply talking about it, but to give, receive, and observe supervision. Consequently, the

¹⁵¹ See appendix XX with an overview of all PhD supervisors' courses in Denmark including links.

¹⁵² See some examples of the implementation of the Rules & Regulations:

https://www.sdu.dk/en/forskning/phd/phd_skoler/phduddannelsen_under_samfundsvidenskab/erduvejleder

https://www.cbs.dk/files/cbs.dk/cbs_phd_study_handbook_2020-2021.pdf

¹⁵³ <https://healthsciences.ku.dk/phd/phd-supervision-courses/>

focus is on practicing concrete supervision principles and methods.¹⁵⁴ Therefore, there is five months from the first course day to the fourth and last course day. It is required that the participant supervise at least one PhD student. The participants receive a course certificate 'upon satisfactory completion'.

At another PhD course at the University of Copenhagen involving staff from the Faculty of Science and Health, colleagues meet one whole day and two half days. In between the course days, the participants should work on their assignments. In order to pass it is necessary to participate all three-course days¹⁵⁵.

At Roskilde University, there is 'Masterclasses for PhD supervisors. The first part about Rules and Regulations is an online module. The second part is a whole day seminar focusing on research-based knowledge about supervision and possible ways to develop one's supervision. The third part is dedicated to 'Collegial intervision – Observation and development of own supervision'¹⁵⁶. The two first sections are mandatory.

The criteria for passing are a 'satisfactory completion', i.e., be present, make required preparation, hand in assignments and engage actively.

The overall characteristics of the PhD supervisor courses offered are a process-oriented approach emphasizing the participants' experiences as well as making the participants reflect, practice and get collegial feedback on supervision. This approach mirrors the resistance that has been widespread among senior staff: 'no one can teach me anything about teaching and supervision'; 'courses are a waste of time'. However, with great success experienced supervisors engage in courses when top management create an incentive structure, the 'teaching principles [...] are aligned with the group of senior academics; and' the course is well-evaluated (Wichmann-Hansen, G., Godskesen, M. & Kiley M. 2020, 176).

There is a formal set-up for the evaluation of PhD supervision. According to the general PhD rules the PhD student should on a regularly basis conduct PDR (Performance and Development Review) with the Head of the PhD school. The PhD student get an opportunity to talk about the supervision/ supervisor. What might be a crucial issue is what PhD students' can expect from their supervisor. In some cases, a list of topics is at hand, however it might not be transferable to practice in all cases. In many cases, a PhD student has two supervisors to overcome this challenge.

5.4 Portugal

Although the Portuguese Education Council has highlighted that "the lack of pedagogical preparation of higher education teaching staff conditions the way in which classes and syllabi are organised",¹⁵⁷ is having a negative impact on students' performance,¹⁵⁸ Portugal does not have a national training scheme for higher education teaching, let alone promotion or incentive schemes for teaching excellence. Nevertheless, since the Bologna Process, universities have been establishing voluntary training schemes, with some of them being fully institutionalized. Although some universities, such as University of Porto or ISCTE, have initiated specific pedagogical training activities for their teaching staff, as early as 2012 or 2014, respectively, most of the universities developed programmes more recently, with most initiatives or institutional structures for coordinating, promoting and offering pedagogical training being developed and created in the last five years. The following table presents a summary of the institutional setting regarding public universities in Continental Portugal.

¹⁵⁴ *AARHUS BSS: Master's and PhD Supervision for Associate Professors and Professors (au.dk)*

¹⁵⁵ *Kurser til undervisere - KUnet*

¹⁵⁶ <https://events.ruc.dk/ea-masterclass-for-phd-supervisors-spring-2020/masterclass-for-phd-supervisors.html>

¹⁵⁷ Borralho, A., Fialho, I., & Cid, M. (2012). *Aprendizagem no ensino superior: relações com a prática docente*. In C. Leite & M. Zabalza (Eds.), *VII Congresso Iberoamericano de Docência Universitária – Ensino Superior: Inovação e qualidade na docência* (pp. 984-996). Porto: CIIIE – Centro de Investigação e Intervenção Educativas, p. 987.

¹⁵⁸ Marques, Joana; Pinto, Patrícia (2012) "Formação pedagógica de professores do ensino superior: a experiência na Universidade Nova de Lisboa" *Revista Portuguesa de Pedagogia* 46(2): 129-149, p.135.

Institution	Institutional setting	since	goals
University of Lisboa	Lifelong Training Unit	n.a.	To develop pedagogical knowledge and skills ¹⁵⁹
University of Trás-os-Montes e Alto Douro	Teaching, Training and Pedagogical Office	n.a.	To improve the quality of teaching staff training ¹⁶⁰
University of Minho	Teaching Support Office		To improve teaching staff quality; to promote methodological initiatives that may increase academic success and improve student integration; to promote teaching staff professional development ¹⁶¹
University of Algarve	Pedagogical Innovation Support Office		To reduce student dropouts; to promote pedagogical innovation practices, motivating teachers; to promote the development of transversal skills in teachers and students ¹⁶²
University of Porto	Pedagogical Innovation Unit	2014 (2012)	To develop teaching staff pedagogical skills, teaching models' improvement, to value the University's pedagogical excellence, (inter)nationally ¹⁶³
ISCTE – University Institute of Lisbon	Pedagogical Council Activities ¹⁶⁴	2014	To promote an environment, involving students, teaching and non-teaching staff, that enables the recognition of pedagogical best practices as a strategic anchor for the promotion of teaching quality and excellence ¹⁶⁵
Nova University Lisbon	Nova Forma (unit)	2018	“to contribute to the quality of education at NOVA” Nova Doctoral School; Nova Edu_Digital and NOVA Pedagogical Innovation (pedagogical training for faculty course and development of pedagogical coordination skills course + consulting) ¹⁶⁶
University of Beira Interior	Training Programme	2018	To contribute to the valuation, innovation and development of the teaching/learning process ¹⁶⁷

¹⁵⁹ Universidade de Lisboa (n.d.) “Formação Pedagógica par aDocentes”. Retrieved October 10, 2021, from <https://www.ulisboa.pt/info/formacao-pedagogica-para-docentes>

¹⁶⁰ UTAD (n.d.) “Formação de docentes”. Retrieved October 20, 2021, from <https://www.utad.pt/docentes/formacao-de-docentes/>

¹⁶¹ Universidade do Minho (n.d.) “Formação para Docentes Universitários”. Retrieved October 19, 2021, from <http://www.gae.uminho.pt/Default.aspx?tabid=4&pageid=18&lang=pt-PT>

¹⁶² Universidade do Algarve (n.d.) “Pedagogical Innovation”. Retrieved October 19, 2021, from <https://www.ualg.pt/en/pedagogical-innovation>

¹⁶³ Universidade do Porto (n.d.) “Inovação Pedagógica – Eixos de Ação”. Retrieved October 13, 2021, f rom <https://inovacaopedagogica.up.pt/42-2/mea/eixos-de-acao/>

¹⁶⁴ ISCTE (n.d.) “Conselho Pedagógico – Atividades”. Retrieved October 10, 2021, from <https://www.iscte-iul.pt/conteudos/iscte/organizacao/rgaos-de-coordenacao/conselho-pedagogico/atividades/2026/jornadas-interinstitucionais-de-desenvolvimento-pedagogico>

¹⁶⁵ ISCTE (n.d.) “Conselho Pedagógico – Apresentação”. Retrieved October 10, 2021, from <https://www.iscte-iul.pt/conteudos/iscte/organizacao/rgaos-de-coordenacao/conselho-pedagogico/117/apresentacao>

¹⁶⁶ Universidade Nova de Lisboa (n.d.) “NOVA Forma”. Retrieved October 26, 2021, from <https://www.unl.pt/en/study/nova-forma>

¹⁶⁷ Universidade da Beira Interior (n.d.) “Programa de Formações”. Retrieved October 9, 2021, from https://www.ubi.pt/entidade/prog_formacoes

Aveiro	Pedagogical Innovation (initiatives) ¹⁶⁸	2019	To promote curricular and pedagogical innovation 2020: Support Team to Curricular and Pedagogical Innovation ¹⁶⁹
University of Coimbra	UC_DocênciaLabs (programme)	2020	To promote opportunities to exchange experiences, best practices and co-learning, stimulating the update and improvement of pedagogical skills and innovative methodologies ¹⁷⁰
University of Évora	Pedagogical Innovation (resources platform)	2020	To provide instruments and resources to students and teaching staff relevant to distance learning/teaching ¹⁷¹

Apart from these various institutional teaching staff training programmes/initiatives, there are some national initiatives that are worth mentioning. First, since 2014 there is a National Congress of Pedagogical Practices in Higher Education. The 7th edition took place in July 2021. Second, in 2015, three universities – University of Minho, University of Porto and University of Trás-os-Montes e Alto Douro (UTAD) – created a consortium, UNorte.pt, with the objective of articulating their activities in areas of shared interest. This led to the creation of a shared Teaching Staff Pedagogical and Personal Competences Training Plan, which UTAD promoted in 2017 with a nine days intensive programme. And third, since 2020, 17 universities and polytechnical institutes, including the Universities of Algarve, Aveiro, Beira Interior, Minho, Nova Lisbon, Porto, UTAD, ISCTE and IST, have joined forces and created the Inter-institutional Days of Pedagogical Development. The fifth edition took place in September 2021.¹⁷²

A case that should be highlighted is the Instituto Superior Técnico (IST) of the University of Lisboa. IST is “the largest school of Architecture, Engineering, Science and Technology in Portugal, involving a community of over 10,000 people”.¹⁷³ IST “aims to contribute to the development of society, promoting excellence in higher education”.¹⁹⁷ IST stands out for having created its own Academic Development Unit (NDA) in 2017, which evolved from a Tutoring Support Office created in 2003/2004.¹⁷⁴ NDA focuses on teaching/learning strategies and dynamics that promote students’ academic development, as well as teaching staff and researchers’ career development.¹⁷⁵ One of its specific goals is “to promote the integral development and the pedagogical quality of teaching staff and researchers”.¹⁷⁶ They have a Development and Training Programme which includes three areas: curricular units’, teaching and research activities’ planning; contents’ transfer, positioning the student in the centre of the teaching/learning process; and optimisation of evaluation processes and feedback.¹⁷⁷ IST also has in place, since 2013/2014, the project ‘Observe and Learn’. Currently, NDA organises the observation of classes with “the objective of promoting and improving teaching staff pedagogical competences”¹⁷⁸ Teaching staff can register for this on a voluntary basis. During emergency remote teaching due to the COVID-19 pandemic, NDA offered ‘Observation of Online Teaching’.²⁰² They also have the Programme Shaping the Future, since 2015/2016, geared towards new teaching staff, until they get tenure. This Programme includes basic training, complementary training, mentoring, observation of classes, support to partial sabbatical

¹⁶⁸ Universidade de Aveiro (n.d.) “inovação pedagógica”. Retrieved October 19, 2021, from <https://www.ua.pt/en/inovacaopedagogica>

¹⁶⁹ Universidade de Aveiro (2020) Despacho nº 34-REIT/2020 Nomeação da Equipa de Apoio para a Inovação Curricular e Pedagógica. Retrieved October 19, 2021, from [file:///C:/Users/PDL/Documents/Projectos/2020%20Erasmus%20+%20strategic%20partnership%20-%20e-NOTE/Intellectual%20Outputs%20\(IO1-IO7\)/literature%20and%20sources/Despacho_34_REIT_2020.pdf](file:///C:/Users/PDL/Documents/Projectos/2020%20Erasmus%20+%20strategic%20partnership%20-%20e-NOTE/Intellectual%20Outputs%20(IO1-IO7)/literature%20and%20sources/Despacho_34_REIT_2020.pdf)

¹⁷⁰ Notícias UC (2020) “UC_DocênciaLABS querem conduzir à melhoria da aprendizagem e inovação pedagógica na UC”. Retrieved October 10, 2021, from https://noticias.uc.pt/artigos/uc_docencialabs-querem-conduzir-a-melhoria-da-aprendizagem-e-inovacao-pedagogica-na-uc/

¹⁷¹ Universidade de Évora (n.d.) “Inovação Pedagógica”. Retrieved October 19, 2021, from <https://www.uevora.pt/estudar/inovacao-pedagogica>

¹⁷² Jornadas Interinstitucionais de Desenvolvimento Pedagógico. Retrieved October 20, 2021, from <https://www.jornadasidp.pt/>

¹⁷³ Técnico Lisboa (n.d.) “About”. Retrieved October 20, 2021, from <https://tecnico.ulisboa.pt/en/about-tecnico/>

¹⁷⁴ Técnico Lisboa (n.d.) “NDA”. Retrieved October 20, 2021, from <https://nda.tecnico.ulisboa.pt/nda/>

¹⁷⁵ NDA focus as published in *Diário da República*, 2ª Série, nº 32 de 14 de fevereiro de 2017.

¹⁷⁶ Técnico Lisboa (n.d.) “Quem somos”. Retrieved October 20, 2021, from <https://nda.tecnico.ulisboa.pt/en/nda/quem-somos/>

¹⁷⁷ Técnico Lisboa (n.d.) “Formação”. Retrieved October 20, 2021, from <https://nda.tecnico.ulisboa.pt/docentes-e-investigadores/formacao/>

¹⁷⁸ Técnico Lisboa (n.d.) “Observação de aulas”. Retrieved October 20, 2021, from <https://nda.tecnico.ulisboa.pt/docentes-e-investigadores/observacao-de-aulas/>

leaves abroad and access to the Programme Start-Up funds, which finances sabbatical leaves and the implementation of a scientific-pedagogical project.¹⁷⁹

Moreover, IST has undergone a restructuring of its study programmes and its teaching model in order “to achieve excellence” and become an international reference.¹⁸⁰ This reform includes pedagogical practices as one of the critical vectors for the new model’s success and initiated in 2021-2022. To render the new teaching/learning model operational, an effective teaching staff mobilisation and a new teaching staff management model are needed. These include, among others, “the promotion of active learning, pedagogical techniques and teaching excellence”.²⁰⁴

5.5 The Netherlands

There are no national training schemes for strengthening teaching excellence in higher education in The Netherlands. Instead a Teaching Qualification Scheme frame work (BKO) exists that allows universities maximum flexibility in terms of implementing it at the level of the Universities, either offered by faculty or departments/Institutes through courses and self-evaluation portfolios (see discussion on the BKO above). For training doctoral supervision, no systematic training scheme exists. Universities are free to organise their own training courses.

5.6 Wider European Perspectives

Austria (University of Graz)

In what concerns doctoral supervision, the formal qualification scheme is the so-called “Habilitation”, which consists of a substantial body of (published) research and an assessment of the candidate by the “Habilitation” commission. After a researcher has finished the “Habilitation” procedure, he has the permission to supervise doctoral candidates. There is no additional training in the context of supervision required.

The University of Graz highlights the importance of doctoral supervisors with a bi-annual award for outstanding doctoral supervision, called “Seraphine-Puchleitner-Preis”, after the first female doctoral graduate of the university. Supervisors are nominated anonymously by one or more of their doctoral candidates and – to be eligible for the award – have to submit a detailed account of their supervisory strategies and practices. The award ceremony is traditionally accompanied by a keynote by an international expert on a current topic in the field of doctoral supervision.

Belgium (Université catholique de Louvain)

The Louvain Learning Lab receives recently appointed academics for a pedagogical training seminar named "Le plaisir d'enseigner" (« the pleasure of teaching »)¹⁸¹. During two days, in the beginning of each academic year, this sets the basis to design interactive teaching and the "constructive alignment".

France (University Paul-Valéry of Montpellier and University of Poitiers)

Although this is not common to all higher education institutions in France, at the University Paul-Valéry of Montpellier all the staff (senior lecturers, HDR - [habilitation](#) to direct doctoral theses - and professors) can supervise MA theses.

In most French universities, a senior lecturer who is not yet HDR can be allowed to co-supervise a PhD with a professor if s/he specialises in a field where there is no professor specialised in the topic. This is meant to be a form of training before the person becomes a full professor.

¹⁷⁹ Técnico Lisboa (n.d.) “Shaping the Future”. Retrieved October 20, 2021, from <https://nda.tecnico.ulisboa.pt/docentes-e-investigadores/shaping-the-future/>

¹⁸⁰ CAMEPP (2019) *Relatório Final da Comissão de Análise ao Modelo de Ensino e Práticas Pedagógicas do IST*. Coimbra: Instituto Superior Técnico. Retrieved October 25, 2021, from https://tecnico.ulisboa.pt/files/2021/09/relatorio_camepp_final_revisto.pdf, p. 72.

¹⁸¹ <https://uclouvain.be/fr/etudier/III/actualites/le-plaisir-d-enseigner-formation-pour-les-academiques-nouvellement-nomme-es.html>

The University of Poitiers works within HRS4R (Human Resources Strategy for Researchers)¹⁸². The University also relies on the Pedagoglab, a resource centre for staff and students to develop new teaching methods and new skills on education. There, all the new associate professors have 96h in two years to train and acquire new supervision skills.

Germany (University of Cologne and Friedrich Schiller University Jena)

At the University of Cologne, and within the scope of the Department for HR Development for Researchers, there are numerous continuing education courses available for the doctoral supervision qualification schemes from the early career researcher (R1-R3) to advanced scientists (R4). This includes general leadership courses as well as networking events and individual coaching offers.

As another example, the Friedrich Schiller University Jena offers a variety of formats for development of teaching experience. It includes voluntary workshops and four certificate programmes for doctoral candidates, postdoctoral researchers and professors, offered by the Service Centre of Higher Education Didactics. The voluntary teaching qualification programmes also include individual advice and coaching as well as individual video-based feedback for lecturers.

The Friedrich Schiller University Jena offers supervisor training and networking. There are voluntary workshops for postdoctoral researchers (offered by the Graduate Academy), a voluntary certificate programme for professors on professionalising teaching and leadership (offered by HR Staff Development and the Service Centre for Higher Education Didactics), voluntary coaching offers for professors (offered by HR Staff Development) as well as mandatory supervisor training for tenure track professors (offered by HR Staff Development in cooperation with the Graduate Academy).

Ireland (Trinity College Dublin and National University of Ireland Galway)

In 2008, in Ireland, several higher education institutions collaborated to develop an inter-institutional framework to provide training and support for academic supervisors of postgraduate research students. A Practical Guide was published in 2012¹⁸³, outlining a set of five workshops, indicating which topics should be covered and what delivery methods are best.

In what concerns Doctoral Supervision, Trinity College Dublin has a Research Supervisors' Development Programme¹⁸⁴, whose aim is to prepare and support research staff in their roles as supervisors. It clarifies key institutional regulations and practices and highlights the changing role of universities and supervisors in the area of graduate supervision. It discusses roles, expectations and responsibilities of the research supervisor, and acknowledges the challenges of research supervision and the accompanying examination process. The rationale is to support research supervisors to reflect on their supervision for both pedagogic and professional development reasons whilst cultivating scholarly exchange by encouraging supervisors from across the disciplines to share and critique dialogues about supervision.

The Centre for Excellence in Learning and Teaching¹⁸⁵ of the National University of Ireland Galway provides a wide range of seminars, workshops and demonstrations on aspects of teaching & learning throughout each year. The Dean of Graduate Studies also provides an annual series of 1/2 day training workshops on research supervision.

Norway (University of Bergen)

During the last few years many faculties and departments of the University of Bergen have established arenas for teachers to share reflections, experiences and best practice in their teaching, in a collegial discussion and dialogue on teaching.

¹⁸² <https://euraxess.ec.europa.eu/jobs/hrs4r>

¹⁸³ https://idea-phd.net/images/doc-pdf/Supervision/SupervisorSupport_Guide_NAIRTL.pdf

¹⁸⁴ <https://www.tcd.ie/CAPSL/professional-development/graduate-supervision/>

¹⁸⁵ <http://www.nuigalway.ie/celt/>

In addition, many of their faculties have in recent years established arenas for PhD supervisors to share reflections, experiences and best practice in supervising. These arenas are usually arranged as voluntary lunch seminars throughout the semester or one-day seminars.

Poland (Jagiellonian University in Kraków)

At the Jagiellonian University, there are departments and projects dedicated to improving the skills of academic staff and students. The aim of the Perfect University Project¹⁸⁶ is to improve the quality of education, functioning and management at the Jagiellonian University, through the implementation of the Integrated University Development Program. Furthermore, the Integrated Project - Comprehensive Development Program of the Jagiellonian University¹⁸⁷, is co-financed by the European Union under the European Social Fund, and combines various aspects of didactic activity, research and teaching, administration and management.

Romania (Alexandru Ioan Cuza University of Iași)

Young academics at the Alexandru Ioan Cuza University of Iași (AICU) have been offered training programs/activities to improve their teaching competences, in the framework of projects designed to support doctoral students and postdoctoral fellows professional development (e.g., “Doctoral students and postdoctoral fellows prepared for the labour market!”¹⁸⁸). Additionally, some faculties/departments apply informal training schemes specifically addressing supervision skills (for example, teaching assistants co-coordinate together with experienced university teachers BA theses, and lecturers are invited as members in doctoral supervision committees in order to get familiar with specific activities, requirements and challenges).

In the current academic year, the Alexandru Ioan Cuza University of Iași implements a new project on developing teaching competence among academics, UniTeach¹⁸⁹. The 40 hours continuous professional development program designed within the project covers key learning and teaching topics, and will be eventually organised yearly.

For doctoral supervision AICU intends to launch a formal short training scheme, with an yearly meeting for all doctoral supervisors – the structure, time load and exact content are in the inception stage and should be proposed for internal debate by the end of the next academic year.

Spain (University of Barcelona)

The University of Barcelona (UB) offers a master's program for the training of novice teachers¹⁹⁰. In this master's degree, among others, there is a module dedicated to university tutoring, in which academic and career tutoring and relational tools are worked on. The UB also offers a training course for novice directors of doctoral theses¹⁹¹.

Sweden (Uppsala University)

At Uppsala University, and within the framework of faculties/departments, there are different examples of mentorship programmes, and of collegial groups for doctoral supervisors.

Switzerland (University of Geneva)

Several common services of the University of Geneva (Mooc team, e-learning team, center for teaching and learning support, continuing education center) offer training workshops in university pedagogy that teachers can attend at any time in their

¹⁸⁶ <https://doskonaly.uj.edu.pl/o-projekcie>

¹⁸⁷ <https://zintegruj.uj.edu.pl/o-projekcie/informacje-ogolne>

¹⁸⁸ <https://www.uaic.ro/organizare/biroul-proiecte-de-dezvoltare-bpd/doctoranzi-si-cercetatori-postdoctorat-pregatiti-pentru-piata-muncii/>

¹⁸⁹ <https://www.uaic.ro/proiect-uniteach-uaic-2/>

¹⁹⁰ <https://www.ub.edu/idp/web/universitat/novells/>

¹⁹¹ <https://www.ub.edu/idp/web/ca/cursos/ub/fp2021/tesi>

career on a voluntary, free, non-certifying basis. These workshops cover several themes and vary in length. Among these, one concerns the supervision of master's work and is given alternately with a workshop on doctoral supervision.

In the offer of workshops for the development of doctoral students' skills, a half-day is devoted to supervision (being supervised and supervising a student oneself).

Work is underway to establish a tool to evaluate the quality of doctoral supervision (questionnaire to be sent to doctoral students). The questionnaire should be tested for the first time in a pilot phase this year 2021-2022.

UK (Durham University)

In 2018, previously dispersed activities in relation to teacher development and student support for learning were brought together in one unit – The Durham Centre for Academic Development (DCAD¹⁹²).

At the same time, a framework of professional development programmes - for careers at all stages - was developed (Durham Excellence in Learning and Teaching Awards; DELTA).

- DELTA 1: *Fundamental of Learning and Teaching*
- For postgraduate students who teach and temporary teaching staff; course completed within one academic year.
- Focuses on “an understanding of specific aspects of effective teaching, learning support methods and student learning¹⁹³”.
- Leads to Associate Fellowship of the Higher Education Academy (FHEA).
- DELTA 2: *Reflective Learning and Teaching*
- For academic staff who teach.
- Develops a “broad understanding of effective approaches to learning and teaching support as a key contribution to high quality student learning*”.
- Leads to FHEA; most staff complete the Postgraduate Certificate in Learning and Teaching in Higher Education (18-month course).
- A professional recognition pathway (4-month supported development) is available for those with extensive teaching experience.
- DELTA 3: *Leadership in Learning and Teaching*
- For staff leading or developing programmes.
- Cohort model with invited speakers and action learning sets to develop a specific project - each participant has an experienced mentor.
- Six-month duration – first cohort currently half-way through the course.
- Areas covered
- Strategic visions and values
- Digital pedagogies and technology-enhanced learning
- The modern curriculum
- Classroom practice and practitioners
- Sustaining change
- DELTA 4: *Strategic Leadership in Learning and Teaching*
- For those in a senior position with responsibility for learning and teaching at faculty or institutional level and/or a growing sphere of influence of educational impact which now extends well beyond the classroom to a national and perhaps international level.

¹⁹² <https://www.dur.ac.uk/dcad/>

¹⁹³ Descriptors from Higher Education Academy Fellowship categories: <https://www.heacademy.ac.uk/individuals/fellowship#section-3>

6. REWARD, PROMOTION PATHS AND INCENTIVE SCHEMES RELATED TO TEACHING IN HIGHER EDUCATION

6.1 General Remarks

Teaching Excellence not only depends on the commitment, skills and implementation at the level of the individual higher education teacher, but it requires a strong teaching excellence culture at the institutional (i.e. department, faculty and university), national and -increasingly also European- levels. Excellent teachers require an environment that celebrates, values and rewards high quality teaching. The literature on teaching excellence has stressed for decades that this means that universities and university leadership must go beyond tokenisms or 'warm words' and enable clear promotion paths and career trajectories for faculty members who dedicate their expertise to teaching excellence.

6.2 Czech Republic

Teaching constitutes a factor in promotion criteria, albeit not an important one. The Czech system of promotion is dependent on the traditional, even if non-standard in the European context, understanding of the Associate Professorship and Professorship, the two levels above the basic Assistant Professor, as personal titles or degrees, similar to a PhD degree. A professor or associate professor leaving the academia still keeps the title and can use it in everyday life (can also have it listed in his/her ID). When changing employer, the person is automatically considered a professor or associate professor in the new place of employment too. The title can also be obtained at a different university than where the person is employed and subsequently recognised by the employer.

Each university sets up its own list of requirements for the associate professor or professor candidates, which is a combination of teaching experience, publications, grant involvement, administrative experience, and contribution to the discipline as a whole. Generally, however, the process focuses predominantly on publications and research achievements. It is also evaluated by the Scientific Councils of the respective faculties and universities. The (relatively newly established) internal bodies responsible for the quality of education are not involved in the evaluation of the candidates. At the same time, the number of professors and associate professors involved is a crucial factor in assessing the quality of study programmes and a condition for their accreditation. As a result, the quality of the programme is measured by an indicator that does not reflect teaching quality, or does so only marginally.

The Czech Republic has a National Prize for Outstanding University Teachers, an award promoted by the Minister of Education, Youth and Sport. The objective of the award is to highlight the importance of quality higher education, recognize outstanding university teachers and promote the exchange of good practices. The award itself consists into a diploma and a monetary prize worth up to 100,000 CZK. Every year, a maximum of five awards are distributed nationally. The award scheme is nomination-based, meaning that university rectors, deans of university faculties, and student members of the university academic senates may nominate one person by filling-in a form in which they explain the reasons why the candidate should be considered for the award and provide relevant evidence.

Though our survey respondents indicated they were not aware of any definition of 'teaching excellence' promoted by the award, the nomination form and assessment criteria provide us with some ideas/indications.

In their decision, the award panel takes in account four main criteria:

1. innovation,
2. attitude,
3. pedagogical knowledge and
4. contribution to the teaching profession.

The award goes to teachers that implement outstanding educational activities, or show significant innovation in their educational practice, so becoming inspirational for other colleagues. This suggests that the teaching approach and methodology are one point of focus for the jury members. A second criteria considered by the panel privileges the teacher's attitude towards students and colleagues, as the jury looks for evidence of student support and close cooperation with

employers. Finally, a third criteria looks at the broader contribution of the teacher to the field of education and his/her involvement in debates on teaching reform.

6.3 Denmark

There is an overall description of the reward and promotion paths in the Job Order. A teaching portfolio is mandatory if you want to apply for a permanent position. It indicates what a minimum standard concerning teaching should be. In practice, this is a Teaching and Learning Programme certificate.

The University of Copenhagen has recently launched a promotion scheme illustrating how merit is recognised. It describes the (minimum, i.e., 'admission or entrance criteria for a job category') standards for performance and development for the three main categories of university positions (assistant, associate and full professors) in relation to Research, Teaching, Societal impact, Organizational contribution, External funding and Leadership¹⁹⁴. Academics can for example use the criteria when applying for a position, talking about career paths with head of department (Performance and Development Review, PDR) or thinking strategically about their next career step. It is too early to report on the effects of the promotion scheme. The university has had a tenure track system running for some years. Last year, the first tenures had their 'final exam' at the department of Political Science. Everyone was promoted to associate professors. Part of 'the exam' is a 'teaching session' with colleagues – not students.

The University also has a Pedagogical Competence Profile with similar elements as in the University Denmark's Framework for Advancing University Pedagogy: Areas of responsibility, Knowledge sharing and peer supervision, Knowledge of learning, teaching and the study programme, Practice and reflection, Training in the pedagogy of university teaching, Pedagogical development projects and a BASIS consisting of Academic qualifications and knowledge of the subject¹⁹⁵. Since a teaching portfolio is mandatory when applying for a permanent position, the elaboration of a teaching portfolio has been part of the Teaching and Learning Programmes at the university for some years. As stated in the Social Sciences programme 'The overall objective of the TLHEP programme is to help the participants become qualified university teachers and to help them produce evidence of their qualifications to include in their teaching portfolios.'¹⁹⁶ Furthermore, in the guidelines for Performance and Development Review (PDR), the Pedagogical Competence Profile, i.e., the individual Teaching Portfolio could be the point of departure for talking about teaching (status and potentials for development).

There is a recognition of the importance of standards, formulated as criteria for minimum standards in the promotion scheme and pedagogical competence profile. In addition, continuous development of teaching competences is encouraged. There are no figures indicating how many members of staff that develop their teaching competences on a regularly basis. Nor any knowledge about how management balance research and teaching when it comes to hiring and promoting.

The Ministry of Higher Education and Science launched a national Teaching Award in 2019. The aim is to attract attention to the teacher role and provide role models for excellent teaching (extraordinary student engagement, critical reflection and high academic standard) at all levels of higher education in Denmark. Two university teachers receive the prize – 500.000 DKK (67.250 €) of which 200.000 (27.350 €) is for the person/ team and the 300.000 (40.000 €) is for development of excellent teaching at the department/ institution.

University management can nominate candidates for the National Teaching Award among the teachers nominated for the university's own teaching award. Students' perspectives are also taken account of in the nomination process. In the nomination, the teachers/ teaching teams' ability to fulfil each of the following criteria should be addressed: Inspiring teaching, feedback to students, innovation and quality development of teaching, sharing of experience with colleagues and ensuring practical relevance. The person nominating is free to select an additional, sixth criterion of her/ his own choice¹⁹⁷.

¹⁹⁴ <https://employment.ku.dk/faculty/criteria-for-recognising-merit/>

¹⁹⁵ https://employment.ku.dk/faculty/recruitment-process/job-application-portfolio/KUs_p_dagogiske_kompetenceprofil_31_10_UK.pdf

¹⁹⁶ [The Teaching and Learning in Higher Education Programme - Social Sciences \(ku.dk\)](#)

¹⁹⁷ <https://ufm.dk/uddannelse/videregaende-uddannelse/undervisningsprisen/opslaag-og-indstilling/notice-2021-undervisningspris>

All universities have Teaching Awards. The criteria in use vary from university to university. These include development of new teaching methods, teaching that support student learning and communicative skills. The type of award varies as well. The University of Copenhagen's Teaching Award is for high-quality teaching and the nominations are based on criteria 1-5 in the National Teaching Award whereas the sixth criterion focus on how the teacher include her/ his own research in teaching. Students' and staff may nominate colleagues. The University nominates two of the 'local' nominees for the following years National Teaching Award.

Furthermore, some departments celebrate good teaching with a prize as well. At the Department of Political Science, students may nominate their teacher. A Study Board Committee considers these nominations in combination with the student evaluations.

Another, but not very common incentive tool is one-off payment that could be a payment for an extraordinary teaching effort. It is necessary to apply for this kind of supplement. The award of such payments involves both departmental heads and shop stewards who are tasked with considering the overall distribution of discretionary salary supplements on an annual basis and in light of available resources.

In 2018, the Ministry of Higher Education and Science introduced a nationwide student evaluation, named 'The Learning Questionnaire' ('Læringsbarometeret')¹⁹⁸. The focus is on student learning and students' well-being. Questions address themes such as learning, feedback, interaction between teaching and research, teachers, kind of teaching (lectures, classroom etc.), time spent, study environment and well-being. The universities public grants may decrease due to the results of the 'Læringsbarometeret' from 2023. If an institution experiences a negative development, up to 5 % of the basic grant might be withheld¹⁹⁹.

The Study Boards is responsible for implementing and analysing student evaluations. See a description of the form and content of student evaluation in section 3.3.

6.4 Portugal

The Portuguese legal framework for assessing teaching staff performance includes four dimensions: scientific, teaching, outreach and management. These dimensions are the same for all Portuguese higher education institutions, but their weight may vary depending on each university ruling. For instance, at the University of Minho, the teaching assessment ranges between 30 and 45%,²⁰⁰ at the University of Algarve it can reach 60%,²⁰¹ and, at Nova University Lisbon, it ranges between 20 and 70%.²⁰² Each School/Faculty then is free to identify the exact weight they adopt for the assessment of their own teaching staff, including according to the various scientific areas. For example, at ISCSP this weight also varies according to professional category (full professor, 25%; associate professor, 35%; assistant professor, 45%).²⁰³ Some universities have adopted a qualitative approach, in which each dimension is measured autonomously and provides a qualitative assessment of excellent, very good, good or not relevant. They then define a combination of dimension/qualitative assessment to calculate the overall teaching staff assessment. For instance, the University of Coimbra has adopted this assessment methodology, and it states, for instance, that to obtain excellent overall, one needs to obtain excellent in research, at least very good in teaching, despite the assessment in the other two dimensions; or, one needs to obtain excellent in research, good in teaching, at least a very good

¹⁹⁸ <https://ufm.dk/en/education/analyses-and-statistics/laeringsbarometer-sporgeskema-til-studerende-engelsk.pdf> (ufm.dk)

¹⁹⁹ [notat-om-kobling-af-laeringsbarometer.pdf](https://ufm.dk/en/education/analyses-and-statistics/laeringsbarometer-notat-om-kobling-af-laeringsbarometer.pdf) (ufm.dk)

²⁰⁰ Universidade do Minho (2015) Regulamento de Avaliação do Desempenho Docentes do Instituto de Educação da Universidade do Minho, Instituto de Educação. Retrieved October 11, 2021, from https://www.ie.uminho.pt/pt/Instituto/documentos/Documents/RAD-IE-2015_21_01_2015.pdf

²⁰¹ Despacho 4319/2019. Segunda alteração ao Regulamento Geral de Avaliação de Desempenho do Pessoal Docente da Universidade do Algarve. Diário da República, 2ª Série, Nº 80 de 24 de Abril de 2019. Retrieved October 11, 2021, from https://fct.ualg.pt/sites/ualg.pt/files/fct/despacho_4319_2019_segunda_alteracao_regulamento_geral_avaliacao_docentes_ualg_0.pdf

²⁰² Diário da República, 2.ª série (2010) N.º 158, Universidade Nova de Lisboa. Retrieved October 11, 2021, from <https://www.unl.pt/sites/default/files/unl-regulamento-da-avaliacao-do-desempenho.pdf>

²⁰³ Despacho 5311/2017. Regulamento de avaliação de desempenho dos docentes do ISCSP. Diário da República, 2ª Série, Nº 115 de 16 de Junho de 2017. Retrieved October 11, 2012, from <https://www.ulisboa.pt/sites/ulisboa.pt/files/documents/files/despacho-n.o-5311-2017.pdf>

in one of the other dimensions and none not relevant.²⁰⁴ In this case, some possible assessments stand out, when one is focusing on teaching excellence. For instance, to obtain a very good overall, one can have excellent in research, despite the assessment in the other dimensions, including teaching; or very good in research and good in one of the other dimensions, not necessarily teaching; or yet, one can have not relevant in teaching, good in research and very good in one of the other two dimensions.²⁵⁶

The specific criteria to assess teaching performance is generically the same: diversity of curricular units and study cycles taught, MA and PhD supervision, pedagogical publications, jury participation. Still, some universities add other criteria, such as innovative teaching methodologies, curricular units' creation, or e-learning materials' production. This teaching staff performance assessment is conducted every three years and the results range from not relevant to excellent.

Theoretically, this assessment should have an impact on career promotion and salary index. Regarding career promotion, in Portugal, this process is competitive and each specific application process weighs the teaching dimension diversely. Consequently, the teaching staff performance has the impact on career promotion that the actual application allows. For instance, at the University of Coimbra, this dimension is usually 20-30% of the overall assessment.²⁰⁵ In terms of the salary index within each professional category – Assistant, Associate and Full Professor (*Catedrático*) - the law foresees that for each two consecutive overall performance assessments of excellent, the teaching staff has the right to a raise, which, however, depends on budget availability.

There is no national reward scheme. However, many universities and faculties have teaching awards. These vary regarding the means of recognition. For instance, some award a medal and a diploma, others grant a monetary prize (that can range from 1,000€ to 4,500€). With the exception of IST, most do not mention 'teaching excellence', but refer to pedagogical innovation, talent promotion, pedagogical skills, teaching skills. For instance, the University of Coimbra has two Pedagogical Innovation Awards: *Inovação Pedagógica4UC* and *Inovação Pedagógica@UC*. The former funds pedagogical innovation cases that can be adopted across the University of Coimbra; and the latter rewards pedagogical innovation at the University. Several of its Faculties also have Teaching Awards. For instance, the Faculty of Economics confers annually a Teaching Award based on the pedagogical innovation model presented. Teaching staff, in this case of the Faculty of Economics, need to have obtained a students' assessment of at least 4 (out of 5) to be eligible. It should be noted that, overall, there are more Scientific Awards based on publications and research criteria, than Teaching Awards in Portugal.

6.5 The Netherlands

In the Netherlands, traditionally, research achievements have traditionally played a dominant role when it comes to the promotion of academic staff to the level of full professor. Yet, in recent years, a nation-wide debate has taken place on the so-called "Recognition and Rewards" discussion.²⁰⁶ This initiative, launched in 2019 with a position paper "Room for everyone's talent", seeks to modernise higher education in The Netherlands by rewarding different elements of a higher education career. Instead of asking of academics to perform outstandingly in all areas of research, education, societal impact and management, the scheme wants to promote an approach where academic career paths can focus on certain strengths. Amongst this, the initiative also pleads for professorial career paths for teaching. Whilst this initiative has generated a broad national debate amongst universities in The Netherlands, there is still little evidence of a change in enabling academic career paths to the highest professorial scale solely based on a teaching pillar. Instead, the emphasis on research remains rather prevalent in The Netherlands.

²⁰⁴ Regulamento 398/2010. Regulamento de avaliação de desempenho dos docentes da Universidade de Coimbra. Diário da República, 2ª Série, Nº 87 de 5 de Maio de 2020, pp. 23879-23890, p. 23890. Retrieved October 16, 2021, from

https://www.uc.pt/regulamentos/transversais/vigentes/regulamento_avaliacao_desempenho_docentes_da_uc.pdf

²⁰⁵ See different teaching staff recruitment calls for this effect here https://www.uc.pt/drh/rm/pconcurais/pessoal_docente/Concluidos

²⁰⁶ See <https://recognitionrewards.nl/>

6.6 Wider European and Global Perspectives

Austria (University of Graz)

The completion of the basic didactical training for senior scientist and pre-docs qualify interested teachers to participate in the certificate course, which constitutes an important part of their career development and advancement in academia.

The University of Graz confers annually the teaching awards "Teaching: Excellent!" and "Digital teaching: Excellent!" to outstanding courses²⁰⁷. The teaching awards are intended to make innovative teaching concepts and media-didactic implementations visible, to share inspiring ideas, initiate the discussion of higher education and media didactic findings and trends and reward the efforts of committed scientists who enthusiastically design their teaching. Every year the teaching awards have a special focus, e.g. in 2020/21 it was "Competence-oriented teaching and assessment".

The following groups are authorized to nominate: 1) groups of at least 3 students nominating an attended course, 2) lecturers their own course(s), 3) heads of curriculum commissions and 4) (vice) deans of studies. The nominated teacher is required to submit a concept note describing the course and providing general information. A PDF form with topics and questions has been created to support teachers in this task. The decision on the teaching award winners is made by a jury under the leadership of the Vice Rector for Studies and Teaching.

Furthermore, and since 2013, the Austrian Federal Ministry of Education, Science and Research has annually awarded teachers at Austria's public universities, universities of applied sciences and universities of teacher education with the "Ars Docendi" for excellent teaching²⁰⁸. Universities and their students can submit proposals, which will be judged by an independent, international jury of experts.

In terms of promotion processes and career paths, the University of Graz is a strong example for including the Teaching Skills Assessment as part of any full professor appointment procedure (Berufungsverfahren).²⁰⁹ As part of this procedure, candidates will be evaluated on their teaching skills. Candidates will have to fill out an extensive form on their teaching experience, teaching philosophy and reflection on teaching impact and will have to offer a "demonstration class" where external evaluators attend and assess the teaching.

Belgium (Université catholique de Louvain)

The Université catholique de Louvain has a tool called: "Fond de développement pédagogique" with a yearly budget of 530 000 euros. The tool supports not only individual initiatives of pedagogical development but also finances research in pedagogical topics considered as priority by the Teaching and Training Council. It also supports the dissemination and valorisation of remarkable pedagogical achievements.

Finland (Åbo Akademi University)

Åbo Akademi University annually awards a prize for the teacher and supervisor of the year.

France (University Paul-Valéry of Montpellier and University of Poitiers)

In France, if a professor supervises several PhDs and his/her doctoral students defend their thesis regularly, and if s/he has good publishing records, s/he can be allotted a financial reward every year (the reward lasts for 4 years and then one must apply again).

Also in the national context, there is the possibility of a short time leave for professors to develop other courses or innovative practices.

²⁰⁷ <https://lehr-studienservices.uni-graz.at/en/quality-assurance-and-quality-development-in-university-teaching/teaching-awards-2020-21/>

²⁰⁸ <https://www.bmbwf.gv.at/Themen/HS-Uni/Aktuelles/Ausschreibung-Ars-Docendi.html>

²⁰⁹ See <https://static.uni-graz.at/fileadmin/lehrkompetenz/TSA/TSA-Handreichung.pdf>

At the University of Poitiers, the teachers who are encouraging pedagogical diversity are also entitled to be awarded a "bonus".

Germany (University of Cologne, Georg-August-Universität Göttingen, Friedrich Schiller University Jena and Julius-Maximilian-Universität Würzburg)

The Stifterband fuer die Deutsche Wissenschaft lists on its website all awards related to higher education teaching.²¹⁰ The website lists a total of 134 award schemes – both national, German state-level and university-specific.

At a national level, Germany awards the title of “University teacher of the year”, by the German Association of University Professors and Lecturers (“Deutscher Hochschulverband”).²¹¹ Interestingly enough, this award is not directly linked to teaching performance with students, but rather recognises outstanding public impact or societal impact of professors. In 2021, for example, the virologists Professor Christian Drosten and Professor Ciesek received the award for their role in the public debate related to the risks and responses to Corona. Previous award winners were similarly chosen for their societal impact rather than university teaching strictly defined.

At regional level, the state of Bavaria organises annually an “Award for Good Teaching at the State Universities of Bavaria”. Organised by the Bavarian State Ministry for Science and the Arts, the Bavarian Minister of Culture awards 15 such prizes for excellence in teaching each year in cooperation with the universities located in Bavaria (i.e., the Universities of Augsburg, Bamberg, Bayreuth, Passau, Erlangen-Nuremberg, Regensburg, Wuerzburg, the Technical University of Munich and the Ludwig-Maximilians-University of Munich). Awardees are rewarded 5.000 Euros for “a total minimum of two years of outstanding teaching at a university in Bavaria” and are selected on the basis of a jury consisting of students and senior university managers. The prize was initiated in 1998 by state law²¹² and has the aim of highlighting and showcasing that “teaching is seen just as important as research”.²¹³ What is noticeable is that the Award does not refer to “teaching excellence” but rather to “good teaching”.

At a local level, the University of Cologne awards the University Prize each year. “The University Prize, which is remunerated with € 5,000, is annually awarded by the University of Cologne in the categories of "Research" and "Teaching and Studies" as well as the University Prize for administration. The prize serves to honour excellent academic and (life) achievements, excellent teaching, consultation and mentoring concepts as well as excellent achievement in the area of university administration.”²¹⁴ The candidates for the teaching prize can be nominated by students or other faculty members. The faculties also award prizes to particularly good teachers. As a rule, the evaluation results from the course evaluation in particular are taken as a basis.

Also the Julius-Maximilian-Universität Würzburg has several awards for good teachers, but the criteria to select the prize winners are different for every award.²¹⁵

Friedrich Schiller University Jena has in place different incentives and supporting measures for good teaching:

- Strategy 2025: Teaching - Principles of good teaching, challenges, objectives and measures
- Teaching evaluation supports the process of quality assurance and improvement at Friedrich Schiller University Jena on two levels by means of systematic and scientifically based procedures for teaching evaluation: (a) at the level of the individual course and (b) at the level of an entire study program. Teaching evaluation is anchored in the evaluation regulations of the University of Jena.

²¹⁰ <http://www.stifterverband.de/lehrpreise/index.html>

²¹¹ See <https://www.hochschulverband.de/aktuelles-terminen/hochschullehrer-des-jahres>

²¹² See https://www.gesetze-bayern.de/Content/Document/BayVV_2210_1_1_3_1_K_777

²¹³ Speech by the Bavarian Minister of Science, Bernd Sibler, 22.11.2019, <https://www.stmwk.bayern.de/pressemitteilung/11792/preis-fuer-gute-lehre-fuer-15-hochschullehrerinnen-und-lehrer-staatlicher-universitaeten-im-freistaat.html>

²¹⁴ See “Universitätspreis” at <https://portal.uni-koeln.de/forschung/interne-forschungsfoerderung-und-auszeichnungen/universitaetspreis>

²¹⁵ See <https://www.uni-wuerzburg.de/en/teaching/innovative-teaching/teaching-awards/>

- The teaching award is to recognize special commitment to teaching and make exemplary teaching concepts visible. All professors and academic employees at the University who are involved in teaching can be nominated. In addition to individuals, teams can be nominated as well. Direct applications are also accepted. An award is presented for the best course concept. Since 2015, an additional award has been presented in a thematic priority area that changes every year. Since the founding of the Academy for Teaching Development, its expert panel has been responsible for selecting the annual teaching award winners and for determining the thematic focus for the coming years
- The Academy of Teaching Development itself announces annual fundings within the University for teaching projects which are geared with the further development of teaching at the university.

In what regards incentives and supporting measures for good supervision at the Friedrich Schiller University Jena:

- Guidelines for the doctoral phase (which include a long paragraph on supervision)
- mandatory supervision agreements upon admission
- co-supervision and thesis advisory committees (mandatory in structured doctoral programmes, 25-30% of all doctorates of the university)
- engagement in doctoral programmes can be recognised and, to a limited extent, have an effect on the teaching load
- conflict management: ombudsman for mediation in cases of conflict and for possibly recognising quality problems of supervision
- quality assurance by monitoring (reporting system which provides information on the status quo and progress of doctorates; participation in a national panel study for benchmarking reasons)
- there are plans to implement a prize (Supervisor Award) at the Friedrich Schiller University Jena as an informal incentive

Greece (Hellenic Open University)

At the University of Macedonia, the graduate program in Applied Informatics has recently started the 'Awards of Excellence in Teaching', based on rankings formed by student course assessments.

At the Hellenic Open University (HOU) teaching excellence is evaluated through the Quality Assurance and Training Unit (QATU) by students, coordinators and by the measurement of quality data (e.g. number of scientific papers, citations, research projects, etc). QATU is an independent Unit of the Hellenic Open University whose main goal is to contribute to the upgrading of the quality of the services provided by HOU through the work it designs and implements during each academic year. QATU focuses on the evaluation of the educational process of HOU, and more specifically of the tutors, the teaching modules, the educational material and the administrative services. Moreover, other activities include the training of the teaching staff, the external evaluation, the collaboration with international organisations working on evaluation, ranking and certification of Higher Education Institutions, as well as the scientific research in methods and procedures for assuring the quality of educational technologies. Adjunct teaching staff (tutors) receive training in the begging of the semester for the teaching method they apply ("Open and Distance Education"). For the last two years, highest evaluated tutors have been awarded through extra points in the procedure of teaching staff recruitment.

Ireland (Trinity College Dublin and National University of Ireland Galway)

The Senior²¹⁶ and Junior²¹⁷ Academic promotions policies of Trinity College Dublin reflect the value of research, teaching and service to the University, which promotes academic staff on the basis of their achievement in all these areas. In the assessment of achievement within the sphere of 'teaching', supervision of research students has an important place and increasingly so where Senior promotion (Professor In, Professor of) is concerned.

In addition, the Trinity Excellence in Teaching Awards²¹⁸ seeks to reward those who have made an outstanding contribution in the pursuit of teaching excellence. The prestige of these awards reflects the importance Trinity places on enriching the learning

²¹⁶ <https://www.tcd.ie/hr/assets/pdf/procedure57-senior-academic-promotions.pdf>

²¹⁷ <https://www.tcd.ie/hr/assets/pdf/procedure46a-asst-prof-progression.pdf>

²¹⁸ <https://www.tcd.ie/CAPSL/teaching-excellence/Trinity-excellence-teaching-awards/>

opportunities of its students, and on promoting teaching and learning as a scholarly activity which requires high level expertise. The award process encourages critical reflection on one's teaching practice. The National University of Ireland Galway also provides annual President's Awards in the domains of Research²¹⁹, Teaching Excellence²²⁰ and Societal Impact²²¹.

Norway (University of Bergen)

The Norwegian Directorate for Higher Education and Skills is the executive agency for the Ministry of Education and Research within the higher education and higher vocational education sectors and is responsible for the national skills policy. The directorate advises the Ministry, implements national policies, and coordinates incentive schemes and managements instruments. A range of different programmes and grants related to educational development at all levels are administered by the directorate, among these are Centres for Excellence in Education and Programme for Student Active Learning.

At the institutional level, the faculties of the University of Bergen have an award for study quality. The award is given to academic groups that can document successful educational development within a study programme or a course. The winner of this award is nominated for UiB's Owl Award²²². The winner of the Owl Award is nominated for national award for study quality (DIKU/The Directorate for Higher Education and Skills).

There is also an annual incentive scheme to enhance quality of education awarded by the University of Bergen's Education committee. The incentive scheme's main goal is to facilitate programme and course development at the institution.

Poland (Jagiellonian University in Kraków)

At Jagiellonian University, the awards for high performance in teaching are designed to recognize and reward the academic teachers whose courses have been evaluated best by their students in the Students' Evaluation of Teaching. For example, the Pro Arte Docendi Award is presented annually to outstanding academic teachers for high quality work, in particular for positive impact on students' learning experiences and for introducing and designing innovative didactic methods. The Rector's Fund for Development of Didactic also offers financial support for individuals and teams that introduce innovative ideas in teaching and taking excellent educational initiatives.

Romania (Alexandru Ioan Cuza University of Iași)

As most Romanian universities, Alexandru Ioan Cuza University of Iași rewards especially research achievements or excellence. However, in the last years, teaching quality became more visible in internal debates, and a new scheme of individual grants for pedagogical innovation will be implemented within a project called UniTeach project.

Spain (University of Barcelona)

At the University of Barcelona, teachers are submitted to an evaluation process that allows for a positive recognition of the teaching task every five years. This recognition is associated with an increase in salary and is a merit in the process of obtaining a higher teaching position.

On the other hand, the UB Social Council annually awards a distinction to the teaching quality²²³ of a professor for his/her career. It also awards a distinction to a project or teaching team to highlight the teaching performance at the University of Barcelona. The winners receive a financial bonus.

²¹⁹ <https://www.nuigalway.ie/research-office/presidentsawards/>

²²⁰ <https://www.nuigalway.ie/centre-excellence-learning-teaching/innovationleadership/teachingexcellenceawards/>

²²¹ <https://www.nuigalway.ie/institutionalresearchoffice/presidentsawards/>

²²² <https://www.uib.no/en/quality-in-studies/77613/owl-award>

²²³ http://www.ub.edu/cs/premis/distincions_qualitat_docent/index.htm

Moreover, the Government of Catalunya Autonomous Community awards an annual distinction for teaching quality (Distincions Jaume Vicens Vives²²⁴) to teachers and teaching groups who have had an excellent career. The winners receive a financial bonus for their innovation on teaching projects.

Sweden (Uppsala University)

Although the Distinguished Teacher scheme varies in significance between the different faculties of Uppsala University, it is firmly established in the university and most other Swedish universities have similar opportunities to give recognition for teaching qualifications.

This has created a career path for university teachers, parallel to the long-established scheme for promotion to associate professor, and with the same immediate incentive, and reward: distinguished teachers get a fixed sum²²⁵ added to their monthly salary, exactly as do associate professors.

Each year five teachers receive the Pedagogical financial awards, nominated by students.

The selection criteria provide an appropriate summary to this brief overview of teaching excellence at Uppsala University, and several of them have also made their way into the university's Guidelines for Educational Activity and Development, where both teachers' and students' roles and responsibilities are outlined:

1. A Scientific Approach to Teaching and Learning
2. Activity-Promoting Forms of Teaching
3. Clear Continuity and Progression
4. Examination and Feedback as Educational Policy Instrument
5. Collaboration between Teachers and Students
6. Clear Educational Leadership
7. Continuous Follow-up and Feedback
8. Peer-cooperation and Exchange of Ideas

Switzerland (University of Geneva)

Every year, the Credit Suisse Foundation launches the Credit Suisse Award for Best Teaching at Swiss universities. This prize provides a sum of CHF 10,000 and the universities are free to apply the selection procedures.

For the University of Geneva²²⁶, the procedure is as follows: submission of an application, analysis by a jury (representatives of the various bodies and disciplines, an external member and a member of the pedagogical innovation committee) using the evaluation grid mentioned above. The prize is awarded every year.

Currently, a reflection is underway to increase the number of awards dedicated to pedagogical creativity.

UK (Durham University)

At Durham University there are Collaborative Innovation Grants ("designed to support staff across Durham University to develop innovative and inclusive learning and teaching approaches to enhance student learning and success, and to disseminate good practice across the institution and beyond"²²⁷) and Teaching Awards²²⁸.

²²⁴

https://universitatsirecerca.gencat.cat/ca/01_departament_recerca_i_universitats/premis_i_reconeixements/distincions_jaume_vicens_vives/

²²⁵ 3000 Swedish Krona, or approximately 300 Euros

²²⁶ <https://www.unige.ch/innovations-pedagogiques/prix>

²²⁷ <https://www.dur.ac.uk/dcad/collaborativegrants/>

²²⁸ <https://www.dur.ac.uk/dcad/educationlab/awards/>

Global Region: MENA and Sub-Saharan Africa

United Arab Emirates

Although it was not possible to find unified rewards schemes at the national level, an analysis at the local level allows for an understanding of the used criteria in the country. At the UAE University, research is considered an important criterion not only for faculty members recruitment, but for the academic promotion process as well. In promoting a faculty member to associate professor or full professor, the weights used are 40% for research, 40% for teaching and 20% for university and community service.²²⁹

At the UAE University, the Chancellor's Decree 139/2002 specifies the main elements or criteria of research as:

- Scientific research published or accepted for publication
- Participation in scientific meetings
- Publication of texts and reference books
- Innovative activities
- Scientific findings
- Other distinguished scientific achievements.

The Decree 139/2002 specified the main elements or criteria for teaching as well, identifying them in:

- Teaching loads and efforts, variety of courses taught by a faculty member
- Participation in the development of scientific materials for a course
- Documentation of teaching methods and materials
- Use of new technology teaching methods and participation in developing them
- Interaction with students to enhance their self-learning capabilities
- Participation in the development of curricula and courses
- Preparing examination in line with course objectives
- Participation in student internship programs, lab works and graduation projects
- Student evaluation of teaching.²³⁰

In addition, the UAE University uses student evaluation in teaching as a stand-alone criterion.

As for the academic excellence awards presented annually by the UAE University, they include: "Overall University Excellence Award", "University Excellence Award" in research, in teaching and in service and "College Best Performance Award". Together with the recognition, the awards provide the winner with financial incentives.²³¹

South Africa

Teaching excellence awards were introduced in South Africa in 2009 with the collaboration between the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) and the Council on Higher Education (CHE), with the aim of raising awareness of the teaching role in higher education. Although the awards processes differ across the universities, generally individuals are nominated by colleagues or students and must prepare an application portfolio to provide a narrative and evidence against the criteria set by the university. A study performed by Kasturi and Sioux in 2017 analysed the criteria for teaching excellence awards set by 13 South African universities. Among them, were the length of time that the teacher has

²²⁹ Badri M., Mohammed H. (2004). *Awards of excellence in institutions of higher education: an AHP approach. International Journal of Educational Management, Vol. 18, No.4, p. 225.*

²³⁰ Badri M., Mohammed H. (2004) *op.cit., pp.230-232.*

²³¹ *Ibid, p. 233.*

spent in higher education, the contribution of the nominee to the achievements of the goals of the university and the positive influence of the nominee on students and other colleagues.²³²

Global Perspectives: Asia and Indo-Pacific

China

In Chinese HEIs, teaching is evaluated by both students and peers, while research is measured by the ability to publish in internationally recognized journals and raise external funding. In order to obtain tenure, assistant professors have to pass evaluations on four regards: teaching, research, international cooperation and local services. Among these factors, research output is the easiest to quantify and compare with the adoption of publication index and impact factors. Consequently, publishing in internationally leading journals has become a key strategy for promotion.²³³

As a result of the emphasis colleges and universities are putting on quality teaching, higher education managers are trying different approaches to enhance the quality and development opportunities for their teaching staff. In this regard, there are several policies at the institutional level aimed at boosting initiatives, as well as incentivise teachers.²³⁴ Motivation is seen by Chinese leaders as the key factor in ensuring teaching quality, and motivation management is recognised as a central component in this process.

South Korea

Traditional Confucian respect and regard to the teaching profession is still evident in nowadays standards set for the role. Kang and Hong's study remarks how teachers in South Korea, in comparison to the US, are recognized as professionals with less in-class working hours and a higher salaries' economic power.²³⁵ Indeed, the salary Korean teachers can earn by the end of their service is much higher than the Organization for Economic Cooperation and Development (OECD) average, and among the highest in the world.²³⁶

Additionally, education is the second occupation with the highest income level in the country, just below the medical field. Due to the teacher's automatic tenure - once hired, South Korean teachers are tenured until reaching the retirement age of 62 years - the government has emphasized in-service professional development. An example is the 5-week professional development program that teachers can enrol in after 3 years of service, in order to obtain an advanced certificate, which is incentivized with a higher salary and eligibility for promotion. Additionally, teachers have to take a 90-hour professional development course every 3 years after their fourth year of teaching.²³⁷

India

India's Government recognized the need for proper mechanisms for promotion as well as for recruitment of teachers in higher education soon after independence. The University Education Commission in 1948-1949 advocated for improved and uniform salary scales and better service conditions for teachers in universities and colleges. In 1976 the Sen Committee established that a Lecturer/Reader could apply for a higher position after completing six years of service and would be judged by a selection committee of the university based on his qualification and work. In that case it would be considered a personal promotion, meaning that there should be no limit to the number of posts of Readers and Professors within the department.

As for promotion, two methods have been used in the Indian higher education system since the formulation of the National Policy on Education in 1986. The first one is open competition, the second is merit promotion under Career Advancement

²³² Kasturi B., Sioux M. (2017). *Generic gold standard or contextualised public good? Teaching excellence awards in post-colonial South Africa. Teaching in Higher Education*, Vol. 22, No. 4, pp. 411-416.

²³³ Wang L. (2014) *Quality assurance in higher education in China: Control, accountability and freedom*, p. 257

²³⁴ Zhang X. (2014). *Factors that Motivate Academic Staff to Conduct Research and Influence Research Productivity in Chinese Project 211 Universities*. University of Canberra, p. 15

²³⁵ Kang N., Hong M. (2008),

²³⁶ Min M. (2021), p. 232

²³⁷ *Ibid*, p. 203.

Scheme (CAS). Both promotion schemes are guided by the principles of non-discrimination, reservations for backward social groups of population, merit/performance of the candidate, transparency, and welfare of the teachers. Teachers are assessed and graded annually through performance-based appraisal for promotion, and promotion is considered as an incentive for better performance.

Promotion through Competition (Direct Recruitment): anytime a vacancy for an academic post arises, the position is filled through open competition among faculty members already working in the same organisation at a lower level that fulfil the required qualifications and scholars applying from outside the institution. This method was the only one used for promotion for a long time. Since 2013, the current eligibility criteria for a Professor post as formulated by the UGC are a Doctorate degree with at least ten years of experience, ten high quality research publications and 400 points on academic performance index (API). The main criticized problem in this recruitment system is the limited number of positions available. Career Advancement Scheme (CAS): first introduced in 1983 as the Merit Advancement Scheme, this method allows promotion for the eligible faculty members to the next higher level even if no vacant positions exist at the higher level. It is considered a personal promotion and promotes vertical mobility. The CAS' assurance of a time bound promotion was expected to give more desirability to the teaching profession to young graduates. The CAS was revised in 2013 by the Sixth Pay Revision with changes in score points and enhanced flexibility for the universities to adopt, adapt and interpret the API in their own way. Under the revised CAS universities are required to rate teachers but can set their own parameters and mechanisms.²³⁸

Regarding teaching rewards, the Ministry of Human Resource and Development (MHRD) conferred every year 350 National Awards to innovative teachers based on qualitative and quantitative performance.²³⁹

Australia

The first teaching example of excellence awards in Australian universities dates to 1988, in the University of Queensland. A study conducted in 1992 by McNaught and Anwyl had the aim of analysing the awards given out by Australian universities to find similarities among them.²⁴⁰ With this aim, in 1991 the 37 HEIs in Australia listed in the 1991 Australian Vice-Chancellor's Committee list were asked to provide information about the existing teaching award schemes. Out of the 37 institutions, 18 had some form of teaching award scheme.

The study highlighted the shared patterns between the different award schemes. Among the similarities it was found that there were about one to four awards given each year, most of them worth around \$A5,000 or less. Only 10 institutions stated that the award should be used for academic purposes for further improvement of teaching. In most of the institutions all academic staff are eligible for the awards, just in two cases were the awards limited to below associate professor level. The nomination process generally consisted of five people among colleagues, students or recent former students of the nominee, and the submission to the selection committee was usually made in the form of a curriculum vitae and supporting teaching dossier.²⁴¹ Regarding criteria, the Australian National University indicated that the commission would be looking for "outstanding rather than satisfactory performance" for a sustained period of time in more than one area among course design, teaching large and small groups, and innovative teaching practices²⁴²

²³⁸ Tilak J. B. G., & Mathew, A. (2016). Promotion in academic profession in India: Upward mobility of teachers in higher education. *Asia Pacific Journal of Educators and Education*, 31, pp. 98-109.

²³⁹ Sengupta A., Tyagi H. (2016). Teaching Excellence and Innovative Practices A Case Study of National Awardee Teachers of India. *Journal of Education and Practice*. Vol. 7, No.1, pp. 49-51.

²⁴⁰ McNaught C., Anwyl J. (1992). Awards or teaching excellence at Australian universities. *Higher Education Review*, Fall 1992, 25:1, pp. 32-33.

²⁴¹ McNaught C., Anwyl J. (1992). Awards or teaching excellence at Australian universities. *Higher Education Review*, Fall 1992, 25:1, pp. 32-33.

²⁴² *idem*

Region: North and South America

USA

There are several different reward schemes varying between states, universities, and faculties. Some examples are:

The Boston University Graduate School of Arts & Sciences (GRS) and the Computer Science (CS) Department present annually Teaching Fellow Excellence Awards to PhD students who have shown outstanding performance in their teaching fellow duties and dedication to BU's teaching mission.²⁴³

APSA also organises annually its "APSA Campus Teaching Award Recognition". The award aims to honour "the outstanding contribution to undergraduate and graduate teaching of political science at two- and four-year institutions. The award which was created "to signal the central role of teaching in the profession" is annual and is based on nominations.²⁴⁴

The University of Maryland Global Campus Europe organises annually the "Stanley J. Drazek Teaching Excellence Awards" with the aim to recognize the highest teaching accomplishments of outstanding faculty members in the United States, Europe, and Asia (UMGC Europe, 2021).²⁴⁵ Nominations are made by students enrolled with UMGC Europe. A selection committee uses three criteria to determine the awards: 1. Evidence of effective, innovative teaching methods, 2. Evidence of commitment to UMGC, 2. Consistent record of teaching excellence and of maintaining high standards for students.²⁴⁶

Canada

Different reward and incentive schemes exist in Canada. Some examples are:

In the framework of the partnership of the "Society for Teaching and Learning in Higher Education" and "3M" a teaching fellowship was established in an effort to recognise excellence in teaching at post-secondary level.²⁴⁷ Three equally weighted categories of excellence are foreseen for the selection of the nominees: 1. Educational leadership, 2. Teaching excellence 3. Educational innovation

Also, the Ontario Confederation of University Faculty Associations organises annually the OCUFA teaching and academic librarian awards to recognise outstanding achievement.²⁴⁸ As regards the teaching awards, they include graduate and undergraduate teaching, continuing education, and faculty development. The selection of the awards is based on nominations.

Although not related to higher education, it is worth noting that an important reward for excellence in teaching is the Prime Minister's Awards for Teaching Excellence and Teaching Excellence in STEM (Government of Canada, 2020).²⁴⁹ This award is addressed to teachers at elementary or secondary school level in Canada. The awards focus on educational leadership and exemplary teaching practices.

Colombia

²⁴³ Boston University (2021) <https://www.bu.edu/cs/phd-program/computer-science-fellowship-opportunities/teaching-excellence-award/>

²⁴⁴ American Political Science Association – APSA (2021) <https://www.apsanet.org/PROGRAMS/APSA-Awards/APSA-Distinguished-Teaching-Award>

²⁴⁵ University of Maryland, Global Campus Europe (2021) <https://europe.umgc.edu/about/faculty/stanley-j-drazek-teaching-excellence-awards.cfm>

²⁴⁶ Ibid.

²⁴⁷ The Society for Teaching and Learning in Higher Education – STLHE (2021) <https://www.stlhe.ca/awards/3m-national-teaching-fellowship/>

²⁴⁸ Ontario, Confederation of University Faculty Associations – OCUFA (2021) <https://ocufa.on.ca/ocufa-awards/teaching-and-academic-librarianship-awards/>

²⁴⁹ Government of Canada, Prime Minister's Awards for Teaching Excellence and Teaching Excellence in STEM (2021) <https://www.ic.gc.ca/eic/site/pmte-ppmee.nsf/eng/home>

An example in Latin America is the University of Rosario in Colombia.²⁵⁰ The University organises awards for teaching excellence in three categories: 1. Innovative teacher 2. Inspiring teacher 3. Trajectory of excellence in Teaching. Nominations are made by their students, peers, graduates, and academic units.²⁵¹ In its selection criteria the university defines a teacher of teaching excellence as human, reflective and transformative who (among other things) acts with tolerance, respect and ethical principles, believes in the learning capacity of students, demonstrates adequate mastery of the topics and takes responsibility for own development and strengthening practices.²⁵²

7. THE IMPACT OF COVID19

7.1 General Remarks

Covid-19 has had profound influences and impacts on the higher education systems and ways of instructions around the globe. We reflect here briefly on the initial impacts in each target country.

7.2 Czech Republic

COVID-19 revealed the lack of structural approach to teachers' training in the Czech system. While the state administration focused predominantly on primary and secondary education (not least due to the secondary impact of the closed schools on the economy), universities were left in void and needed to organise themselves. The Ministry of Education, Youth and Sports provided some background materials to the universities, such as the document on the various forms of testing online published in April 2020.²⁵³ But it remained the universities' prerogative to decide on the form of teaching and testing. Depending on the internal structure of the university, the organisation of the switch to the online environment could be organised centrally by the rectorate or shifted to the lower levels. As a result, various online environments could be used within a single institution and the switch to online teaching could occur more or less smoothly.

As a somewhat positive consequence of the pandemic, the bottom-up demand for assistance with the shift to the new environments and adjusted teaching methods brought attention to the lacking structural approach. A number of voluntary courses focused on teachers mushroomed, organised by individual workplaces as well as university-level bodies. As of now, it is unclear, however, whether this increased attention will have any lasting effect beyond the immediate crisis. There is no analysis available so far about the universities' performance and lessons learned. While stakeholders recognise the opportunity to learn from the positive aspects of the pandemic and to incorporate parts of online teaching into everyday practice, no concrete steps have been taken so far at any level.²⁵⁴ Surveys on the students and teachers' experience with the shift to online teaching have been conducted but they have not resulted into policy adjustments at any level of the HE governance.²⁵⁵

7.3 Denmark

Denmark experienced a uniform lock-down, where everyone had to switch to online teaching almost overnight in the middle of March 2020, as all over Europe. The universities implemented the instructions from the government with some local variations.

²⁵⁰ *El Premio a la Excelencia en Docencia de la Universidad del Rosario (2020)* <https://www.urosario.edu.co/Eventos-UR/NuestraU/Premio-a-la-Excelencia-en-Docencia/>

²⁵¹ *idem*

²⁵² *idem*

²⁵³ *MŠMT (2020) Možnosti ověřování výsledků učení a kompetencí distanční formou [Ways to test learning results and competencies in a distant form]*, available at https://www.msmt.cz/file/52693_1_1/.

²⁵⁴ See for example *Charles University (2021) Králíčková: Na inovace ve vzdělávání jsme připraveni [Králíčková: We are ready for innovation in education]*, Forum 7 June 2021. This is an interpretation suggested by the survey responses as well.

²⁵⁵ *MŠMT (2021) Dopady pandemie COVID-19 na studenty VŠ [Impact of COVID-19 pandemic on HE students]*, available at <https://www.msmt.cz/dopady-pandemie-covid-19-na-studenty-vs>.

Teaching and examination were online activities in spring 2020 at the University of Copenhagen. Campus opened in May 2020 for master thesis students and students with special needs. During autumn 2020, access to campus was very limited (staff were required to ask for permission to pick up books or to print materials). All, teaching was hyflex until the next lockdown in December. Hyflex meant that only half of the students were present in the classroom, whereas the other half should join online. The hyflex model was supported by investments in cameras and microphones in the classrooms. The support for using the new technology were insufficient in many cases. In spring 2021, all exams were online. From autumn 2021, we were back on campus. However, it remained possible to stream your classes under certain circumstances.

The emergency situation challenged teachers, especially those (more than half of the staff), that never attended a course concerning digital teaching. Furthermore, technical problems were recurring due to problems with insufficient 'systemic capacity' or problems with basic infrastructure of home offices. Overall, lectures were more easily transformed into online formats, whereas on-location practice (such as clinical, laboratory or other practical forms of teaching) had to be cancelled or replaced with new forms of teaching methods.

The 'bottlenecks' in the transformation were systemic capacity, lack of relevant programmes, technical and pedagogical support staff, the students access to stable internet connections and other relevant technical equipment as well as unison housing and the teachers' digital competences. Despite the technical challenges, colleagues and pedagogical support staff/units did their best to educate, find solutions and encourage teachers and supervisors²⁵⁶.

Varieties of forms of teaching were practiced. Some made pre-recordings of lectures and spent online time on discussions or questions. Others changed their way of lecturing, i.e., managed to engage and activate the students by limiting lecture time to no more than 15 minutes, make sure that the students answer questions (polls or Mentimeter) and discuss their answers. Furthermore, some put an effort into facilitating academic discussions applying theories to specific cases – still online. Lots of other teaching methods were explored.

After the experiences with online and hyflex teaching three out of four teachers surveyed indicated a preference for on-campus teaching. One fifth would prefer primarily a blended form of teaching²⁵⁷. Students generally found that everyone made the best out of the situation. However, the students (and staff) prefer on campus teaching because a lot of interaction, small talk and development of thoughts is much easier when you meet face-to-face²⁵⁸. As a master thesis student wrote in an evaluation, 'Smalltalk about your academic decisions is not the same online'²⁵⁹.

It should be mentioned that master thesis and PhD students were the first to return to campus in spring 2021 where staff and students in generally, where not allowed on campus.

Preliminary results from various investigations indicate that online teaching and supervision hold potentials and limitations in relation to learning. The tension between what is private (home) and professional (campus), what you can do on you own (individual) and what you can do together (collective) and informal vs. formal learning spaces become visible in new ways – just to mention a few tensions that we have to investigate if we want to gain more knowledge²⁶⁰.

Off course, we can and should learn from our online teaching experiences and not just return to regularly on campus teaching. However, much support and equipment need to be in place to succeed.

²⁵⁶ https://static-curis.ku.dk/portal/files/250964486/Opsamlende_rapport.pdf

²⁵⁷ Datarapport (2020). https://kUNET.ku.dk/arbejdsomraader/undervisning/udvikling/evaluering-af-online-undervisning/Documents/Datarapport_undervisnersurvey_2021.pdf, p.19.

²⁵⁸ Løkkegaard, E.B., Lindvig, K. & Misfeldt, M. (2020). Kvalitative interviews med studerende og undervisere Baggrundsrapport udarbejdet i forbindelse med evaluering af online-nødundervisning forår 2020, p. 19.

<https://kUNET.ku.dk/arbejdsomraader/undervisning/udvikling/evaluering-af-online-undervisning/Documents/Rapport%20om%20online%20n%C3%B8dundervisning.pdf#search=evaluering%20af%20online%20n%C3%B8dundervisning>

²⁵⁹ Anonymous quote from DPS Study Board's student evaluation S20.

²⁶⁰ Løkkegaard, E.B., Lindvig, K. & Misfeldt, M. (2020). Kvalitative interviews med studerende og undervisere Baggrundsrapport udarbejdet i forbindelse med evaluering af online-nødundervisning forår 2020.

7.4 Portugal

COVID19 inevitably impacted the Portuguese higher education system as in various other countries. Emergency remote teaching became compulsory overnight. In a first phase, there was no training or infrastructures available to support teaching staff adaptation to this emergency situation. In a second phase, hybrid teaching was adopted, further challenging teaching staff skills and ability to cope. Many universities offered specific training courses to address these challenges focused on the technical skills for a successful e-learning and hybrid teaching model. For instance, at the University of Coimbra, during 2020, a new digital platform was developed and implemented to support teaching and evaluation under these new circumstances. The recording of lectures was not compulsory. In parallel, voluntary training was also offered with a special focus on the use of digital tools for teaching. At IST, the teaching staff training programme which includes observation of classes was suspended during 2020 and resumed in 2021 with 'Observation of Online Classes'. But these dynamics raised many pedagogical questions, setting the stage for a more careful consideration of teaching staff skills and competences and the role universities should/must have in this process.

A colleague shared that

"The pandemic exposed several problems in Higher Education: overload, excessive dimension of classes, and a way of organization that limits the ability of professors to explore or implement innovative teaching techniques. It also confirmed that online teaching has merits and benefits when applied to short-courses, but is very ill-suited when it comes to BA, MA or even PhD. It also raised awareness that we need to rethink the way we teach and to promote strategies more student-oriented and focused on the development of transferable skills, by opposition to expository classes."

Students' pedagogical evaluations were also adapted to include specific questions regarding COVID19 impact, from adequacy of Contingency Plans, to socio-economic personal or perceived impacts, to mental health aspects. Finally, Labour Unions have asked the Minister of Higher Education, Science and Technology to adjust teaching staff assessment during this three-year cycle to reflect COVID19 impact on research, teaching and knowledge transfer (pending decision).

7.5 The Netherlands

COVID19 has hit the education sector in The Netherlands with the same level of unexpectedness as other European countries. Remote teaching had to be organised in a matter of days. This resulted in "emergency remote teaching" rather than a well-prepared digital learning approach. Most teachers opted for an asynchronous approach, i.e. pre-recording lectures and placing the videos online. Students could then watch the lecture in their own time and post questions on a forum or attend office hours or Q&A seminars via an online platform.

In response to the E-NOTE survey, one Vice-Dean for Education remarked that the main interim conclusions were::

- More flexible teachers have proved to be better able to deal with the situation.
- Teachers with fewer care tasks at home (school-going children or informal care) performed better
- Teachers with their own workplace at home performed better
- Teachers in teams performed better than teachers who were alone for a subject (collective learning effects)
- Teachers in relatively new programmes performed better than in established programmes
- Leadership (giving direction) turned out to be very important

Countless possibilities in the future arise, such as hybrid learning via "Learn Anywhere" initiatives. Not only didactically, but also in relation to the use of buildings and the use of the latest teaching techniques. There is also a concern for dichotomy. Some employees with a relatively large research task completely missed the mark during Covid19, and will have to brush up their education skills in the short term if they want to remain employable for education in the long term. Conversely, some employees had to invest far too much time and energy in education, which created a gap in their research production."

Other Positive aspects, as reported by the survey were:

“I think covid & turning to online learning made everything different. In-person classes cannot just be flipped into online classes, it takes lots of planning and coordination to simulate discussion and interactions. Online teaching excellence requires closer attention to short lessons and “spurts” or learning to avoid screen fatigue. It also challenges the ability to push students to ask questions and steer the direction of class.

I found holding online office hours was actually an improvement for my students. More students than usual attended, in part because they could attend from anywhere and did not have to dedicated a day to come to my office when they had nothing else at the university. Some student would even call when out of town or on the train and while this seems like it would be distracting, it worked because students were able to better fit my office hours into their schedules. Moving forward I plan on holding a hybrid form of office hours where students can sign-up for in-person or online meetings.”

Responses from the E-NOTE survey for the Netherlands thus highlighted both the difficulties, but also positive opportunities that COVID-19 could offer.

7.6 Wider European and Global Perspectives

“Covid 19 led to more engagement between faculty as well as between faculty and students to reflect about teaching and learning – more than during non-pandemic times”.²⁶¹

“No serious consideration to wellbeing and what do we do about this?”²⁶²

In April / May 2020 the Coimbra Group led a pioneer network-wide consultation to their 41 members, following a perceived need to exchange experiences and practices in the emergency context of the Covid-19 outbreak. The report “Practices at Coimbra Group Universities in response to the Covid-19 - A Collective Reflection on the Present and Future of Higher Education in Europe”²⁶³ was published shortly after and provides a snapshot of responses of Coimbra Group universities, while offering recommendations connected to higher education internationalisation, teaching and learning, doctoral education and research and innovation.

After more than one year and a half into the pandemic, the Coimbra Group has led a second consultation and, at the time of this publication, was about to release a follow-up exercise on the way universities continue to be impacted by the Covid-19 crisis and the subsequent challenges, opportunities and solutions. Coordinated by the Coimbra Group Office, this collective reflection is enlarged to a wider range of dimensions covering all the missions of universities and is the result of a collective effort of different Working Groups²⁶⁴, which have produced a set of new recommendations for university leaders and policy-makers, including the EU institutions. The second report should be published by the Coimbra Group Office in December 2021 and will include aspects directly relevant to the ENOTE project.

The main conclusion that can be drawn is that universities have shown great agility and flexibility in their reaction to the unexpected and sudden challenges caused by the pandemic. Similarly, both teachers and students have shown overall remarkable willingness and potential to change and to adapt to online and hybrid environments (e.g. the novel use of video conferences applications for online teaching). The Covid-19 outbreak has created unprecedented challenges to higher education institutions, but, on a positive note, it is also accelerating changes that were perceived as needed and were beginning to take place.

²⁶¹ Participant in UACES panel, 7 September 2021

²⁶² idem

²⁶³ <https://www.coimbra-group.eu/wp-content/uploads/Final-Report-Practices-at-CG-Universities-in-response-to-the-COVID-19.pdf>

²⁶⁴ <https://www.coimbra-group.eu/our-working-groups/>

In what regards **teaching and learning**, the physical closure of classrooms provoked a surprisingly fast change into remote teaching. Although some universities were already streaming lectures, this practice was not mainstream in all courses or all institutions. There was significant investment in training and support for staff with regards digital skills for teaching. But the authors make it clear that “the emergency remote teaching solutions that have been put in place are temporary solutions and as such do not equate to quality online learning”. They also note that “the current situation has also opened a space for discussion on the role of online and blended teaching and learning in universities” and the potential they hold in terms of pedagogical innovation. They recommend that the design of medium- and longer-term solutions take into account the existing research in this area. On another aspect, they highlight that the crisis has emphasized the need to transition towards “a holistic, interdisciplinary and innovative approach to learning and knowledge production”. In some cases, it was even noted that the change was in some aspects beneficial for teachers to rethink their teaching.

Another interesting example in the context of the ENOTE project is the one presented by the University of Bologna in the Council of Europe Higher Education Series No. 25²⁶⁵. The authors describe the rationale and activities of the Unibo innovation 2020 initiative which has aimed at supporting teachers in developing innovation in their practice. The initiative consisted in both monitoring activities (through a survey on teaching experiences and a students’ survey) and training activities for professors or lecturers.

In August 2020, the educational challenges resulting from the COVID-19 pandemic led the European Commission to launch an **extraordinary Erasmus+ call** to reinforce the ability of education and training institutions to provide high quality, inclusive digital education²⁶⁶. The call was provisioned with €100 million to support projects in higher education - and other education levels – that aimed at enhancing online, distance and blended learning - including supporting teachers and trainers, as well as safeguarding inclusiveness. The call acknowledged that the COVID-19 crisis has greatly accelerated the need for modernisation and digital transformation of education and training systems across Europe. The selected projects should help develop digital pedagogical competences of educators, enabling them to deliver high quality inclusive digital education through online/virtual means, including blended teaching, training and learning.

In what regards the management of **doctoral supervision and doctoral training**, the authors of the Coimbra Group Report underline that the impact has been less harmful due to the individual nature of doctoral training and the pre-existing use of distance-learning and remote working. “Some universities already had online platforms in place for monitoring the doctoral candidate’s progress”. Only a few countries had mandatory course requirements at the doctoral level and these courses were easily shifted to online teaching. Several universities reported that they had also adapted the complementary qualification programmes for doctoral researchers that they offer, such as transferable skills training, although there was no compelling need for that. Interestingly, the universities have also noted over that period an increased participation of doctoral researchers in transversal activities such as further training, web-based science outreach activities (e.g. blogs and videos).

Doctoral supervision has been changing throughout the crisis. The importance of the doctoral supervisor for all aspects of the doctoral research, but also for the mental health and well-being of PhD candidates, has also become more apparent. Some universities encouraged supervisors to meet with their postgraduate researchers in online meetings at increased frequency, some universities helped PhD students to be properly IT-equipped.

The pandemic and the closure of universities during the lockdowns around the world have forced teaching staff and students to heavily adapt their teaching and learning methods. This adaptation was a sudden and imminent necessity if one considers that for a period of several months teaching and learning activities could take place exclusively online.

The shift to online tools as the only means for teaching brought several problems for ensuring excellence and quality in teaching and learning activities and revealed several challenges.

²⁶⁵ Elena Luppi, Elena Consolini, Alessandra Scagliarini, Mirko Degli Esposti and Francesco Ubertini (2020). *The University of Bologna during the Covid-19 pandemic: protect, provide and innovate – Responses from a resilient community*. in Council of Europe Higher Education Series No. 25.

²⁶⁶ *Corrigendum to the 2020 Erasmus+ Programme Guide (2020)*. <https://erasmus-plus.ec.europa.eu/news/coronavirus-response-extraordinary-erasmus-calls-to-support-digital-education-readiness-and-creative-skills-0>

On the one hand, the need for a rapid reaction to the closure of the universities and the adaptation of the educational content found many universities and teaching staff unprepared or not well equipped for such an imminent action²⁶⁷. This situation disrupted the teaching and learning experience and consequently the efforts to work on excellence in teaching and learning. Quality and sufficiency of online teaching infrastructure, experience of teachers with online teaching, accessibility to online tools by students and teachers were some aspects with which universities, teachers and students had to deal with this situation. Students from disadvantaged groups faced even greater difficulties.

Moreover, the financial impact of the pandemic to the treasuries of the different governments of the world will most likely reduce the capacity of the governments to support higher education²⁶⁸. Also, “reduced public budgets, combined with the diminished likelihood of increased private funding, could mean that many students opt out of higher education, undermining institutions’ ability to sustain the quality of teaching and research”²⁶⁹.

Except the operational and technical aspects, universities and teachers had to adapt the content of the courses in an effort to ensure quality and best address the needs of the students in the new online reality. Commitment to teaching excellence and a student-centered approach into adapting the educational content were a combination that was followed by several institutions²⁷⁰.

On the other hand, the problems and challenges faced during the outbreak of the pandemic and the closure of the universities gave place for initiatives to preserve and further develop quality and excellence in teaching. Except from individual cases where teaching staff excelled in working with online environments²⁷¹ the existence of specific sections and structures inside the universities helped preserving quality standards in teaching practices. As it has been the case in Simon Fraser University, the University of Calgary, Brock University and Concordia University in Canada the existence of the so called “teaching and learning centers” has been pivotal and crucial for the transition from traditional face-to-face teaching to online teaching methods²⁷². Their role was important to help and instruct teachers to adapt to online teaching methods and maintain quality contacts with their students.

The pandemic has also created much discussion and analysis on what will be the implications for higher education institutions, their teaching methods, the quality of the degrees and the competences of teaching staff. Aspects such as future technological support, instructional innovations, degree offerings and new pedagogical paradigms²⁷³ in the times of the pandemic will bring new elements on how teaching excellence will be defined, measured, and rewarded in post-pandemic times.

²⁶⁷ Jamil Salmi, *COVID’s Lessons for Global Higher Education*, page 5 retrieved from: <https://www.luminafoundation.org/wp-content/uploads/2020/11/covids-lessons-for-global-higher-education.pdf>

²⁶⁸ Eugene Clark, : *Higher education forever changed in a post-COVID-19 world*, retrieved from : http://www.china.org.cn/opinion/2021-10/09/content_77796470.htm

²⁶⁹ Jamil Salmi, *op.cit.*

²⁷⁰ Examples: YALE NUS College, *Excellence and Adaptability – Teaching and Learning amid the COVID-19 pandemic*: <https://www.yale-nus.edu.sg/newsroom/8-may-2020-excellence-and-adaptability-teaching-and-learning-amid-the-covid-19-pandemic/>, University of Wisconsin, *Radio, TV, Film and COVID-19: Staying on Air*, <https://uwosh.edu/rtf/covid/>

²⁷¹ Example: Oklahoma State University, *Professor earns online teaching excellence award during COVID-19 pandemic*, <https://news.okstate.edu/articles/education-human-sciences/2021/online-teaching-excellence-earns-award-during-covid-pandemic.html>

²⁷² Sarah Elaine Eaton: “Teaching and learning centres are the academic heroes of COVID-19”, in: *University affairs, affaires Universitaires*, retrieved from: <https://www.universityaffairs.ca/opinion/in-my-opinion/teaching-and-learning-centres-are-the-academic-heroes-of-covid-19/>

²⁷³ See analysis under: Geoffrey Dick, Asli Yagmur Akbulut & Vic Matta (2020) *Teaching and learning transformation in the time of the Coronavirus crisis*, *Journal of Information Technology Case and Application Research*, 22:4, 243-255, DOI: 10.1080/15228053.2020.1861420

8. CONCLUSIONS

While Teaching Excellence remains an essentially contested concept, the analysis of the various perspectives on it within the European area allows to observe how the idea of excellence is closely connected to national, cultural and institutional contexts, and influenced by diverse understanding of the goals of higher education and academia writ large.

Despite different national traditions and different historical developments, the core countries surveyed in this mapping exercise are all on a journey towards placing more emphasis on how teaching excellence can be improved and enhanced at the level of the institution and individual. Differences are still large between Denmark and The Netherlands, who have a tradition of relatively established teaching frameworks and Czechia and Portugal, where teaching excellence policies are more recent and where autonomy and flexibility are relatively high. Yet, particularly in Czechia there is now a window of opportunity for a more general conversation and national priorities on strengthening teaching excellence (through, e.g. the discussion of mandatory training for first time university teachers).

Our Mapping exercise provides food for thought for various national and university-level initiatives for promoting and rewarding teaching excellence (including promotion and award schemes) and shows the diversity in approaches.

Covid19 has acted as an accelerator for the use of technological tools in teaching, but have also led to inequalities between staff members, students and differing stress effects. University leaders and survey respondents in general have outlined positive transformative effects for the future, but responses are also indicative that universities often “return to normal” now and risk losing the potential benefits and momentum of the technological transformation. Recent disruptions, such as the emergence of AI tools in higher education, also means that universities have to develop a mind-set and structures for agile responses to increasing disruptions that have started with COVID19, but are by no means over yet.

Putting the analysis of our four reference countries into the context of other European universities (with the help of the Coimbra Group survey) also indicates a rich variety in approaches, but also potentials for learning from each other and advancing synergies.

For the future of the European Education Area it will be important that both policy-makers and university leaders prioritize knowledge exchange and serious advances in systematizing and harmonising best practices for the beginnings of a truly European approach to enhancing, rewarding and promoting teaching excellence,

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APPENDICES

Appendix 1 – Sample Student Evaluation Forms

Leiden University –

The student evaluations consist of a quantitative part (questions related to lecturer, course organisation etc on a scale from 1 to 5) and a qualitative part where students can elaborate on the strengths, weaknesses and possible improvements of a course.

General questions on online presence or physical presence have been added during the pandemic as have been three questions dealing with remote learning.

Question 1:

The lecturer(s)/instructor(s) in this course teach(es) well (agree or disagree from 1 to 5)

Question 2

I have participated in lectures: online/on campus/partially online and on campus

Question 3

I have participated in work group sessions: online/on campus/partially online and on campus

Question 4 :

This course has taught me a lot (knowledge, understanding, skills)

Question 5:

This course stimulated critical thinking.

Question 6:

The instructional methods (lecture, seminar, practical/lab work, etc.) are well matched to what you should have mastered at the end of the course

Question 7:

The course materials (literature, video, podcast, Brightspace, etc.) are well matched to what you should have mastered at the end of the course.

Question 8:

The assessments (method and contents) are well matched to what you should have mastered at the end of the course

Question 9: (from 2h or less to more than 13h)

On average I spent ... hours per week on coursework outside class.

Question 10:

The information on this course - including information on intervening changes during the course - was complete.

Question 11:

This course was well-organized.

Question 12: (from too easy to too difficult)

In terms of difficulty, the course is:

Question 13: (too light / too heavy)

Compared to the prescribed study load (1 EC = 28 hours including contact hours), the actual study load of this course is:

Question 14: (from 1 to 10)

Your overall rating of this course on a scale from 1 to 10 (Dutch grading scale) is:

Question 15:

It was clear to me how this course fits in the overall program.

Question 16:

I have attended all the meetings of the course.

Question 17:

IF APPLICABLE: The lectures of the guest speaker(s) in this course added to my learning experience.

Question 18: (poor to excellent)

The overall educational quality of the lecturer was:

Question 19 (poor to excellent)

The overall educational quality of the workgroup teacher was

Question 20 (below 25% to all)

I estimate the percentage of plenary lectures I attended well-prepared to be:

Question 21:

This course has taught me valuable skills.

Question 22:

It was clear to me how this Skills Lab is linked to the corresponding core course.

Question 23 (on remote teaching):

It was relatively easy to join / participate in the online lectures / work group sessions.

Question 24 (on remote teaching):

The platform used for the online lectures / work group sessions was sufficiently stable and hardly caused any technical difficulties

Question 25 (on remote teaching)

Lecturers and support staff have made a reasonable effort to provide me with the best possible education, given the current limitations.

Question 26 (qualitative part – free space for comments from the students)

What did you like the most? Which elements of (remote) teaching could be used in future editions of this course?

Question 27: (qualitative part – free space for comments from the students)

What did you like the least? How could (remote) teaching and examination for this course be improved?

University of Copenhagen, Department of Political Sciences
Standard evaluation form – Political Theory II, Bachelor level

Evaluation Season 202X
Department of Political Science, University of Copenhagen

"Name of the course" and Name of the teacher

The Purpose and the Significance of the Final Course Evaluation:

The purpose of the evaluation of the courses at the Department of Political Science is to assess whether the courses offer the best learning outcome within the given framework.

The Evaluation intends to define and assess:

1. The students' interest and participation in the course
2. The planning and the completion of the course
3. The students' benefits from the course

The intention is:

- That the students evaluate both their own and the lecturer's performance during the course
- That the students assess what has been rewarding
- That the students give the necessary feedback to maintain the positive parts of the course and to improve any negative aspects

The Learning Outcome can be found in the course description at <http://kurser.ku.dk/>(indsæt)

Yours
The Board of Studies' Quality Committee

sincerely

EVALUATION OF OWN PARTICIPATION

- 1. How actively and in what way have you participated in the course?**
- 2. How much of the course literature have you read up until now?**

75%-100% of the course literature
50%-74% of the course literature
25%-49% of the course literature
0%-24% of the course literature

3. On average, how many hours per week do you use to prepare for this course?

- 0 hours (1)
- 1-2 hours (2)
- 3-4 hours (3)
- 5-6 hours (4)
- 7-8 hours (5)
- 9-10 hours (6)
- More than 10 hours (7)
- Don't know (9)

EVALUATION OF TEACHING

4. What has been academically useful concerning the lectures? – Why?

5. Do you have suggestions for potential improvements of the lectures? – Which, and why?

6. What is your overall assessment of the lectures?

Very good (5)
Good (4)
Average (3)
Poor (2)
Very poor (1)
Don't know (9)
Not relevant (10)

7. Which class/ teacher do you follow?

8. What has been academically useful in the class? – Why?

9. Do you have suggestions for potential improvement of the teaching in the class? – Which, and why?

10. How do you assess the class teacher's ability to convey the content?

Very favourably (5)
Favourably
Averagely
Unfavourably
Very unfavourably (1)
Don't know (9)
Not relevant (10)

11. How do you assess the class teacher's academic level?

Very favourably (5)
Favourably (4)
Averagely (3)
Unfavourably (2)
Very unfavourably (1)
Don't know (9)
Not relevant (10)

12. What is your overall assessment of the class sessions?

Very good (5)
Good (4)
Average (3)
Poor (2)
Very poor (1)
Don't know (9)
Not relevant (10)

13. How do you assess the feedback format in the course (on assignments, student presentations etc.)?

5 = Very rewarding (5)
4 (4)
3 (3)
2 (2)
1 = Not rewarding at all (1)
Don't know (9)

14. Do you have suggestions for improvement of the feedback format? – Which, and why?

15. How do you assess the literature (relevance, degree of difficulty, learning outcome)?

16. In your opinion, does the course seem coherent and meaningful (in terms of teaching, curriculum etc.)? – Why/why not?

17. In your opinion, has the course met the learning outcome of the course? – Why/why not? The learning outcome can be found on courses.ku.dk

18. What is your overall assessment of the course?

Very good (5)
Good (4)
Average (3)
Poor (2)
Very poor (1)
Don't know (9)
Not relevant (10)

19. Do you have any further remarks about the course?

Additional questions about online teaching

How do you evaluate the following statements on a scale from one to five?

20. Online teaching prepared me for the exam in the same way as on campus teaching do (1: totally disagree; 5 totally agree)?

21. Online teaching meant that I had to take on more responsibility for my own learning (1: lower demands; 5: higher demands)?

22. Online teaching changed my workload (1: lower demands; 5: higher demands)?

23. I was in more/ less contact with my study group than before (1: less contact; 5: much more contact)?

24. The teaching was adjusted to the online format (1: not at all; 5: to a large extent)

25. Mention exceptional elements from the online teaching that you think could be used in the future.

26. Mention elements from the online teaching that no one should make use of in the future.

Thank you for your answers!

REMEMBER to press "Finish" (submit)

University of Copenhagen, Department of Political Sciences

Standard evaluation form – KA-courses

Evaluation Season 202X

Department of Political Science, University of Copenhagen

"Name of the course" and Name of the teacher

The Purpose and the Significance of the Final Course Evaluation:

The purpose of the evaluation of the courses at the Department of Political Science is to assess whether the courses offer the best learning outcome within the given framework.

The Evaluation intends to define and assess:

4. The students' interest and participation in the course
5. The planning and the completion of the course
6. The students' benefits from the course

The intention is:

- That the students evaluate both their own and the lecturer's performance during the course
- That the students assess what has been rewarding
- That the students give the necessary feedback to maintain the positive parts of the course and to improve any negative aspects

The Learning Outcome can be found in the course description at <http://kurser.ku.dk/>(indsæt)

Yours

The Board of Studies' Quality Committee

sincerely

EVALUATION OF OWN PARTICIPATION

27. How actively and in what way have you participated in the course?

28. How much of the course literature have you read up until now?

- 75%-100% of the course literature
- 50%-74% of the course literature
- 25%-49% of the course literature
- 0%-24% of the course literature

29. On average, how many hours per week do you use to prepare for this course?

- 0 hours (1)
- 1-2 hours (2)
- 3-4 hours (3)
- 5-6 hours (4)
- 7-8 hours (5)
- 9-10 hours (6)
- More than 10 hours (7)
- Don't know (9)

EVALUATION OF TEACHING

30. How do you assess the professor's ability to convey the course content?

Very favourably (5)
Favourably
Averagely
Unfavourably
Very unfavourably (1)
Don't know (9)
Not relevant (10)

31. How do you assess the professor's willingness to answer questions and elaborate when needed?

Very favourably (5)
Favourably (4)
Averagely (3)
Unfavourably (2)
Very unfavourably (1)
Don't know (9)
Not relevant (10)

EVALUATION OF THE COURSE IN GENERAL

32. What has been academically useful in the course? – Why?

33. Do you have suggestions for potential improvement of the course? – Which, and why?

34. In your opinion, does the course seem coherent and meaningful (in terms of teaching, curriculum etc.)? – Why/why not?

35. In your opinion, does the course seem coherent and relevant in relation to the general selection of courses? – Why/why not?

36. In your opinion, has the course met the learning outcome of the course? – Why/why not? The learning outcome can be found on courses.ku.dk (indsæt link)

37. What is your overall assessment of the course?

Very good (5)
Good (4)
Average (3)
Poor (2)
Very poor (1)
Don't know (9)
Not relevant (10)

38. Do you have any further remarks about the course?

Thank you for your answers!

REMEMBER to press "Finish" (submit)

Additional questions

The following questions should be included in the evaluation of courses for which it occurs to be meaningful:

Workshops

X. How do you assess your gain from the workshops in the course?

5 = Very rewarding (5)

4 (4)

3 (3)

2 (2)

1 = Not rewarding at all (1)

Don't know (9)

X. Do you have suggestions for improvement of the workshops? – Which, and why?

Feedback

X. How do you assess the feedback format in the course (on assignments, student presentations etc.)?

5 = Very rewarding (5)

4 (4)

3 (3)

2 (2)

1 = Not rewarding at all (1)

Don't know (9)

X. Do you have suggestions for improvement of the feedback format? – Which, and why?

Master Thesis supervision

Evaluation 202X

Department of Political Science, University of Copenhagen

Master Thesis by XX as team coordinator

The Purpose and the Significance of the Final Evaluation of the Master thesis seminar:

The purpose of the evaluation of the courses and thesis seminars at the Department of Political Science is to assess whether the courses and thesis seminars offer the best learning outcome within the given framework.

The evaluation intends to define and assess:

- 1) The students' interest and participation in the thesis seminar
- 2) The planning of the cluster sessions and the supervision by Master Thesis supervisors.
- 3) The students' benefits from the thesis seminar

The intention is:

- That the students evaluate both their own and the supervisors' performance during the thesis seminar
- That the students assess what has been rewarding.
- That the students give the necessary feedback to maintain the positive parts of the thesis seminar and to improve any negative aspects

The Learning Outcome can be found in the course description at <http://kurser.ku.dk/>

Yours sincerely

The Board of Studies' Quality Committee

EVALUATION OF THE CLUSTER SESSIONS

1. I am following cluster sessions on: (If you have changed cluster along the way, then evaluate the teaching and supervision in the cluster, you have attended the most):

- Cluster 1 by...
- (...)

2. How actively have you participated in the cluster sessions?

3. What has inspired you at the cluster sessions?

4. What did you find useful from the cluster sessions in your thesis writing process?

5. To what extend do you think that the cluster sessions supported your thesis writing process?

Very much

Much

To some extent

Little

Not at all

Don't know

6. Do you have suggestions for improvement of the cluster sessions? - Which and why?

7. What is your overall assessment of the master thesis cluster sessions?

- 5 = Very rewarding
- 4
- 3
- 2
- 1 = Not rewarding at all
- Don't know

EVALUATION OF MASTER THESIS SUPERVISION

8. How do you assess your supervisor's ability to guide you in your thesis writing process?

- Very favourably (5)
- Favourably (4)
- Averagely (3)
- Unfavourably (2)
- Very unfavourably (1)
- Don't know (9)

9. How do you assess your supervisor's willingness to answer questions and elaborate when needed?

- Very favourably (5)
- Favourably (4)
- Averagely (3)
- Unfavourably (2)
- Very unfavourably (1)
- Don't know (9)

10. What has been rewarding about your thesis supervision? - Why?

11. Do you have suggestions for improvement of the thesis supervision? – Which and why?

12. What is your overall assessment of the thesis supervision?

- 5 = Very rewarding
- 4
- 3
- 2
- 1 = Not rewarding at all
- Don't know

OVERALL ASSESSMENT OF THE MASTER THESIS SEMINAR

13. What is your overall assessment of the Master Thesis seminar (taking all aspects of the seminar into account)?

- Very good (5)
- Good (4)
- Average (3)
- Poor (2)
- Very Poor (1)
- Don't know (9)

14. Do you have any further remarks about the Master thesis seminar?

Thank you for your answers!

REMEMBER to press "**Finish**" (submit)

Teaching & Learning in Higher Education Programmes in Denmark, October 25, 2021

Programme	Objective (TE def.)	Hours	Content	Subjects	Output
UCPH, Social Sciences ²⁷⁴	Qualify for university teaching, collaboration, development	175-250 (two semesters)	Theoretical, practical Training days Collegial supervision Formal supervision	Student focus, Feedback, OBL, Teaching large classes, evaluation, constructive alignment, course description (frame), examination, research-teaching-integration Peer supervision, portfolio	Teaching portfolio T&L Project Supervision report Certificate
UCPH, Humanities ²⁷⁵	Qualify for university teaching, collaboration, development	200	Theoretical, practical 9 seminars Collegial supervision Formal supervision	Learning theory Course design Student focus Supervision Feedback Examinations Evaluation Communication and facilitation	Monthly assignments Teaching portfolio T&L Project Supervision report Certificate
UCPH, Sciences, Medicine ²⁷⁶	Qualify for university teaching, collaboration, development	75+175	Theoretical, practical 5+8 course days Formal supervision	Student learning Teaching methods Assessment Constructive alignment Student supervision Elective workshops	Teaching portfolio T&L Project Supervision report Certificate
AU ²⁷⁷	Aims to contribute to the professionalisation and quality of university teaching through the development of the participants' practical teaching skills and by fostering a	150 (one semester)	Theoretical, practical 7 course days Formal supervision	Introduction to teaching and learning in research-based education Educational IT Designing course Teaching portfolio, knowledge sharing and the teaching practice at the faculties	Teaching portfolio T&L Project Supervision report Diploma

²⁷⁴ University of Copenhagen, Social Sciences: <https://samf.ku.dk/pcs/english/forteachers/tlthe/>

²⁷⁵ University of Copenhagen, Humanities, Law and Theology: <https://kunet.ku.dk/fakultet-og-institut/hum/undervisning/teach/kurser-tilbud/aktuelle-kurser/sider/default.aspx>

²⁷⁶ University of Copenhagen Science and Medicine: https://www.ind.ku.dk/english/course_overview/up/

²⁷⁷ University of Aarhus: <https://ced.au.dk/en/courses/university-pedaogical-programme/>

	scholarly approach to teaching.				
SDU ²⁷⁸	Upgrade pedagogical qualifications and teaching skills and ensure individual professional development	270 (one year)	Theoretical, practical 7-8 course days Collegial supervision Formal supervision	Inspiration; student as learners, RBT, evaluation Coaching/supervision Development project Reflection and presentation	Teaching portfolio T&L Project Supervision report Certificate
AAU ²⁷⁹	Provide participants with the pedagogical and didactic foundation for a university career	10 ECTS	Theoretical, practical 8 course modules Collegial supervision Formal supervision English language certification	Teaching at a PBL university Planning and implementation of group instruction Use of IT and media The PBL Group Planning, development, quality assurance of study programmes	Teaching portfolio T&L Project Supervision report Two certificates
RUC ²⁸⁰	Strengthen and develop the teaching endeavor at RUC	18 months	Theoretical, practical Course modules Workshops Project work/ Collegial supervision Formal supervision	Critical reflexivity & the RUC-PPL model Project work Collegial intervention Portfolio	Teaching portfolio T&L Project Supervision report Two certificates
DTU ²⁸¹	Acquire knowledge, methods, and tools that enable you to teach with proficiency at university level and tools to continually develop your teaching practice	250 (one year)	Theoretical, practical Four courses (12 days appr.) 2-3 elective workshops Collegial supervision Formal supervision	Plan and carry out teaching lessons focusing on students learning. Designing a DTU-course Assessment & feedback	Teaching portfolio Capstone Project (poster) ??

²⁷⁸ University of Southern Denmark: https://www.sdu.dk/en/om_sdu/institutter_centre/c_unipaadaogik/universitetspaadaogikum

²⁷⁹ University of Aalborg: *AAU Learning Lab, Framework provisions (curriculum)*.
https://www.learninglab.aau.dk/digitalAssets/978/978502_framework-provisions-university-pedaagogy-for-assistant-professors-08-02-21.pdf

²⁸⁰ University of Roskilde: <https://intra.ruc.dk/index.php?id=43895&L=1>

²⁸¹ Technical University Denmark: *University Teacher Training Programme at DTU (UDTU)* <https://learninglab.dtu.dk/english/university-teaching-udtu>

ITU	Qualify university teaching, collaboration, development for	150 (three years)	Theoretical, practical Nine modules Formal supervision	Framing course Supervision Practise IT Peer-to-peer observation & feedback Exam Learning Technology Electives	Assignments Final assessment (extraordinarily competent; very competent, competent & not competent)
CBS ²⁸²	Enable you to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Within the dimensions of the United Kingdom Professional Standards Framework (UKPSF) developed by the UK-based Higher Education Academy (HEA)	Three year	Theoretical, practical Workshops Pedagogical courses (minimum 4 days) Formal supervision	COIN-workshops about teaching & learning Writing workshop	Assignments Reflective account of practice Teaching portfolio Supervision report Assessment Certificate and HEA Fellowship at Descriptor 2.

²⁸² <https://teach.cbs.dk/hetep/>

Doctoral supervision programmes at Danish Universities December 7, 2021

Programme	Objectives	Hours/ days	Content	Output	Status
AU, Arts ²⁸³	Strengthen and develop their competences as supervisors and provide them with avenues to seek support and mentoring	2 course days Collegiale supervision groups	Supervisor – student roles How the supervisor role evolve Influence of organizational and environmental dimensions	Minor tasks as preparation	Obligatory
AU, BBS ²⁸⁴	Support systematic exchange of best practices among experienced supervisors at AU BSS and to increase the individual's professional supervisor competencies.	4 days/ 40 hours	Both MA and PhD supervision Relationship and process management skills Text skills (feedback) Communication skills	Preparation	Certificate upon satisfactory completion (participate all 4 days)
AU, Nat & Tech ²⁸⁵	Expand participants' strategies and methods in supervision	4 days / 14 hours	Rules & regulations Manage the supervision process Communication skills	Preparation	Certificate upon satisfactory completion
AU, Health ²⁸⁶	Expand participants' strategies and methods in supervision	3 days/ other activities / 40 hours	Roles and expectations Rules & regulations, research integrity Communication, feedback & training	Preparation, assignments and collegial supervision	Certificate upon satisfactory completion (at least 80 %)
AAU, Social Sciences ²⁸⁷	No description available				Mandatory
UCPH, Social Sciences ²⁸⁸	Acquire formal and process-related knowledge about PhD supervision that is transferable to one's own supervisory practices.	2 days	Relationship between the supervisor and the PhD candidate Process-focused supervision Supervisor roles Communication and feedback techniques Collaborating with colleagues		Mandatory

²⁸³ <https://ced.au.dk/kurser/arts-doctoral-supervision-for-doctoral-supervisors/>

²⁸⁴ <https://ced.au.dk/en/courses/aarhus-bss-masters-and-phd-supervision-for-associate-professors-and-professors/>

²⁸⁵ <https://ced.au.dk/kurser/nat-and-tech-foundational-course-in-phd-supervision/>

²⁸⁶ <https://ced.au.dk/kurser/health-phd-supervision-for-supervisors/>

²⁸⁷ <https://www.handbook.aau.dk/document?contentId=349282>

²⁸⁸ <https://samf.ku.dk/pcs/english/forteachers/two-day-course-in-phd-supervision/>

			Rules, new trends and dilemmas in doctoral education		
UCPH, Health	Rules & Regulations	2-3 hours online	Rules & regulations	80 % correct answers	Mandatory
UCPH Health	PhD supervision: advice, tools and practices	3 days, 25-30 hours	Rules, Roles & expectations, supervision techniques, developing of supervision, collegial supervision	Assignments	Mandatory for new supervisors 5 th year Be present at all course days
RUC ²⁸⁹	Masterclass for PhD supervisors	Online and appr. 2-3 days	Rules and Regulations (online). Research-based knowledge about supervision and possible ways to develop ones supervision. 'Collegial intervision – Observation and development of own supervision'		Mandatory
DTU ²⁹⁰	Overview of the rules and PhD study processes at DTU. Tools that support reflection on your supervisory role in order to improve the quality of your supervision	4 days (1 intro and a 3 day course)	<ul style="list-style-type: none"> The DTU Dialogue tool. Rules & procedures. Principles of good scientific practice. Typical dilemmas Roles and expectations in the supervisor team. Supervision in practice, collegial feedback 	1 page story about a supervision process	Not mentioned
CBS ²⁹¹	No description available				Participation in PhD supervision courses or PhD supervision days on a regular basis (usually every second year)
SDU ²⁹²	PhD supervisors need to complete a PhD supervisor course to ensure supervisory qualifications	2x½ day	Rules & regulations. Roles and the supervision process and communication		Mandatory
ITU	No description available				The PhD School organises a course in

²⁸⁹ <https://events.ruc.dk/eae-masterclass-for-phd-supervisors-spring-2020/masterclass-for-phd-supervisors.html>

²⁹⁰ https://learninglab.dtu.dk/english/courses_and_workshops/phd_supervisors

²⁹¹ https://www.cbs.dk/files/cbs.dk/cbs_phd_study_handbook_2020-2021.pdf

²⁹² https://www.sdu.dk/en/forskning/phd/phd_skoler/phduddannelsen_under_samfundsvidenskab/nyt/phd+supervisor+course

					PhD supervision open to all ITU PhD supervisors
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University of Coimbra Evaluation Questionnaires

All questionnaires need to be answered at the end of each semester/trimester. Answers are given on a scale of 1 (fully disagree) to 5 (fully agree). At the end of all questionnaires there is the possibility to submit qualitative comments. Teaching staff is further required to comment on students' evaluation results on curricular units under their responsibility and on their own performance.

2020-2021 - Student Evaluation Questionnaire on 1st and 2nd Cycle Programs

- D: Adequacy of the course's buildings
- E: Adequacy of classrooms
- F: Adequacy of the library and related means of access to information
- G: Adequacy of laboratories and their equipment
- H: Existence and adequacy of study spaces
- I: Adequacy of computer media
- J: Overall assessment of the course's operating conditions
- K: Satisfaction with the pedagogical experience
- L: Availability and adequacy of means and technical conditions
- M: Provision and adequacy of social support
- N: Satisfaction with the UC Student platform
- O: Overall satisfaction with administrative services
- P: Perception of the impact of the change in the financial situation on the pursuit of studies
- Q: Global satisfaction with the cultural initiatives promoted
- R: Overall satisfaction with the sports initiatives promoted

2020-2021 - Student Evaluation Questionnaire on 1st and 2nd Cycles' Curricular Units

1st Cycle

- D: Adequacy of required effort load
- E: Percentage of classes attended
- F: Reasons given for the low number of classes attended
- G: Adequacy and availability of bibliography and other elements to support learning
- H: Students' perception of the learning outcomes they were able to achieve
- I: No overlapping of content with other curricular units
- J: Good articulation between theoretical and practical matters
- K: Overall average assessment of the quality of learning
- L: Adequacy of the communication tools used
- M: Clarity and adequacy of evaluation methods and criteria

2nd Cycle

- N: Students' perception of the contribution of training previously received to the work developed
- O: Evaluation of the placement organization
- P: Students' perception of the learning outcomes they were able to achieve

- Q: Overall appreciation of the course
- R: Meeting planned deadlines for defenses
- S: Meeting planned internship deadlines
- T: Adequacy of the adjustment made to the research / internship work plan

1st and 2nd Cycles

- U: Overall appreciation of the course
- V: Students' perception of their active participation in learning processes
- W: Students' perception of the development of critical analysis and reflection skills
- X: Students' global assessment of their own performance

2020-2021 - Student Evaluation Questionnaire on 1st and 2nd Cycles' Teaching Staff

1st Cycle

- D: Clarity in the presentation of the matter and in answering questions
- E: Fostering active and critical involvement of students in class
- F: Fostering self-learning of students outside of classes
- G: Encouraging involvement in research initiatives
- H: Availability to clarify doubts outside of classes
- I: Overall assessment of the quality of the teacher in the teaching/learning process

2nd Cycle

- J: Availability of the advisor to support the development of the student's work
- K: Fostering the spirit of initiative, responsibility and autonomy in the development of work, by the supervisor
- L: Overall appreciation of the quality and usefulness of guidance

2020-2021 - Student Evaluation Questionnaire on 3rd Cycle Programs – B Moment

- D: Adequacy of the course's buildings
- E: Adequacy of buildings access times
- F: Adequacy of classrooms
- G: Adequacy of the library and related means of accessing information
- H: Adequacy of access to bibliographic databases
- I: Adequacy of IT resources
- J: Adequacy of laboratories and their equipment
- K: Existence and adequacy of study spaces
- L: Adequacy of communication with the course coordinator
- M: Effectiveness of course coordination
- N: Overall satisfaction with the course's operating conditions
- O: Adequacy of laboratories, study spaces, equipment and other facilities
- P: Encouraging the construction of a specific training path
- Q: Adequacy of training to the student's needs and the thesis project
- R: Quality of methodological knowledge acquired in the training attended
- S: Quality of scientific and theoretical knowledge acquired in the training attended
- T: Capacity building for independent research development
- U: Overall assessment of the quality of training attended

V: Encouraging the development of critical capacity
W: Availability to discuss thesis projects or some of the studies/results
X: Global assessment of the quality of teachers/speakers/trainers in the teaching/learning process
Y: Constructive criticism of the thesis project
Z: Support on methodological issues of the thesis
AA: Support on scientific and theoretical issues of the thesis
AB: Encouraging autonomy in the work leading to the thesis
AC: Adequacy of guidance
AD: Global appreciation of the quality of the supervisor(s)
AE: Encouraging the production of scientific, technical and/or artistic/cultural material
AF: Encouragement of international mobility experience(s)
A - AG: Number of student responses - Reasons for delay in completing the doctoral program
B - AG: Number of expected responses - Reasons for delay in completing the doctoral program
C - AG: Response rate - Reasons for delay in completing the doctoral program
AG: Reasons for delay in completing the doctoral program
AH: Language(s) of thesis writing
AI: Type of thesis elaborated

2020-2021 - Student Evaluation Questionnaire on 3rd Cycle Programs – A Moment

D: Adequacy of libraries and bibliographic collection
E: Adequacy of access to bibliographic databases
F: Adequacy of IT resources
G: Global appreciation of teaching/research support facilities
H: Knowledge of the Contingency Plan
I: Practices adopted to maintain
J: Availability and adequacy of means and technical conditions
K: Provision and adequacy of social support
L: Overall satisfaction with administrative services
M: Perception of the impact of the change in the financial situation on the pursuit of studies
N: Global satisfaction with the cultural initiatives promoted
O: Overall satisfaction with the sports initiatives promoted
P: Encouraging the construction of a specific training path
Q: Adequacy of training to the needs of the student and the thesis project
R: Quality of methodological knowledge acquired in the training attended
S: Quality of scientific and theoretical knowledge acquired in the training attended
T: Capacity building for independent research development
U: Overall assessment of the quality of training attended
V: Teaching modality used by the teacher(s)
W: Adequacy of the communication tools used
X: Clarity and adequacy of evaluation methods and criteria
Y: Satisfaction with the Exams UC platform
Z: Adequacy of the adjustment made to the work plan
AA: Importance of face-to-face activity for further studies and research
AB: Global appreciation of teaching and research activities

- AC: Encouraging the development of critical capacity
AD: Availability to discuss thesis projects or some of the studies/results
AE: Encouraging involvement in research initiatives
AF: Adequacy of communication with the course coordinator
AG: Overall assessment of the quality of teachers/speakers/trainers in the teaching/learning process
AH: Overall assessment of the quality of the supervisor(s)

2020-2021 - Teaching Staff Evaluation Questionnaire

- D: Adequacy of buildings
E: Adequacy of classrooms (size and comfort)
F: Adequacy of libraries
G: Adequacy of computer and communication resources made available to students
H: Adequacy of laboratories, computer rooms or others with specialized equipment
I: Adequacy of study spaces available to students
J: Overall assessment of the course's operating conditions
K: Effectiveness of strategic measures adopted by the Rectory
L: Effectiveness of communication by the Rectory
M: Availability and adequacy of means and technical conditions
N: Adequacy of resources/infrastructure made available by the OU
O: Satisfaction with the UC Teacher platform
P: Satisfaction with the pedagogical experience
Q: Perception of skills needed for non-face-to-face teaching